



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational

Year 1 - 4

EARLY CHILDHOOD DEVELOPMENT

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and

- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and

- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject "Office Administration" which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT

2.1 What is Early Childhood Development?

The subject lays the foundation in the study area of Early Childhood Development (ECD). It focuses on the all-round development of children that helps them develop into childhood and adulthood. Early Childhood Development incorporates the physical care as well as the nurturing of the child in totality. It provides the learners with knowledge of how to make best use of the child's potential; socially, emotionally, physically and intellectually in an educational environment.

2.2 Topics to be studied in Early Childhood Development

1. Healthy and safe environment
2. Care for babies, toddlers and young children.
3. Development of babies, toddlers and young children
4. Creative Art
5. Play in Early Childhood development
6. Resources
7. Language and communications Skills
8. Illnesses and childhood homes
9. The ECD learning programme
10. First aid
11. Behaviour management
12. Create and set up an anti-bias learning environment
13. Mathematical concepts

2.3 Specific Aims:

The learner is able to:

1. Understand the development of babies, toddlers and young children
2. Demonstrate care for babies, toddlers and young children.
3. Develop and promote Creative Art
4. Understand play in Early Childhood development
5. Develop resources for teaching
6. Maintain a healthy and safe environment
7. Develop and promote Language and communications Skills
8. Identify illnesses and childhood homes

9. Demonstrate an Anti-bias learning environment in ECD setting
10. Demonstrate the management of ECD centres
11. Apply basic First aid
12. Demonstrate behaviour management
13. Develop Mathematical concepts

2.4 Requirements for Early Childhood Development as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

Early Childhood Development requires a trained subject specialist. It is preferred that the teacher offering Early Childhood Development is a person with some experience in an Early Childhood Development related area. A tertiary qualification is preferred.

Early Childhood Development teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the resourcing, budget and safety in the classroom
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for practical work
- Plan for theory lessons
- Conduct weekly practical sessions
- Maintain and service equipment and resources
- Ensure learner safety
- Produce working PAT projects in cooperation with learners
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self-motivated to keep her/him abreast of the latest technological developments
- Regularly attend development workshops

Learner Resources:

- Text/ resource book

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- Early Childhood Development cannot be implemented in a school without an equipped classroom with floor space to accommodate reading, fantasy, art, theme corner and a baby care section as well as a space for gross motor activity.
- Running water with washbasin (hot and cold water) and suitable electrical points
- Sufficient lighting and ventilation
- Equipment and resources should have sufficient storage and well developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Good housekeeping principles require that the classroom be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse and off-cut materials. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Access to a multi-media room with computers, internet and television.
- Safety rules must be displayed on posters in the classroom.

Equipment

The following is the minimum requirement for an Early Childhood Development classroom.

Non Consumable	Consumable
<ul style="list-style-type: none">▪ Work tables, Desk▪ Chairs▪ Examples or pictures of gross motor equipment (balls bean bags, hula hoops,)▪ Baby Bath basins, or any plastic bowl, Changing station.▪ Examples or pictures of safety mat, bath ring▪ Example or picture of toilet seats suitable for toddler and young children	<ul style="list-style-type: none">• Stationary: pens, pencils, crayons, rubbers, cardboard, magnets and colour paper, scissors, glue, glue gun, pritt, paint, paint brushes, clay, waste material, fabric, wool, Recyclable materials for teacher and learners

<ul style="list-style-type: none"> ▪ Example or picture of Safe Stools for children to stand on ▪ Baby dolls, plastic dolls, clothes , blankets, diapers, towels, bottles, dummies, sterilising equipment ▪ Carpets , ▪ Example or picture of Sand pits ▪ Examples or pictures of fantasy corner ▪ Example or pictures of manipulative toys (puzzles, peg board dominoes, threading beads) ▪ Example or picture of book corner and (books for different age group) ▪ Display area to demonstrate theme (transport) A lot of pictures and words in gr1 font ▪ Example or pictures of construction toys (building blocks, Lego) ▪ Examples or pictures of Outdoor play equipment 	<ul style="list-style-type: none"> • (toilet rolls, egg containers,) • Felt • Foam sheets • Paper plate • Ribbon • Plastic eyes • Pipe cleaners • Feathers • Buttons • Disposable nappies, • Ear buds • Cotton wool • Examples or pictures of baby soap, shampoo and cream and barrier cream. • Snappy or diaper pin for material nappy.
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Other Learning and Teaching materials

- Students and facilitators guides
- Magazines, posters and newspapers
- Large Print Story books suitable for babies and young children
- AUDIO-VISUAL AIDS, DVDS / INTERNET
- The following is not necessity but makes it a lot easier in ECD class: Laminator and laminating pouches
 - Computer and printer
 - Interactive board
 - Visualizer

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- Equipment
- Consumable Materials
- Practical Assessment Task Resources (PAT)
- Teaching and Learning Support Material
- Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Early Childhood Development include but is not limited to:

- Caregivers
- Day mothers
- ADHOC care
- Teacher assistance in primary school, play school, nursery or crèche and aftercare and homecare service within a family setting
- Helpers in the communities/hospitals/clinics
- Au pair

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

	TOPIC	Year 1	Year 2	Year 3	Year 4
1	Healthy and safe environment	Personal and Environmental safety and Hygiene.	Understand personal health and hygiene during pregnancy. Understand and identify potential dangers during pregnancy.	Demonstrate knowledge on how to supervise babies at all times and enforce the rules for the safe use of equipment.	Demonstrate knowledge on how to maintain a safe environment for children.
2	Care of babies/toddlers/ Young children	Understand the importance of safe physical care of the babies	Demonstrate how to provide physical care for babies.	Demonstrate how to provide physical and emotional care for babies.	Demonstrate how to manage behaviour and relationships for toddlers and young children.
3	Development of babies, toddlers and young children	Demonstrate knowledge and understanding of the female reproductive system.	Understand what to expect when expecting a baby Demonstrate knowledge and understanding of factors affecting the growth and development of the foetus.	Demonstrate knowledge and understanding of factors affecting the growth and developing of babies.	Demonstrate knowledge on how children develop and learn in the early years.
4	Creative Arts	Introduce learner to a variety of creative arts and mediums in the ECD centre.	Demonstrate and develop own art skills to facilitate children approaching art activities and creative processes.	Understand children's creative processes in the implementation of art activities.	Demonstrate and develop own art skills to facilitate children approaching creative processes.

5	Play in ECD	Demonstrate and provide a variety of gross and fine motor skill activities.	Demonstrate and practice a variety of different stimulation activities for babies.	Understand and provide safe and meaningful activities to help children to develop their senses and perceptual skills.	Demonstrate knowledge and understanding of how play supports learning and development of the whole child
6	Resources	Introduction to physical resources in the ECD centre.	Demonstrate knowledge to make durable resources that are safe and appropriate for babies.	Demonstrate knowledge to make durable resources which are safe and appropriate for toddlers.	Design and make resources to equip the ECD centre.
7	Language use and communication skills	Understand the importance of good communication skills.	Show critical awareness of language through use of text.	Show critical awareness of language use through stories.	Identify and analyse the Appropriateness of different communication method as used in a multi-cultural society.
8	Illnesses	Understand the importance of healthy eating habits to prevent illnesses.	Understand the transmission of HIV / AIDS during pregnancy and breast feeding.	Understand and identify the most common illnesses among babies.	Understand the management regarding illness and medicine in the ECD centre.
9	The ECD Learning programme	Demonstrates and identify the differences and purpose for and ECD facilities in the communities.	Identify the legally requirements and standard of the ECD centre.	Understand the importance of the specific requirements for the daily programmes for babies and toddlers.	Demonstrate and practice knowledge on how to interact and inform parents/guardian regarding the operational and administrative procedures in the ECD centre.
10	First Aid		Demonstrate and explain knowledge of the most common injuries and treatments. Demonstrate how to manage an emergency scene.	Understand and explain the management of major/ life threatening injuries and treatments.	Understand how to deal with disaster and emergency situations at an ECD centre.

11	Behaviour management		Demonstrate knowledge on how to manage behaviour and comfort babies.	Demonstrate knowledge on how to manage behaviour and comfort toddlers and young children with positive reinforcement.	Describe negative and positive interactive behaviour in the ECD centre.
12	Create and set up an anti-bias learning environment		Understand how to create and set up an anti-bias learning environment	Research on the different ethnic groups in South Africa, their culture, play, activities and behaviour.	Demonstrate and practice knowledge on diversity, similarities, inclusion and differences in early childhood.
13	Mathematical		Understand how to include mathematical concepts informally in different topics	Understand and apply the mathematical concepts	Understand and apply the mathematical concepts.

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3.2 Content outline per term (Annual Teaching Plan)

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Healthy and safe environment	Personal Environmental safety and hygiene <ol style="list-style-type: none"> 1. Demonstrate and identify a safe, secure, healthy, clean and stimulating environment for children. 2. Understand the importance of personal Hygiene of the Educarer when working with children General hygiene Understand the importance regarding: <ul style="list-style-type: none"> • Hair • Skin • Nail • Clothes • Body • How to wash your hands • When you should wash your hand 	<ol style="list-style-type: none"> 1. Discuss in general how to set up a safe and secure environment inside and outside an ECD centre <p>Activities: Demonstration –</p> <p>Practical demonstration on sterilising sand pit, toys.</p> <ol style="list-style-type: none"> 2. Discuss the importance of personal hygiene. <ul style="list-style-type: none"> • Demonstrate the correct technique and steps on washing your hands <p>Activity 3.1: Worksheet –</p> <p>Cut or draw pictures of a healthy and clean educarer.</p> <p>Cut or draw five picture of different soap, hand sanitizer.</p>

2	Care of babies, toddlers / young children	<p>Understand the importance of safe physical care of the babies</p> <ol style="list-style-type: none"> 1. Picking up a baby 2. Ways to hold a baby <ul style="list-style-type: none"> • Baby held to the shoulder • Baby cradled in the arms • One arm free 3. Correct way to wrap a baby with a blanket. 	<p>Demonstrate the safe and correct way to:</p> <ol style="list-style-type: none"> 1. Pick up a baby 2. Hold a baby 3. Wrap a baby with a blanket. <p>Activities 1.1: Demonstration –</p> <ul style="list-style-type: none"> • Different ways to hold a baby. • Practice how to wrap a baby in a blanket • The safe way to pick up a baby. <p>Activity: Project –</p> <ul style="list-style-type: none"> • Design a blanket on paper for a boy or a girl. Make use of any medium.
2	Development of babies , toddlers and young children	<p>Demonstrate knowledge and understanding of the female reproductive system</p> <ol style="list-style-type: none"> 1. Identify the different parts of the female reproductive system. <ul style="list-style-type: none"> • Ovaries • Fallopian tubes • Uterus • Cervix • Vagina 2. Understand the meaning of personal hygiene towards menstruation 	<ol style="list-style-type: none"> 1. Discuss and identify the different parts of the female reproductive system. <p>Activity : Demonstration – Audio-visual presentation</p> <p>Activity 3.2: Worksheet. –</p> <p>Learners use a word box and illustration to identify the different parts of the reproductive system.</p> <ol style="list-style-type: none"> 2. Discuss personal hygiene towards menstruation.

