EARLY CHILDHOOD DEVELOPMENT: CURRICULUM GUIDELINES

GRADE 000 to GRADE 3

Endorsed by:

ISASA
Independent Schools Association of Southern Africa
Quality Values Diversity

SAHISA
Southern African Heads of Independent Schools Association
Quality Values Diversity

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INTRODUCTION

HISTORY:

At the end of 2012 a national survey was conducted regarding the positioning and curriculum of Grade 0/R in ISASA schools. The results of the research indicated a need for common curriculum guidelines for Early Childhood Development (ECD). A national ECD workgroup was formed in early 2013. Over forty schools from across the country were involved in the project. A product of the workgroup's efforts was the initial set of Curriculum Guidelines, which was published in August 2013. In June 2015 a national review process was initiated and the Guidelines were revisited to ensure that the document remains current and in line with international best practice. The document presented here is a consolidated, well-formulated and up-dated set of curriculum guidelines for Grade 000 to Grade 3, which is based on existing national curriculum documents, research and best practice.

PURPOSE:

The main purpose of this document is to provide a national reference to assist in facilitating consistency in terms of expectations and curriculum covered in Grade 000 to Grade 3. It is intended as a guide for ISASA schools but can be used by any educational institution. These curriculum guidelines have been drawn up using extensive research into best practice both locally and internationally. However, they do not provide an exhaustive list of everything that a child should know or be able to do by the end of the Foundation Phase of learning.

ECD CURRICULUM DEVELOPMENT MODEL

This model is designed to provide an overview of the philosophy and approach taken towards Early Childhood Development (ECD) curriculum development in this document.

At the centre lies the 21st century child, as our purpose as educators and schools is to provide what is necessary to nurture the development of children who will be able to flourish in the modern world.

The core developmental areas include social and emotional development, cognitive and perceptual development, and physical development. These areas are viewed as critical and the building blocks for all future learning.

The auxiliary learning areas include content that has been the centre of traditional curricula, which covers language and literacy, numeracy, knowledge and skills, as well as, the creative arts.

Encompassing the content of the curriculum are the processes and methodologies used by schools and educators within Southern Africa. These processes and methodologies have been drawn from best practice and current trends within education both locally and internationally.

THE 21ST CENTURY CHILD

Our world has changed and research shows that children need more than the traditional 3 Rs (reading, writing and arithmetic) to prepare for future 21st century careers. Globalisation means that children need to prepare academically for an increasingly competitive global landscape and at the same time learn to collaborate with others from all over the world. Technology has changed our access to information and knowledge. Children now need the skills to be able to sort, analyse and understand vast amounts of data. A dynamic world economy requires creativity and innovation. So how do we prepare children for tomorrow's knowledge-based, highly competitive, highly innovative careers in an increasingly complex and globalised world?
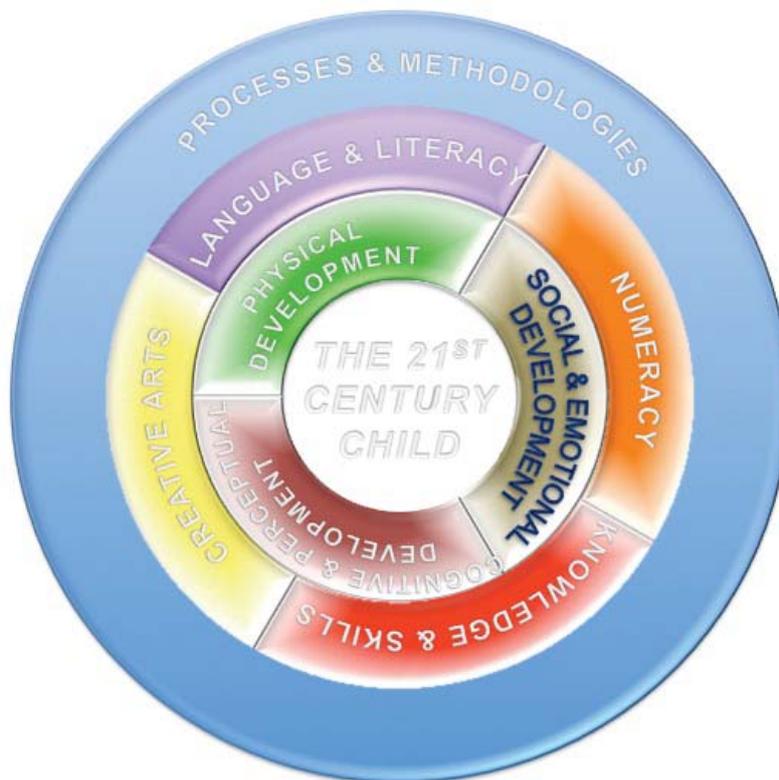
The ECD Curriculum Development Model suggests that while maintaining a focus on traditional academics (literacy, numeracy and life skills), this model includes additional knowledge and skills to prepare children for the future. This includes thinking skills, use of technology and interpersonal skills, such as collaboration, conflict resolution and problem solving.

CORE DEVELOPMENTAL AREAS

SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning focuses on assisting the child to mature emotionally, developing a sense of self and self worth. The child will learn to be more independent and able to take responsibility for him or herself. He or she will develop an understanding of social interaction and relationships, as well as develop appropriate social behaviours and skills.

GRADE 000:Social & Emotional Development

SOCIAL INTERACTION/ PLAY	• Demonstrates basic manners • Verbalises needs • Beginning to understand the concept of sharing and taking turns • Participates in parallel play • Takes part in fantasy play
RELATIONSHIPS	• Seeks security and support less often from primary family figures • Plays along side others • Forms strong bond with primary teacher/teaching assistant for comfort and security • Is aware of others in the environment
SELF-REGULATION	• Separates from parents without distress • Needs adult guidance in managing impulses and feelings • Recognises basic emotions • Seeks and accepts comfort and guidance from adults without temper outbursts • Participates willingly in activities and attempts new challenges with adult guidance • Adapts to rules and routines
EMPATHY & CARING	• Shows progress in expressing feelings without harming self or others • Demonstrates concern for the needs of other children • Shows interest in other people • Treats living things, property and environment with respect
SELF	• Demonstrates independence in selecting activities, personal hygiene and dressing • Demonstrates growing responsibility, respect and confidence • Demonstrates gender awareness
WORK ETHIC	• Participates in activities
RESILENCE	• Tries different activities • Explores the environment
SOCIAL AWARENESS	• Beginning to be tolerant towards others

GRADE 00:Social & Emotional Development

SOCIAL INTERACTION	• Demonstrates basic manners • Verbalises needs • Interacts with peers in shared activities and occasional cooperative efforts • Engages in play and begins to demonstrate an understanding of group rules and roles • Takes turns and shares • Co-operates and demonstrates eagerness to please • Handles conflict situations with support and mediation • Independently initiates and engages in fantasy or imaginative play
RELATIONSHIPS	• Grows in independence and is able to be away from parents for longer periods of time • Forms small friendships – demonstrates making choices according to interests • Forms bond with primary teacher but ventures away and seeks assistance from others
SELF-REGULATION	• Separates from parents without distress • Demonstrates more self-control over impulses and feelings although adult guidance is still sometimes necessary • Recognises and labels emotions • Accepts comfort and guidance from adults without temper outbursts • Participates willingly in activities and accepts a challenge with less adult guidance • Adapts to rules and routines
EMPATHY & CARING	• Shows progress in expressing feelings without harming self or others • Demonstrates concern for the needs of other children and younger siblings • Shows interest in other people – notes similarities and differences • Treats living things, property and environment with respect
SELF	• Demonstrates independence in selecting activities, personal hygiene and dressing • Responsible • Respectful • Confident • Demonstrates gender awareness
WORK ETHIC	• Demonstrates growing ability to concentrate and focus on the task at hand • Works independently • Works as part of a group • Participates in activities • Demonstrates perseverance when faced with a challenging task
RESILENCE	• Explores the environment • Attempts new or challenging activities • Prepared to try an activity again even if he or she did not initially complete the task successfully
SOCIAL AWARENESS	• Demonstrates awareness of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights

GRADE 0/R: Social & Emotional Development

SOCIAL INTERACTION	• Demonstrates basic manners • Shows grace and courtesy towards adults and peers without prompting • Verbalises needs • Understands and identifies basic rights and responsibilities towards adults and peers • Participates positively and cooperatively within a group • Takes turns and shares • Resolves conflict situations with little to no adult intervention • Initiates and engages in more complex imaginative play • Leadership skills and problem solving demonstrated during play
RELATIONSHIPS	• Is independent and able to separate from primary caregivers for extended periods of time • Friendships more reciprocal, exclusive and enduring • Becomes less dependent on primary teacher/teaching assistant and seeks assistance from less familiar adults
SELF-REGULATION	• Separates from parents without distress • Demonstrates progress in terms of controlling impulses and feelings • Recognises, labels and regulates emotions • Controls outbursts and seeks to find solutions to conflict • Chooses new as well as familiar activities on his or her own • Adapts to rules and routines
EMPATHY & CARING	• Shows more respect and sensitivity to others • More likely to assist with sympathy and responds to needs of others • Shows interest in other people- recognises cultural similarities and differences • Treats living things, property and environment with respect
SELF	• Demonstrates independence in selecting activities, personal hygiene and dressing • Responsible • Respectful • Confident • Demonstrates gender awareness
WORK ETHIC	• Can focus with good concentration • Works independently • Works as part of a group • Participates in activities • Demonstrates perseverance when faced with a challenging task • Able to complete tasks within an appropriate time frame
RESILENCE	• Explores the environment • Attempts new or challenging activities • Prepared to try an activity again even if he or she did not initially complete the task successfully
SOCIAL AWARENESS	• Demonstrates awareness and respect of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights

GRADE 1:Social & Emotional Development

SOCIAL INTERACTION	• Demonstrates basic manners • Shows grace and courtesy towards adults and peers without prompting • Verbalises needs • Understands and identifies basic rights and responsibilities towards adults and peers • Participates positively and cooperatively within a group • Takes turns and share • Demonstrates intrinsic motivation • Resolves conflict situations independently and in a positive way
RELATIONSHIPS	• Maintains well-being apart from primary figures for play dates • Friendships more reciprocal, exclusive and enduring • Becomes less dependent on primary teacher and seeks assistance from less familiar adults
SELF-REGULATION	• Separates from parents for longer periods of time • Controls impulses and feelings • Recognises, labels and regulates emotions • Controls outbursts and seeks to find solutions to conflict • Chooses new as well as familiar activities on his or her own • Adapts to rules and routines
EMPATHY & CARING	• Shows more respect and sensitivity to others • More likely to assist with sympathy and responds to needs of others • Shows interest in other people- recognises cultural similarities and differences • Treats living things, property and environment with respect
SELF	• Independent • Responsible • Respectful • Confident
WORK ETHIC	• Can focus with good concentration and perseverance • Works independently • Works as part of a group • Participates in activities
RESILIENCE	• Explores the environment • Attempts new or challenging activities • Prepared to try an activity again even if he or she did not initially complete the task successfully • Does not give up when a task is challenging
SOCIAL AWARENESS	• Demonstrates awareness of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights

GRADE 2:Social & Emotional Development

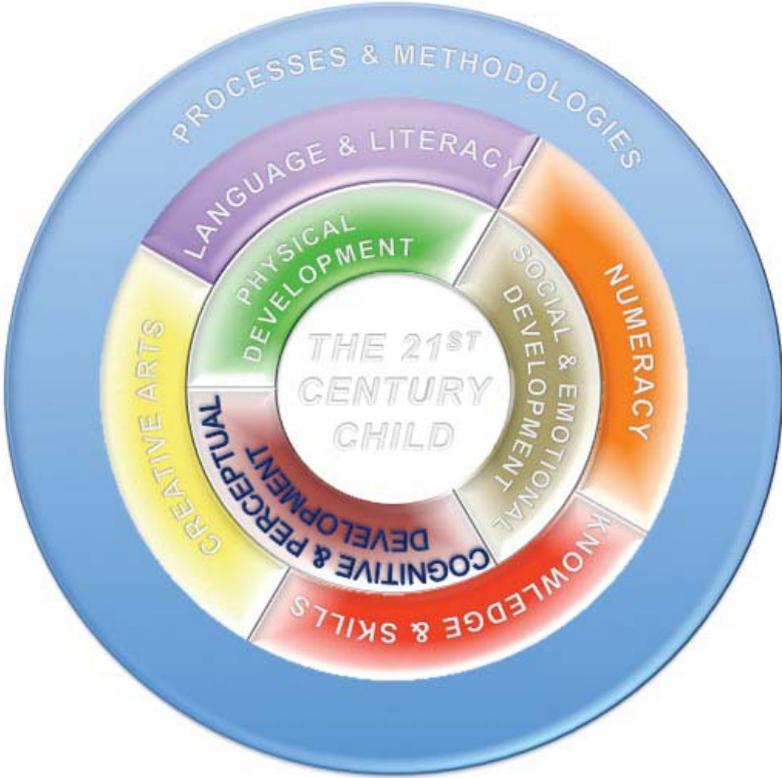|	
SOCIAL INTERACTION	• Demonstrates basic manners • Shows grace and courtesy towards adults and peers without prompting • Understands and identifies basic rights and responsibilities towards adults and peers • Participates positively and cooperatively within a group • Able to collaborate with others • Self motivated • Resolves conflict situations independently and in a positive way
RELATIONSHIPS	• Maintains well-being apart from primary figures for play dates with friends and sleepovers with family • Friendships reciprocal, exclusive and enduring
SELF-REGULATION	• Separates from parents for longer periods of time • Controls impulses and feelings • Recognises, labels and regulates emotions • Controls outbursts and seeks to find solutions to conflict • Chooses new as well as familiar activities on his or her own • Adapts to rules and routines
EMPATHY & CARING	• Shows respect and sensitivity to others • Assists with sympathy and responds to needs of others • Shows interest in other people- recognises cultural, social, religious, gender similarities and differences • Treats living things, property and environment with respect
SELF	• Independent • Responsible • Respectful • Confident
WORK ETHIC	• Can focus with good concentration and perseverance • Works independently • Works as part of a group • Participates in activities • Utilises various learning strategies and thinking skills
RESILIENCE	• Explores the environment • Attempts new or challenging activities • Prepared to try an activity again even if he or she did not initially complete the task successfully • Does not give up when a task is challenging
SOCIAL AWARENESS	• Demonstrates awareness of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights

GRADE 3:Social & Emotional Development

SOCIAL INTERACTION	• Demonstrates basic manners • Shows grace and courtesy towards adults and peers without prompting • Understands and identifies basic rights and responsibilities towards adults and peers • Participates positively and cooperatively within a group • Able to collaborate with others • Self motivated • Resolves conflict situations independently and in a positive way
RELATIONSHIPS	• Maintains well-being apart from primary figures for play dates and sleepovers with friends or family • Friendships reciprocal, exclusive and enduring
SELF-REGULATION	• Separates from parents for longer periods of time • Controls impulses and feelings • Recognises, labels and regulates emotions • Controls outbursts and seeks to find solutions to conflict • Chooses new as well as familiar activities on his or her own • Adapts to rules and routines
EMPATHY & CARING	• Shows respect and sensitivity to others • Assists with sympathy and responds to needs of others • Shows interest in other people- recognises cultural, social, religious, gender similarities and differences • Treats living things, property and environment with respect
SELF	• Independent • Responsible • Respectful • Confident
WORK ETHIC	• Can focus with good concentration and perseverance • Works independently • Works as part of a group • Participates in activities • Utilises various learning strategies and thinking skills
RESILIENCE	• Explores the environment • Attempts new or challenging activities • Prepared to try an activity again even if he or she did not initially complete the task successfully • Does not give up when a task is challenging
SOCIAL AWARENESS	• Demonstrates awareness of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights

COGNITIVE AND PERCEPTUAL DEVELOPMENT

Cognitive and perceptual development is integrated and demonstrated across all the other areas of learning. It is important that it is not viewed in isolation. As the child progresses from one grade to another his or her skills will increase in sophistication and maturity. The child will develop visual and auditory perceptual skills, as well as the ability to think and problem solve using a variety of strategies.

