

REVISED TEACHING PLANS 2020
FOUNDATION PHASE: LIFE SKILLS
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!

GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 2		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PERSONAL & SOCIAL WELL-BEING	TOPIC:	SAFETY ORIENTATION	MY FAMILY	HOME	WINTER	SOUND & SIGHT	TOUCH	TASTE & SMELL
	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY ORIENTATION							
	DAILY COVID-19 MEASURES:							
	<p>Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none"> Remind learners of the daily routine tests when coming to school. Encourage learners to stay at home when ill. Teach learners how to greet without touching. (A greeting song) Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. Supervise snack and lunchtime. Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately. Wash hands with soap and water often or sanitize your hands Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine. Slogan: Keep your distance - Teach learners about social distancing. 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 THEIR OWN CONTEXTS. PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED. 							
	SKILLS:	<ul style="list-style-type: none"> Observe Communicate Compare 	<ul style="list-style-type: none"> Observe communicate compare 	<ul style="list-style-type: none"> Observe communicate classify 	<ul style="list-style-type: none"> Observe compare 	<ul style="list-style-type: none"> Observe compare 	<ul style="list-style-type: none"> Observe classify experiment 	<ul style="list-style-type: none"> Observe Classify experiment
KNOWLEDGE:	<ul style="list-style-type: none"> To protect myself (Covid-19) routine Orientation 	<ul style="list-style-type: none"> What constitutes a family Celebrations 	<ul style="list-style-type: none"> A safe haven and each member's function 	<ul style="list-style-type: none"> Weather conditions Effect on humans and animals 	<ul style="list-style-type: none"> Sensory observations 	<ul style="list-style-type: none"> Experiential observation learning through using senses 	<ul style="list-style-type: none"> Experiential observation Learning through using senses 	
CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR	<ul style="list-style-type: none"> How to be safe at home Safe places to play Unsafe places to play 	<ul style="list-style-type: none"> Who belongs to my family Activities my family do together 	<ul style="list-style-type: none"> Who lives at home What I do at home Who works at home 	<ul style="list-style-type: none"> The weather in autumn How nature is affected How animals are affected 	<ul style="list-style-type: none"> Sounds we hear & what makes these sounds Music I like Things I see around me 	<ul style="list-style-type: none"> Different things feel different Introduce new words: hard, soft, smooth, rough, 	<ul style="list-style-type: none"> Different things feel different Introduce new words: hard, soft, smooth, rough, 	

<p>CONSOLIDATION ONLY - PRACTICAL EXPERIENCES (CONCRETE) MUST TAKE PRIORITY</p>	<ul style="list-style-type: none"> • Being safe on the road • How to be able to hear & see keeps us safe • Safety when tasting 	<ul style="list-style-type: none"> • Activities my family celebrate - e.g. wedding, good news, birthdays • Note: Learners come from many different types of family. Ensure inclusivity. 	<ul style="list-style-type: none"> • Different jobs we do at home 	<ul style="list-style-type: none"> • How people are affected – e.g. what we eat, wear, do, games we play 	<ul style="list-style-type: none"> • light, dark & shadows • looking after my ears & eyes 	<p>cold, hot, warm, cool</p> <ul style="list-style-type: none"> • Experiencing different temperatures & textures • Tastes and smell I like & that are new to me • Different smell around us & where it comes from 	<p>cold, hot, warm, cool</p> <ul style="list-style-type: none"> • Experiencing different temperatures & textures • Tastes and smell I like & that are new to me • Different smell around us & where it comes from
<p>ACTIVITIES:</p>	<p style="text-align: center;">INTEGRATED INTO ALL 3 SUBJECTS ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES</p>						
<p style="text-align: center;">FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.</p>							
<ul style="list-style-type: none"> • Routine activities to continue daily- Learners need structure - Note amended activities. • Weather is discussed daily • Date chart; days of the week, months of the year • Celebrations • Toilet routine- Reinforce social distancing, washing of hands (sing happy birthday twice) • Health checks will take place every morning – Sanitizing and temperature readings 							
<p>SCHOOL BASED ASSESSMENT:</p>	<p>Continuous DAILY observations/informal assessments (1 group per day) based on skills taught</p>						

