

2020 REVISED CURRICULUM AND ASSESSMENT PLANS

GRADE R LIFE SKILLS

Implementation: JULY/ AUGUST 2020



Presentation Outline

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)
5. Conclusion



1. Purpose

- To mediate the amendments of the revised Annual Teaching Plan 2020 including School Based Assessment for **LIFE SKILLS IN Grade R** for implementation in June 2020 as stipulated in **Circular S.....**
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.

2. Amendments to the Content Overview for the Foundation Phase- Grade R

Subject: Life Skills

- During this phase and addressing the importance of social distancing and staying healthy, Life Skills will address **social health, emotional health and relationships with other people and our environment**, including values and attitudes.
- Holistic development of the learner and keeping them grounded, is key.
- Disinfection and social distancing are strict requirements which will be adhered to in preventing the spread of COVID 19.

Grade R Topics across Term 2 to 4

| GRADE R | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 |
|----------------|--------|-----------|---------------------|-----------|-----------------|------------------------------------|-------------------|-------------------------|------------------------|
| TOPICS: TERM 2 | HOME | SAFETY | MY FAMILY | WEATHER | AUTUMN | SOUND | SIGHT | TOUCH | TASTE & SMELL |
| TOPICS: TERM 3 | WINTER | TRANSPORT | JOB PEOPLE DO | WATER | FRUIT | VEGETABLES | FARMING: DAIRY | WOOL FARMING | HEALTHY ENVIRONMENT |
| TOPICS: TERM 4 | SPRING | BIRDS | REPTILES | DINOSAURS | WILD ANIMALS | FINDING OUT ABOUT ONE ANIMAL | SPORTS | CONSOLIDATION OF TOPICS | |

| GRADE R | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
|----------------|-----------------------|-----------|---------------------|--------------------|--------------------------|------------------------|-------------------------|
| TOPICS: TERM 2 | SAFETY ORIENTATION | MY FAMILY | HOME | WINTER | SOUND & SIGHT | TOUCH, & SMELL | TASTE |
| TOPICS: TERM 3 | WINTER/AUTUMN | TRANSPORT | JOB PEOPLE DO | FRUIT & VEGETABLES | FARMING: DAIRY & WOOL | HEALTHY ENVIRONMENT | CONSOLIDATION OF TOPICS |
| TOPICS: TERM 4 | SPRING/SUMMER | BIRDS | REPTILES | DINOSAURS | WILD ANIMALS | SPORTS | CONSOLIDATION OF TOPICS |

FESTIVALS AND SPECIAL DAYS

ASSESSMENT

Summary: Amendments to the Content Overview for the Foundation Phase

| Life Skills | Beginning Knowledge and Personal Social Well-being (BKPSW) | Creative Arts | Physical Education |
|-------------------------------|---|--|--|
| Grade 1 Grade 2 Grade 3 | <ul style="list-style-type: none"> Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organised in the given CAPS topics. Orientation to take place in week 1 but learners should be conscientised about these EACH day Adhere daily to COVID-19 measures. Social distancing, washing of hands and wearing of masks | <ul style="list-style-type: none"> Visual Arts: allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. All equipment to be sanitized after every use. Performing Arts: Activities have been adapted to ensure safety. use learner own space – social distancing | <ul style="list-style-type: none"> Activities have been adapted to ensure that Physical Education takes place so that learners develop perceptual and other skills Limit activities with resources that can spread the virus. All equipment to be sanitized after every use. Adhere daily to COVID-19 measures: Maintain social distancing. washing of hands and wearing of masks |

Summary: Amendments to the Content Overview for the Life Skills study areas

| | BKPSW | Creative Arts | Physical Education |
|----------------|--|---|---|
| Grade R | <ul style="list-style-type: none"> The first week's orientation topic of re-opening is merged with the COVID 19 information. CAPS content has been spread across the weeks Some topics have been merged – natural links | <ul style="list-style-type: none"> Creative and Performing Arts CAPS trimmed content available and the proposed content to teach per week/topic are specified with a X in each grade. Teaches still have a choice- Performing Arts COVID 19 prescripts must be adhered to- sanitizing of all equipment after use by one child. | <ul style="list-style-type: none"> Physical Education trimmed skills and content are presented to teach per week/topic and indicated with a X in each grade. Outdoor play can ONLY take place if a demarcated large enough area is available with demarcated areas NO Jungle Gym activities and obstacle courses |

3. Amendments to the Annual Teaching Plan

Annual Teaching Plan

- The work for term 2, 3 and 4 has been re organised and spread over the given weeks.
- The teacher must record what she has completed on a week by week basis. A common template can be used for this purpose.

Summary: Reorganisation of content topics

- Knowledge, skills, values, and attitudes within each Life Skills study areas were reorganised and incorporated into the COVID 19 curriculum trimmed document.
- The content is therefore mapped out for each subject and grade, setting out the knowledge, skill and content to be covered per week and per term
- It sets the foundation for integration for Home Language



Summary: Amendment to the weighting of content topics

- Deviations to the time allocation in Life Skills
- Provision has been made for Term 2
- Topics have been spread over a period of 21 weeks to cover the curriculum
- Weather, festivals and special days will be a natural daily activity



Summary: Content/Topics Amended

| Content/Topics | Term | Amendment |
|--------------------|---------|---|
| Creative Arts | 2, 3, 4 | <ul style="list-style-type: none"> The use of materials and LTSM COVID 19 restrictions and healthy practices integrated with the activities |
| Physical Education | 2, 3, 4 | <ul style="list-style-type: none"> Physical Education sessions is included for indoor movement within learners' space on or in front of their chair. If space allows, in demarcated areas outside. COVID 19 restrictions integrated with the activities (amendments) No partners or group activity |



4. Amendments School Based Assessment (SBA)

SCHOOL BASED ASSESSMENT

- Assessment for and of learning will continue to be implemented on a continuous basis in Life Skills.
- Teacher to use checklists and rubrics

Summary: Revision Final Examination Structure

- Term 3 and Term 4 only



4. Recommendations

Recommendations

- Reducing the number of display areas (close areas and pack away resources) -which will give more space for the learners to sit/stand/move and reduce the temptation of the learners to fiddle and touch the display items.
- The theme table remains and is only touched by the teacher. Items which are easily accessible can be brought by the learners and teacher to observe. These must be sanitized.
- Learners must keep their distance and only observe these items from a distance unless they have their own.

Recommendations

- Create a “COVID safe/ty corner” place the sanitizing containers, water and soap, mask sealed in a transparent plastic bag and thermometer so that they become part and parcel of the class environment. Initially discuss frequently to reinforce use and importance daily.
- Examples - Songs with actions should be used to teach learners correct way to wash hands (wash hands for 20 seconds) – not to touch their face, be aware of touching surfaces, greeting and how to sneeze and cough correctly.
- Display a Poster in the “safety corner” with clear pictures (showing the order) for young learners about the basic steps to be safe – wash hands, sanitizer (explain what this is (look, touch and smell) and why/how we must use it) and social distancing.



Recommendations

- Creative ways should be considered to help our learners adapt to social distancing in the classroom. E.g. use brightly colour tape to make a mark “X” where each learner can sit for greeting, story or movement on the spot.
- Place a dot/sticker on tables where they can sit in groups. Make the most of the floor space, sitting on mats and at tables. Move tables so that all the learners can sit on plastic mats or cardboard mats.
- **By doing this consistently the learners will learn what to do and feel safe in their classroom**
- Routine will create discipline and a safe environment.

Recommendations

- Introduce the **additional rules** during Orientation and Safety week and then reinforce DAILY. These can be visually illustrated on a chart.
- Show learners through song and rhymes how to practice social distancing i.e. spread out arms to side, [right and left, front and back] and no one can come into that space when doing activities, walking to toilet and eating.
- diligently supervise moving from one place to another and eating routine.



Recommendations

- Resourcing for the daily activities will require careful planning. Consider each learner having a container of their own with scissors, crayons, bag of play dough and name tag.
- Where resources are limited ways of sanitizing must be prioritized in planning. Books, puzzles, cardboard games (dominoes) are wiped down with damp sanitized cloth.
- Other items such as brushes, scissors, crayons, beads, cubes, blocks, instruments, plastic spades buckets and plastic objects to be washed after use every day before the next group uses it.

Recommendations

- Whilst disinfection and social distancing are strict requirements which will should be adhered to in preventing the spread of COVID 19, activities such as Physical Education and Creative Arts are imperatives in the curriculum.
- Carefully planned outdoor play (15 minutes each day) can take place under strict supervision. No sharing of any equipment unless it has been sanitized and the use of the Jungle gym is strongly discouraged. Learners are to use their own bean bag, or a ball made from crumbled newspaper.

5. Conclusion

Conclusion

- Life Skills is the vehicle to develop learners holistically and address psycho social support. It keeps learners grounded and provides a safe space where learners sing, dance and do movement.
- Whilst it develops important skills as a foundation for learning, it provides an outlet and is therapeutic.
- The importance of Life Skills must be consciously considered daily.

Conclusion

- It is still possible to cover all the study areas in Life Skills in the Grade R
- Although Life Skills is not used for progression purposes in the Foundation Phase, the foundational skills are important as it is progressively developed; holding tools, spatial orientation, pre-reading and pre-writing skills.
- Skills can further be strengthened in 2021 when the learner progresses to the next grade.
- The Grade R teacher will be able to cover the curriculum during this exceptional time.

Conclusion

Create a safe, friendly, stable, loving environment for our learners.

Teachers are to be mindful of the following:

- Learners could be traumatized due the impact of the COVID 19.
- A positive, self-confident learner before the lockdown, can now display feelings of insecurity and changed behavioural patterns
- Some may have family members/friends who were/are affected.
- Learners may experience separation anxiety from parents/caregivers.
- Grade R teachers have a critical role play. Be observant and offer psycho social support at classroom/school level
- Next level support to be put in place for urgent intervention

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