GRADE 000: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS

Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Remembers where objects are put away • Recognises familiar people and remembers names • Can remember at least 2 objects
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes an irregular shape puzzle • Identifies familiar pictures in a book • Matching games
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a 3-to 10- piece puzzle • Able to build a simple object with blocks
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different position
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to visually follow an object around the room

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow a single instruction
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remember simple rhymes and songs • Able to follow a simple instruction • Able to remember up to 3 numbers
Auditory discrimination	• Hears similarities and differences in sounds	• Children listen to everyday sounds on CDs or audio clips and need to identify them • Different percussion instruments, loud and soft, i.e., drums, bells, triangle – high
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Remembers and repeats nursery rhymes • Remembers sequence of a familiar or basic story
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete rhymes
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to blend sounds and syllables together to create meaningful words	• Clap out name
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION		
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes • Identifies basic body parts • Drawing of a person consists of at least 6-8 parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Children place concrete objects in different positions
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to move arms across the midline • Able to sit cross legged
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	(Not applicable)
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to copy vertical line, horizontal line, circle, crossing lines, diagonal line
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Kicking balls with right foot then left foot • Rolling a ball with left hand then right hand, • Standing on right leg only standing on left leg only • Ride a tricycle
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	• Not applicable
Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end

COGNITIVE SKILLS		
Concrete to abstract	• Progression from concrete to abstract	• Works with concrete apparatus
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Shares experiences
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Tasks are successfully completed in terms of what is required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Answers questions • Attempts to solve basic problems

GRADE 00: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS

Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Remembers where objects are put away • Recognises familiar people and remembers names • Can remember at least 3 objects
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes an irregular shape puzzle • Identify familiar pictures in a book • Matching games • Takes notice of detail in pictures and in the environment
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a 6- to 12- piece puzzle • Able to build a simple object with blocks
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different position
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to visually follow an object around the room

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow 2 instructions
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remember simple rhymes and songs • Able to follow a simple instruction • Able to remember up to 4 numbers or words • Repeats 2 numbers backwards • Imitates a 12 syllable, 9 word sentence based on short term recollection
Auditory discrimination	• Hears similarities and differences in sounds	• Children listen to everyday sounds on CDs or audio clips and need to identify them • Different percussion instruments, loud and soft, i.e., drums, bells, triangle – high
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Remembers and repeats nursery rhymes • Remembers sequence of a familiar or basic story
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete rhymes
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to build sounds together to create meaningful words	• Clap out name
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION		
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes • Identifies basic body parts • Drawing of a person consists of at least 8-10 parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Children place concrete objects in different positions
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to move arms across the midline • Able to sit cross legged
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	(Not applicable)
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to copy vertical line, horizontal line, circle, crossing lines, diagonal line, T
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Kicking balls with right foot then left foot • Rolling a ball with left hand then right hand, • Standing on right leg only standing on left leg only • Ride a tricycle
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	(Not applicable)
Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end

COGNITIVE SKILLS		
Concrete to abstract	• Progression from concrete to abstract	• Works with concrete apparatus
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Shares experiences
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Tasks are successfully completed in terms of what is required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Answers questions • Attempts to solve basic problems

GRADE 0/R: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS		
Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Remembers where objects are put away • Recognises familiar people and remembers names • Can remember at least 5 objects
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes puzzles (50 pieces) • Identify familiar pictures in a book • Matching games e.g. snap • Identifies similarities and differences • Differentiate between days of the week, cars, animals etc. • Can find a hidden object between other objects
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a 50-piece puzzle • Able to build a simple object with blocks
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different positions
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to copy geometric shapes and designs • Able follow a sequence of objects or pictures from left to right

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow instructions
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remembers own address and telephone number • Carries out 3 instructions correctly • Imitates a 14 syllable sentence • Recalls 5 numbers, letters or words
Auditory discrimination	• Hears similarities and differences in sounds	• Listen to everyday sounds on CDs or audio clips and need to identify them • Different percussion instruments, loud and soft, i.e., drums, bells, triangle – high • Can distinguish between different letter sounds (phonemes) and similar words • Identifies and generates rhyming words
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Games with lists • Remembers sequence of numbers or letters • Remembers and repeats nursery rhymes • Remembers sequence of a story • Remembers instructions
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete words or phrases
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to build sounds together to create meaningful words	• Clap out names and words into syllables • Breaking compound words into parts • Blending syllables to form words • Blending 3 sounds to form real and non real words
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION		
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes, unusual areas i.e. eyelashes, eyebrows, elbows, skeleton, nails, earlobes, etc. • Name positions of the different body parts • Awareness of difference in size between children and adults • Knows the functions of basic body parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Able to place concrete objects in different positions
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to cross the midline
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	• Works from left to right when sequencing objects • Writes from left to right, top to bottom • Knows left and right
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to copy vertical line, horizontal line, circle, crossing lines, diagonal line, T, triangle and square
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Kicking balls with right foot then left foot • Rolling a ball with left hand then right hand • Catching a ball with right hand, catching a ball with left hand • Standing on right leg only, standing on left leg only
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	• Tongue Twisters e.g. "Peter picked a pack of pickled peppers" or "She sells sea shells"

Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end • Knows how to initiate and complete a task • Plans activity

COGNITIVE SKILLS

Concrete to abstract	• Progression from concrete to abstract	• Predominately works with concrete apparatus but beginning to complete more abstract tasks
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Able to tell news • Able to contribute to group discussions by drawing on previous knowledge or experiences • Able to build on existing knowledge
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Able to focus on the task at hand • Able to redirect attention when distracted • Tasks are successfully completed in terms of what was required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions • Able to explain in his or her own words an answer that has been given • Able to explain how he or she got to an answer • Able to explain his or her reasoning • Uses strategies taught in class e.g. thinking maps, De Bono's hats etc.
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Identifies, tackles and solves problems using traditional and innovative methods

GRADE 1: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS

Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Able to recall and retain visual information presented in the classroom
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes puzzles (100 pieces) • Matching games e.g. snap • Identifies small similarities and differences • Differentiate between days of the week, cars, animals etc. • Can find a hidden object between other objects
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a 100-piece puzzle • Complete images or words
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different positions
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to copy geometric shapes and designs • Able to copy text from the board • Able read and write from left to right

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow instructions
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remembers own address and telephone number • Carries out 5 instructions correctly
Auditory discrimination	• Hears similarities and differences in sounds	• Hears the similarities and differences in sounds • Can distinguish between different letter sounds (phonemes) and similar words • Identifies and generates rhyming words
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Games with lists • Remembers sequence of numbers or letters • Remembers and repeats nursery rhymes • Remembers sequence of a story • Remembers instructions
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete words or phrases
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to build sounds together to create meaningful words	• Breaking words into parts • Blending 4 sounds to form words
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION

Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes, unusual areas i.e. eyelashes, eyebrows, elbows, skeleton, nails, earlobes, etc. • Name positions of the different body parts • Knows the functions of body parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Able to place concrete objects in different positions • Work with position in a abstract way
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to cross the midline
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	• Works from left to right when sequencing objects • Writes from left to right, top to bottom • Knows left and right
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to write
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Kicking balls with right foot then left foot • Rolling a ball with left hand then right hand • Catching a ball with right hand, catching a ball with left hand • Standing on right leg only, standing on left leg only
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	• Tongue Twisters e.g. "Peter picked a pack of pickled peppers" or "She sells sea shells"

Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end • Knows how to initiate and complete a task • Plans activity
COGNITIVE SKILLS		
Concrete to abstract	• Progression from concrete to abstract	• Predominately works with concrete apparatus but beginning to complete more abstract tasks
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Able to tell news • Able to contribute to group discussions by drawing on previous knowledge or experiences • Able to build on existing knowledge
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Able to focus on the task at hand • Able to redirect attention when distracted • Tasks are successfully completed in terms of what was required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions • Able to explain in his or her own words an answer that has been given • Able to explain how he or she got to an answer • Able to explain his or her reasoning • Uses strategies taught in class e.g. thinking maps, De Bono's hats etc.
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Identifies, tackles and solves problems using traditional and innovative methods

GRADE 2: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS

Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Able to recall and retain visual information presented in the classroom
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes puzzles • Matching games e.g. snap • Identifies small similarities and differences • Differentiate between days of the week, cars, animals etc. • Can find a hidden object between other objects
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a large puzzle • Complete images or words
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different positions
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to copy geometric shapes and designs • Able to copy text from the board • Able read and write from left to right

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow instructions
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remembers important information • Memorises poems and text • Carries out complex instructions correctly
Auditory discrimination	• Hears similarities and differences in sounds	• Hears the similarities and differences in sounds • Can distinguish between different letter sounds (phonemes) and similar words • Identifies and generates rhyming words
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Games with lists • Remembers sequence of numbers or letters • Remembers sequence of a story • Remembers instructions
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete words or phrases
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to build sounds together to create meaningful words	• Breaking words into parts • Blending sounds into words
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION

Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes, unusual areas i.e. eyelashes, eyebrows, elbows, skeleton, nails, earlobes, etc. • Name positions of the different body parts • Knows the functions of body parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Work with position in a abstract way
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to cross the midline
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	• Works from left to right when sequencing objects • Writes from left to right, top to bottom • Knows left and right
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to write
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Use both sides of the body in a coordinated way
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	• Tongue Twisters e.g. "Peter picked a pack of pickled peppers" or "She sells sea shells"
Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end • Knows how to initiate and complete a task • Plans activity

COGNITIVE SKILLS		
Concrete to abstract	• Progression from concrete to abstract	• Progressing to more abstract thoughts and less dependent on concrete apparatus
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Able to contribute to group discussions by drawing on previous knowledge or experiences • Able to build on existing knowledge
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Able to focus on the task at hand • Able to redirect attention when distracted • Tasks are successfully completed in terms of what was required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions • Able to explain in his or her own words an answer that has been given • Able to explain how he or she got to an answer • Able to explain his or her reasoning • Uses strategies taught in class e.g. thinking maps, De Bono's hats etc.
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Identifies, tackles and solves problems using traditional and innovative methods

GRADE 3: Cognitive & Perceptual Development

VISUAL PERCEPUTAL SKILLS

Visual processing	• Acquires and interprets information visually • Gives meaning to what is seen	• Able to describe objects • Interprets pictures
Visual memory	• Ability to recall and retain visual information	• Able to recall and retain visual information presented in the classroom
Visual discrimination	• Sees similarities, differences and detail of objects accurately. • Includes patterning	• Completes puzzles • Matching games e.g. snap • Identifies small similarities and differences • Differentiate between days of the week, cars, animals etc. • Can find a hidden object between other objects
Visual sequencing	• Ability to put things in order visually	• Look at a sequence of objects and then put the objects in the same order
Visual memory sequencing	• Ability to retain and recall a visual pattern or sequence	• Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual closure	• Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces	• Able to build a large puzzle • Complete images or words
Visual analysis & synthesis	• Visual analysis is the ability to break up pictures, objects, forms and words • Visual synthesis is the ability to assemble parts into a whole	• Able to build age appropriate puzzles
Visual form constancy	• Recognises forms, shapes, symbols regardless of position, size, background	• Can recognise that objects are the same thing even if they are different sizes or in a different positions
Visual figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail	• Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual motor skills	• Integration of visual, visual perceptual and motor skills. • Includes visual tracking	• Able to copy geometric shapes and designs • Able to copy text from the board • Able read and write from left to right

AUDITORY PERCEPTUAL SKILLS		
Auditory processing	• Acquires and interprets information aurally	• Able to follow instructions
Auditory memory	• Remembers what the ears have heard and correct sequence in which sounds are perceived	• Remembers important information • Memorises poems and text • Carries out complex instructions correctly
Auditory discrimination	• Hears similarities and differences in sounds	• Hears the similarities and differences in sounds • Can distinguish between different letter sounds (phonemes) and similar words • Identifies and generates rhyming words
Auditory sequencing	• Ability to understand and recall the order of sounds and words	• Games with lists • Remembers sequence of numbers or letters • Remembers sequence of a story • Remembers instructions
Auditory closure	• Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message.	• Able to complete words or phrases
Auditory synthesis & analysis	• Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to build sounds together to create meaningful words	• Breaking words into parts • Blending sounds into words
Auditory figure-ground	• Focuses attention on specific object or aspect while ignoring all other stimuli	• Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory localisation	• Ability to locate the source of a sound	• Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION		
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Awareness of the body from the head to toes, unusual areas i.e. eyelashes, eyebrows, elbows, skeleton, nails, earlobes, etc. • Name positions of the different body parts • Knows the functions of body parts
Spatial orientation	• Understands space around the body or relationship between object and the observer	• Work with position in a abstract way
Midline crossing	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to cross the midline
Directionality	• Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. • Knows left and right	• Works from left to right when sequencing objects • Writes from left to right, top to bottom • Knows left and right
Visual motor integration	• Ability to control hand movements guided by vision • Involves the integration of visual perceptual and fine motor coordination and planning	• Able to write
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way • Includes the development of dominance	• Use both sides of the body in a coordinated way
Diadokinesis	• Rapidly alternating movement of the articulators e.g. tongue	• Tongue Twisters e.g. "Peter picked a pack of pickled peppers" or "She sells sea shells" •
Gross & fine motor planning	• Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end	• Able to follow instructions and complete a task • Able to follow a sequence of instructions in order from beginning to end • Knows how to initiate and complete a task • Plans activity

COGNITIVE SKILLS		
Concrete to abstract	• Progression from concrete to abstract	• Progressing to more abstract thoughts and less dependent on concrete apparatus
Cognitive development	• Able to draw on past/previous experiences and knowledge	• Able to contribute to group discussions by drawing on previous knowledge or experiences • Able to build on existing knowledge
Planning	• Plans and organises thoughts and actions in logical manner	• Initiates and completes tasks in a logical sequence • Completes tasks in the required time frame
Task management	• Ability to initiate, plan and complete tasks successfully within an appropriate time frame.	• Completes tasks in the required time frame • Able to focus on the task at hand • Able to redirect attention when distracted • Tasks are successfully completed in terms of what was required
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers	• Asks questions • Able to explain in his or her own words an answer that has been given • Able to explain how he or she got to an answer • Able to explain his or her reasoning • Uses strategies taught in class e.g. thinking maps, De Bono's hats etc.
Problem solving	• Identifies, tackles and solves problems using traditional and innovative methods	• Identifies, tackles and solves problems using traditional and innovative methods

PHYSICAL DEVELOPMENT

This learning area is divided into two components: fine motor and gross motor development. Gross motor development refers to the activities that stimulate and strengthen the development of large muscles to facilitate balance, coordination, locomotion and builds core strength. Fine motor development focuses on the small muscles required for manipulating small objects and tools. However, attention is also given to aspects of physical development that affect both gross and fine motor skills development, such as laterality, dominance, core strength and crossing the midline.
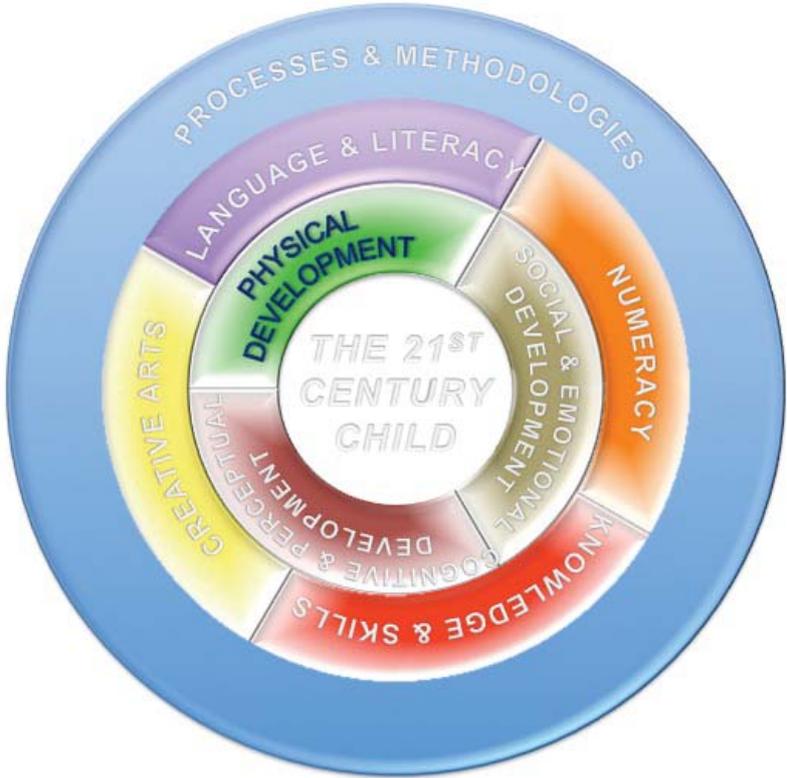
GRADE 000: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves forwards, backwards and sideways without falling: run, walk and crawl • Jumps up and down landing on both feet • Climbs stairs alternating both feet (does not apply to descending stairs necessarily) • Rolling forwards and sideways • Able to walk on tiptoes
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stand, bends, swings arms, twisting
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stands and moves without falling • Balances on one foot (3 seconds) • Crosses broad balance beam • Rises from heels without using hands
Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Kicks a large ball forcibly without losing balance from standing position
Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Throws a large ball over head • Able to bounce a ball • Catches bean bag or ball against the chest or with extended arms • Throws into a large target from 1m • Uses a big racket to hit a ball

Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifting, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Use legs to push a bike • Pushes and pulls an object • Rolls a large ball
FINE MOTOR		
Small manipulatives	• Involves using or working with small objects	• Buttons 1 or 2 buttons • Builds a tower with 10 big blocks • Builds a simple construction using blocks/Duplo • Places large pegs into pegboards • Squeezes, rolls, pinches play dough with no form • Threads at least 6 large beads • Threads around card • Crumples paper into balls • Exposed to tearing paper into big pieces
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thick (22) paint brush • Draws with variety thick media (e.g. crayons, kokis) • Uses large surfaces or paper • Tripod grip developing • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates correct grip, growing control and accuracy when using scissors • Attempts to cut on a straight line
GENERAL		
Core strength	• Refers to the underlying muscles of the torso, which stabilises, align and move the trunk of the body	• Demonstrates good core strength in the sitting position (legs crossed and back upright) • Demonstrates good posture (back straight, shoulders back and chin up)
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates growing awareness of own body i.e. how it moves and functions • Able to identify parts of the body • Draws age appropriate picture of him or herself (Consists of at least 4 parts)

Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways as directed • Can follow instructions where he or she needs to orientate him or herself in relation to another object • Understands the concept of "far away" and "close by"
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates growing awareness of each side of the body • Beginning to show preference to one hand or side of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Able to draw a horizontal line across a page without having to switch hands in the middle • Able to sit cross-legged on the floor • Reaches for objects in contra-lateral space
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Jump two feet together • Gallop • Beginning to skip

GRADE 00: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 10cm object landing on both feet • Climbs stairs alternating feet • Climbs climbing net or wall • Moves across at least 3 monkey bars
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stands, bends, swings arms, rocks forwards and backwards
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stand and moves without falling • Balances on one foot for 6 seconds • Crosses broad balance beam
Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Runs and kicks soccer ball without losing the ball • Kicks a ball towards a target
Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Throws medium sized ball with both hands • Catches with arms flexed • Throws into a large target from 2m • Uses a variety of apparatus to catch/hit balls

Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifitng, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Use legs to push a bike • Pushes and pulls an object • Rolls a large ball

FINE MOTOR

Small manipulatives	• Involves using or working with small objects	• Builds a tower with smaller blocks • Builds a construction using blocks/Duplo • Places small pegs into pegboards • Squeezes, rolls, pinches play dough • Threads smaller beads • Threads around card • Crumples paper into smaller balls • Tears paper into smaller pieces and strips
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thinner paint brush • Draws with variety of thick and thinner media • Uses A2-A3 paper • Demonstrates tripod grip • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates correct grip, control and accuracy when cutting on straight and curved lines with scissors

GENERAL

Core strength	• Refers to the underlying muscles of the torso, which stablises, align and move the trunk of the body	• Demonstrates good core strength • Sits upright on the floor • Demonstrates good posture
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates complete awareness of own body i.e. how it moves and functions

Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways • Moves body in relation to other objects
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Hand and foot dominance established
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Jump two feet together • Gallop • Skip

GRADE 0/R: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 20cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stands, bends, swings arms, rocks forwards and backwards, swings legs
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stands and moves without falling • Balances on one foot for 10 seconds • Crosses narrow balance beam • Uses balance boards and games
Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Runs and kicks a moving ball • Accurately kicks at a target • Dribbles around a target
Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Throws over and underhanded • Catches with both hands • Throws small ball at target from 3m • Bounces a ball • Uses a variety of apparatus to catch/hit/dribble balls

Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifitng, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Uses legs to push a bike • Pushes and pulls an object • Rolls a large ball
FINE MOTOR		
Small manipulatives	• Involves using or working with small objects	• Builds a tower with smaller blocks • Builds a construction using Lego • Places small pegs into pegboards • Squeezes, rolls, pinches play dough • Threads small beads • Threads overhand around card • Weaves paper strips • Crumples paper into smaller balls • Tears paper into small pieces and strips
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thinner paint brush/ear bud • Draws with variety of thin media • Uses A3-A4 paper • Demonstrates tripod grip • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates correct grip, control and accuracy when cutting on straight and curved lines with scissors • Able to cut out own pictures and pictures from magazine
GENERAL		
Core strength	• Refers to the underlying muscles of the torso, which stablises, align and move the trunk of the body	• Demonstrates good core strength • Sits upright on the floor and at the desk • Demonstrates good posture
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates complete awareness of own body i.e. how it moves and functions

Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways • Moves body in relation to other objects
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Hand and foot dominance established
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Gallop • Skip

GRADE 1: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stands, bends, swings arms, rocks forwards and backwards, swings legs
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stands and moves without falling • Balances on one foot for 30 seconds • Crosses narrow balance beam • Uses balance boards and games
Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Runs and kicks a moving ball • Accurately kicks at a target • Dribbles around a target
Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars

Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifitng, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Uses legs to push a bike • Pushes and pulls an object • Rolls a large ball

FINE MOTOR

Small manipulatives	• Involves using or working with small objects	• Threads small beads • Weaves paper strips • Manipulates small objects
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thin paint brushes • Draws with variety of thin media • Uses A4-A5 paper • Demonstrates tripod grip • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates control and accuracy when cutting on straight and curved lines with scissors • Cuts out own pictures and pictures from magazine

GENERAL

Core strength	• Refers to the underlying muscles of the torso, which stablises, align and move the trunk of the body	• Demonstrates good core strength • Sits upright on the floor and at the desk • Demonstrates good posture
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates complete awareness of own body i.e. how it moves and functions
Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways • Moves body in relation to other objects
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Hand and foot dominance established

Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Gallop • Skip

SPORT & GAMES	
Participation	• Participates in variety of sports and games • Participates in team sport to develop emotional as well as physical skills • Demonstrates active listening and asks questions for clarification if need be • Demonstrates enthusiasm and gives of his or her best
Sportsmanship	• Demonstrates good sportsmanship on and off the field • Is able to work as part of a team (collaboration) • Resolves conflict appropriately
Foundation skills	• Understands rules, principles and equipment used in a variety of sports • Develops foundation skills required for a wide variety of sports

GRADE 2: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars • Participates in activities that reinforce, strengthen and extend skills that are already in place
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stands, bends, swings arms, rocks forwards and backwards, swings legs • Participates in activities that reinforce, strengthen and extend skills that are already in place
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stands and moves without falling • Balances on one foot for 30 seconds • Crosses narrow balance beam • Uses balance boards and games • Participates in activities that reinforce, strengthen and extend skills that are already in place
Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Runs and kicks a moving ball • Accurately kicks at a target • Dribbles around a target • Participates in activities that reinforce, strengthen and extend skills that are already in place

Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars • Participates in activities that reinforce, strengthen and extend skills that are already in place
Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifitng, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Uses legs to push a bike • Pushes and pulls an object • Rolls a large ball • Participates in activities that reinforce, strengthen and extend skills that are already in place
FINE MOTOR		
Small manipulatives	• Involves using or working with small objects	• Threads small beads • Weaves paper strips • Manipulates small objects
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thin paint brushes • Draws with variety of thin media • Uses A4-A5 paper • Demonstrates tripod grip • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates control and accuracy when cutting on straight and curved lines with scissors • Cuts out own pictures and pictures from magazine
GENERAL		
Core strength	• Refers to the underlying muscles of the torso, which stablises, align and move the trunk of the body	• Demonstrates good core strength • Sits upright on the floor and at the desk • Demonstrates good posture
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates complete awareness of own body i.e. how it moves and functions

Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways • Moves body in relation to other objects
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Hand and foot dominance established
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Gallop • Skip

SPORT & GAMES		
Participation	• Participates in variety of sports and games • Participates in team sport to develop emotional as well as physical skills • Demonstrates active listening and asks questions for clarification if need be Demonstrates enthusiasm and gives of his or her best	
Sportsmanship	• Demonstrates good sportsmanship on and off the field • Is able to work as part of a team (collaboration) • Resolves conflict appropriately	
Foundation skills	• Understands rules, principles and equipment used in a variety of sports • Develops foundation skills required for a wide variety of sports	

GRADE 3: Physical Development

GROSS MOTOR		
General health and vitality	• Refers to a child demonstrating good health, physical strength, stamina and mental vigor	• Less than 3 days off school related to illness per term • Able to complete physical tasks without needing to stop to rest or becoming breathless • Energetic • Well rested • Demonstrates a good appetite
Locomotion	• Refers to a child's mastery of mobility and movement	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars • Participates in activities that reinforce, strengthen and extend skills that are already in place
Non-locomotion (Anchored movements)	• Movement in which the body remains anchored to one spot	• Stands, bends, swings arms, rocks forwards and backwards, swings legs • Participates in activities that reinforce, strengthen and extend skills that are already in place
Balance and stability	• The ability to move or remain in a position without losing control or falling	• Stands and moves without falling • Balances on one foot for 30 seconds • Crosses narrow balance beam • Uses balance boards and games • Participates in activities that reinforce, strengthen and extend skills that are already in place

Eye-foot coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task.	• Runs and kicks a moving ball • Accurately kicks at a target • Dribbles around a target • Participates in activities that reinforce, strengthen and extend skills that are already in place
Eye-hand coordination	• The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task.	• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip • Jumps over 30cm object landing on both feet • Climbs climbing net or wall • Moves across at least 6 monkey bars • Participates in activities that reinforce, strengthen and extend skills that are already in place
Large manipulatives	• Involves using large objects. Manipulative skills include pushing, pulling, lifitng, striking, throwing, kicking or rolling	• Refers to eye-hand and eye-foot coordination • Use legs to push a bike • Pushes and pulls an object • Rolls a large ball • Participates in activities that reinforce, strengthen and extend skills that are already in place
FINE MOTOR		
Small manipulatives	• Involves using or working with small objects	• Threads small beads • Weaves paper strips • Manipulates small objects
Use of drawing, writing and painting tools	• Specifically refers to use of drawing, writing or painting tools	• Paints with variety of media • Uses thin paint brushes • Draws with variety of thin media • Uses A4-A5 paper • Demonstrates tripod grip • Demonstrates strength and control of media
Cutting	• Refers to the use of scissors to cut paper or objects	• Demonstrates control and accuracy when cutting on straight and curved lines with scissors • Cuts out own pictures and pictures from magazine

GENERAL		
Core strength	• Refers to the underlying muscles of the torso, which stablises, align and move the trunk of the body	• Demonstrates good core strength • Sits upright on the floor and at the desk • Demonstrates good posture
Body awareness	• Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves)	• Demonstrates complete awareness of own body i.e. how it moves and functions
Spatial awareness and body orientation	• A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.)	• Moves forwards, backwards and sideways • Moves body in relation to other objects
Laterality	• Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance	• Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body
Crossing the midline	• Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side	• Hand and foot dominance established
Bilateral integration	• Refers to the ability to use both sides of the body together in a coordinated way	• Hop on one foot • Gallop • Skip

SPORT & GAMES	
Participation	• Participates in variety of sports and games • Participates in team sport to develop emotional as well as physical skills • Demonstrates active listening and asks questions for clarification if need be Demonstrates enthusiasm and gives of his or her best
Sportsmanship	• Demonstrates good sportsmanship on and off the field • Is able to work as part of a team (collaboration) • Resolves conflict appropriately
Foundation skills	• Understands rules, principles and equipment used in a variety of sports • Develops foundation skills required for a wide variety of sports

AUXILIARY LEARNING AREAS

LANGUAGE & LITERACY (FIRST/HOME LANGUAGE) [ENGLISH]

This learning area focuses on the development of language and literacy skills. As part of language development the child needs to cultivate strong communication skills, which includes listening and speaking skills. Pre-reading and reading skills develop progressively across the different grades. A child will also develop drawing and writing skills alongside reading skills.

Within this document the guidelines make specific reference to teaching English and will need to be modified for schools that teach another language as the First or Home Language.

Different schools utilise different literacy programmes, such as THRASS, Letterland. RAVE-O, Jolly Phonics and so on. Each of these programmes adheres to its own specific methodologies and content. These curriculum guidelines highlight the general foundation skills and principles that should be developed within each grade and that underpin most reputable literacy programmes. They can be referred to and used to supplement existing literacy programmes within schools.

Differentiation is made between the First/Home Language programme and Additional Language programmes at schools.
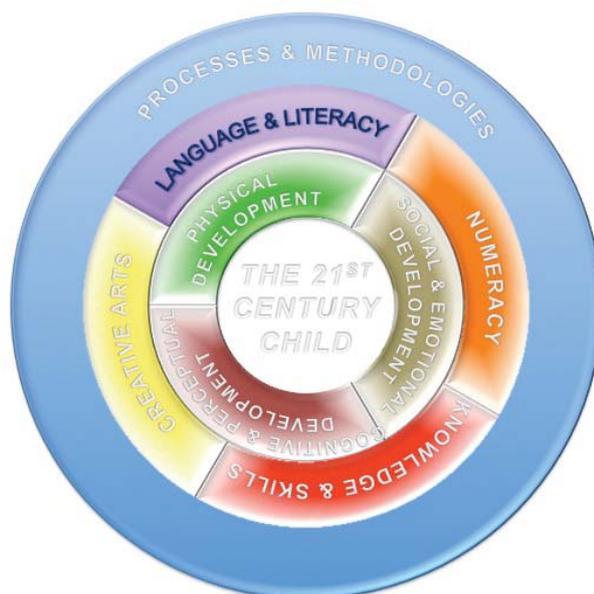
GRADE 000: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens attentively and responds appropriately
- Understands and follows 2-step instructions
- Answers basic questions with one word answer
- Asks "why" and "how" questions
- Listens to and repeats rhythmic patterns
- Listens with enjoyment to oral text, songs, rhymes and stories
- Listens to a simple message and conveys it in his or her own words
- Speaks clearly enough to be understood, pronouncing most sounds correctly
- Speaks in sentences of three to four words
- Speaks about personal experiences and feelings
- Provides descriptions of objects, pictures etc. with prompting
- Participates in class discussions
- Uses enriched vocabulary and words correctly

PHONICS

- Separates words into syllables (2 syllables) by clapping them

READING & REVIEWING

Emergent Literacy	• Interested in books, rhymes, songs and stories • Recognises and points out common objects in pictures • Recognises difference between print and picture • Uses visual cues to make meaning of text • Acts out parts of a story, song or rhyme • "Reads" menus, signs, magazines etc. • Makes up stories using visual prompts • Holds the book the right way up and turns the pages correctly
Shared Reading	• Listens to stories and understands basic story line • Enjoys familiar stories
Independent/Paired Reading	• Reads picture books • Able to turn the pages of board books independently
Group Reading	• Teacher should read stories to the class on a daily basis • Teachers should read or refers to theme related books during the relevant lessons