BEGINNING KNOWLEDGE/INTEGRATION WITH ALL SUBJECTS	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 coordination							
	SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect OR have own plastic bowl	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills Application of knowledge							
	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 / Stacking Creating problem solving language development 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	Inquiry- What would happen if....? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM)							

	Teacher controlled Magnifying glasses to be sanitized	
	CREATIVE ARTS Learners to EACH have their own ice cream container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills Figure ground Mixing colours Application
	BOOK CORNER Learners to disinfect hands USE OF OWN DBE WORKBOOK or magazine from home AT THEIR TABLE (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right
	WRITING CORNER Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
NO OUTDOOR PLAY - JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC. The management of sanitizing after every learner will be time-consuming and impractical		
<ul style="list-style-type: none"> • Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas • WEATHER: <ul style="list-style-type: none"> • Predictions/Observations/ Communication • Complete weather chart • Rainfall, wind, 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	

VISUAL ARTS

TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH	TASTE & SMELL
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CREATE IN 2D

Learners to EACH have their own container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)
 Use container with paint with a lid; each to have own objects; own scissors or **wash after use by one group** with soapy water ready for next 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	X	X	X	X	X	X	X
Interpreting body parts in drawing and painting		X			X	X	
Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)	X		X	X		X	X

CREATE IN 3D (Modeling & Constructing)

Container with lid dough for personal use – Teacher to decide which activities to use and how she will manage this in the safest manner possible

Craft skills and techniques: Cutting (own scissors)	X	X	X	X	X	X	X
Pasting	X	X	X	X	X	X	X
Tearing	X	X	X	X	X	X	X
Use play dough to model freely; - Shaping	X	X	X	X	X	X	X

CREATIVE ARTS

	- Twisting - Rolling							
	VISUAL LITERACY							
	Looking at and talking about book illustrations: namely shapes and colours in book illustrations, identifying contrasts e.g. big/small, long/short in book illustrations							
PERFORMING ARTS	CREATIVE GAMES AND SKILLS Activities to be executed at table or on the spot (groups) in the demarcated areas in class unless an area has been demarcated outside							
	Warming up using everyday activities: such as cleaning my shoes", making my bed	X	X	X	X	X	X	X
	Body awareness Exploring space and direction such as large, small, high, low, far, near		X	X			X	
	Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle	X	X		X	X		X
	Indigenous songs, rhythmic games and rhymes – Using different dynamics (loud, soft, strong, gentle) with clapping and stamping		X		X	X	X	
	Locomotor movements such as skipping and hopping on the spot- OR demarcated area or lanes painted on tarmac 1 and a half meters apart	X		X		X		X

Listening skills; reacting to signals, cues, stories, rhymes and song, such as ("freeze!", "up!", "down!")	X	X	X	X	X	X	X	X
IMPROVISE AND INTERPRET								
On the spot, small groups of 5 or 6 observing social distancing (sanitize objects continuously- have monitors/helpers)								
Interpretation of indigenous & other songs using dynamics-soft/loud	X	X	X	X	X	X	X	X
Dramatizing; Make believe situations, fantasy and own life experiences Individually or in small groups	X	X	X	X	X	X	X	X
Creating and imitating sound effects in stories, such as bees (buzz) etc.	X	X	X	X	X	X	X	X
Directions, levels (high medium and low) Shapes explored through creative movement and stories	X	X	X	X	X	X	X	X
Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus	X	X	X	X	X	X	X	X
Use of objects or props creatively in movement, dramatic play and music	X	X	X	X	X	X	X	X
SCHOOL BASED ASSESSMENT: Informal	Continuous observations/informal assessments (1 group per day) based on skills taught							

PHYSICAL EDUCATION	TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH	SMELL& TASTE	
	LOCOMOTOR AND NON-LOCOMOTOR								
	Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups) Demarcated lanes – like on a track (distancing)								
	Body parts: sing songs and rhymes while learning the body parts, i.e. head shoulders, neck, chest, etc.	X	X				X	X	
	Walking backwards and forwards	X	X	X			X		X
	Walking/ running faster and slower On the spot/ outside lanes	X		X	X			X	
	RHYTHM – on the demarcated spot								
	Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e. touch your toes., etc.	X			X		X	X	X
	Throwing and catching OWN bean bags (newspaper ball)		X			X			
	BALANCE – Lanes drawn on tarmac or any other area								
Body parts: using OWN bean bags and learners copy the teacher as to where to place		X			X		X		