		<p>3. Understand conception and the use of contraceptives.</p>	<p>Activity: Demonstration – How to use and dispose sanitary wear.</p> <p>3. Discuss conception and the use of different contraceptives.</p> <p>Activity: Worksheet - Name different contraceptives.</p>
3	Creative Activities	<p>Introduce learner to a variety of creative arts and mediums in the ECD centre.</p> <p>1. Understand how to master different art activities and mediums.</p> <ul style="list-style-type: none"> • Practise paint activities • Do construction work • Do paperwork • Create a hand puppet • Model with clay • Cut and draw activities 	<p>1. Discuss, explain and demonstrate creative arts and mediums to be used in the ECD centre.</p> <p>Learners apply different techniques to create examples for portfolio. See Addendum A</p> <ul style="list-style-type: none"> • Paint for example Finger painting, stencil, hand paint. • Box and Toilet roll creations • Paper collage, weaving, paper dolls, symmetric folds, paper maché. • Paper bag, paper plates • Shapes, birds nest, beads , 3d animal • Cutting and drawing <p>Activity: Demonstration - of creative arts.</p> <p>Activity 2.1: Project Make use of different techniques and create an example</p>

4	Play in ECD	<p>Demonstrate and provide a variety of gross and fine motor skill activities.</p> <ol style="list-style-type: none"> 1. Demonstrate and explain gross/large muscle skills. 2. Demonstrate and explain fine/small muscle skills. 	<ol style="list-style-type: none"> 1. Discuss the importance of gross/large muscle skill development in children. <p>Activity 1.2 Demonstrate: -</p> <p>The variety of large muscle skill activities:</p> <ul style="list-style-type: none"> • Ball activity (rolling , catching, throwing, hopping) • Bean bag activity (balance, throwing , catching) <ol style="list-style-type: none"> 2. Discuss the importance of fine/small muscle skill development in children. <p>Activity: Project – Apply fine motor skill activities for any creative art. See nr 4. (creative art)</p>
5	Resources	<p>Introduction to physical resources in the ECD centre.</p> <ol style="list-style-type: none"> 1. Understand the importance and need of physical resources in the ECD centre. 	<ol style="list-style-type: none"> 1. Discuss the importance and need of physical resources in the ECD centre. <p>Activity: Demonstration –</p> <p>Expose learners to the resources and typical ECD centre.</p> <ul style="list-style-type: none"> • Different corners/ play areas • Baby section with accessories. • Audio-visual resources • Gross motor apparatus (balls etc.) • Waste resources <p>Activity 2.2 Project: -</p>

			Apply any technique and resources for any creative activities. See nr 4 (creative art)
6	Language use and communication skills	<p>Understand the importance of good communication skills.</p> <ol style="list-style-type: none"> 1. Understand the importance of good communication skills. 2. Demonstrate how to use good communication skills. 	<ol style="list-style-type: none"> 1. Discuss the importance of good communication skills. 2. Create and use a hand puppet to role-play good communication skills. <p>Activity: Project</p> <p>The learners make a hand puppet from a paper bag.</p> <p>Activity: Demonstration –</p> <p>Practical demonstration on how to do a short puppet show.</p> <p>Learners role play communication skills in an informal way through puppet shows. (Group work)</p>
7	Illnesses	<p>Understand the importance of healthy eating habits to prevent illnesses</p> <ol style="list-style-type: none"> 1. Recognise the characteristics of a healthy and unhealthy child. 2. Understand the different food groups (food pyramid) 3. Understand the importance of healthy eating habits. <ul style="list-style-type: none"> • Common colds • Phenomena 	<ol style="list-style-type: none"> 1. Discuss the characteristics of a healthy and unhealthy child. <p>Activity 3.3: Worksheet -</p> <p>Illustrate with a picture the characteristics of a healthy or unhealthy child.</p> <ol style="list-style-type: none"> 2. Discuss the different food groups.

		<ul style="list-style-type: none"> • Croup • Bronchitis • Tonsillitis • Measles /German measles • Mumps • Chicken pox • Whooping Cough • Scabies • Ringworms 	<p>Activity: Project –</p> <p>Create a poster to illustrate different food groups.</p> <p>Activity 3.4: Worksheet –</p> <p>Learners identify the different food groups.</p> <p>3. Make use of audio-visual aids to demonstrate the illnesses.</p> <ul style="list-style-type: none"> • Web address:kidhealth.org/parent/medical. • Role play on how to inform parents if a child is ill. • Discussion on the seriousness of the illnesses <p><i>(Do not to jump to assumptions when seeing signs...it can be misleading...e.g. measles instead of heat rash)</i></p> <p>Activity: Worksheet E.g. True or False / Word box</p>
8	The ECD Learning programme	<p>Demonstrate and identify the differences and purpose for ECD facilities in the communities.</p> <p>1. Understand the purpose for different ECD facilities in the community.</p>	<p>1. Discuss the purpose for different ECD facilities in the communities</p> <p>Activity: Demonstration –</p> <p>Make use of audio-visual aids to demonstrate the</p>

		<p>2. Identify the different facilities.</p>	<p>facilities. OR Do a field trip to view the facilities</p> <p>2. Discuss the different facilities.</p> <ul style="list-style-type: none"> • Day mother • Day care centre • Play group • ADHOC care • Nursery school • Pre- Primary school • Au pair <p>Activity 2.3: Project –</p> <p>Choose a name for your ECD facility and design a logo.</p>
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9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstrations: 35%(MINIMUM OF 3 DEMONSTRATIONS)</p> <p>Activity 2: Projects: 40%(MINIMUM OF 4 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Tests AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

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Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-3	Healthy and safe environment	<p>Understand personal health and hygiene during pregnancy.</p> <p>Understand and identify potential dangers during pregnancy.</p> <ol style="list-style-type: none"> 1. Understand the importance of hygiene and personal care during pregnancy. 2. Understand the potential dangers that can occur during pregnancy. 	<ol style="list-style-type: none"> 1. Discuss hygiene and personal care during pregnancy: <ul style="list-style-type: none"> • Personal care during pregnancy <ul style="list-style-type: none"> - The skin - Hair and nails - Teeth - Breast care - Vulva cleanliness • Rest and exercise • Clothing • Healthy eating <p>Activity 3.1: Worksheet –</p> <p>Compile a healthy menu for an expectant mother for one day.</p> <p>Use magazine pictures/drawings.</p> <ol style="list-style-type: none"> 2. Discuss potential dangers during pregnancy <ul style="list-style-type: none"> • Dangerous activities • Incorrect eating habits • Diabetes • Varicose veins • High blood pressure

			<ul style="list-style-type: none"> • Swollen feet and ankles <p>Activity: Demonstration - Make use of audio-visual aids to demonstrate the result of harmful factors during pregnancy.</p>
4-6	Care of babies, toddlers and young children	<p>Demonstrate how to provide physical care for babies. (Revision of year 1: Picking up and holding a baby. discussion.)</p> <ol style="list-style-type: none"> 1. Demonstrates and practise how to bath a baby. <ul style="list-style-type: none"> • Half sitting method • Top and tail method 2. Demonstrate how to dress and undress a baby. 3. Practical demonstration of nappy changing. 4. Feeding the baby <ul style="list-style-type: none"> • Breast feeding • Bottle feeding 	<p>Activities: Demonstration</p> <ol style="list-style-type: none"> 1. Discuss and demonstrate how to bath a baby according to the half- sitting and top and tail method. Activity 1.1 Demonstration Ways to bath a baby 2. Discuss and demonstrate how to dress and undress a baby with a doll. Activity 1.2 Demonstration Ways to dress and undress a baby. 3. Learners to practice the changing of disposable nappies with dolls: <ul style="list-style-type: none"> - Positioning of the baby - Fastening of front - How to clean a boy child - Wash hand after each change - Dispose nappies appropriately Activity 1.3 Demonstration- Nappy changing. 4. Feeding the Baby: <ol style="list-style-type: none"> 4.1 Understand the concept of breastfeeding

			<ul style="list-style-type: none"> • Why breast feeding. • Colostrum • Breastfeeding positions <ul style="list-style-type: none"> - Cradle hold - Cross cradle-hold - Football hold - Lying down position • Feeding the baby <ul style="list-style-type: none"> - Search reflex - Let down reflex - Taking the breast - Removing from the breast • Caring of the breast • Problems with breastfeeding <ul style="list-style-type: none"> - Crack nipples - Engorgement - Blocked ducts - Mastitis - Inadequate milk supply • Signs of adequate and inadequate feeding. • Bringing up winds. <p>Activity:3.2 Worksheet –</p> <p>Learners complete worksheets on breast feeding.</p> <p>4.2 Understand the concept of bottle feeding</p> <ul style="list-style-type: none"> • Weaning from the breast to the bottle. • Summary and natural weaning.
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			<ul style="list-style-type: none"> • Reasons for the use of artificial feeding. • When a baby refuse to drink from a bottle. • The use of a cup or a bottle. • The choice of milk. • Preparation of bottle feeds. <ul style="list-style-type: none"> - Sterilization of bottles - Cleansing equipment - Method to prepare bottles • Advantages and disadvantages of bottle feeding. • Problems with bottle feeding. <ul style="list-style-type: none"> - Winds and colic - Bringing up milk - Constipation - Watery stools - Weight loss or weight gain <p>Activity 3.3: Worksheet - Learners complete worksheets on bottle feeding.</p> <p>Activities 1.4: Demonstration – Bottle Feeding Practical demonstration on how to prepare and sterilize a bottle. Learners’ role play.</p> <p>Activity: Demonstration – Make use of audio-visual aids to demonstrate breast and bottle feeding.</p>
7-8	Development	Understand what to expect when expecting.	<ol style="list-style-type: none"> 1. Discuss signs and symptoms of pregnancy.