PRE-WRITING SKILLS

- Strengthens back, shoulder and arm muscles through gross motor activities (posture)
- Develops small muscle and wrists through finger play
- Develops fine motor control using a pair of scissors to attempt to cut on bold straight lines
- Develops eye-hand co-ordination by playing games
- Develops midline crossing through appropriate activities
- Plays tracking games for eye development
- Traces simple outlines of pictures and patterns with his or her finger
- Uses wide range of thick writing tools

DRAWING

- Draws or paints a picture to convey a message
- Draws basic body image
- Draws random patterns
- Follows pattern from left to right
- Practises "writing" skills using writing tools on boards/paper (A3 in size)
- Use of the whole body and sensory apparatus to form patterns and shapes

GRADE 00: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens attentively and responds appropriately
- Understands and follows a simple instruction
- Answers basic questions with three to four word sentence
- Asks "why", "what", "where" and "how" questions
- Listens to and repeats rhythmic patterns, and copies correctly (four pattern repeat)
- Listens with enjoyment to oral text, songs, rhymes and stories
- Listens to a message and conveys it correctly
- Speaks clearly enough to be understood, pronouncing most sounds correctly
- Speaks in sentences
- Speaks about personal experiences and feelings
- Provide descriptions of objects, pictures etc.
- Speaks confidently in front of others
- Participates in class discussions
- Uses enriched vocabulary and words correctly

PHONICS

- Starts to recognise beginning sound of his or her name
- Separates names or spoken words into syllables by clapping them (up to four syllables)
- Recognises rhyming words or odd one out
- May recognise some letters and their sounds

READING & REVIEWING

Emergent Literacy	• Interested in books, rhymes, songs and stories • Recognises and points out common objects in pictures • Arranges a set of pictures in such a way that they form a story • Recognises difference between print and picture • Uses visual cues to make meaning of text • Interprets pictures • Acts out parts of a story, song or rhyme • Holds the book the right way up and turns the pages correctly • Recognises his or her own name • Demonstrates growing understanding of print concepts • "Reads" menus, signs, magazines etc.
Shared Reading	• Listens to stories, understands story line and can recall details • Names characters in stories • Predicts what will happen in a story through the pictures • Sequences events • Answers basic questions based on the story read • Draws pictures from stories
Independent/Paired Reading	• Reads picture books

Group Reading	• Teacher should read stories to the class on a daily basis • Teacher should read or refers to theme related books during the relevant lessons

PRE-WRITING SKILLS

- Strengthens back, shoulder and arm muscles through gross motor activities (posture)
- Develops small muscle and wrists through finger play
- Develops fine motor control using scissors to cut bold outlined pictures and shapes
- Develops eye-hand co-ordination by playing games
- Develops midline crossing through appropriate activities
- Plays tracking games for eye development
- Traces simple outlines of pictures, patterns and letters in own name
- Forms patterns using finger painting, shaving cream, sand, paint brushes, wax crayons etc. (must use materials that provide sensory motor experiences)
- Copies patterns and pictures
- Uses wide range of thick writing tools
- Begins forming letters by making squiggles, lines etc.
- Practises "writing" skills using writing tools on boards/paper (A3 size)
- Awareness of working from left to right and top to bottom

DRAWING

- Draws or paints a picture to convey a message
- Draws more detailed body image
- Follows pattern from left to right
- Practises "writing" skills using writing tools on boards/paper
- Use of the whole body and sensory apparatus to form patterns and shapes

GRADE 0/R: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens attentively and responds appropriately
- Listens without interrupting, taking turns to speak
- Understands and follows multi-step instructions
- Answers basic and open-ended questions using simple and complex sentences
- Listens to and repeats rhythmic patterns, and copies correctly (six pattern repeat)
- Listens with enjoyment to oral text, songs, rhymes and stories
- Listens to a message and conveys it correctly
- Speaks clearly enough to be understood, pronouncing sounds correctly
- Speaks in sentences
- Speaks about personal experiences and feelings
- Provides detailed descriptions of objects, pictures etc.
- Speaks confidently in front of others
- Participates in class discussions and role plays
- Uses enriched vocabulary and words correctly

PHONICS

- Identifies rhyming words in well known rhymes and songs and can generate own rhyming words
- Begins to recognise that words are made up of sounds
- Segments oral sentences into individual words
- Divides multisyllabic words into syllables (with and without clapping)
- Identifies letters and their phonetic sounds (lower case only)
- Exposure to upper case letters
- Aurally and visually recognises initial sounds
- Beginning to recognise and identify end sounds

READING & REVIEWING

Emergent Literacy	• Interested in books, rhymes and stories • Recognises and points out common objects in pictures • Arranges a set of pictures so that they form a story • Makes own books • Uses visual cues to make meaning of text • Interprets pictures • Acts out parts of a story, song or rhyme • Makes up and tells own stories • Understands the difference between fiction and non-fiction • Holds the book the right way up and turns the pages correctly • Aware of directionality (i.e. reading from left to right, top to bottom) • Pretends to read and adopts a "reading" voice • Recognises his or her own name and names of some other children in the class • Demonstrates growing understanding of print concepts e.g. words are made up of sounds and sentences are made up of words • Begins to "read" high frequency words seen in the environment • May blend sounds into basic words (e.g. c-a-t)

Shared Reading	• "Reads" enlarged texts such as poems, Big Books, posters • Makes links to own experience when reading with the teacher • Describes characters in stories and gives opinions • Predicts what will happen in a story through the pictures • Sequences events in a story • Answers questions based on the story read • Draws pictures capturing main ideas of the stories
Independent/Paired Reading	• Reads picture books • Reads environmental print • Reads names of peers
Group Reading	• Teacher should read stories to the class on a daily basis • Teacher should read or refers to theme related books during the relevant lessons

PRE-WRITING SKILLS	

	• Strengthens back, shoulder and arm muscles through gross motor activities (posture) • Develops small muscle and wrists through finger play • Develops fine motor control using scissors to cut bold outlined pictures and shapes • Develops eye-hand co-ordination by playing games • Develops midline crossing through appropriate activities • Plays tracking games for eye development • Traces simple outlines of pictures, patterns and letters in own name • Forms patterns and letters using finger painting, shaving cream, sand, paint brushes, wax crayons etc. (must use materials that provide sensory motor experiences) • Begins formation from right point and follows correct direction • May reverse letters when forming them on his or her own • Copies and traces patterns, words and letters • Uses wide range of writing tools • Teacher should model writing conventions

WRITING/DRAWING	

	• Draws or paints a picture to convey a message • Draws detailed body image • Can write own name • Begins forming letters by tracing and copying • "Writes" from left to right and top to bottom • Practises "writing" skills using writing tools on boards/paper • Demonstrates strong, controlled pencil grip with open web space • Contributes to class books –own writing and drawing

GRADE 1: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens to stories and expresses feelings about the story
- Listens to multiple instructions and announcements and follows appropriately
- Listens without interrupting, taking turns to speak and asking questions for clarification
- Listens, enjoys and responds to picture and word puzzles, riddles and jokes
- Talks about personal experiences and feelings
- Tells a familiar story which has a beginning, middle and end
- Answers closed- and open-ended questions and justifies answer and opinions
- Role plays different situations
- Participates in class discussions
- Uses enriched vocabulary and words correctly
- Uses terms such as sentence, capital letter, full stop

PHONICS

- Generates own rhyming words
- Identifies letter-sound relationships of all single letters (lower and upper case)
- Builds words using learned rhyme (e.g. words with –at, -et, -it, -ot, -ut, -ag, -eg, -ig, -og, -ug, -an, -en, -in, -un, -am)
- Uses consonant blends to build up and break down words
- Recognises and uses common consonant digraphs at the beginning and end of a word (e.g. sh, ch, and th)
- Recognises plurals ('s' and 'es') and word endings (e.g. 'ing' and 'ed') aurally
- Groups common words into sound families

READING & REVIEWING

Emergent Reading Skills	- Develops book handling skills - Interprets pictures to make up his or her own story - Reads logos, labels and other words from environmental print - Recognises own first and last names and names of peers - Reads labels and captions in the classroom - Develops basic concepts of print including:- - Concept of a book - Concept of letters, words and sentences - Directionality - Reads with understanding
Shared Reading	- Reads Big Books or other enlarged texts - Uses pictures and book cover to predict what the story is about - Discusses the story, identifying the main idea and characters - Sequences events in the story - Recognises cause and effect in a story - Exposed to the genre of different stories - Exposed to structure of a story (i.e. beginning, middle and end) - Gives an opinion on what was read - Answers open-ended questions based on passage read - Interprets information from posters, pictures and simple tables

Independent/Paired Reading	• Reads own writing, starting to correct errors • Reads independently books read in Shared Reading sessions, simple picture story books and books from the classroom reading corner • Plays simple reading games
Group Reading	• Reads aloud from own book in a guided reading group with teacher • Uses phonics, pictorial cues, context clues, structural analysis and sight words when reading • Reads with increasing fluency and expression • Monitors self when reading, both in the area of word recognition and comprehension • Shows an understanding of punctuation when reading aloud

HANDWRITING

- Holds crayons and pencils correctly with open web space
- Develops directionality: left to right and top to bottom
- Develops hand-eye co-ordination by drawing patterns and tracing
- Copies and writes own name, short words and sentences
- Begins to write using drawings and copies letters, numbers, words and simple sentences
- Forms lower and upper case letters correctly and fluently although there may be some reversal of letters
- Forms numerals with some reversals
- Copies and writes short sentences correctly with correct spacing
- Progresses from writing in blank books to 17mm lined books to within feint and margin lines

WRITING

- Draws pictures to convey a message
- Contributes ideas for and helps to revise a class/group story
- Copies one sentence of news from board correctly
- Writes a short message (e.g. in a card)
- Writes and illustrates a caption or short sentence on a topic
- Writes at least three sentences of own news or creative story using capital letters and full stops
- Writes sentences using words containing phonic sounds and common sight words already taught
- With help uses nouns and pronouns correctly in writing
- Begins to use present and past tense correctly
- Forms plurals of familiar words
- Spells common words correctly
- Uses prepositions correctly
- Organises information into a simple graphic form (chart or timeline)
- Builds own word bank and personal dictionary

GRADE 2: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens to stories and poems and answers higher-order questions
- Listens to complex sequence of instructions and responds appropriately
- Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard
- Talks about personal experiences and more general news
- Tells stories that have a beginning, middle and end
- Memorises poems
- Expresses feelings about a story or poem and gives reasons
- Answers open-ended questions and justifies answers and opinions
- Makes up own rhymes and poems
- Role plays different situations
- Participates in discussions, and reports back on group's work
- Uses enriched vocabulary and words correctly
- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, exclamation mark, conjunctions and paragraph

PHONICS

- Consolidates Grade 1 phonics (rhyming words, plurals, word families)
- Revises common consonant digraphs (sh, ch, th) at the beginning and end of words
- Recognises "wh" at the beginning of words
- Uses initial and final consonant blends to build and break down words (e.g. bl-a-ck, br-ing, s-ang)
- Recognises and uses 3-letter consonant blends at the beginning of words (e.g. str-ip, str-ap)
- Recognises and uses vowel digraphs (e.g. 'oo' as in moon, 'ee' as in tree, 'oa', 'ea', short 'oo' as in book, 'ai' as in rain)
- Recognises and uses 'silent e'/split digraph in words (e.g. tape)
- Recognises and uses at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.)
- Recognises and uses common double consonants (e.g. ll) at the end of words
- Recognises and uses suffixes (e.g. –ly, -ies)
- Spells words correctly using their phonic knowledge
- Spells common, appropriate sight words correctly
- Builds words using the phonic sounds taught during the year
- Sorts letters and words into alphabetical order

READING & REVIEWING

Emergent Reading Skills	(Skills assumed to be in place)
Shared Reading	• Reads Big Books or other enlarged texts • Understands concepts related to stories e.g. setting, characters and plot • Uses visual cues to predict what the story is about • Identifies key details in the story • Expresses an opinion on a story and is able to justify the response • Answers higher order questions based on the text read • Discusses different cultures represented in stories • Exposed to the genre of different stories

	• Exposed to structure of a story (i.e. beginning, middle and end) • Interprets pictures, other print and electronic media
Independent/Paired Reading	• Reads own and others' writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books, poetry, comics • Plays reading games and completes crosswords
Group Reading	• Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher • Uses sight words, phonics, contextual and structural analysis, and comprehension skills to make meaning • Reads with increasing fluency, intonation and speed using correct punctuation • Uses self-correcting strategies when reading • Able to track effectively while reading • Monitors self when reading both in the area of word recognition and comprehension

HANDWRITING

Maintenance of print script	• Uses handwriting tools effectively • Aligns writing on Irish lines • Forms upper and lower case letters correctly with only a few reversals • Writes words with correct spacing between letters and words • Writes in print script all capitals and lower case letters • Copies and writes one paragraph between 3-4 lines from a printed text • Copies and writes different formats of writing • Uses print script in all forms of written recording
Transition to cursive or joined-writing (NOTE: not all schools use this script)	• Copies and writes writing patterns in cursive/joined writing • Copies and writes all lower case letters and commonly used capital letters in cursive/joined script • Copies, writes and reads short words in cursive/joined script • Copies and writes short sentences in cursive/joined script

WRITING

• Contributes ideas and words for a class story
• Writes a simple poem
• Writes an expressive text
• Writes at least 6-8 sentences on personal experience or events
• Drafts, writes and "publishes" own story of at least two paragraphs for others to read
• Uses language structures when writing
• Organises information in a chart, table or graph
• Writes and illustrates sentences (4-6 sentences) on a topic
• Uses the writing process (planning, writing and editing)
• Uses correct punctuation (capital letters, full stops, commas, question marks and exclamation marks)
• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
• Uses present, past and future tenses correctly
• Uses prepositions, nouns, verbs, adjectives, pronouns and conjunctions correctly
• Builds own word bank and personal dictionary
• Uses a dictionary

GRADE 3: Language & Literacy (First Language)

LISTENING & SPEAKING

- Listens to the main idea and for detail in stories and answers open-ended questions
- Listens to a story and works out cause and effect
- Expresses feelings about a text and gives reasons
- Listens to complex sequence of instructions and responds appropriately
- Listens without interrupting, showing respect for the speaker
- Engages in conversation as a social skill, accepting and respecting the way others speak
- Makes an theme-based oral presentation
- Tells a short story with a simple plot and different characters
- Uses language imaginatively
- Uses enriched vocabulary and words correctly
- Interviews people for a particular purpose
- Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark, full stop

PHONICS

- Consolidates Grade 1 & 2 phonics
- Recognises and uses consonant digraphs at the beginning and end of words (sh-, -sh, ch-, -ch, th-, -th and wh-)
- Recognises and uses 'silent e' or split digraph in words (e.g. same, bite, note)
- Recognises and uses vowels such as –ere, -air, are
- Recognises and uses spelling patterns (e.g. –igh, -ough, -eigh, -augh)
- Recognises and uses rhyming words (e.g. blow, flow, glow)
- Recognises that some sounds can be represented by a number of different spelling choices (e.g. ow (cow), ou (found); aw (draw), au (autumn); ie (tie), -igh (high), y (sky); ew (few), ue (blue))
- Recognises digraphs making /f/ (e.g. 'ph' as in elephant)
- Recognises silent letters in words (i.e. 'k', 'l', 'b', 'w')
- Recognises hard and soft sounds of "c" and "g"
- Recognises and uses multisyllabic words
- Recognises and uses synonyms and antonyms
- Recognises and uses prefixes (e.g. un-, re-) and suffixes (e.g. –ful, -ness)
- Uses words that are pronounced and spelt the same but have different meanings (homophones and homonyms)
- Uses words that sound the same but are spelt differently
- Builds 3,4 and 5 letter words
- Sorts letters and words into alphabetical order
- Spells words correctly using their phonic knowledge

READING & REVIEWING	
Emergent Reading Skills	(Skills assumed to be in place)
Shared Reading	• Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, plays, dialogues and electronic texts • Reads books and discusses the main idea, the character, the "problem" in the story, the plot and the values in the text • Makes predictions and relates story to personal experiences • Answers a range of higher order questions based on the passage read • Understanding of different story genres • Reads different poems on a topic • Uses visual cues to talk about a graphical text • Finds and uses sources of information • Uses tables of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Uses a dictionary to find new vocabulary and their meanings
Independent/Paired Reading	• Reads own and other's writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books from different cultures, books read in Shared Reading sessions, magazines and comics
Group Reading	• Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher • Uses phonics, contextual and structural analysis when reading unfamiliar words • Reads with increasing fluency, intonation, speed and expression • Able to track effectively • Uses self-correcting strategies when reading • Monitors self when reading both in the area of word recognition and comprehension • Uses diagrams and illustrations in text to increase understanding
HANDWRITING	
Maintenance of print script	(Skills assumed to be in place)
Transition to cursive or joined-writing (NOTE: not all schools use this script)	• Uses handwriting tools effectively • Writes a sentence legibly and correctly in both print script and cursive/joined script • Forms all lower and upper case letters in cursive/jointed script • Writes short words in cursive/joined script • Transcribes words and sentences correctly in cursive/joined script • Makes transition to cursive/joined script in all written recording • Copies written text from the board, textbooks, work cards • Writes neatly and legibly with confidence and speed in cursive/joined script • Experiments with using a pen for writing

WRITING

- Contributes ideas, words and sentences for a class story
- Uses pre-writing strategies to gather information and plan writing
- Writes a selection of short texts for different purposes
- Writes about personal experience in different forms
- Drafts, writes, edits and "publishes" own story of at least two paragraphs (at least 12 sentences) for others to read
- Writes and illustrates six to eight sentences on a topic
- Uses language structures when writing (e.g. experiment, recipes)
- Sequences information and puts it under headings
- Summarises and records information
- Uses punctuation correctly (capital letters, full stops, commas, question marks, exclamations marks, inverted commas, apostrophes)
- Uses conjunctions to form compound sentences
- Uses phonic knowledge and spelling rules to write more difficult words
- Uses a dictionary

LANGUAGE & LITERACY (ADDITIONAL LANGUAGES)

Language and literacy development extends to the acquisition of additional languages. These languages will differ from school to school and between regions.