the bean bag 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	X		X		X		
Balancing: on low level objects		X		X		X	
LATERALITY							
Demarcated area; if no space only do activities that your classroom or outdoor space allows							
Body parts- running, falling face down, lying on the ground...rolling onto their backs and on their side's L/R		X	X	X			
Moving sideways L/R at table		X		X		X	
SPORTS AND GAMES							
Throw bean bags/ paper balls into containers	X			X		X	
Catching OWN newspaper ball		X	X		X		
SCHOOL BASED ASSESSMENT: Informal	Continuous observations/informal assessments (1 group per day) based on skills taught						

GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
TOPIC:	WINTER/AUTUMN	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
PERSONAL & SOCIAL WELL-BEING	SKILLS:	<ul style="list-style-type: none"> • Observation • Predicting 	<ul style="list-style-type: none"> • Observation • Measuring • Classifying 	<ul style="list-style-type: none"> • Observation • prediction 	<ul style="list-style-type: none"> • Observation • Classifying 	<ul style="list-style-type: none"> • observation • classifying 	<ul style="list-style-type: none"> • observation • predicting 	
	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY							
	<p>DAILY COVID-19 MEASURES:</p> <p>Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none"> • Remind learners of the daily routine tests when coming to school. • Encourage learners to stay at home when ill. • Teach learners how to greet without touching. • Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. • Supervise 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 tissue immediately. • Wash hands with soap and water often or sanitize your hands • Sanitize 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 THEIR OWN CONTEXTS <p>PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.</p>							
	KNOWLEDGE:	<ul style="list-style-type: none"> • Weather conditions • How humans and animals adapt in winter 	<ul style="list-style-type: none"> • How we stay safe when using transportation? • How are various modes of transportation similar and different? 	<ul style="list-style-type: none"> • Different ways people make a living 	<ul style="list-style-type: none"> • The nutritional value of fruit and vegetables, their textures, colours and shapes 	<ul style="list-style-type: none"> • Where food and clothes come from 	<ul style="list-style-type: none"> • Becoming good environmental citizens 	
CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES	<ul style="list-style-type: none"> • Weather • How nature is affected • How animals are affected • How people are affected • Saving water 	<ul style="list-style-type: none"> • Getting to school • Different kinds of transport • Transport long ago 	<ul style="list-style-type: none"> • Work relating to: <ul style="list-style-type: none"> ○ Transport ○ Health ○ Food ○ Services 	<ul style="list-style-type: none"> • Different types • Tastes & textures • Where it comes from • Colours & shapes • Importance of washing our fruit and vegetables 	<ul style="list-style-type: none"> • Animals dairy products comes from • How we get butter • Sheep farming 	<ul style="list-style-type: none"> • Importance of a clean environment • Pollution • Importance of recycling 		

(CONCRETE) MUST TAKE PRIORITY					<ul style="list-style-type: none"> • Where wool comes from & its uses 		
ACTIVITIES:	INTEGRATED into All 3 subjects ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISED						
<ul style="list-style-type: none"> • Routine activities to continue daily- Learners need structure - Note amended activities please. Keep learners safe • Weather is discussed daily • Date chart; days of the week, months of the year • Celebrations • Toilet routine- Reinforce social distancing, washing of hands (sing happy birthday twice) • Health checks will take place every morning – Sanitizing and temperature readings 							
FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.							
SCHOOL BASED ASSESSMENT: Informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught						

BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS	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 coordination						
	SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills						
	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 from 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 / stacking Creating problem solving language development 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 Teacher demonstration	Inquiry - What would happen if...? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM- bring from home)						

	Magnifying glasses to be sanitized	
	CREATIVE ARTS Learners to EACH have their own container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills, figure - ground Mixing colours Application
	BOOK CORNER Learners to disinfect hands USE OF OWN DBE WORKBOOK or magazine from home AT THEIR TABLE (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right
	WRITING CORNER Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
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: <ul style="list-style-type: none"> • Predictions/Observations/ Communication • Complete weather chart • Rainfall, wind, clouds, sunshine, etc. <p>Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas</p>		
HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES		
	SCHOOL BASED ASSESSMENT: Informal	Continuous observations/informal assessments (1 group per day) based on skills taught