	<p>of babies , toddlers and young children</p>	<p>Demonstrate knowledge and understanding of factors affecting the growth and development of foetus.</p> <ol style="list-style-type: none"> 1. Understand the signs and symptoms of pregnancy 2. Identify the harmful factors during pregnancy. 3. Understand the growth and development of the foetus and birth. 	<ol style="list-style-type: none"> 2. Discuss the influence of harmful factors during pregnancy. <ul style="list-style-type: none"> • Smoking • Alcohol • X-Rays • Inoculation • Medicine and drugs <p>Activity 2.1: Project - Learners design a poster to protest against harmful factors to avoid during pregnancy.</p> <p>Activity 3.4: Worksheet - Learners do a worksheet regarding harmful factors during pregnancy.</p> <ol style="list-style-type: none"> 3. Discuss the growth, development of foetus and birth. <p>Activity 2.2 Projects - Illustrate the development of the foetus during the 9 month of pregnancy making use of any medium. (See creative activities nr 4 year 1)</p> <p>Activity: Demonstration – Make use of audio-visual aids to demonstrate the influence of harmful factors on the foetus.</p>
9-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	

Practical:	75%	
SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%		
Activity 1: Demonstrations:	45%	(MINIMUM OF 4 DEMONSTRATIONS
Activity 2: Projects:	30%	(MINIMUM OF 2 PROJECTS)
Theory:	25%	(Minimum 2)
Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum		

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Year 2 Term 2

WEEK	TOPIC	CONTENT	Techniques, activities, resources, and process notes
1-3	Creative arts	<p>The Learner is able to:</p> <p>Demonstrate and develop own art skills to facilitate children approaching art activities and creative processes.</p> <ol style="list-style-type: none"> 1. Apply different art skills. 2. Demonstrate and describe the layout of an art corner. 3. List all material used in an art corner 	<ol style="list-style-type: none"> 1. Apply different art skills and creative processes (See addendum A) 2. Discuss the layout of the art corner. 3. The learners will identify and make a list of material in art corner. <p>Activities:2.1 Project –</p> <p>Apply art skills see addendum A</p> <p>Activity 3.1: Worksheet – Identify and make a list of material used in an art corner.</p>
4-6	Play in ECD	<p>Demonstrate and practice a variety of different stimulation activities for babies.</p> <ol style="list-style-type: none"> 1. Understand the skill and purpose of baby massaging 2. Demonstrate baby gymnastics 	<ol style="list-style-type: none"> 1. Practical demonstration of baby massaging <ul style="list-style-type: none"> • The benefit of baby massage. • Massaging arms and hands. • Massaging stomach and back • Massaging legs and feet.

		<p>3. Understand the importance of sensory play</p>	<p>2. Practical demonstration of baby gymnastics.</p> <ul style="list-style-type: none"> • Arms and shoulders • Boxing • Sit Ups • Cycling • Marching • Rolling <p>3. Practical demonstration of sensory play.</p> <ul style="list-style-type: none"> • Baby play in jelly bath • Sense of different textures <p>E.g. Smooth, rough, hard, soft.</p> <p>Activities 1.1: Demonstration - Practical demonstration on how to massage a baby.</p> <p>Activity 2.2 Project – Create a texture book</p> <p>Activity 2.3 Project Make your own example of clay.</p> <p>Activity 2.4 Project Make your own fingerprint.</p>
7-8	Resources	<p>Demonstrate knowledge to make durable resources that are safe and appropriate for babies.</p> <ol style="list-style-type: none"> 1. Demonstrate how to improvise different ways of making resources from recycled material. 2. Demonstrate and practise the safety of made resources which are developmental appropriate. 	<ol style="list-style-type: none"> 1. Discuss the concept of recycling : <ul style="list-style-type: none"> • What is meant by recycling • Which materials can be recycled • Where to find resource material 2. Discuss how to make resources from natural

			<p>material. Include the safety factors.</p> <p>Activity3.2: Worksheet - List all recycle material which can be used to make the resources.</p> <p>Activity 2.5 Project – Learners collect recycling objects to be used in creative activities.</p> <p>Research on made toys from recycle material which are developmental appropriate.</p> <p>Activity 2.6: Project -Learners make a baby mobile from recycled materials.</p>
9-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning.</p> <p>The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstration: 15 % (1 DEMONSTRATIONS)</p> <p>Activity 2: Projects: 60% (MINIMUM OF 4 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

Year 2 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Language use and communication skills	<p>Show critical awareness of language through use of text.</p> <ol style="list-style-type: none"> 1. Show critical awareness of language used when talking to babies. 2. Practice the correct writing of fonts. 3. Understand how to choose books and stories for babies. 	<ol style="list-style-type: none"> 1. Discuss the importance of not speaking baby language. 2. Practice and apply correct writing of grade 1 font 3. Discuss how to choose books and stories for babies. <p>Activity 3.1: Worksheet – Learners practice and apply correct writing of grade 1 font.</p> <p>Activity 2.1: Project - Learners create and illustrate a baby book.</p> <p>Activity 2.2: Project Any creative activity (See Addendum A or nr 4 Year 1)</p>
3-4	Illnesses	<p>Understand the transmission of HIV / AIDS during pregnancy and breast feeding.</p> <ol style="list-style-type: none"> 1. Understand the concept of HIV/ AIDS. 2. Understand the transmission of HIV / AIDS during 	<ol style="list-style-type: none"> 1. Discuss HIV/AIDS 2. Discuss the consequences of HIV and AIDS during pregnancy. <p>Activity: Demonstration - Invite a Clinic sister to</p>

		pregnancy and breast feeding.	<p>do a talk on HIV/ AIDS</p> <p>Activity 2.3 Project – Design a poster to illustrate the causes of HIV /AIDS</p> <p>Activity 3.1 Worksheet Learners complete a worksheet on HIV / Aids</p>
5-6	The ECD learning programme.	<p>Identify the legal requirements and standard of the ECD centre</p> <ol style="list-style-type: none"> 1. Identify the legal requirements of the indoor facilities of the ECD centre. 2. Identify the legal requirements of the outdoor facilities of the ECD centre. 	<ol style="list-style-type: none"> 1. Discuss the requirements and standards of the indoor facilities: <ul style="list-style-type: none"> • Enough space in play room • Ventilation • Washable floors and surfaces • Storage facilities • Suitable and enough toilet facilities • Structure according to national building regulations <p>Activity 2.4: Project – Individual work</p> <ul style="list-style-type: none"> - Create a schematic presentation of the indoor layout of the ECD centre. - Paste/draw and name areas and equipment. <ol style="list-style-type: none"> 2. Discuss the requirements and standards of the outdoor facilities:

			<ul style="list-style-type: none"> • Safe and enclosed play area • Suitable gates for safety • Separate parking area <p>Activity 3.3: Worksheet. Questions and answers</p> <p>Outdoor facility will repeat in more detail in year 4.</p>
7-8	First Aid	<p>Demonstrate and explain knowledge of the most common injuries and treatments. Demonstrate how to manage an emergency scene.</p> <ol style="list-style-type: none"> 1. Identification of common injuries that can occur and how to manage the emergency scene. <ul style="list-style-type: none"> • Bleeding • Burns • Choking • Cuts and wounds 2. Understand the need for the correct content in the first aid kit. 	<ol style="list-style-type: none"> 1. Discuss how to handle common injuries and calm an injured child. <ul style="list-style-type: none"> • How to stop a bleeding • How to assess common injuries and handle emergencies. <p>Activities: Demonstration – How to clean and dress a wound. How to treat burns How to do the Heimlich manoeuvre when choking.</p> <ol style="list-style-type: none"> 2. Discuss the content in the first aid kit.

			Activity 2.5: Project - Learners construct a first aid box with content. (Make use of pictures or used examples.)
9-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning.</p> <p>The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstrations:</p> <p>Activity 2: Projects: 75% (MINIMUM OF 4 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25%</p> <p>Assess using a memorandum</p>			

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Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1--2	Behaviour management	<p>Demonstrate knowledge on how to manage behaviour and comfort babies.</p> <ol style="list-style-type: none"> 1. Understand how alcohol and drug abuse can influence a foetus and future behaviour. 2. Understand how the mother's acceptance or rejection of the foetus influences future behaviour. 3. Understand the method how to discipline a baby. 	<ol style="list-style-type: none"> 1. Discuss how alcohol and drug abuse can influence the foetus and later behaviour. 2. Discuss how the mother's acceptance or rejection of the foetus influences future behaviour. 3. Discuss the method how to discipline a baby from birth to 18 months. <ul style="list-style-type: none"> • Baby's needs: <ul style="list-style-type: none"> - Understand the reasons why babies cry. - Require limits, guidelines and rules. - Adaptable routine programme. - Love and security. • Method of discipline: <ul style="list-style-type: none"> - Babies adapt to adult, not the other way. - Create routines for babies. - Distract baby's attention when crying. - Make eye contact. - Spend sufficient time with baby

			<p>etc.</p> <p>Activity 3.1: Worksheet - True or false, word box, fill in the missing words.</p>
2-3	<p>Create and set up an anti-bias learning environment</p>	<p>Understand how to create and set up an anti-bias learning environment</p> <p>1. Understand how to create an anti-bias environment with the inclusion of children with different religious believes.</p>	<p>1. Discuss how to create an anti-bias religious learning environment.</p> <ul style="list-style-type: none"> • Discussion on religious symbols and days • Discussion on the different celebration of the diverse religions • Discuss how to deal with a multi religious group in the ECD centre. <p>Activity: Demonstration - View DVD'S showing the different religions and cultural celebrations</p> <p>Students share their traditions regarding their religions with fellow learners.</p> <p>Activity2.1 Project Learners illustrate their different religions by making a collage. - Group work (Create a quiz)</p>

			Activity 3.2 Worksheet – Different religions Question and answer.
3-5	Mathematical	<p>Understand how to include mathematical concepts informally in different topics</p> <ol style="list-style-type: none"> 1. Understand how mathematical concepts part of various topics in the curriculum are. 2. Understand the value of informal inclusion of mathematical concepts through rhymes and songs. <p>See other examples in activity column.</p>	<p>1. Examples of mathematical inclusion.</p> <ul style="list-style-type: none"> • Counting when massaging fingers and toes of babies. • Measuring the ingredients for the dehydration solution. • Baby gymnastics – Orientation in space. • Write down the emergency numbers. • Baby bottle- Measuring. <p>2. Discuss the value of the use of mathematical songs and rhymes as a foundation in maths.</p> <ul style="list-style-type: none"> • Songs • Poems <p>Activity 1.1: Demonstration - Group work Sing and act Songs/ poem. E.g. “One two three four five Once I caught a fish alive 6 7 8 9 10 Then I let it go again</p> <p>Activities 2.2 Projects Creative activities (See addendum A)</p>

			<p>Examples included throughout the year.</p> <ul style="list-style-type: none"> • Number cards • Recipe cards /baking and making • Measuring of medicine • Counting / rhythm (music activity)
6-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1 : Demonstration 10% 1 Demonstration</p> <p>Activity 2: Projects: 65% (MINIMUM OF 2 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

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Year 3 Term1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Healthy and safe environment	<p>Demonstrate knowledge on how to supervise babies at all times and enforce the rules for the safe use of equipment.</p> <ol style="list-style-type: none"> 1. Create a healthy and clean environment for babies 2. Create a safe and secure environment for babies. 3. Discuss the characteristics of a good and safe toy. 	<ol style="list-style-type: none"> 1. Discussion on how to ensure a healthy and clean baby facility. <ul style="list-style-type: none"> • Nursery • Milk kitchen • Sanitary and ablution facilities • Storage facilities • Sleeping facilities <p>Activities 1.1: Demonstration - Practical demonstration on how to disinfect equipment in the baby facility.</p> <p>Activity 3.1: Worksheet -The safe use and storage of the cleaning products in the baby facility</p> 2. Discuss how to implement the safety rules in the: <ul style="list-style-type: none"> • Nursery – Environment and equipment. • Sanitary and ablution • Storage facilities • Sleeping facilities • Evacuation Procedure • Individual safety needs – Allergies, custody, disabled <p>Activities: Demonstration –</p>

			<p>Practical demonstration how to evacuate the baby facility in emergency situation.</p> <p>Activity: Worksheet – Explain and complete a safety checklist for a baby facility</p> <p>3. Discuss the characteristics of a good and safe toy.</p> <ul style="list-style-type: none"> • Finishing • Size • Stimulating • Simple in design • Multipurpose and adaptable. <p>Activities 2.1: Project – Create a safe toy for baby</p>
3-5	Care of babies/ toddlers/ young children.	<p>Demonstrate how to provide physical and emotional care for babies.</p> <ol style="list-style-type: none"> 1. Introduction of solid foods to babies 2. Understand how to assist a child through the potty-training stage. <ul style="list-style-type: none"> • Demonstrate and practice how to teach young children to use a toilet. • Demonstrate and practice how to seat children on the toilet. 	<p>1. Discuss how and when to introduce solid food to babies. Name the sequence and age for introduction of solid food.</p> <p>Activities Demonstration – How to prepare pureed food for babies.</p> <p>Activity: Worksheet – Collect/ draw pictures and paste in the correct sequence for introduction solid foods.</p>

		<ul style="list-style-type: none"> • Demonstrate and practice how much toilet paper to be used. • Demonstrate and practice how young children must wipe themselves. • Demonstrate and practice how to judge • Demonstrate and practice how young children must flush the toilet. <p>3. Understand emotional care of babies.</p>	<p>2. Discuss potty training of babies:</p> <ul style="list-style-type: none"> • When to start potty training. • Hints for easy potty training • Equipment that can be used. <p>Activity 2.2: Project - Create a toilet roll construction e.g. cat (See Addendum A)</p> <p>3. Understand emotional care of babies.</p> <ul style="list-style-type: none"> • Emotional needs • Emotional stimulation • Ways to calm a baby <p>Activity 2.3: Project - Create a poster to illustrate different emotions of a baby. E.g. Happy, sad, scared etc.</p>
6-8	Development of babies, toddlers and young children.	<p>Demonstrate knowledge and understanding of factors affecting the growth and developing of babies.</p> <p>1. Demonstrate and identify development in steps</p> <ul style="list-style-type: none"> • Physical development: (body and muscles) <ul style="list-style-type: none"> - From birth: aware of own bodies, sucks fingers, waving and kicking with arms and legs, reaching out to touch things with both arms, follows movement with their eyes and raise and turn their heads. - Babies: 8 months: sitting, rolling over, begins to crawl, they handle and move objects, banging, 	<p>1. Learner will discuss the different types of development</p> <ul style="list-style-type: none"> - Physical development - Social development - Emotional development - Intellectual development <p>Activity 2.4: Project - Learners design a poster, making use of pictures/drawing, to illustrate the different types of development.</p> <p>Activity 3.3: Worksheet - Learners complete a worksheet</p>

		<p>shaking, squeezing throwing and tasting it,</p> <ul style="list-style-type: none"> - 12 months: pulling themselves up, standing and walking with some support. <ul style="list-style-type: none"> • Social development (relationships with people) <ul style="list-style-type: none"> - From birth looks at face, follow movement, response to touch and voice, and enjoy attention. - From 4-8 months: cooperate in being picked up, attended or to be fed. Imitate some actions and sounds. - 12 months: shows affection for people they know and unhappiness at being separated. Show an interest in other children. • Emotional development <ul style="list-style-type: none"> - 4-8 months: curious, wanting to see, taste and touch. - 12 months: achieving goals, frustration and anger, anxiety. • Intellectual development <ul style="list-style-type: none"> - 6 months: develops full colour, distance visions mature, ability to track moving object. - 8-12 months: imitate actions and sounds, push 	<p>based on the growth and development of babies.</p>
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		away objects that are in the way	
9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstration: 10% (1 Demonstration)</p> <p>Activity 2: Projects: 65% (MINIMUM OF 5 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

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Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-3	Creative arts	<p>Understand children’s creative processes in the implementation of art activities.</p> <ol style="list-style-type: none"> 1. Understand the values of creative activities 2. Identify the stages of creative development. 3. Understand the role of the educator in creative development. 4. Demonstrate and practice small muscle skills and eye hand coordination through creative activities. 	<ol style="list-style-type: none"> 1. Discuss the values of creative activities. <ul style="list-style-type: none"> • Creative thinking • Self- expression • Social development • Eye-hand coordination • Fine motor skills • Abstract thinking. <p>Activity 3.1: Worksheet -Values of creative activities</p> 2. Discuss the different stages of creative development. <ul style="list-style-type: none"> • Scribbling stage • Make and repeat patterns, (line and shapes) • Schematic or symbolic stage. <p>Activity 2.1: Projects - Make a drawing by using any mediums. (chalk, pastels, wax crayons, colouring pencils etc.)</p> <p>Activity 3.2: Worksheet – Recognise the different stages of creative development.</p>

			<p>3. Group discussion about the role of the educator during creative activities.</p> <ul style="list-style-type: none"> • Avoid the use of example • How to communicate about art. • Be involved but don't interfere. • Give freedom to create. • Display in class. • Interpreting art to the parents. <p>4. Demonstrate and practice small muscle skills and eye hand coordination through creative activities.</p> <ul style="list-style-type: none"> • Paper folding • Paper cut and paste • Paper tearing <p>Activity 2.2: Projects- Any paperwork activity.</p>
4-7	Play in ECD	<p>Understand and provide safe and meaningful activities to help children to develop their senses and perceptual skills.</p> <ol style="list-style-type: none"> 1. Understand the areas of play (fantasy, block, outdoor, sand, water and mud play) 2. Demonstrate and practice the games and activities to teach children how to <ul style="list-style-type: none"> • Develop their eyesight • Hearing 	<ol style="list-style-type: none"> 1. Discuss the different areas of play. <ul style="list-style-type: none"> • Fantasy corner <ul style="list-style-type: none"> - Explain the concept of fantasy/make believe play. - Understand the value of fantasy play - Describe the stage of fantasy play - Know the different fantasy areas. - Know the role of the educator. <p>Activity 2.3: Project - Create a mask or birthday crown,</p>

		<ul style="list-style-type: none"> • sense of touch/fingers • sense of taste(mouth) 	<ul style="list-style-type: none"> • Block corner <ul style="list-style-type: none"> - Discuss the value of block play - Plan the layout of the block corner. - Understand the stages of block play. - Understand storage and caring of blocks and accessories. - Know the role of the educator. <p>Activity 3.3: Worksheet - Content of the block corner.</p> <ul style="list-style-type: none"> • Sand, water and mud play. (natural toys) <ul style="list-style-type: none"> - Discuss the value of sand, water and mud play. - Know the equipment used. - Preparation for play. - Discuss the different games and activities. - Know the role of the educator. <p>2. Discuss games and activities to develop different senses.</p> <p>Activity: Demonstration – E.g.</p> <ul style="list-style-type: none"> • Eyesight <ul style="list-style-type: none"> - Place objects covered in a box. - Reveal for few seconds then close. - Learners remember and name
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			<p>objects.</p> <ul style="list-style-type: none"> • Hearing <ul style="list-style-type: none"> - Learners face a way - Listen to a variety of sounds - Recognise and tell sounds. • Sense of touch/fingers <ul style="list-style-type: none"> - Cover eyes - Feel different objects and name them. • Sense of taste(mouth) <ul style="list-style-type: none"> - Cover eyes - Taste different foods and name them.
7-8	Resources	<p>Demonstrate knowledge to make durable resources which are safe and appropriate for toddlers.</p> <ol style="list-style-type: none"> 1. Demonstrate and practice and list the waste/ recyclable materials at home. 2. Name items one can make from waste/recyclable material e. g. holders for brushes, crayons, magazines 3. Demonstrate and practice what can be made from off-cut blocks 	<p>Activity 2.4: Project - Group work Create a puppet show box from waste material.</p> <p>Activity 2.5: Project Design and create sand/water play equipment using recycled material. Spade/bucket made from 2 litre plastic bottle.</p>

9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activities: Projects: 75% (MINIMUM OF 5 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

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Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Language use and communication skills	<p>Show critical awareness of language use through stories.</p> <ol style="list-style-type: none"> 1. Understand the value of books and story time. 2. Understand the guidelines for the choice of books and stories. 3. Organise the book corner. 4. Know the rules of the book corner. 5. Understand the role of the educator. 6. Understand the method of presenting a story. 	<ol style="list-style-type: none"> 1. Discuss the value of books and story time. <ul style="list-style-type: none"> • Language development • Imagination • Improves child memory • Respect for books • Improves concentration 2. Understand the guidelines for the choice of books and stories. <ul style="list-style-type: none"> • Age appropriate story. • Not too many characters. • Avoid stories with excessive fear. • Suitable use of language. • Simple and colourful illustrations. • No serial stories. 3. Discuss the organisation of the book corner. <ul style="list-style-type: none"> • Set up in quiet area. • Books on eye level of the child • Display book in an inviting way. • Soft carpet and cushions.