Within state schools and those strictly following CAPS, learners are required to select one first additional language from as early as Grade 1. CAPS has introduced significantly higher expectations of leaners in this area than was required in the past. Within most ISASA schools the trend remains to expose children to more than one additional language between Grade 000 to Grade 5 and most children select only one additional language to take forward from Grade 6. Within the ECD phase the focus is on aural exposure and transmission and the expectations, with specific reference to reading and writing, are significantly lower than that of CAPS. It is usually within the Intermediate Phase that learners within private schools will become more proficient in these areas. This approach has both benefits and shortfalls. An attempt has been made within these guidelines to find a balance between pushing children too early to learn an additional language when they are still trying to bed down their first or home language versus children having to make a significantly large jump in learning expectations in this area of learning when they reach the Intermediate Phase.

Educators are reminded that these guidelines are not aligned to CAPS in this specific learning area. Learning outcomes are significantly lower than CAPS; therefore, educators are encouraged to provide extension where and when possible. It is also important to note that the guidelines are as generic as possible as different schools and regions offer different language choices. Guidelines need to be adapted and modified, used or excluded, where appropriate for the language being taught.

It is recommended that if more than one additional language is taught at a school, the additional languages need to be given the same time and effort in the classroom so that when children are expected to choose between them, all additional languages are on an equal footing.

[PLEASE ENSURE THAT YOU HAVE CAREFULLY READ THROUGH THE RECOGNISES ABOVE BEFORE USING THE GUIDELINES PROVIDED FOR ADDITIONAL LANGUAGES]

[PLEASE ENSURE THAT YOU HAVE CAREFULLY READ THROUGH THE INTRODUCTORY NOTES TO THIS SECTION BEFORE USING THE GUIDELINES PROVIDED FOR ADDITIONAL LANGUAGES]

GRADE 000: Language & Literacy(Additional Languages)

LISTENING & SPEAKING

- Incidental learning through simple songs and rhymes

GRADE 00: Language & Literacy (Additional Languages)

LISTENING & SPEAKING

- Incidental learning through simple songs and rhymes

GRADE 0/R: Language & Literacy (Additional Languages)

LISTENING & SPEAKING

- Incidental learning through simple songs and rhymes
- Begins to build oral vocabulary which includes: basic body parts, basic colours, numbers 1-10, verbs related to body movements, days of the week
- Responds to simple greetings and farewells
- Plays simple language games
- Uses some language related to social etiquette (e.g. please, thank you)

[PLEASE ENSURE THAT YOU HAVE CAREFULLY READ THROUGH THE INTRODUCTORY NOTES TO THIS SECTION BEFORE USING THE GUIDELINES PROVIDED FOR ADDITIONAL LANGUAGES]

GRADE 1: Language & Literacy (Additional Languages)

LISTENING & SPEAKING

- Begins to build oral vocabulary which includes: basic body parts, basic clothes, basic colours, numbers 1-10, days of the week, months of the year, shapes, family, objects in the classroom, common verbs, common adjectives, basic pronouns, simple prepositions
- Responds to simple greetings and farewells
- Follows simple classroom instructions
- Listens to traditional or familiar stories
- Understands and responds to basic questions related to vocabulary
- Sings simple songs and rhymes
- Plays simple language games
- Uses some language related to social etiquette (e.g. please, thank you)

PHONICS

- Basic alphabet and sound awareness which is done orally

STRUCTURE & USE

- Begins to develop some understanding of language structures in context of spoken language
- Demonstrates some understanding of common verbs, common adjectives, basic pronouns, simple prepositions related to vocabulary learnt
- Demonstrates some understanding of basic question words (e.g. where?)

[PLEASE ENSURE THAT YOU HAVE CAREFULLY READ THROUGH THE INTRODUCTORY NOTES TO THIS SECTION BEFORE USING THE GUIDELINES PROVIDED FOR ADDITIONAL LANGUAGES]

GRADE 2: Language & Literacy (Additional Languages)

LISTENING & SPEAKING

- Continues to build and extend oral vocabulary from Grade 0 and Grade 1 to include: additional body parts, additional clothes, more colours, numbers 1-20, days of the week, months of the year, seasons, shapes, extended family, the home, domestic animals, common verbs, common adjectives, pronouns, prepositions
- Responds physically to two simple oral instructions
- Responds to greetings and farewells, and makes use of phrases related to social etiquette (e.g. may I go to the toilet, please and thank you)
- Memorizes and performs (in groups) action rhymes, simple poems and songs
- Plays simple language games
- Understands short, simple stories told and read
- Acts out simple stories using some dialogue
- Understands and responds to simple questions with one word answers

PHONICS

[ONLY USE WHAT IS APPLICABLE TO LANGUAGE BEING TAUGHT]
- Basic alphabet and sound awareness which is done orally
- Develops phonemic awareness through rhymes and songs
- Identifies some rhyming words
- Recognises initial sounds in familiar words
- Claps out syllables in familiar words
- Distinguishes initial sounds from rest of word

STRUCTURE & USE

[ONLY USE WHAT IS APPLICABLE TO LANGUAGE BEING TAUGHT]
- Begins to develop some understanding of language structures in context of spoken language
- Demonstrates an understanding of verbs, adjectives, pronouns, prepositions, plurals related to vocabulary learnt
- Demonstrates an understanding of extended question words (e.g. where? when? why?)

[PLEASE ENSURE THAT YOU HAVE CAREFULLY READ THROUGH THE INTRODUCTORY NOTES TO THIS SECTION BEFORE USING THE GUIDELINES PROVIDED FOR ADDITIONAL LANGUAGES]

GRADE 3: Language & Literacy (Additional Languages)

LISTENING & SPEAKING

- Continues to build and extend oral vocabulary from Grade 0-2 to include: additional body parts, more colours, numbers 1-100, days of the week, months of the year, seasons, shapes, extended family, the home, food, clothes, transport, animals, every day objects, verbs, adverbs, adjectives, pronouns, prepositions, words related to time
- Follows short sequence of instructions
- Gives simple instructions
- Understands and responds to simple questions (which? whose?)
- Responds to greetings and farewells, and makes use of phrases related to social etiquette (e.g. may I go to the toilet, please and thank you)
- Makes simple requests and statements
- Identifies objects related to vocabulary learnt from simple oral description
- Talks about objects in a picture in simple sentences
- Answers simple literal questions about a story in simple sentences
- Role plays a simple situation using vocabulary learnt
- Memorizes and performs (in groups) simple poems, actions rhymes and songs
- Plays language games

PHONICS

[ONLY USE WHAT IS APPLICABLE TO LANGUAGE BEING TAUGHT]
- Basic alphabet and sound awareness which is done orally and visually
- Develops phonemic awareness through rhymes and songs
- Identifies some rhyming words
- Recognises initial and end sounds in familiar words
- Claps out syllables in familiar words
- Distinguishes initial sounds from rest of word
- Distinguishes aurally between sounds that are often confused
- Identifies letter-sound relationships in preparation for reading
- Builds up and breaks down words
- Recognises common endings in words
- Groups common words into word families
- Recognises common consonant digraphs
- Recognises short, long and complex vowel sounds

READING

- Reads simple labels of objects within the classroom
- Reads short fiction and non-fiction text
- Makes sense of short written text with pictures
- Retells part of a story with assistance
- Reads aloud from own book
- Uses reading strategies taught in First Language to make sense of text and monitor self when reading
- Uses diagrams and illustrations in text to aid reading
- Reads with increasing fluency and expression
- Shows understanding of punctuation when reading aloud
- Continues to build a sight vocabulary

WRITING

- Matches words, pictures and/or captions
- Chooses and copies caption which accurately describes a picture
- Writes a caption for picture with assistance
- Completes sentences by filling in missing words (which should be supplied)
- Writes sentences using a frame
- Puts jumbled sentences in right order
- Builds own word bank

STRUCTURE & USE

[ONLY USE WHAT IS APPLICABLE TO LANGUAGE BEING TAUGHT]

- Begins to develop understanding and ability to use language structures in context of meaningful spoken and written language
- Understands and begins to use verbs, adverbs, adjectives, pronouns, prepositions, plurals related to vocabulary learnt
- Demonstrates an understanding of extended question words (e.g. where? when? why?)
- Uses simple statement and question forms
- Able to use a bilingual dictionary

AUXILIARY LEARNING AREAS (continued)

NUMERACY

Numeracy focuses on the development of the understanding of number and mathematical concepts. It incorporates patterns, functions and later algebra; as well as space and shape (geometry). A child will also develop an understanding of measurement and data handling.
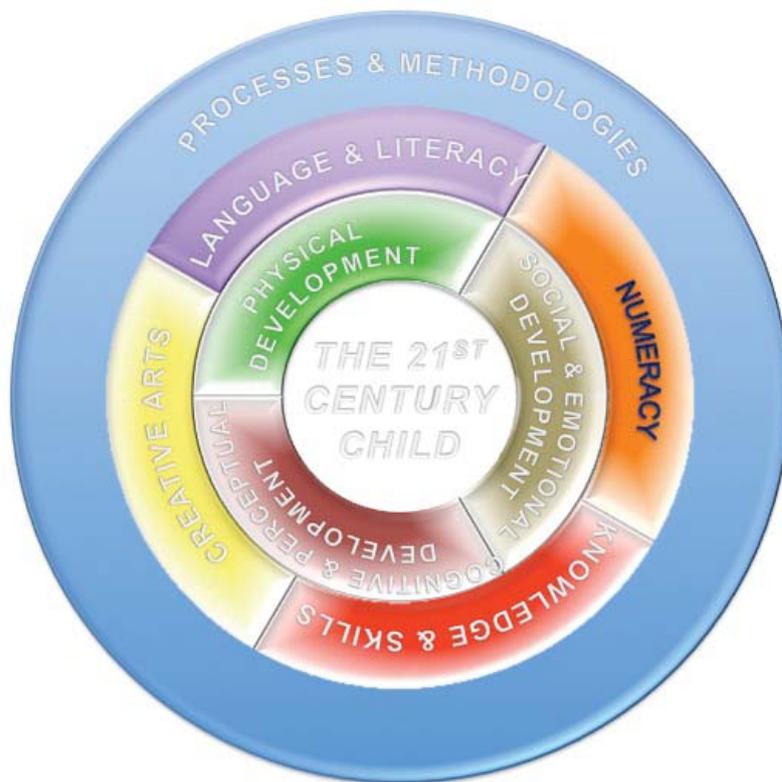
GRADE 000: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and concrete counts to at least 5 everyday objects reliably • Rote counts forwards in 1s from 1 to 10 • Counts a wide range of different objects in different formations • Uses number rhymes and songs
Number symbols & names	• Recognises and identifies number symbols 1-5
Describe, compare & order numbers	• Compares objects in terms of big, small, bigger, smaller, the same • Orders up to three objects in terms of size • Sorts objects according to size and colour
Problem solving	• Experiments with using concrete apparatus to solve problems
Money	• Develops awareness of use of money through fantasy play

PATTERNS, FUNCTIONS & ALGEBRA

Geometric patterns	• Copies and extends very basic (2) patterns made with shapes and colours

SPACE & SHAPE (GEOMETRY)

Position, orientation & views	• Describes and understands the position of one object in relation to another • Follows directions to move around the classroom
2-D Shapes	• Recognises and names circles, triangles, squares, rectangles, • Recognises shapes within the environment

MEASUREMENT

Time	• Distinguishes between day and night • Talks about the passing of time • Understands the daily routine at school
Length	• Understands comparative language e.g. longer, shorter, taller
Mass	• Understands comparative language e.g. light, heavy
Capacity/Volume	• Participates in water and sand play with various sized containers

DATA HANDLING

Collect & sort	• Collects everyday physical objects • Sorts objects according to size and colour
Represent data	• Exposed to simple graphs (concrete form)

GRADE 00: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and concrete counts to at least 10 everyday objects reliably • Rote counts forwards and backwards in 1s from 1 to 10 • Rote counts forwards in 1s from 0 to 50 • Rote counts on from any number between 0 and 10 • Uses number rhymes and songs
Number symbols & names	• Recognises, identifies and reads number symbols 1-10
Describe, compare & order numbers	• Describes whole numbers up to 10 using dice or fingers • Compares which of two given collections of objects is big, small, bigger, smaller, most, least, the same • Sorts and orders objects according to size, shape, colour and/or texture
Problem solving	• Uses concrete apparatus to solve problems • Attempts to solve basic word problems to the value of 5 with concrete materials, songs and rhymes
Money	• Demonstrates awareness of what money is used for through fantasy play
Context-free calculations	• Solves verbally stated addition and subtraction problems with solutions up to 5 using concrete apparatus
Mental Maths	• Names the number before and after a given number (1-10) • Names the number between two numbers (1-10) • Orders a given set of selected numbers (1-10)

PATTERNS, FUNCTIONS & ALGEBRA

Geometric patterns	• Identifies, copies, extends simple patterns made with physical objects, colours and shapes (up to 3) • Creates own geometric pattern with physical objects or shapes • Identifies patterns in nature, everyday life and from cultural heritage

SPACE & SHAPE (GEOMETRY)

Position, orientation & views	• Describes the position of one object in relation to another • Follows directions to move around the classroom
2-D Shapes	• Recognises and names circles, triangles, squares, rectangles, diamonds, stars • Recognises shapes within the environment • Sorts and compares 2-D shapes in terms of size and colour

MEASUREMENT	
Time	• Talks about the passing of time • Distinguishes between day and night • Names days of the week • Sequences events that happen during the day
Length	• Informal measuring: • Compares and orders length, height and width of two or more objects by placing them next to each other • Uses comparative language e.g. longer, shorter, taller
Mass	• Informal measuring: • Compares and orders mass of two or more objects by feeling them or using a balancing scale • Uses comparative language e.g. light, heavy
Capacity/Volume	• Participates in water and sand play with various sized containers
DATA HANDLING	
Collect & sort	• Collects everyday physical objects and describes properties • Sorts objects according to size and colour
Represent data	• Exposed to simple graphs (concrete form)

GRADE 0/R: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and concrete counts to at least 20 everyday objects reliably • Rote counts forwards 1s, 5s, 10s from 0 to 100 • Counts on from any number between 0 and 20 • Rote counts backwards in 1s from 20 to 0 • • Uses number rhymes and songs
Number symbols & names	• Recognises, identifies and reads number symbols 0-20 • Writes number symbols 0-10 with some reversals
Describe, compare & order numbers	• Describes and understands whole numbers up to 20 • Compares which of two given collections of objects is big, small, smaller than, greater than, more than, less than, equal to, most, least, fewer up to 20 • Sorts and orders objects according to size, colour, colour and/or texture • Develops an awareness of ordinal numbers e.g. first, second, last (1st -10th)
Problem solving	• Uses concrete apparatus and physical number ladder to solve problems • Solves word problems in context and explains own answer to problems involving addition and subtraction with answers up to 10 • Solves and explains solutions to word problems in context that involve equal sharing, grouping with whole numbers up to 10 and answers that can include remainders with concrete apparatus
Money	• Recognises and identifies SA coins and bank notes • Understands what money used for • Solves very basic money problems using money or a money substitute (e.g. beans) (Rands not cents, up to R10)
Context-free calculations	• Solves verbally stated addition and subtraction problems with solutions up to 10 with concrete apparatus
Mental Maths	• Names the number before and after a given number (1-20) • Names the number between two numbers (1-20) • Orders a given set of selected numbers (1-20) • Compares numbers up to 20 and says which is 1 more or less • Rapid recall: addition and subtraction facts to 10
Fractions	• Demonstrates concrete understanding of sharing • Demonstrates concrete understanding of whole and half

PATTERNS, FUNCTIONS & ALGEBRA	
Geometric patterns	• Identifies, copies, extends simple patterns made with physical objects, colours and shapes (3 -5) • Creates own geometric pattern with physical objects or shapes • Identifies and copies patterns in nature, everyday life and from cultural heritage
Number patterns	• Copies, extends and describes simple number sequences to at least 10

SPACE & SHAPE (GEOMETRY)	
Position, orientation & views	• Describes the position of one object in relation to another • Follows directions to move around the classroom
2-D Shapes	• Recognises and names circle, triangle, square, rectangle, diamond (rhombus), crescent, star, heart, oval, cross, semi-circle • Recognises shapes within the environment • Describes, sorts and compares 2-D shapes in terms of size, colour, straight lines and round sides • Understand the properties of basic shapes • Able to draw the basic shapes
3-D Objects	• Recognises and names basic 3-D objects: sphere, cone, cylinder, cube, cuboid, pyramid • Describes, sorts and compares objects in terms of size, colour, objects that roll, objects that slide • Observes and builds 3-D objects using concrete materials • Recognises 3-D shapes within the environment
Symmetry	• Recognises symmetry in his or her own body and the environment/nature

MEASUREMENT	
Time	• Talks about the passing of time • Distinguishes between day and night • Sequences events that happen during the day • Names days of the week, months of the year and seasons • Orders regular events from his or her own life
Length	• Informal measuring: • Compares and orders length, height and width of two or more objects by placing them next to each other • Uses comparative language e.g. longer, shorter, taller
Mass	• Informal measuring: • Compares and orders mass of two or more objects by feeling them or using a balancing scale • Uses comparative language e.g. light, heavy

Capacity/Volume	• Informal measuring: • Compares and orders the amount of liquid (volume) in two containers placed next to each other • Compares and orders the amount of liquid that two containers can hold if filled (capacity) • Uses comparative language e.g. more than, full, empty
DATA HANDLING	
Collect & sort	• Collects, sorts and describes everyday physical objects
Represent sorted objects	• Draws picture of collected objects
Discuss & report	• Answers questions about how collection is sorted and the drawing of collection
Collect & organise data	• Collects and organises collected objects
Represent data	• Works as a class to represent data in a basic graph, diagram or with concrete objects
Analyse & Interpret data	• Answers questions about data in pictograph

GRADE 1: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and concrete counts to at least 50 everyday objects reliably. • Rote counts forwards and backwards in 1s from any number between 0 and 100 • Rote counts forwards in any multiple of 10, 5, 2 between 0 and 100 • Counts backwards from 100 in 10s, 5s, 2s using a number chart • Counts forwards in odd and even numbers up to 100 using a number chart • Counts on from any number between 0 and 100
Number symbols & names	• Recognises, identifies and reads number symbols 0-100 • Writes number symbols 0-20 • Knows and reads number names 0-10 • Writes number names 0-10
Describe, compare & order numbers	• Describes and compares collections of objects according to most, least, the same as (up to 50) • Describes and orders collections of objects from most to least and least to most • Describes and compares whole numbers according to smaller than, greater than and more than, less than and is equal to • Describes and orders numbers from smallest to greatest and greatest to smallest • Positions objects in ordinal order to 10 • Understands the concept of odd and even numbers
Place value	• Begins to recognise place value of at least two-digit numbers to 20 • Decomposes two-digit numbers into multiples of tens and ones/units
Problem solving	• Uses concrete apparatus, pictures, building and breaking down numbers, doubling and halving, number lines supported by concrete apparatus to solve problems and explain solutions • Solves word problems in context and explains own answer of problems involving addition and subtraction with answers up to 20 • Solves word problems in context and explains own solutions to problems involving repeated addition with answers up to 20 • Solves and explains solutions to word problems in context that involve equal sharing, grouping with whole numbers up to 20 and answers that can include remainders
Money	• Recognises and identifies SA coins and bank notes • Solves money problems involving totals and change to R20 and in cents up to 20c

Context-free calculations	• Uses the following techniques when performing calculations- drawings or concrete apparatus, building up and breaking down numbers, doubling and halving, number lines supported by concrete apparatus • Adds to 20 • Subtracts from 20 • Uses appropriate symbols (+, -, =) • Practises number bonds to 10 • Adds the same number repeatedly to 20
Mental Maths	• Names the number before and after a given number (0-50) • Orders a given set of selected numbers • Compares numbers up to 20 and says which is 1 or 2 more or less • Rapid recall: addition and subtraction facts to 10 (Bonds) • Uses calculation strategies to add and subtract efficiently- puts the larger number first in order to count on or count back, number line, doubling and halving, building up and breaking down
Fractions	• Demonstrates concrete understanding of whole, half, quarters • Uses fraction language

PATTERNS, FUNCTIONS & ALGEBRA

Geometric patterns	• Copies, extends and describes in words simple patterns made with physical objects and drawings of lines and shapes • Creates own geometric pattern with physical objects or drawing lines, shapes or objects • Identifies, describes in words and copies patterns in nature, everyday life and from cultural heritage
Number patterns	• Copies, extends and describes simple number sequences to at least 100 • Creates and describes own patterns

SPACE & SHAPE (GEOMETRY)

Position, orientation & views	• Describes the position of objects in relation to one another • Recognises and matches different views of the same everyday object • Follows directions to move around the classroom • Follows instructions to place one object in relation to another
2-D Shapes	• Recognises and names circle, triangle, square, rectangle, diamond (rhombus), crescent, star, pentagon, hexagon, octagon, heart, oval • Recognises shapes within the environment • Describes, sorts and compares 2-D shapes in terms of size, colour, straight and round sides
3-D Objects	• Recognises and names basic 3-D objects: sphere, cone, cylinder, cube, cuboid, pyramid • Describes, sorts and compares objects in terms of size, colour, objects that roll, objects that slide • Observes and builds 3-D objects using concrete materials • Recognises 3-D shapes within the environment

Symmetry	• Recognises symmetry in his or her own body • Identifies symmetry in environment/nature • Recognises and draws lines of symmetry in 2-D geometrical and non-geometrical shapes • Identifies basic symmetrical shapes • Determines symmetry by folding paper
MEASUREMENT	
Time	• Talks about time passing • Orders regular events from his or her own lives • Compares lengths of time using language • Sequences events using language such as today, yesterday, tomorrow • Describes when something happens e.g. morning, afternoon, late, early • Names and sequences days of the week and months of the year • Places birthdays and important events on a calendar • Introduced to analog time and a clock • Introduced to concept of o' clock and hour numbers on the clock
Length	• Informal measuring: • Compares and orders length, height and width of two or more objects by placing them next to each other • Uses comparative language e.g. longer, shorter, taller • Describes length of object by counting and stating the length in informal units • Estimates, measures, compares, orders and records length using non-standard measures e.g. hand spans, pencil
Mass	• Informal measuring: • Estimates, measures, compares, orders and records mass using balancing scale and non-standard measures • Describes mass of object by counting and stating the mass in informal units • Uses comparative language e.g. light, heavy
Capacity/Volume	• Informal measuring: • Compares and orders the amount of liquid (volume) in two containers placed next to each other • Compares and orders the amount of liquid that two containers can hold if filled (capacity) • Uses comparative language e.g. more than, full, empty • Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures • Describes the capacity of the container by counting and stating how many of the informal units it takes to fill container
DATA HANDLING	
Collect & sort	• Collects and sorts everyday physical objects according to various criteria
Represent sorted objects	• Draws picture of collected objects

Discuss & report	• Explains and gives reasons for how collection is sorted • Answers questions on process and product • Describes collection and drawing • Explains how collection sorted
Collect & organise data	• Collects data about class or school to answer question posed by teacher
Represent data	• Represents data in pictograph (one-to-one correspondence only)
Analyse & interpret data	• Answers questions about data in pictograph

GRADE 2: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and concrete counts to at least 200 everyday objects reliably. • Counts forwards and backwards in 1s from any number between 0 and 200 • Counts forwards and backwards in any multiple of 2, 3, 4, 5 and 10 in the number range of 0 and 200 using a variety of strategies
Number symbols & names	• Recognises, identifies and reads number symbols 0-200 • Writes number symbols 0-200 • Recognises, identifies and reads number names 0-200 • Writes number names 0-100
Describe, compare & order numbers	• Describes and compares whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to • Describes and orders whole numbers up to 99 from smallest to greatest and greatest to smallest • Positions objects in ordinal order to 20
Place value	• Recognises place value of at least two-digit numbers to 99 • Decomposes two-digit numbers into multiples of tens and ones/units • Identifies and states the value of each digit
Problem solving	• Uses concrete apparatus and drawings, building and breaking down numbers, doubling and halving, number lines to solve problems and explain solutions • Solves word problems in context and explains own answer of problems involving addition and subtraction with answers up to 99 • Solves word problems in context and explains own solutions to problems involving repeated addition or multiplication with answers up to 50 • Solves and explains solutions to practical problems that involve equal sharing and grouping up to 50 and answers that can include remainders • Solves and explains solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions
Money	• Recognises and identifies SA coins and bank notes • Solves money problems involving totals and change to R99 and in cents up to 99c

Context-free calculations	• Uses the following techniques when performing calculations-drawings or concrete apparatus, building up and breaking down numbers, doubling and halving, number lines • Adds to 99 • Subtracts from 99 • Uses appropriate symbols (+, -, =, X) • Practises number bonds to 20 • Multiplies numbers 1 to 10 by 1,2,3,4,5,10
Mental Maths	• Orders a given set of selected numbers (0-200) • Compares numbers up to 200 and says which is 1,2,3,4,5,10 more or less • Rapid recall: addition and subtraction facts to 20; add and subtract multiples of 10 from 0 to 100 • Uses calculation strategies to add and subtract efficiently-puts the larger number first in order to count on or count back, number line, doubling and halving, building up and breaking down, uses relationship between addition and subtraction
Fractions	• Uses and names unitary fractions in familiar contexts including halves, quarters, thirds and eighths • Recognises fractions in diagrammatic form • Writes fractions with a numerator and denominator e.g. ½

PATTERNS, FUNCTIONS & ALGEBRA

Geometric patterns	• Copies, extends and describes in words simple patterns made with physical objects and complex patterns made from drawings of lines, shapes or objects • Creates own geometric patterns with physical objects or drawing lines, shapes or objects • Identifies, describes in words and copies patterns in nature, everyday life and from cultural heritage
Number patterns	• Copies, extends and describes simple number sequences to at least 200 • Creates and describes own patterns

SPACE & SHAPE (GEOMETRY)

Position, orientation & views	• Describes the position of objects in relation to one another • Recognises and matches different views of the same everyday object • Follows directions to move around the classroom • Follows instructions to place one object in relation to another
2-D Shapes	• Recognises, names and describes properties of all 2-D shapes • Describes, sorts and compares 2-D shapes in terms of size, colour, straight and round sides, corners
3-D Objects	• Recognises and names basic 3-D objects: sphere, cone, cylinder, cube, cuboid, pyramid, prism • Describes the properties of a prism • Describes, sorts and compares objects in terms of size, colour, objects that roll, objects that slide • Observes and builds 3-D objects using concrete materials • Recognises 3-D shapes within the environment

Symmetry	• Recognises and draws lines of symmetry in 2-D geometrical and non-geometrical shapes • Determines lines of symmetry through paper folding

MEASUREMENT	
Time	• Names and sequences days of the week and months of the year • Places birthdays, religious festivals, public holidays, historical events, school events on calendar • Tells analog time in hours, half hours and quarter hours • Uses calendar to calculate and describe length of times in days and weeks • Uses clocks to calculate length of time in hours and half hours
Length	• Informal measuring: • Uses comparative language e.g. longer, shorter, taller • Describes length of object by counting and stating the length in informal units • Estimates, measures, compares, orders and records length using non-standard measures e.g. hand spans, pencils • Able to discuss and compare distances e.g. table versus classroom versus sports field • Introduced to formal measuring: • Estimates, measures, compares, orders and records length using metres as standard units of length
Mass	• Informal measuring: • Estimates, measures, compares, orders and records mass using balancing scale and non-standard measures • Describes mass of object by counting and stating the mass in informal units • Uses comparative language e.g. light, heavy • Able to discuss and compare objects e.g. rat versus cat versus elephant • Introduced to formal measuring: • Compares, orders and records mass of commercially packaged objects which have their mass stated in kilograms • Measures own mass in kilograms using bathroom scale
Capacity/Volume	• Informal measuring: • Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures • Describes the capacity of the container by counting and stating how many of the informal units it takes to fill containers • Able to discuss and compare different containers e.g. cup versus bath versus pool • Introduced to formal measuring: • Estimates, measures, compares, orders and records the capacity of objects by measuring in litres • Compares, orders and records the capacity of commercially packaged objects whose capacity is stated in litres

DATA HANDLING	
Collect & sort	• Collects and sorts everyday physical objects according to various criteria
Represent sorted objects	• Draws picture of collected objects
Discuss & report	• Explains and gives reasons for how collection is sorted • Answers questions on process and product • Describes collection and drawing • Explains how collection sorted
Collect & organise data	• Collects data about class or school to answer question posed by teacher • Organises in tallies
Represent data	• Represents data in pictographs (one-to-one correspondence only) and bar graphs
Analyse & interpret data	• Asks and answers questions about data in pictographs and bar graphs

GRADE 3: Numeracy

NUMBER CONCEPT DEVELOPMENT

Counting	• Estimates and counts to at least 1000 everyday objects reliably. • Counts forwards and backwards in 1s from any number between 0 and 1000 • Counts forwards and backwards in any multiple of 2, 3, 4, 5,1, in the number range 0 and 1000 using a variety of strategies • Counts forwards and backwards in 20s, 25s, 50s and 100s to at least 1000
Number symbols & names	• Recognises, identifies and reads number symbols 0-1000 • Writes number symbols 0-1000 • Recognises, identifies and reads number names 0-1000 • Writes number names 0-1000
Describe, compare & order numbers	• Describes and compares whole numbers up to 999 using smaller than, greater than, more than, less than and is equal to • Describes and orders whole numbers up to 999 from smallest to greatest and greatest to smallest • Uses, reads and writes ordinal numbers including abbreviated form (up to 31)
Place value	• Recognises place value of at least three-digit numbers to 999 and understands the value of digits • Decomposes three-digit numbers into multiples of hundreds, tens and ones/units • Identifies and states the value of each digit
Problem solving	• Uses building and breaking down numbers, doubling and halving, number lines, rounding off in tens to solve problems and explain solutions and vertical calculations • Solves word problems in context and explains own answer of problems involving addition and subtraction with answers up to 999 • Solves word problems in context and explains own solutions to problems using multiplication with answers up to 500 (2 digit by 1 digit) • Solves and explains solutions to practical problems that involve equal sharing and grouping up to 500 with answers that can include remainders (2 digit by 1 digit) • Solves and explains solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions
Money	• Recognises and identifies SA coins and bank notes • Solves money problems involving totals and change in Rands and cents • Converts between Rands and cents

Context-free calculations	• Uses the following techniques when performing calculations-, building up and breaking down numbers, doubling and halving, number lines, rounding off in tens, vertical calculations • Adds to 999 • Subtracts from 999 • Uses appropriate symbols (+, -, =, X, ÷) • Practises number bonds to 30 • Multiplies any number by 2,3,4,5, 10 to total of 500 • Divides numbers up to 500 by 2,3,4,5,10
Mental Maths	• Orders a given set of selected numbers (0-999) • Compares numbers up to 1000 and says which is 1, 2,3,4,5,10 more or less • Rapid recall: addition and subtraction facts to 20; add and subtract multiples of 10 from 0 to 100, 2 times table to 20, 5 times table to 50, 10 times table to 100,division by 2 up to 20, division by 10 up to 100 • Uses calculation strategies to add and subtract efficiently- puts the larger number first in order to count on or count back, number line, doubling and halving, building up and breaking down, use relationship between addition and subtraction, use relationship between multiplication, division and inverse operations
Fractions	• Uses and names unitary and non-unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths and fifths • Recognises fractions in diagrammatic form and in fraction symbols • Begins to recognise that two halves or three thirds makes one whole and one half and two quarters are equivalent • Writes fractions with a numerator and denominator e.g. ½

PATTERNS, FUNCTIONS & ALGEBRA

Geometric patterns	• Copies, extends and describes in words simple patterns made with physical objects and complex patterns made from drawings of lines, shapes or objects • Creates own geometric pattern with physical objects or drawing lines, shapes or objects • Identifies, describes in words and copies patterns in nature, everyday life and from cultural heritage
Number patterns	• Copies, extends and describes simple number sequences to at least 999 • Creates and describes own patterns

SPACE & SHAPE (GEOMETRY)

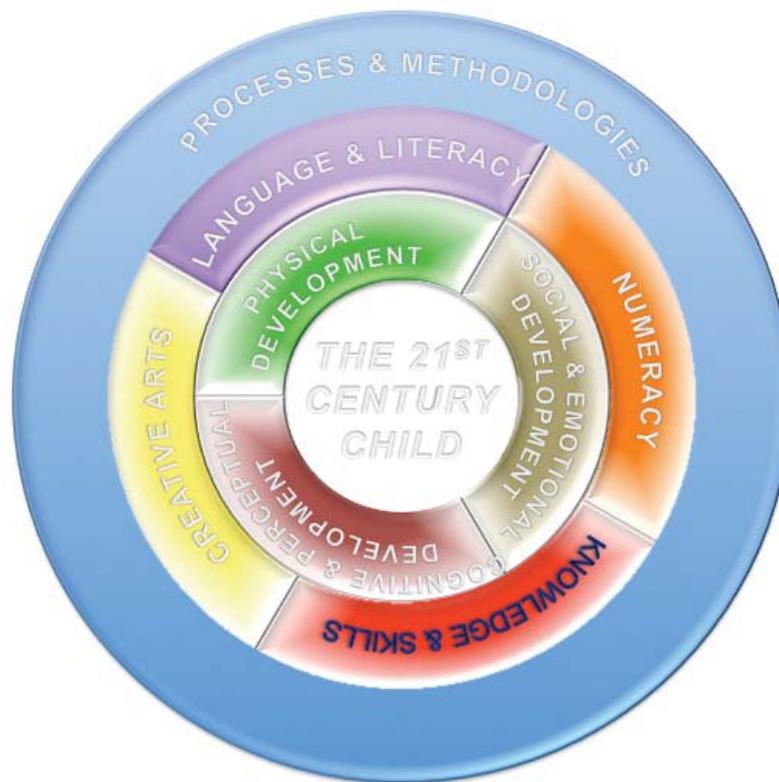|	
Position, orientation & views	• Recognises and matches different views of the same everyday object • Names an everyday object when shown an unusual view of it • Reads, interprets and draws informal maps or top views of a collection of objects • Finds objects on maps • Follows directions to move around the classroom and school • Gives directions to move around the classroom and school • Follows directions from one place to another on an informal map

2-D Shapes	• Recognises, names and describes properties of all 2-D shapes, including shapes with up to 8 sides • Describes, sorts and compares 2-D shapes in terms of size, colour, straight and round sides, corners
3-D Objects	• Recognises, names and understands the properties of a range of 3-D objects: sphere, prism, cylinder, cube, cuboid, pyramid, cone, square and triangular-based pyramid • Describes, sorts and compares objects in terms of 2-D shapes that make up the faces of 3-D objects and flat or curved surfaces, vertices and edges • Observes and builds 3-D objects using concrete materials • Recognises 3-D shapes within the environment
Symmetry	• Recognises and draws lines of symmetry in 2-D geometrical and non-geometrical shapes • Determines line of symmetry through paper folding and reflection
MEASUREMENT	
Time	• Reads dates on calendars • Places birthdays, religious festivals, public holidays, historical events, school events on calendar • Tells 12-hour time in hours, half hours, quarter hours and minutes • Uses calendar to calculate and describe length of time in days, weeks and months • Converts days and weeks • Converts weeks and months • Uses analog clocks to calculate length of time in hours, half hours, quarter hours and five minute intervals in time • Introduced incidentally to digital time
Length	• Informal measuring: • Uses comparative language e.g. longer, shorter, taller • Describes length of object by counting and stating the length in informal units • Estimates, measures, compares, orders and records length using non-standard measures e.g. hand spans, pencil and standard units of length • Estimates and measures lengths in centimetres using a ruler • Know conversions between metres and centimetres
Mass	• Informal measuring: • Estimates, measures, compares, orders and records mass using balancing scale and non-standard measures • Describes mass of object by counting and stating the mass in informal units • Uses comparative language e.g. light, heavy • Intro formal measuring: • Compares, orders and records mass of commercially packaged objects which have their mass stated in kilograms or grams • Measures own mass in kilograms using bathroom scale • Know conversions between grams and kilograms

Capacity/Volume	• Informal measuring: • Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures • Describes the capacity of the container by counting and stating how many of the informal units it takes to fill container • Introduction to formal measuring: • Estimates, measures, compares, orders and records the capacity of objects by measuring in litres • Compares, orders and records the capacity of commercially packaged objects whose capacity is stated in litres and millilitres • Knows that standard cup is 250ml • Knows teaspoon is 5ml • Know conversions between litres and millilitres
Perimeter & Area	• Investigates the distance around 2-D shapes and 3-D objects using direct comparison or informal units • Investigates area using tiling

DATA HANDLING

Collect & sort	• Collects and sorts everyday physical objects according to various criteria
Represent sorted objects	• Draws picture of collected objects
Discuss & report	• Explains and gives reasons for how collection is sorted • Answers questions on process and product • Describes collection and drawing • Explains how collection sorted
Collect & organise data	• Collects data about class or school to answer question posed by teacher • Organises data supplied by teacher or workbook • Organises data in lists, tallies, tables
Represent data	• Represents data in pictographs (one-to-one correspondence only) and bar graphs
Analyse & interpret data	• Answers questions about data in pictographs and bar graphs

KNOWLEDGE & SKILLS

The final learning area encompasses a range of topics and learning experiences. The purpose of this learning area is to broaden a child's knowledge of self and the world he or she lives in and to develop appropriate life skills.

GRADE 000: Knowledge & Skills

KNOWLEDGE	
Personal Information	• Knows full name
Health and safety	• Demonstrate awareness that certain foods can help bodies to grow and be healthy • Indicates awareness that bodies need exercise and rest • Recognises everyday dangers at home and school • Knows safety rules and procedures • Knows when to call adult for assistance
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Introduced to the concept of recycling • Aware that littering is not acceptable
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation
SKILLS	
Basic life skills	• Takes care of personal hygiene • Toilet trained with little assistance • Dresses and undresses self with assistance- buttons, zippers • Packs own school bag
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Plays with construction toys • Invents and creates through box construction
Process skills	• Follows simple instructions with assistance • Talks about what has been done (experiments/investigations)
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers

Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

GRADE 00: Knowledge & Skills

KNOWLEDGE

Personal Information	• Knows full name, birthday and telephone number
Health and safety	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Introduced to the concept of recycling • Aware that littering is not acceptable
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation

SKILLS

Basic life skills	• Takes care of personal hygiene • Toilet trained with no assistance • Dresses and undresses self with little assistance- buttons, zippers • Packs own school bag
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Plays with constructions toys • Invents and creates through box construction
Process skills	• Contributes to planning an investigation activity • Asks and answers questions about an investigation/experiment • Follows simple instructions with assistance • Explains what is being done in an experiment/investigation • Thinks and talks about what has been done (reviews and evaluates)
Thinking skills	• Ability to use various and appropriate basic thinking skills and strategies to organise and compare information • Able to formulate questions • Able to verbalise own thoughts and answers

Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

GRADE 0/R: Knowledge & Skills

KNOWLEDGE

Personal Information	• Knows full name, birthday, address and telephone number
Health and safety	• Demonstrates and explains importance of drinking clean water • Indicates awareness that bodies require exercise to gain skill and strength • Understands and follows safety rules and procedures • Knows emergency numbers • Understands how to prevent the spread of disease
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Aware of the 3Rs: reuse, reduce and recycle • Aware of the impact of pollution on the environment • Sensitive to the need to protect our flora and fauna
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation

SKILLS

Basic life skills	• Takes care of personal hygiene • Toilet trained with no assistance • Dresses and undresses self • Packs own school bag • Takes care of belongings
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Plays with construction toys • Invents and creates through box construction
Process skills	• Contributes to planning an investigation activity • Asks and answers questions about investigation • Follows simple instructions with assistance • Explains what is being done in experiment/investigation • Thinks and talks about what has been done (reviews/evaluates) • Uses simple words, pictures or other items with assistance to explain what has been done in an experiment/investigation

Thinking skills	• Ability to use various and appropriate thinking skills and strategies to organise, evaluate and compare information • Able to formulate questions • Able to justify own thoughts and answers • Beginning to demonstrate metacognition (awareness and understanding of own thought processes)
Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

GRADE 1: Knowledge & Skills

KNOWLEDGE

Personal Information	• Knows full name, birthday, address and telephone number • Takes care of personal hygiene • Dresses and undresses self- buttons, zippers, laces • Takes responsibly for and care of his or her own belongings
Health and safety	• Identifies nutritious choices from range of foods and drinks • Explains steps to ensure personal hygiene and links these steps to environmental health • Distinguishes between situations that are safe and those that require precautions against communicable diseases • Identifies dangers and appropriate precautions at home and school
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Understands the 3Rs: reuse, reduce and recycle • Aware of the impact of pollution and exploitation of the environment • Sensitive to the need to protect our flora and fauna
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation

SKILLS

Basic life skills	• Takes care of personal hygiene • Dresses and undresses self • Packs own school bag • Takes care of belongings
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Uses construction toys and technology related apparatus e.g. Lego
Process skills	• Plans investigation independently • Shows how plans are used • Uses pictures or drawings to explain what will be done in an experiment/investigation • Participates independently • Thinks and talks about what has been done (reviews/evaluates) • Shows and tells what was done using own ideas and objects

Thinking skills	• Ability to use various and appropriate thinking skills and strategies to organise, evaluate, compare, and analyse information • Able to formulate questions • Able to justify own thoughts and answers • Demonstrates metacognition (awareness and understanding of own thought processes)
Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

GRADE 2: Knowledge & Skills

KNOWLEDGE

Personal Information	• Takes responsibility for and care of his or her own belongings
Health and safety	• Describes sources of clean and unclean water and simple water purification methods • Suggests and investigates actions to make home and school environment healthier • Identifies communicable diseases and explains measures to protect self and others • Identifies road signs relevant to pedestrians and explains their meanings
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Understands the 3Rs: reuse, reduce and recycle • Aware of the impact of pollution and exploitation of the environment • Aware of the causes and consequences of global warming • Sensitive to the need to protect our flora and fauna
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation

SKILLS

Basic life skills	• Takes care of personal hygiene • Packs own school bag • Takes care of belongings
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Uses construction toys and technology related apparatus e.g. Lego
Process skills	• Plans investigation as part of a group or independently • Discusses and negotiates with others • Decides materials and models to be used • Participates as part of a group or independently • Plays role within group • Explains what is being done in an experiment/investigation • Explains and reflects on what action was intended and whether it was possible to carry out plan • Reviews and evaluates actions of the group • Reviews and evaluates what needs to be done better • Uses various ways to present information

Thinking skills	• Ability to use various and appropriate thinking skills and strategies to organise, evaluate, compare, and analyse information • Able to formulate questions • Able to justify own thoughts and answers • Demonstrates metacognition (awareness and understanding of own thought processes)
Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

GRADE 3: Knowledge & Skills

KNOWLEDGE

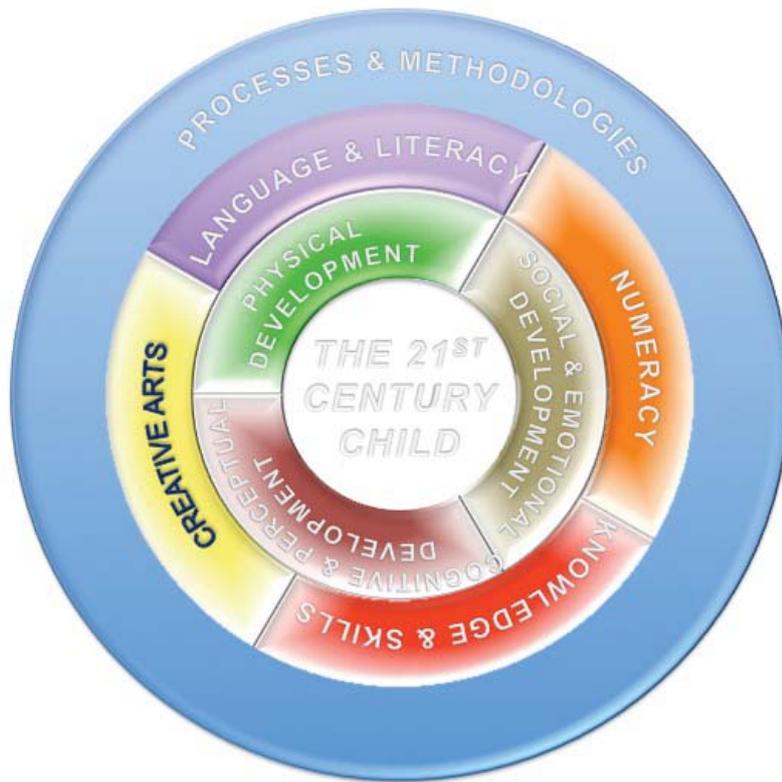|	
Personal Information	• Takes responsibility for and care of his or her own belongings
Health and safety	• Compares healthy and poor dietary habits and describes the effects of such habits on personal health • Participates in recycling projects and contributes to environmental health • Discusses myths surrounding communicable diseases and causes and prevention of these • Identifies people and contact details to report cases of accidents, abuse, crimes, fire, illness and injury
General knowledge	• Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge
Discovery areas/Thematic work	• Explores areas related to:- o Nature and living creatures, energy and change, planet earth and beyond, matter and materials, and history • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.
Social responsibility	• Awareness of the world we live in and our obligation to act for the benefit of society as a whole and the environment
Environmental awareness	• Understands the 3Rs: reuse, reduce and recycle • Aware of the impact of pollution and exploitation of the environment • Aware of the causes and consequences of global warming • Sensitive to the need to protect our flora and fauna
Citizenship	• Understands the rights and responsibilities of being a citizen • Demonstrates pride in the nation

SKILLS

Basic life skills	• Takes care of personal hygiene • Packs own school bag • Takes care of belongings
Technological skills	• Uses technology in play and to learn and discover e.g. computer, iPad • Bakes- using variety of baking and cooking methods • Uses construction toys and technology related apparatus e.g. Lego
Process skills	• Uses material selected by the group to communicate group's plan • Lays out materials intended for use • Tells who will use material and its purpose • Participates constructively in activity • Explains purpose of activity • Answers questions • Agrees or disagrees with opinions, giving reasons • Shows and explains what was intended and done • Explains own contribution to investigation • Uses several ways to communicate own ideas • Reviews and evaluates actions of the group • Reviews and evaluates what needs to be done better • Is curious about what would happen if situation changed

Thinking skills	• Ability to use various and appropriate thinking skills and strategies to organise, evaluate, compare, and analyse information • Able to formulate questions • Able to justify own thoughts and answers • Demonstrates metacognition (awareness and understanding of own thought processes)
Personal skills	• Interacts and builds relationships with others • Demonstrate self regulation • Demonstrate empathy and care for others • Independent and confident • Responsible and respectful • Demonstrates resilience • Tolerant towards others • Demonstrates enthusiasm and strong work ethic

AUXILIARY LEARNING AREAS (continued)

CREATIVE ARTS

This learning area encompasses the performing arts, such as music, movement and drama as well as the visual arts. A child is encouraged to participate in a variety of activities that promote creativity, imagination and originality. In addition, there is a section on art appreciation, which has been included to stimulate an interest and understanding of the various art forms.

GRADE 000: Creative Arts

PERFORMING ARTS	
Participation	• Participates in rings and activities • Demonstrates imagination in different activities • Uses art to express self
Music & Movement	• Sings simple songs and rhymes • Copies a basic rhythmic pattern (2 beats) • Exposure to music vocabulary which includes fast/slow, loud/soft, high/low • Participation in body percussion
Drama	• Recognises familiar stories • Dramatise a feeling • Participate in Grade Concert/Performance

VISUAL ARTS
• Explores variety of media (e.g. poster paint, wax crayons, etc.) • Explores variety of techniques (e.g. brush or sponge painting, stamping, free drawing, etc.) • Use of recycled materials • Multi-sensory exploration (e.g. textured or scented paints etc.) • Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.) • Uses large paper (A3+)

ART APPRECIATION
• Exposure to different styles and genres of music, dance and visual art • Attendance of simple amateur and professional productions

GRADE 00: Creative Arts

PERFORMING ARTS	
Participation	• Participates in rings and activities • Demonstrates imagination in different activities • Uses art to express self
Music & Movement	• Knows songs and rhymes • Demonstrates rhythmic ability by moving to different rhythms and beats • Copies a basic rhythmic pattern (3 beats) • Exposure to music vocabulary which includes tempo, pitch, volume • Exposure to simple percussion instruments
Drama	• Plays with puppets • Create a story using props • Dramatise a feeling • Participate in Grade Concert/Performance

VISUAL ARTS
• Explores variety of media (e.g. poster paint, pastels, wax crayons, etc.) • Explores variety of techniques (e.g. brush or sponge painting, stamping, free drawing, etc.) • Use of different sized paper • Use of recycled materials • Multi-sensory exploration (e.g. textured or scented paints etc.) • Creates in 2-D • Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.) • Uses large paper (A3+) • Shows creativity and originality

ART APPRECIATION
• Exposure to different styles and genres of music, dance and visual art • Attendance of amateur and professional productions

GRADE 0/R: Creative Arts

PERFORMING ARTS	
Participation	• Participates enthusiastically in rings and activities • Demonstrates imagination in different activities • Confidently shares • Uses art to express self
Music & Movement	• Knows songs and rhymes • Demonstrates rhythmic ability by moving to different rhythms and beats • Copies a basic rhythmic pattern (5 beats) • Exposure to music vocabulary which includes tempo, pitch, volume, rhythm • Exposure to music notation • Exposure to different music instruments
Drama	• Participate in a story dramatisation • Create own puppet show • Dramatise a feeling • Dramatise using a prop • Learn and recite basic poems • Participate in Grade Concert/Performance

VISUAL ARTS
• Explores variety of media (e.g. poster paint, charcoal, pastels, wax crayons, watercolours, ink, kokis etc.) • Explores variety of techniques (e.g. brush or sponge painting, stamping, tracing, free drawing, ink washing, silhouettes etc.) • Use of different sized paper • Use of recycled materials • Multi-sensory exploration (e.g. textured or scented paints etc.) • Introduction to the colour wheel • Creates in 2-D • Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.) • Shows creativity and originality

ART APPRECIATION
• Exposure to different artists and performers, past and present • Exposure to different styles and genres of music, dance and visual art • Attendance and verbal review of amateur and professional productions

GRADE 1: Creative Arts

PERFORMING ARTS

Participation	• Participates enthusiastically in activities • Demonstrates imagination in different activities • Confidently shares • Uses art to express self
Music & Movement	• Knows songs and rhymes • Demonstrates rhythmic ability • Understanding of music vocabulary which includes tempo, pitch, volume, rhythm • Reads basic music notation • Begins to learn individual instruments • Able to remember a basic dance sequence • Choreographs own basic dance sequence independently
Drama	• Participates in a story dramatization, role-play and mime • Create a story using props • Dramatise a feeling • Dramatise using a prop • Learn and recite poems • Participate in Grade Concert/Performance

VISUAL ARTS

• Explores variety of media (e.g. poster paint, charcoal, pastels, wax crayons, watercolours, ink, kokis etc.)
• Explores variety of techniques (e.g. brush or sponge painting, stamping, tracing, free drawing, ink washing, silhouettes etc.)
• Use of different sized paper
• Use of recycled materials
• Understanding of the colour wheel
• Creates in 2-D
• Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.)
• Shows creativity and originality

ART APPRECIATION

• Exposure to different artists and performers, past and present
• Exposure to different styles and genres of music, dance and visual art
• Attendance and verbal and drawn review of amateur and professional productions

GRADE 2: Creative Arts

PERFORMING ARTS

|	
Participation	• Participates enthusiastically in activities • Demonstrates imagination in different activities • Confidently shares • Able to improvise and interpret material (e.g. a picture or a piece of music) • Uses art to express self
Music & Movement	• Knows songs and rhymes • Demonstrates rhythmic ability • Understanding of music vocabulary which includes tempo, pitch, volume, rhythm • Reads music notation • Plays individual instrument • Choreographs and performs dance sequences in pairs
Drama	• Role-play, mime and dramatise • Recites individual items to an audience • Participates in Grade Concert/Performance • Exposure to set design and props

VISUAL ARTS

• Explores variety of media (e.g. poster paint, charcoal, pastels, wax crayons, watercolours, ink, kokis etc.)
• Explores variety of techniques (e.g. brush or sponge painting, stamping, tracing, free drawing, ink washing, silhouettes etc.)
• Use of recycled materials
• Understanding of the shading and texture
• Creates in 2-D
• Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.)
• Shows creativity and originality

ART APPRECIATION

• Exposure to different artists and performers, past and present
• Exposure to different styles and genres of music, dance and visual art
• Attendance and verbal and written review of amateur and professional productions

GRADE 3: Creative Arts

PERFORMING ARTS

Participation	• Participates enthusiastically in activities • Demonstrates imagination in different activities • Confidently shares • Able to improvise and interpret material (e.g. a picture, a piece of music and poetry) • Uses art to express self
Music & Movement	• Knows songs and rhymes • Demonstrates rhythmic ability • Understanding of music vocabulary which includes tempo, pitch, volume, rhythm • Reads music notation • Plays individual instrument • Choreographs and performs dance sequences in groups
Drama	• Role-plays, mimes and dramatises • Recites individual items to an audience • Participate in Grade Concert/Performance • Exposure to set design, props and lighting

VISUAL ARTS

- Explores variety of media (e.g. poster paint, charcoal, pastels, wax crayons, watercolours, ink, kokis etc.)
- Explores variety of techniques (e.g. brush or sponge painting, stamping, tracing, free drawing, ink washing, silhouettes etc.)
- Use of recycled materials
- Understanding of the shading and texture
- Creates in 2-D
- Models and constructs in 3-D (e.g. salt dough, clay, box construction etc.)
- Shows creativity and originality

ART APPRECIATION

- Exposure to different artists and performers, past and present
- Exposure to different styles and genres of music, dance and visual art
- Attendance and verbal and written review of amateur and professional productions

PROCESSES & METHODOLOGIES
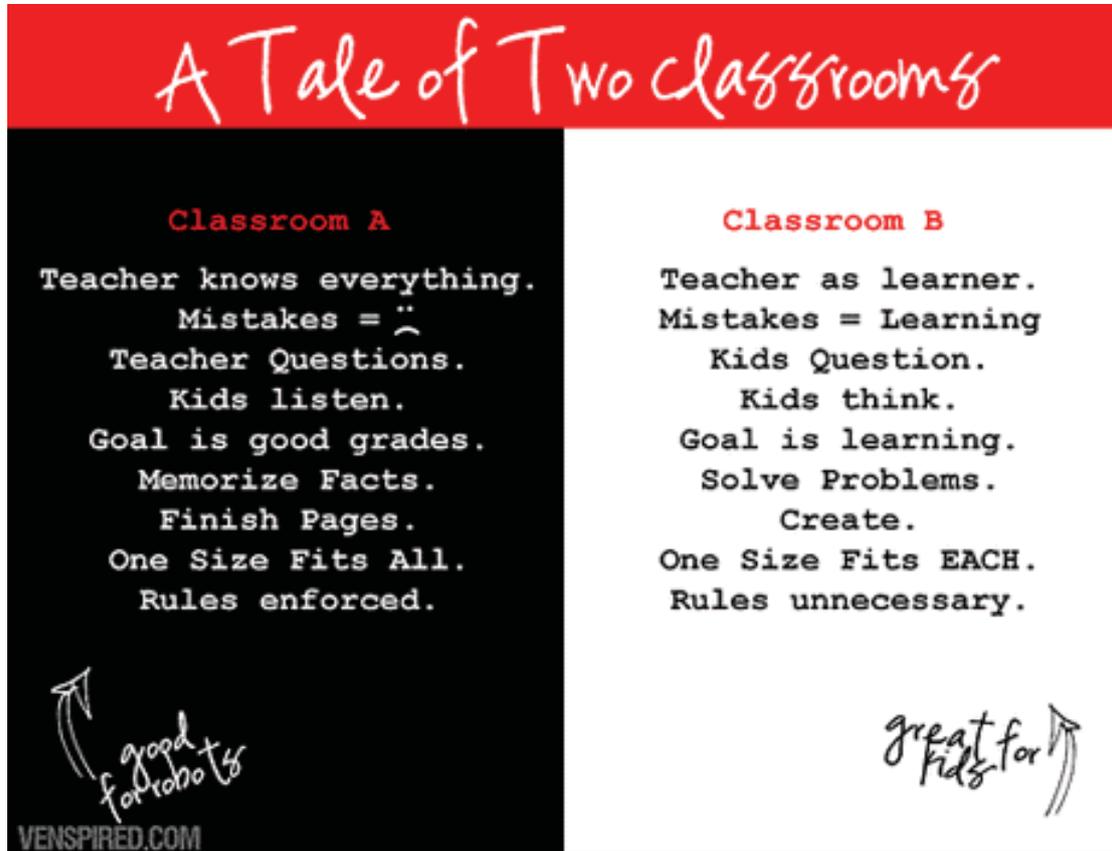
A Tale of Two Classrooms: Compare & Contrast

Image Credit: Krissy Venosdale

Processes and Methodologies is a new addition to the ECD Curriculum Guidelines. It was felt that there needs to be an explicit reference as to how children need to be taught all the content referred to in the previous sections. Many of the skills that children need to learn can be taught through modeling in the classroom. The intension of this section is to provide insight into the processes and methodologies that are being used locally and internationally and are considered best practice. This section is not differentiated per grade but rather provides an overview for Grade 000 to Grade 3. Educators are required to adjust their teaching method in relation to the age of their class to ensure that learning is age appropriate.

PLAY	• Play is strongly recommended within the ECD phase for all grades from Grade 000 to Grade 3 • The fact that children learn through play is strongly supported by research • Unstructured play needs to be part of the learning programme

CLASSROOM ENVIRONMENT	• Classrooms within the ECD phase should be:-
	    o Inviting, warm, friendly, happy
	    o Well equipped
	    o Provide spaces for exploration, quiet time, reading, perceptual development, construction and creativity
	    o Fantasy play should be encouraged in the early years (Grade 000 to Grade 0/R)
	    o Secure and safe environment
	    o Encourage autonomy and self directed learning
	    o Be stimulating and challenging

ROLE PLAY/MODELLING	• Teachers need to model appropriate social and emotional behaviour • Teachers should model learning and thinking strategies and techniques • Teacher should model appropriate use of technology and other equipment and resources • Children should be provided with opportunities to role play appropriate behaviour
INTEREST & ENQUIRY DRIVEN	• Children's interests are allowed to direct learning and lesson content where appropriate • Using questions to facilitate discussions and lead learning
THINKING SKILLS	• Use various and appropriate thinking skills and strategies to organise, evaluate, compare, and analyse information • Formulate questions • Justify own thoughts and answers • Demonstrates metacognition (awareness and understanding of own thought processes)

CONCRETE BASED LEARNING	• Learning within the ECD phase should be concrete in nature • Children need to be encourage to use concrete apparatus • Only from Grade 1 onwards should there be a progression to abstract
SCAFFOLDED LEARNING	• Concepts should be built upon each other from simple to more complex
LEARNING STYLES	• Teachers need to be aware of different learning styles and attempt to accommodate these in the design and presentation of lessons; as well as, the layout and management of the classroom
ENTREPREURSHIP	• Stimulate an understanding of what entrepreneurship is and its importance in our local and world economy • Provide a basic understanding of concepts related to product development, marketing, sales and profit
MUSIC & MOVEMENT	• Incorporate music and movement into all lessons • Use songs and rhymes to learn and consolidate concepts in various learning areas • Utilise movement to facilitate learning
PERFORMING ARTS	• Use the performing arts to learn and consolidate skills within various learning areas
TECHNOLOGY	• Use technology to teach children to use technology • Avoid using computers or tablets in isolation, incorporate them into various lessons • Role model the responsible and appropriate use of technology • Use technology to consolidate rather than teach concepts
FIELD TRIPS/ VISITS	• Field trips and visits provide real life experiences • They extend and consolidate classroom learning
ENRICHMENT & SUPPORT	• Some children may require extension or enrichment while others require support to consolidate skills taught • Differentiation of activities is helpful in classroom activities • Extra enrichment or support groups can also be offered
ON-GOING ASSESSMENT	• Children should be assessed on an on-going basis • Children should be afforded the opportunity to demonstrate their proficiency on more than one or two occasions and in various contexts • Appropriate developmental milestones and ranges should be kept in mind at all times
FEEDBACK	• Parents should be provided with regular feedback • Formal feedback is recommended at least once per term • Informal feedback can be provided on an on-going basis
PARENT EDUCATION	• Parent information in the form of letters, notices, discussion groups and presentations are valuable • Parent education encourages buy-in and greater parental participation • Parent education clarifies teaching methods, content and expectations
CLASSROOM MANAGEMENT	• Clear boundaries need to be set upfront • Consistency is important • Reward appropriate behaviour

REFERENCES

CAPS National Curriculum Documents (Foundation Phase- Grade R to Grade 3)

Survival Guide to the Foundation Phase Curriculum and Assessment Policy Statements (CAPS) –Maskew Miller Longman

National Early Learning and Development Standards for Children Birth to Four Years (NELDS)

ISASA Perceptual Guidelines for Pre-School Children (1999)

Excell, L & Linington V. (Nov 2011) Taking the debate into action: does the current Grade R practice in South Africa meet quality requirements. SA-eDUC Journal (Vol. 8, no. 2, pp. 3-12)

Curriculum outlines used at various schools

ECD Workgroup regional reports

http://www.leapfrog.com/en-us/learning-path/articles/21st-century-skills-preparing-children-for-tomorrow.html

Enhancing Your Child's Development by Sonja Witthaus

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CONTACT DETAILS

Any queries or comments related to this document or ECD curriculum guidelines in general can be directed to ecdguidelines@gmail.com