VISUAL ARTS	TOPIC:	WINTER	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
	CREATE IN 2D								
	LEARNERS to have their OWN stationery in a container								
	Draw and paint freely using the week's topic	X	X	X	X	X	X		
	Informal rendering of the body in action: hopping, running, sleeping and other	X		X		X			
	Working in different formats and paper sizes and brushes of different sizes to work with increased detail	X	X	X	X	X	X		
	CREATE IN 3D (Modeling & Constructing)								
	Learners to have their own clay or blocks in a container								
	Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other	X	X	X	X	X	X		
	Encourage development of skills through manipulation of the materials	X	X	X	X	X	X		
Use playdough to improve fine-motor ability; rolling, pinching, joining	X	X	X	X	X	X			

VISUAL LITERACY

Looking at and talking about colour and shape in pictures and photographs.
 Responding to questions to show awareness of colour and shape.

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

PERFORMING ARTS

Warming up movements using actions to stories as a stimulus	X	X	X	X	X		
Pony gallops using rhythm and movement	X		X		X		
Music, voice and movement, focusing on pitch: high and low		X		X		X	
Using percussion instruments to keep a steady beat and develop numeracy skills by counting	X		X		X		
Using body percussion to perform simple rhythm patterns		X		X		X	
Spatial awareness through movement making shapes, circles and lines	X		X		X		
Gestures and facial expressions to communicate		X		X		X	

emotions such as 'sad', 'happy'							
Cooling down the body and relaxation: e.g. floating in the water like a leaf.	X	X	X	X	X	X	
IMPROVISE AND 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		X		X	
Dramatizing make-believe situations or own life experiences with movement and song	X		X		X		
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.	X	X	X	X	X	X	

PHYSICAL EDUCATION	TOPIC:	WINTER	TRANSPORT	JOB'S PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
	LOCOMOTOR AND NON-LOCOMOTOR								
	Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups) Activities are done on the spot								
	Walk and run in different directions on the spot	X				X		X	
	Walking, marching, hopping, sliding, skipping, galloping, jumping on the spot	X		X			X		
	Non-locomotor: bending, stretching and curling the body into various shapes		X			X		X	
	RHYTHM								
	Activities are done on the spot								
Jumping with feet together and on alternate feet		X	X			X			
Simple hop-scotch, single take-off to single landing; single take-off to double feet landing; double take-off to single foot landing	X				X	X			

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

curved line and zigzag (Coloured sellotape or markings to bathroom)							
LATERALITY							
Moving sideways L/R in a straight pathway, curved pathway and zigzag	X		X		X		
Hopping on non-dominant foot		X		X			
SCHOOL BASED ASSESSMENT: Informal	Continuous observations/informal assessments (1 group per day) based on skills taught						

GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
TOPIC:	SPRING/SUMMER	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS	
PERSONAL & SOCIAL WELL-BEING	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY							
	<p>DAILY COVID-19 MEASURES:</p> <p>Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none"> Remind learners of the daily routine tests when coming to school. Encourage learners to stay at home when ill. Teach learners how to greet without touching. Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. Supervise 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 tissue immediately. Wash hands with soap and water often or sanitize your hands Sanitize 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 THEIR OWN CONTEXTS <p>PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.</p>							
	SKILLS:	<ul style="list-style-type: none"> Observation Classification 	<ul style="list-style-type: none"> Observation Classification 	<ul style="list-style-type: none"> Classification Observation 	<ul style="list-style-type: none"> Classification Observation 	<ul style="list-style-type: none"> Observation Classification 	<ul style="list-style-type: none"> Communicating Measuring 	
	KNOWLEDGE:	<ul style="list-style-type: none"> Changes that takes place in nature during Spring/Summer 	<ul style="list-style-type: none"> Birds: 'characteristics' - habitat and how they reproduce 	<ul style="list-style-type: none"> Reptiles: - Characteristics - habitat 	<ul style="list-style-type: none"> Dinosaurs, how they lived -characteristics 	<ul style="list-style-type: none"> Wild animals , types and -characteristics -habitat 	<ul style="list-style-type: none"> The benefits of sport 	
<p>CAPS CONTENT:</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES (CONCRETE) MUST TAKE PRIORITY</p>	<ul style="list-style-type: none"> The weather in Spring/Summer How nature is affected How animals are affected How people are affected e.g. what we eat, wear, do, games we play 	<ul style="list-style-type: none"> Different types of birds General characteristic of a bird Feathers, two legs, lay eggs Birds cannot fly- ostrich, penguin nests 	<ul style="list-style-type: none"> Different reptiles- e.g. crocodile Characteristic of reptiles Find out more about at least one reptile 	<ul style="list-style-type: none"> Different dinosaurs How dinosaurs lived How we know about dinosaurs today 	<ul style="list-style-type: none"> What is a wild animal? Types of wild animals Where we find wild animals How wild animals live 	<ul style="list-style-type: none"> Sport I like Why we have rules in sport Why playing sport is good for me 		