			<ul style="list-style-type: none"> • Display theme of the week. • Adequate lightning. <p>4. Know the rules of the book corner.</p> <ul style="list-style-type: none"> • No eating • No wet hands • No noise • No walking around with books • No damaging of books. <p>5. Understand the role of the educator.</p> <ul style="list-style-type: none"> • Encourage children to page through books. • Read at least one story once a day. • Ensure enough books. • Set up an inviting reading corner. • Rote books regularly • Observe children in the book corner. <p>6. Understand the method of presenting a story.</p> <ul style="list-style-type: none"> • Stories can be told or read to the children. • Preparation <ul style="list-style-type: none"> - Educarer prepare/memorise story before the time. - Choose appropriate story aids. • Introduction <ul style="list-style-type: none"> - Get attention of children.
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			<ul style="list-style-type: none"> - Ensure that children are comfortable. • Presentation <ul style="list-style-type: none"> - Make eye contact with children - Check tone of voice and articulation - Keep story moving. - Always ensure a happy ending. • Closure <ul style="list-style-type: none"> - Ask question about the story - Children can tell or dramatize the story. <p>Activities 1.1: Demonstration - Read/ tell a story.</p> <p>Activities 2.1: Projects - Create a book. Make use of colourful illustrations with a basic word. Use any theme</p> <p>Activities 2.2 .Create a book mark.</p>
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3-4	Illnesses	Understand and identify the most common illnesses among babies.	1. Analyse and discuss a completed immunisation card.
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		<p>1. Understanding the immunisation card</p> <ul style="list-style-type: none"> • 0-3 months • 3 months • 4 months • 6 months • 6-7 months <p>2. Demonstrate and practice ways to treat the illnesses.</p> <table border="0" style="width: 100%;"> <tr> <td>Colic</td> <td>Gastro</td> <td>Dehydration</td> </tr> <tr> <td>Nappy rash</td> <td>Thrush</td> <td>Vomiting</td> </tr> <tr> <td>Fever</td> <td>Cradle Cap</td> <td>Milia</td> </tr> </table>	Colic	Gastro	Dehydration	Nappy rash	Thrush	Vomiting	Fever	Cradle Cap	Milia	<p>Activity: Worksheet – Case study. List immunisation according to baby’s age.</p> <p>2. Discuss the symptoms and treatment of illnesses through visual aids.</p> <p>Activity 3.1: Worksheet. - Learners illustrate the illnesses using pictures or drawings to be clearly identified. Cut/draw pictures of babies and decorate them to indicate the illnesses discussed.</p> <p>Activity 2.3: Project. -Learners create a poster with the recipe of the salt and sugar solution. – Treatment for dehydration</p>
Colic	Gastro	Dehydration										
Nappy rash	Thrush	Vomiting										
Fever	Cradle Cap	Milia										
5-6	The ECD learning programme	<p>Understand the importance of the specific requirements for the daily programmes for babies and toddlers.</p> <ol style="list-style-type: none"> 1. Understand and develop a structured daily programme. 2. Understand the difference between the daily programmes for babies and toddlers. 	<ol style="list-style-type: none"> 1. Discuss the reasons for a structured daily programme. <ul style="list-style-type: none"> • To ensure adequate time for <ul style="list-style-type: none"> -Physical care e.g. feeding. -Snack and meal times -Toilet routine -Resting and sleeping time 									

		<p>3. Implement routine activities: Use of the fluid chart.</p>	<p>2. Discuss the difference between the daily programmes for babies and toddlers.</p> <ul style="list-style-type: none"> • Programme for babies: Focus is on the individual needs of each baby. • Programme for toddlers: Single programme followed by all toddlers. <p>Activity 2.4: Project – Design and illustrated daily programme for toddlers.</p> <p>3. Discuss and explain the use of the fluid chart.</p> <p>Activity 3.2: Worksheet – Practical use of a fluid chart.</p>
7-8	First aid	<p>Understand and explain the management of major/ life threatening injuries and treatments.</p> <p>1. Demonstrate and practice different ways of temperature measuring.</p> <p>2. Identify major/life threatening injuries that can occur at an ECD centre.</p> <ul style="list-style-type: none"> • Drowning • Poisoning • Fractures • Epileptic fits • Unconsciousness 	<p>1. Discuss the different ways of temperature measuring.</p> <ul style="list-style-type: none"> • Mercury thermometer • Fever strip • Electronic thermometer • Ear thermometer <p>Activity 1.2: Demonstration - Practical demonstration on the use of the thermometers.</p> <p>2. Knowledge of the correct procedure for major /life threatening injuries.</p>

		<ul style="list-style-type: none"> • Insect bites • Fever <p>3. Understand the importance of writing an accident report correctly.</p>	<p>Activity 3.3: Worksheet - Identify management of major life injuries. (Colum A and B)</p> <p>Activity 1.3 Demonstration – Role play the recovery position.</p> <p>3. Discuss the importance of writing an accident report.</p> <p>Activity 3.4: Worksheet - Write an accident report according to a scenario.</p>
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9-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstrations: 30% (MINIMUM OF 2 Demonstrations)</p> <p>Activity 2: Projects: 45% (MINIMUM OF 3 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

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Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Behaviour management	<p>Demonstrate knowledge on how to manage behaviour and comfort toddlers and young children with positive reinforcement.</p> <p>Recap on behaviour management with babies.</p> <ol style="list-style-type: none"> 1. Demonstrate and practice on how to manage behaviour 2. Demonstrate and practice how to manage child behaviour age appropriately 3. Demonstrate and identify ways of positive reinforcement in practice e.g. incentives 	<ol style="list-style-type: none"> 1. Discussion on how to manage age appropriate behaviour. <ul style="list-style-type: none"> • 18 months to four years <ul style="list-style-type: none"> - Explain to a child acceptable and unacceptable behaviour and choices. - Explain behaviour has consequences. 2. Practical Demonstrate on management of behaviour. <ul style="list-style-type: none"> • Speak soft but firm. • Set rules with reasons. • Be consistent. • Deal with problems immediately. • Be honest. • No physical punishment. • Make children responsible for his actions, • Do not pay attention to tantrums used to manipulate adults. 3. Discussion on how children can manipulate adults. <p>Research all positive reinforcement.</p> <ul style="list-style-type: none"> • Do not bribe children for good behaviour. • Never use food/sweets as positive reinforcement.

			<ul style="list-style-type: none"> • Reward with e.g. outings, extra story, etc. • The more you tell a child he is good, the better he becomes. • Focus on the positive. <p>Activity: Worksheet - Ideas for positive reinforcement</p> <p>Activity 1.1: Demonstration - Role play How to deal with temper tantrums.</p> <p>Activity 2.1: Project - Any creative activity (See addendum A.)</p>
2-3	Create and set up an Anti-bias learning environment	<p>Research on the different ethnic group in South Africa, their culture, play activities and behaviour.</p> <ol style="list-style-type: none"> 1. Apply and understand the importance of an anti-bias approach towards different ways of behaviour in various cultures. 	<ol style="list-style-type: none"> 1. Discuss the importance of an anti-bias approach towards different ways of behaviour in various cultures. <p>Activity: Demonstration – Audio-visual display of traditions / behaviour indifferent cultures.</p> <ul style="list-style-type: none"> - Each learner does a presentation and explain the traditions and behaviour in their different cultures. - Learners reflect and share personal feelings about living in a diverse society. <p>Activity 2.2 Project - Learners do a creative collage of the clothing of a culture of your choice.</p>

3-5	Mathematical	<p>Understand and apply the mathematical concepts.</p> <ol style="list-style-type: none"> Understand and apply the following mathematical concepts. Describe and present objects in the environment in terms of: <ul style="list-style-type: none"> Counting <ul style="list-style-type: none"> rote/rhythmic counting counting backward/forward Space: <ul style="list-style-type: none"> recognize concepts e.g. big/small, heavy/light, long/longer/longest Shape: <ul style="list-style-type: none"> recognise the different shape discuss objects that can roll, slide, rough/smooth understand and explain 3D objects e.g. block Colours: <ul style="list-style-type: none"> recognise all primary colours 	<ol style="list-style-type: none"> Discuss the application of the mathematical concepts. Understand how to present the following concepts using building blocks. <ul style="list-style-type: none"> Counting Space Shape Colours. <p>Activity 3.1: Worksheet. – Practice the correct way to write numbers according to pre-school standards before making cards.</p> <p>Activity 2.3 Project - Create number cards e.g.</p> <ul style="list-style-type: none"> One 😊 Two 😊😊 <p>Activity 2.4 Project Make a colour wheel</p> <p>Activity 2.5: Project Design a chart with different Shapes</p> <p>Activity 2.6 Make a chart with different colours.</p>

6-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstration 10% 1 DEMONSTRATION</p> <p>Activity 2: Projects: 65% (MINIMUM OF 4 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

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Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Healthy and safe environment	<p>Demonstrate knowledge on how to maintain a safe environment for children.</p> <ol style="list-style-type: none"> 1. Identify the health team in the approach towards child health. 2. Identify examples of good practice and explore appropriate strategies to minimise risks to health and safety in accordance with current legislation. <ul style="list-style-type: none"> • Refuse and sewerage removal. • Food preparation area • Fault reporting and routine maintenance • Pollution <p>REVISION: YEAR 1</p> <ul style="list-style-type: none"> • CHARACTERISTICS OF A HEALTHY CHILD • CHARACTERISTICS OF A HEALTHY EDUCARER 	<ol style="list-style-type: none"> 1. Discussion on how to work co-operatively with the health team. <ul style="list-style-type: none"> • Doctor • Dentist • Speech therapist • Welfare agencies • Municipality • Parents • Educarer • Child etc. <p>Activity 3.1: Worksheet/ Poster - The health team</p> 2. Discussion on planning and preparation for healthy and safe environment <p>Activity 3.2 Worksheet: Field trip - Visit a local ECD centre where learners can experience and evaluate the physical environment by completing a checklist.</p>

3-4	Care of babies, toddlers and young children	<p>Demonstrate how to manage behaviour and relationships for toddlers and young children.</p> <ol style="list-style-type: none"> 1. Understand what child abuse is. 2. Identify the characteristics of an abused child 3. Identification of parents who abuse their children. 4. Identify the different kinds of abuse. <p>REVISION: YEAR 1 WEEK 2</p> <ul style="list-style-type: none"> • HOW TO PICK UP, HOLD AND WRAP A BABY <p>REVISION: YEAR 2 TERM 1</p> <ul style="list-style-type: none"> • WAYS TO BATH A BABY • HOW TO DRESS A BABY • HOW TO CHANGE A NAPPY 	<ol style="list-style-type: none"> 1. Understand the role of the educator regarding abused children. 2. Discuss and list the characteristics of an abused child and abusive parents. <ul style="list-style-type: none"> • Recognise the different kinds of abuse. <p>Activity 3.3: Worksheet – Different kinds of abuse and characteristics of an abused child.</p> <ol style="list-style-type: none"> 3. Collect emergency telephone numbers in your community and create a poster for your class. <ul style="list-style-type: none"> - Child line - Life line - Child Welfare - Local Clinic/Hospital - Local police <p>Activity 3.4: Worksheet - Learners collect emergency telephone numbers in their community.</p> <p>Activity 2.1: Project - Create a poster for awareness against child abuse.</p> <ol style="list-style-type: none"> 4. Discuss the role of the educator when suspecting child abuse.
5-6	The development of babies/toddlers and young children	<p>Demonstrate knowledge on how children develop and learn in the early years.</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of 	<ol style="list-style-type: none"> 1. Discuss the stages of play. <ul style="list-style-type: none"> • Solitary play • Parallel play

		<p>how play supports the care, learning and development of the child.</p> <ul style="list-style-type: none"> • Understand the stages of play. • Understand the categories of play. 	<ul style="list-style-type: none"> • Social play <p>Activity: Demonstration Role-play – Stages of play</p> <ol style="list-style-type: none"> 2. Discuss the categories of play. <ul style="list-style-type: none"> • Free play • Guided play • Mediated play • Cooperative play <p>Activity 3.5: Worksheet - Column A and B , and choose the correct answers of stages and categories of play.</p>
7-8	Creative arts	<p>Demonstrate and develop own art skills to facilitate children approaching creative processes.</p> <ol style="list-style-type: none"> 1. Understand the concept of visual art. 2. Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • Music, listening and dance. • Music, singing and instruments 3. Understand baking and making as an activity. <p>REVISION: YEAR 1 WEEK 3</p> <p>DIFFERENT CATEGORIES AND MEDIUMS IN ART.</p>	<ol style="list-style-type: none"> 1. Discussion on what is visual art <ul style="list-style-type: none"> • List all the visual art activities under the given heading <p>Activity 2.2: Project - Group work on sensory experience e.g. make a collage using natural materials.</p> <p>Activity Demonstration - Practical demonstration on basic art activities e.g. clay and modelling</p> 2. Discussion on the type of music children like to listen to <p>Activity: Listening - e.g. listens to slow/fast beats on a drum, high /low tones, sound of farm</p>

			<p>animals, sound of familiar household sounds siren, etc.</p> <p>Activity 2.3 Project: Create a cultural music instrument</p> <p>Activity 1.1 Demonstration (Individual or group work) Create and present any cultural dance. (Optional: Use cultural music instrument or singing.)</p> <p>3. Discussion of baking and making as an activity.</p> <ul style="list-style-type: none"> • The value of baking and making • Organising baking and making activities. <p>Activity 2.4: Worksheet – Choose a suitable recipe and create a recipe card. Make use of illustrations to indicate the steps.</p> <p>Activity 1.2 Demonstration – Prepare a baking and making item to illustrate a specific theme. E.g. transport, healthy food, animal etc.</p>
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9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical 75% SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstration 20% (MINIMUM OF 2 DEMONSTRATIONS) Activity 2: Projects: 55% (MINIMUM OF 3 PROJECTS)</p> <p>Theory: 25% (Minimum 2) Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

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Year 4 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Play in ECD	<p>Demonstrate knowledge and understanding of how play supports learning and development of the whole child</p> <ol style="list-style-type: none"> 1. Understand educational play 2. Understand outdoor play apparatus 3. Understand discovery activities 4. Planning outings <p>REVISION: YEAR 3 TERM 2</p> <ul style="list-style-type: none"> • INSIDE PLAY AREA 	<ol style="list-style-type: none"> 1. Discuss educational play. <ul style="list-style-type: none"> • Value of educational play • Examples of educational play • Mediation during educational play. <p>Activity 2.1: Project: - Create a puzzle/ Memory game or dominoes.</p> <ol style="list-style-type: none"> 2. Discuss the outdoor play area and apparatus. <ul style="list-style-type: none"> • Examples of outdoor play • Outlay of the outside play area • Supervision/safety of the outside play area • Inclusion for disabled learners • Sterilising of the sandpit /sand <p>Activity 3.1: Worksheet- Design a schematic drawing of the outdoor play area.</p> <ol style="list-style-type: none"> 3. Discuss discovery activities. Give attention to themes. <ul style="list-style-type: none"> • Value of discovery activities • Examples of discovery activities • Mediation during discovery activities

			<p>Activity: Project - Group Work Set up an exhibition table, using a theme of your choice.</p> <p>4. Discuss how to plan outings.</p> <ul style="list-style-type: none"> • Value of outings • The procedure when planning an outing. • Involvement of parents. <p>Activity 3.2: Worksheet – Compile a letter to the parents informing them about an outing and include a list of the necessities. - Compile an indemnity form for the parents to complete.</p>
3-4	Resources	<p>Design and make resources to equip the ECD centre</p> <p>1. Understand the importance and use of specific resources in the ECD centre.</p>	<p>1. Discuss the importance of being equipped with meaningful resources in the ECD centre.</p> <p>Activities 2.2: Projects - Create the following: - Birthday chart/ Months of the year</p> <p>Activities 2.3: Projects - Weather chart / Seasons</p> <p>Activity 3.3 Worksheet - Class rules</p>

5-6	Language use and communication skills	<p>Identify and analyse the appropriateness of different communication method as used in a multi-cultural society.</p> <ol style="list-style-type: none"> 1. Understand communication skills 2. Manage conflict 3. Understand the concept of teamwork 4. Understand the importance of job Interviews 	<ol style="list-style-type: none"> 1. Discuss different communication skills. <ul style="list-style-type: none"> • Communication process • Ways of communication <ul style="list-style-type: none"> - Through meetings - Interviewing - Correspondence • Types of communication <ul style="list-style-type: none"> - Verbal - Non-verbal • Rules for good communication 2. Discuss how to manage conflict effectively. <ul style="list-style-type: none"> • What is conflict? Intra- and interpersonal. • Respecting the views and rights of others. • Managing negative emotion/ conflict. 3. Discuss the concept and importance of teamwork. <ul style="list-style-type: none"> • The importance of the individual in teamwork. • Preferences and disapprovals. • Dual/Joint planning
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			<p>4. Discuss the importance of job interviews.</p> <ul style="list-style-type: none"> • Preparation for a job interview • Physical appearance • Background knowledge • Punctuality • Body language <p>Activities3.4: Worksheets Role-play – Communication skills/ Job interview</p> <p>Activities2.4 Project – Alphabet Cards</p>
7-8	Illnesses	<p>Understand the management regarding illness and medicine in the ECD centre.</p> <ol style="list-style-type: none"> 1. Understand the administering of medication with authorisation. 2. Understand the use of a sick room 3. Understand the importance of safe storage of medicine <p>REVISION: YEAR 1 AND 3 TERM 3</p> <p>HOW TO IDENTIFY SYMPTOMS OF MOST COMMON ILNESSES</p>	<ol style="list-style-type: none"> 1. Administering of medication with authorisation. <ul style="list-style-type: none"> • Discuss the correct procedure for authorisation and measuring of medicine <ul style="list-style-type: none"> - Contacting the parents - Staff member in charge • How to complete the medicine book. <p>Activity: Group discussion - Discuss the correct procedures and precaution when administering medication</p> <p>Activity3.5 Worksheet – Write an entry in the medicine book. Make use of a real-life example.</p>

			<p>2. Discuss the use of a sick room.</p> <ul style="list-style-type: none"> • Location of the sick room. • Isolation procedures. <p>3. Discuss the safety procedures regarding the storage of medicine.</p> <p>Activity 2.5: Projects – Creative activities (See Addendum A)</p>
9-10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activity 1: Demonstration 0% MINIMUM of 0 Demonstration</p> <p>Activity 2: Projects: 75% MINIMUM OF 4 PROJECTS</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	The ECD Learning programme	<p>Demonstrate and practice knowledge on how to interact and inform parents/guardian regarding the operational and administrative procedures in the ECD centre.</p> <ol style="list-style-type: none"> 1. Understand the concept of observation 2. Understand the method to complete a progress report. 3. Complete an attendance register 4. Complete application forms 	<ol style="list-style-type: none"> 1. Discuss the concept of observation in an ECD facility. <ul style="list-style-type: none"> • Method of observation • Purpose of observation • Observation report 2. Discuss the importance of responsibility when completing a progress report of a learner. <ul style="list-style-type: none"> • Honesty/Objective • Correct use of language • Finishing • Different reports for different age groups. <ul style="list-style-type: none"> - Babies monthly - Toddlers/Older per term <p>Activity 2.1: Project - Design a cover for a progress report</p> <p>.</p> <p>Activity 3.1 Worksheet - Complete an example of a progress report.</p> <ol style="list-style-type: none"> 3. Understand how to complete an attendance register. <p>Activity 3.2: Worksheet - Complete an attendance register prototype.</p> <ol style="list-style-type: none"> 4. Understand the importance to complete application forms correctly.

			Activity 3.3: Worksheet - Complete an application form prototype.
3-4	First Aid	<p>Understand how to deal with disaster and emergency situations at an ECD centre.</p> <ol style="list-style-type: none"> Understand what to do in case of a <ul style="list-style-type: none"> Fire Bomb scare Terrorism Hostages Understand the importance of an evacuation plan. Understand how to cordon of an area in an emergency situation. <p>REVISION: YEAR 2/3 TERM 3</p> <ul style="list-style-type: none"> MINOR INJURIES MAJOR INJURIES <p>REVISION: YEAR 2 TERM 3</p> <ul style="list-style-type: none"> CONTENT OF THE FIRST AID KIT 	<ol style="list-style-type: none"> Discuss what to do and how to calm and keep the children safe in different disaster situations. <ul style="list-style-type: none"> Fire Bomb scare Terrorism Hostages Discuss reasons for different evacuation procedures in an ECD centre. <p>Activity 2.2: Project - Plan an evacuation procedure for a specific emergency. -Make use of a schematic drawing of building and surrounding facilities.</p> <ol style="list-style-type: none"> Discuss and understand the rules to cordon of an area in case of emergency. <p>Activity 2.3: Projects - Creative activities (See Addendum A)</p>
5-6	Behaviour management	<p>Describe negative and positive interactive behaviour in the ECD centre.</p> <ul style="list-style-type: none"> Demonstrate and practise how to encourage good behaviour Demonstrate on building a loving, trusting 	<ul style="list-style-type: none"> Recap on good and bad behaviour Discussion on how to manage age appropriate behaviour Practical Demonstrate on management of behaviour

		<p>relationship:</p> <ul style="list-style-type: none"> • Focus on the qualities in children • Use words and actions to let them know how pleased you are with them • Accept and responds to feeling, needs and wishes • Demonstrate and Practise on when children do not co-operative. • Practice and demonstrate good leadership. <ul style="list-style-type: none"> - Avoid shouting - Follow the same routine everyday - Give warning before changing activities e.g. it is time to tidy up so children will remind them what will happen next. • Understand the legal implications when dealing with behaviour problems. 	<ul style="list-style-type: none"> • Discussion on how children can manipulate adults • Research all positive reinforcement. • Interview a teacher and caregivers to know which reinforces works the best. • Role play good/bad behaviour and use reinforces • Discuss the importance of knowledge about legal implications when dealing with behaviour problems. <p>Activity 2.4: Project - Motivation chart.</p> <p>Activity: Demonstration: DVD e.g. Daddy Day Care</p> <p style="text-align: right;">YouTube: Behaviour scenarios.</p>
7-8	Create an anti-bias learning environment	<p>Demonstrate and practice knowledge on diversity, similarities, inclusion and differences in early childhood.</p> <ol style="list-style-type: none"> 1. Understand how to create an anti-bias environment with the inclusion of children with special needs. 	<ol style="list-style-type: none"> 1. Discuss the inclusion of diversity and special needs in early education. <ul style="list-style-type: none"> • Special needs diversity in the context of inclusive practise • Barriers to inclusion <ul style="list-style-type: none"> - Transport - Buildings and classrooms - Equipment

			<ul style="list-style-type: none"> - Training of teachers. • Special needs problems - Hearing - Visual - Physical disabilities - Attention disorders - Foetal alcohol syndrome <p>Activity 3.4: Worksheet Question and Answer</p> <p>Activity 2.5 Creative Activity (See Addendum A)</p>
9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical: 75%</p> <p>SUGGESTION: DO NOT SPECIFY THE ACTIVITIES WHICH MAKE UP THE MARKS...ACTIVITIES THROUGHOUT THE WEEKS CAN BE DONE AND ADDED UP TO GET TO THE 75%</p> <p>Activities: Projects: 75% (MINIMUM OF 5 PROJECTS)</p> <p>Theory: 25% (Minimum 2)</p> <p>Activity 3 Theory – Test AND WORKSHEETS on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

Year 4 Term 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1-2	<p>Revision of... A healthy and safe environment</p> <p>Revision of... Care of babies and toddlers</p> <p>Revision of... Development of babies, toddlers and children</p>	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Identify and name the members of the health team. • Understand and know who in the health team to contact for which problem with children. • Understand the characteristics of a healthy child and educator. • Understand and explain the safety standards at the ECD Centre regarding: <ul style="list-style-type: none"> - Refuse and sewerage removal - Food preparation area - Maintenance - Pollution • Demonstrate safe ways to: <ul style="list-style-type: none"> - Hold a baby - Pick up a baby - Wrap a baby in a blanket • Correct way to bath a baby according to the following methods: <ul style="list-style-type: none"> - Sitting method - Half-sitting method 	<p><u>Revise using different strategies</u></p> <p>Discussions and informal assessments e.g. quiz or short revision tests</p> <p>Learners will demonstrate how to hold, pick up and wrap a baby. Make use of theory notes as support.</p> <p>Learners will demonstrate the correct ways to bath a baby / toddler according to different methods. Make use as theory notes as support</p>

		<ul style="list-style-type: none"> - Top and tail method • Understand the concept of child abuse • Identify characteristics of abused children • Identify characteristics of parent who abuse • Identify different kinds of abuse • Understand the stages of play • Understand the categories of play 	<p>Group discussions and theory notes</p> <p>Discussion, revision tests and group quizzes</p>
	<p>Revision of.... Creative arts and Resources</p>	<p>Revision and consolidation</p> <p>Understand the different categories of art and mediums used in the ECD centre</p> <ul style="list-style-type: none"> - Paint - Cut and paste - Collage - Drawing - Construction 	<p>Discuss different options of mediums and how to use creatively with any of the art categories.</p>
	<p>Revision of... Play in ECD</p>	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand educational play 	<p>Informal assessment:-</p>

		<ul style="list-style-type: none"> • Understand safety of inside and outside play apparatus • Understand the purpose of discovery activities • Know the list of accessories when planning an outing 	<p>Discussion</p> <p>Theory notes</p>
	<p>Revision of Language and communication skills.</p>	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand the communication process • Understand ways of communication • Understand types of communication • Understand rule for good communication 	<p>Informal assessment:-</p> <p>Discussion Understand the importance of good communication skills.</p> <p>Revision on language use through stories and books.</p> <p>Theory notes</p>
3-4	<p>Illnesses</p>	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand correct procedures when administering and store medication • Know the symptoms and treatment of most common childhood illnesses. • Understand how to complete a medicine book. 	<p>Discussion</p> <p>Demonstration to complete medicine book</p>
	<p>The ECD learning programme</p>	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Discuss the method and purpose of observation 	<p>Discussion</p>

		<ul style="list-style-type: none"> • Understand how to complete attendance register 	Demonstration
First Aid	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand how to handle emergency situations. • Understand how to treat minor and major injuries • Know the content of the first aid kit 	<p>Discussion</p> <p>Demonstrations</p>	
Behaviour management	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand how to enforce discipline with babies, toddlers and children in the ECD centre. 	Discussion of work mainly for short question	
Create and set up an anti-bias learning environment	<p>Revision and consolidation</p> <ul style="list-style-type: none"> • Understand how to create an anti-bias environment regarding <ul style="list-style-type: none"> - Culture - Religion 	Discussion mainly for short questions	

		- Special needs.	
	Mathematical	Revision and consolidation <ul style="list-style-type: none"> • Understand the inclusion of mathematical concepts in the curriculum. 	Discuss different examples.
5-10	External examination	External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification Complete external Practical Assessment Task (PAT) = 25% of qualification Formal external assessment written test or oral = 25% of qualification	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school-based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of

Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“**Formal Assessment Task (assessment of learning)**” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan to learn programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learn experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses

and provides feedback on progress. It determines if a learner is ready for summative assessment.

- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a

	group of learners against given criteria.
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Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded, and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments		
	Learner performance in the Term:		
	Practical 75% *		
	Theory 25%		
Term Report	100%		

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	○ Pen and Paper Test/ Exam 25%
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	External Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Early Childhood Development

Year 1					
Term	Content/ concept/skill	Activities	Forms of Assessment		
			Practical Activity1: Demonstration Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 1	Healthy and safety environment	Activity 3.1 Washing hands: Cut out pictures and paste in sequence		Worksheet	FATs based on activities in CAPS:TO
	Care of babies / toddlers and young children	Activity 1.1 How to hold, wrap and pick up a baby.	Demonstration		
	Development of babies/ toddlers and young children	Activity 3.2 Identify pictures		Worksheet	
	Creative activities	Activity 2.1 Make use of different techniques to create examples	Project		
	Play in ECD	Activity 1. 2 Gross motor activity with balls and beanbags.	Demostration / Groupwork		
	Resources	Activity 2.2 See creative arts	Project		
	Language use and Communication skills	Activity 1. 3 Puppet show	Demostration		
	Illnesses	Activity 3.3 Food pyramid ,		Worksheet (word box / True or false)	
		Activity 3.4 Healthy and unhealthy child		Worksheet	
The ECD learning programme.	Activity 2.3 Choose a name for your centre and design a logo	Project			
%	Activity 1 Activity 2		Demonstrations :35% Projects: 40% Total: 75%	Activity 3 25%	100%

Year 2					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activitie s in CAPS: TO
			Practical Activity1: Demonstrati on Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 1	Healthy and safety environment	Activity 3.1 Compile a healthy menu for an expectant mother.		Worksheet	
	Care of babies / toddlers and young children	Activity 1.1 / 3.2 Ways to bath a baby. Activity 1.2 Ways to dress/ undress a baby Activity 1.3 Nappy changing Activity 1.4/ 3.3 Breast / bottle feeding	Demonstration Demonstration Demonstration Demonstration	Worksheet Worksheet	
	Development of babies/ toddlers and young children	Activity 2.1 / 3.4 Design a poster to protest against harmful factors during pregnancy Activity 2.2 Illustrate the 9 months during pregnancy of a foetus making use of any medium	Project Project	Worksheet	
%	Activity 1 Activity 2		Demonstrations: 45% Projects: 30% Total: 75%	Activity 3 25%	100%

Year 2					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activiti es in CAPS: TO
			Practical Activity1: Demonstration Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 2	Creative activities	Activity 2.1 / 3.1 Any creative activities (See addendum A)	Project Any 4	Worksheet	
	Play in ECD	Activity 1.1 Baby massaging Activity 2.2 A texture book Activity 2.3 Make your own clay using a recipe Activity 2.4 Make your own fingerpaint	Demonstration Project Project Project		
	Resources	Activity 3.2 List recycled materials Activity 2.5 Collect resources for recycling.	Project	Worksheet	
%	Activity 1 Activity 2		Demonstrations :15% Projects: 60% Total: 75%	Activity 3 25%	100%

Year 2					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activiti es in CAPS: TO
			Practical Activity1: Demonstratio n Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 3	Language use and Communication skills	Activity 3.1 Writing correct grade 1 font. Activity 2.1 Create a baby book Activity 2.2 Any creative activities (See addendum A)	Project Projects	Worksheet	
	Illnesses	Activity 2.3 Design a poster to illustrate the causes of HIV/ /AIDS Activity 3.2 Design a brain chart with information of HIV/ AIDS	Project	Worksheet	
	The ECD learning programme.	Activity 2.4 Schematic presentation of an indoor layout of a ECD centre Activity 3.3 Question and Answer	Project	Worksheet	
	First Aid	Activity 2.5 Create a first aid kit	Project		
%	Activity 1 Activity 2		Demonstrations: 0% Projects: 75% Total: 75%	Activity 3 25%	100%

Year 2					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activiti es in CAPS: TO
			Practical Activity1: Demonstratio n Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 4	Behaviour Management	Activity 3.1 How to manage the behaviour of babies		Worksheet	
	Create and set up an anti-bias learning environment.	Activity 2.1 / 3.2 Illustrate different religions	Project: Collage	Worksheet	
	Mathematical	Activity 1.1 Song and poem Activity 2.2 Creative activities	Demonstration Project (See addendum A)		
%	Activity 1 Activity 2		Demonstration: 10% Projects: 65% Total: 75%	Activity 3 25%	100%

Year 3					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activiti es in CAPS: TO
			Practical Activity1: Demonstratio n Activity 2 : Projects	Theory Tests and worksheet. Activity 3	
Term 1	Healthy and safety environment	Activity 1.1 Disinfecting of baby equipment Activity 3.1 Safety checklist Activity 2.1 Make a safe toy	Demonstration Project	 Worksheet	
	Care of babies / toddlers and young children	Activity 3.2 Introduction of solid foods Activity 2.2. Toilet roll construction Activity 2.3 Baby emotions Create a poster	 Project Project	 Worksheet	
	Development of babies/ toddlers and young children	Activity 2.4 / 3.3 Growth and development of babies	Projects Creative activities (See Addendum A)	 Worksheet	
%	Activity 1 Activity 2		Demonstration: 10% Projects: 65% Total: 75%	Activity 3 25%	100%

Year 3					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activities in CAPS: TO
			Practical Activity 1: Demonstration Activity 2 : Project	Theory Tests and worksheet. Activity 3	
Term 2	Creative activities	Activity 3.1 Values of creative activities Activity 3.2 Stages of creative development Activity 2.1 Drawing with any medium Activity 2.2 Paperwork activity	Project Project	Worksheet Worksheet	
	Play in ECD	Activity 2.3 Create mask or birthday crown Activity 3.3 The block corner	Project	Worksheet	
	Resources	Activity 2.4 Create a puppet show box from waste material. Activity 2.5 Design and create a sand/ water equipment using recycled material	Project. Project		
%	Activity 1 Activity 2	Demonstration 0% Projects: 75% Total: 75%	Activity 3 25%	100%	

Year 3					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activities in CAPS:TO
			Practical Activity1:Demonstrati on Activity 2 : Project	Theory Tests and worksheet. Activity 3	
Term 3	Language use and communication skills	Activity 1.1 Read/ Tell a story Activity 2.1 Make a book with colourful illustrations Activity 2.2 Create a book mark	Demonstration Project Project		
	Illnesses	Activity 3.1 Illustrate illnesses through pictures Activity 2.3 Create a poster with a dehydration solution	Project	Worksheet	
	The ECD learning programme.	Activity 2.4 Illustrated daily programme Activity 3.2 Complete a fluid chart	Project	Worksheet	
	First Aid	Activity 1.2 Use of different thermometers Activity 1.3 / 3.3 Recovery position Writing an accident report Activity 3.4 Writing of an accident report	Demonstration Demonstration	Worksheet Worksheet	
%	Activity 1 Activity 2	Demonstrations :30% Projects: 45% Total: 75%	Activity 3 25%	100%	

Year 3					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activitie s in CAPS:T O
			Practical Activity1: Demonstrati on Activity 2 : Project	Theory Tests and worksheet. Activity 3	
Term 4	Behaviour Management	Activity 1.1 Dealing with temper tantrums Activity 2.1 Creative activity	Demonstration Project (See Addendum A)		
	Create and set up an anti-bias learning environment.	Activity 2.2 Design clothes for any culture group through a collage	Project		
	Mathematical	Activity 3.1 Practice correct way of writing numbers according to pre- school standards. Activity 2.3 Make number cards Activity 2.4 Colour wheel Activity 2.5 Shapes Activity 2.6 Colour cards	Project Project Project Project	Worksheet	
%	Activity 1 Activity 2		Demonstration: 10% Projects: 65% Total: 75%	Activity 3 25%	100%

Year 4					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activitie s in CAPS:T O
			Practical Activity 1: Demonstration Activity 2 : Projects	Theory Activity 3 Tests and worksheet.	
Term 1	Healthy and safety environment	Activity 3.1 The health team Activity 3.2 Field trip – Checklist		Worksheet Worksheet	
	Care of babies / toddlers and young children	Activity 3.3 Child abuse Activity 3.4 Emergency number chart Activity 2.1 Poster against child abuse	Project	Worksheet Worksheet	
	Development of babies/ toddlers and young children	Activity 3.5 Stages and categories of play		Worksheet	
	Creative activities	Activity 2.2 / 3.4 Collage with natural materials Activity 2.3 Create a cultural music instrument Activity 1.1 Present a cultural dance Activity 3.5 Recipe card Activity 1.2 Baking and making	Project (group work) Project Demonstration Project Demonstration	Worksheet	
%	Activity 1 Activity 2	Demonstrations: 20% Projects: 55% Total: 75%	Activity 3 25%	100%	

Year 4					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activitie s in CAPS:T O
			Practical Activity 1: Demonstration Activity 2: Projects,	Theory Tests and worksheet. Activity 3	
Term 2	Play in ECD	Activity 2.1 Create a puzzle or memory game Activity 3.1 Schematic drawing of outside play area Activity 3.2 Letter to the parents informing about outings	Project	Worksheet Worksheet	
	Resources	Activity 2.2 Create birthday chart Activity 2.3 Weather chart Activity 3.3 Class Rules	Project Project	Worksheet	
	Language use and Communicati on skills	Activity 3.4 Communication skills Activity 2.4 Alphabet card	Project	Worksheet	
	Illnesses	Activity 3.5 Entry in medicine book Activity 2.5 Creative activity	Projects (See Addendum A)	Worksheet	
%	Activity 1 Activity 2	Projects: 75% Total: 75%	Activity 3 25%	100%	

Year 4					
Term	Content/ concept/skill	Activities	Forms of Assessment		FATs based on activities in CAPS :TO
			Practical Activity Demonstration Activity 2 Projects	1 Theory Activity 3 Tests and worksheet.	
Term 3	The ECD learning programme.	Activity 2.1 Progress report cover Activity 3.1 Complete an example of a progress report Activity 3.2 Complete a prototype attendance register Activity 3.3 Complete a prototype application form	Project		Worksheet Worksheet Worksheet
	First Aid	Activity 2.2 Evacuation plan Activity 2.3 Creative activities	Project Projects (See Addendum A)		
	Behaviour Management	Activity 2.4 Motivation chart	Project		
	Create and set up an anti-bias learning environment.	Activity 3.4 Special needs Activity 2.5 Creative activity	Project (See Addendum A)		Worksheet
%	Activity 1 Activity 2	Projects: 75% Total: 75%	Activity 3 Theory 25%	100%	

Year 4					
Term 4	Core content and Concept across the years.	External moderation of school assessment over terms 1, 2 and 3		50 %	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assesment Task	25 %	
		Activity 2 Respond to questions	Formal external assessment Written test or (oral where neccessary)	25 %	

PUBLIC COMMENT

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5:

RESOURCES

ADDENDUM A: THE CREATIVE PORTFOLIO AS PART OF THE ECD PROGRAM

A) THE PURPOSE OF THE CREATIVE PORTFOLIO

- learners to have examples of a wide variety of creative activities
- to have examples with detailed rubrics to be used
- to remember the different material and processes used and
- some weeks will not have specific creative activities included. Should a teacher see there is time, she/ he can include any creative activities from any division and add the evidence to the portfolio. These activities are not always linked to a topic/theme.

B) THE USE OF THE CREATIVE PORTFOLIO

Take note:

- this portfolio will vary from school to school.
- The creative portfolio will 'grow' over the four years
- the portfolio will have an index with the different divisions e.g.
 - paint paperwork modelling work
 - construction cut and paste drawing etc.
- the cover of the portfolio file and each divider can be illustrated and used as a practical mark (part of the 75 %), if needed.

C) INCLUSION OF WRITING CORRECT (GR 1 FONT)

- Activities to practice the correct font are included throughout the 4 years.
- This will enable the learners to use the correct font when creating posters, number/ word cards for ECD centres.

Year 1

There will be a general overview where there will only be touched on the surface of specific childcare topics to encourage and motivate the learners to enter the ECD field as an opportunity for the world of work.

The female reproduction system will be discussed in year one. Due to the fact that more than one group will rotate through the ECD centre more learners will have the privilege to benefit from this information which will be the foundation for content to follow in year 2 , 3 and 4.

The purpose of year one is to have a balance in the content between the child, activities and art/creative activities at ECD centres, to give the learner a holistic view of ECD

- Suggestions for practical days.
 - Year 1 if possible a field trip to a day care facility.
 - Year 2 visit different types of day care facilities.
 - Year 3 learners work once a month at a facility of their choice
 - Year 4 Work place exposure: learners work at a facility of their choice include day care facilities for disabled children in year 4.

PUBLIC COMMENT

ADDENDUM B- Recording sheet

Names	Grade	Group	Tasks Assignments																									
			Date:	PRACTICAL: DEMONSTRATION										TOTAL	75%	THEORY; WORKSHEETS									TOTAL	25%	TOTAL	100%
	Group	Grade	MARKS																									

Names <i>Example of year 1 Score Sheet</i>	Grade	Group	Tasks Assignments	MARKS	PRACTICAL: DEMONSTRATION					THEORY: WORKSHEETS											
	Date:	Group	Grade		Activity 1.1 Demonstration	Activity 1.2 Demonstrations	Activity 1.3 Demonstration	Sub Total	Activity 2.1 Project	Activity 2.2 Project	Activity 2.3 Project	Sub Total	TOTAL	75%	Activity 3.1 Worksheet	Activity 3.2 Worksheet	Test	TOTAL	25%	TOTAL	100%
							35					40	75							25	