ACTIVITIES:	<p style="text-align: center;">INTEGRATED INTO ALL 3 SUBJECTS ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES</p>						
	<p style="text-align: center;">FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.</p>						
SCHOOL BASED ASSESSMENT:	<p style="text-align: center;">Continuous observations/informal assessments (1 group per day) based on skills taught</p>						

BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS	TOPIC:	SPRING/SUMMER	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	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 coordination							
	SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills							
	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 from 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 / Stacking Creating problem solving language development 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	Inquiry - What would happen if....? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM – bring from home)							

	predictions, then observe	Teacher demonstration -Magnifying glasses to be sanitized
	CREATIVE ARTS Learners to EACH have their own ice cream container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills, figure-ground Mixing colours Application
	BOOK CORNER Learners to disinfect hands USE OF OWN DBE WORKBOOK or magazine from home AT THEIR TABLE (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right Application
	WRITING CORNER Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
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:		
<ul style="list-style-type: none"> • Predictions/Observations/ Communication • Complete weather chart • Rainfall, wind, clouds, sunshine, etc. 		
Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas		
HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES		
	SCHOOL BASED ASSESSMENT: informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught

CREATIVE ARTS	TOPIC:	SPRING	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS
	CREATE IN 2D LEARNERS to have their own stationery in a container							
Drawing and painting using the week's topic	X	X	X	X	X	X	X	
Intentional use of drawn pattern; awareness of pattern in own world	X				X			
Use color to create pattern	X				X	X	X	
Simple print making techniques to create informal pattern			X	X				
CREATE IN 3D (Construction and modeling) Learners to have their own clay or blocks in a container								
Develop craft skills and fine motor control; • Tying • Wrapping and other	X	X					X	
Use greater detail in playdough modeling: • pinching • pulling • rolling smaller pieces • informal modeling of clay	X	X	X	X	X	X	X	

	VISUAL LITERACY More specific naming of colour and shape (light and dark colour, simple geometric shapes) and contrasts through answering questions.							
PERFORMING ARTS	SKILLS: IMPROVISE AND INTERPRET USE							
	Simple mime actions such as eating an ice cream, baking a cake, planting and watering a seed, etc.	X	X	X	X	X	X	
	Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects	X	X	X	X	X	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	X	X	X	X	X		

LOCOMOTOR/ NON- LOCOMOTOR

Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups)

PHYSICAL EDUCATION

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	X		X			X	
Walk in different directions at speeds ,including stopping on instruction, or to do a new movement	X			X			
Non-locomotor; twisting, curling, uncurling, stretching, bending, etc.		X		X		X	
PERCEPTUAL MOTOR							
Hand-eye co-ordination: throw a big ball at a target; roll a smaller ball to a target		X		X			
RYTHYM In class-Own space							
Using action songs: copy the movements of teacher- marching, galloping,	X		X			X	

hopping, skipping rotation and balance							
COORDINATION							
Throw and catch a bean bag /newspaper ball with both hands; and with either L/R hands	X		X		X		
Throw a bean bag into a hoop placed on the ground two metres away	X			X		X	
Hand-foot co-ordination: greet each other with the feet;	X		X		X		
LATERALITY							
Rolling activity can only be done if you have enough space for social distancing- Groups takes turns to do the activity							
Activities using the non-dominant side of the body	X		X		X		
Rolling activities, lie on the ground and roll left or right		X		X		X	
SPORTS AND GAMES							
Space needed							
Follow instructions to walk, run, jump, skip, climb, etc.		X	X		X	X	
SCHOOL BASED ASSESSMENT: Informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught						