



Western Cape
Government

Education

Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement
for Schools of Skills and Schools with Skills Units

Early Childhood Development

Year 1, 2, 3 and 4

2013

PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. 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 in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

ACKNOWLEDGEMENT

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

ANNUAL TEACHING PLAN FOR EARLY CHILDHOOD DEVELOPMENT

CONTENT

Page

YEAR 1 ATP 1

YEAR 2 ATP5

YEAR 3 ATP13

YEAR 4 ATP21

YEAR 1- ANNUAL TEACHING PLAN

Orientation to Early Childhood Development

BASELINE YEAR 1 TERM 1

WK	ELO: SO	CONTENT	ACTIVITY
1-2	<p>ELO2: The development of babies, toddlers and young children.</p> <p>SO 1, Ways of seeing the development of babies, toddlers and young children.</p>	<p><i>The learner must be able to:</i></p> <p>AC1: Describe own views about the development of children and comparing it to the views of others and show how such views influence our ways of seeing and working with children.</p> <p>AC2: Describe own views about the meaning and use of key terms compared to the views of others, showing how such views influence our ways of seeing and working with children.</p> <p>AC3: Compare similarities and differences in the theories</p>	<ul style="list-style-type: none"> • Oral discussions • Research • Design poster • Written activity
3-4	<p>ELO3: Care for babies, toddlers and young children</p> <p>SO2, Provide physical care for babies, toddlers and young children.</p>	<p><i>The learner must be able to show an understanding of:</i></p> <p>AC1: How to set up a safe, secure, healthy and stimulating environment for babies, toddlers and young children.</p>	<ul style="list-style-type: none"> • Discussion • Practical Demonstration
5-6		<p><i>The learner must be able to show an understanding of:</i></p> <p>AC2: How babies and toddlers are carried and handled in ways that are safe and culturally and developmentally appropriate so that feelings of security and interaction between caregiver and child are encouraged.</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical Demonstration

7-8		<p><i>The learner must be able to show an understanding of:</i></p> <p>AC3: How babies and toddlers are washed, bathed and dressed in a gentle and safe manner. Young children are supervised carefully while washing, with assistance provided as needed.</p> <p><i>The learner must be able to show an understanding of:</i></p> <p>AC4: How nappies are changed regularly and in a hygienic manner.</p>	<ul style="list-style-type: none"> • Discussion • Research • Poster • Practical Demonstration
9-10	<p>25%</p> <p>Formal Assessment Task (FAT) to evaluate the learner's aptitude for this skill based on activities covered in this term</p>		

YEAR 1- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO4: SO1 The facilitation of art activities and creative processes.	SO:1 <i>The learner must be able to:</i> AC 1: Show an ability of own creativity and a growing confidence in art skills by drawing, painting, modelling, cutting and pasting/collage AC2: Show a growing confidence in working with children through art.	<ul style="list-style-type: none"> • Practical Demonstration
3	ELO4: SO2 Show an understanding of how to organise, set up and maintain an effective working/open art area. ELO4 SO:4 Show an understanding of working with children through art.	SO2: <i>The learner must be able to:</i> AC1: Show an ability of how to set up and set out activities in a defined area how to store, dry, display the child's art/work and clean up the area. AC2: Describe how to care for the materials/equipment and put them away at the end of each session. AC3: Show and understand how to place and make materials accessible to children. AC4: Understanding how to apply rules, limits and boundaries to children and make sure that it is consistently applied.	<ul style="list-style-type: none"> • Discussion • Practical Demonstration
4-5	ELO7: SO 1 & 2 ELO 15:SO	SO2: <i>The learner must be able to show an understanding of:</i> AC1: The dietary needs and the awareness of nutritious food and drinks for children <i>The learner must be able to show an understanding of:</i> AC1: Sanitation and hygiene practices to reduce the spread of infection (disease). AC 2: The different techniques of hand washing are demonstrated and explained in terms of preventing disease and transmission of infection.	<ul style="list-style-type: none"> • Discussion • Poster • Practical Demonstration

		<p>AC 3: Hygienic practices are promoted in terms of safe water, sanitation and waste disposal.</p> <p>AC 4: Home safety and the prevention of accidents is promoted in accordance with accepted safe practices.</p> <p>AC 5: Child abuse is recognised and appropriately referred in accordance with local protocols.</p>	
6	ELO8: SO1: Identify and analyse the likely purpose, audience and source of texts.	<p><i>The learner must be able to show some ability to:</i></p> <p>AC1:</p> <ul style="list-style-type: none"> • Source a text appropriate to the age of the young child. • Read or tell the story out loud pointing to the pictures and make gestures. • Ask questions related to the text/story, showing respect for the speaker and taking turns to answer at the child's eye level 	<ul style="list-style-type: none"> • Practical Demonstration
7	ELO9: SO1; Work with mathematical concepts.	<p><i>The learner must be able to show some ability to:</i></p> <p>AC1; Use and apply basic mathematical concepts in various contexts. <i>(See example in year 4)</i></p>	<ul style="list-style-type: none"> • Practical Demonstration
8	ELO13:SO1 Support the physical development of children through play.	<p><i>The learner must be able to;</i></p> <p>AC1: Execute a variety of movement activities, games and other active play opportunities to help children develop their large and small muscle skills and coordination.</p>	<ul style="list-style-type: none"> • Practical Demonstration
9-10	<p>25% Formal Assessment Task (FAT) to evaluate the learner's aptitude for this skill based on activities covered in this term</p>		

YEAR 2- ANNUAL TEACHING PLAN

TERM 1

WK	ELO: SO	CONTENT	Activity
1	<p>ELO2: The development of babies, toddlers and young children.</p> <p>SO 1, Ways of seeing the development of babies, toddlers and young children.</p>	<p><i>The learner must be able to:</i></p> <p>AC1: Describe own views about the development of children and comparing it to the views of others and show how such views influence our ways of seeing and working with children.</p> <p>AC2: Describe own views about the meaning and use of key terms compared to the views of others, showing how such views influence our ways of seeing and working with children.</p> <p>AC3: Compare similarities and differences in the theories</p>	<ul style="list-style-type: none"> • Oral discussions • Research • Design poster • Written activity
2	<p>ELO2: The development of babies, toddlers and young children.</p> <p>SO 2 The development of babies, toddlers and young children within each domain of development.</p>	<p><i>The learner must be able to:</i></p> <p>AC1: Describe stages in the development of children in line with existing theories.</p> <p>AC2: Identify factors that enable the development of children in line with relevant existing theories.</p> <p>AC3: Explain how gender, socio- economic/cultural background, age, environment and special needs impact the development of children in line with inclusion principles.</p> <p>AC5: Describe how development in one domain is linked to and affected by development in other domains.</p>	<ul style="list-style-type: none"> • Oral discussions • Research • Design poster • Written activity • Excursion to a special needs facility
3	<p>ELO3: Care for babies, toddlers and young children</p> <p>SO 1 Feed babies, toddlers and/or young children.</p>	<p><i>The learner must be able to show an understanding of the:</i></p> <p>AC 1: The nutritional requirements of babies, toddlers and young children with special attention given to the importance of breast-feeding and the implications for practice in the ECD setting.</p>	<ul style="list-style-type: none"> • Discussion • Research • Written and practical activity
4		<p>AC 2: Meals required for babies, toddlers and young children in the ECD setting are recorded, prepared and stored correctly according to nutritional requirements for age and weight taking into consideration parental instructions.</p>	

5		<p>AC 3: Feeding equipment and how to clean and sterilise it using suitable available solutions, and stored hygienically.</p> <p>AC 4: Mealtime routines appropriate to individual needs taking into account age, weight, medical condition and parental preferences.</p>	<ul style="list-style-type: none"> • Discussion • Research • Poster • Practical <p>Demonstration</p>
6		<p>AC 5: The process and timing of weaning adapted to suit the needs of individual babies taking into consideration local cultural practices and parent preferences.</p> <p>AC 6: Encourage and helping toddlers to learn how to feed themselves.</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical demonstration
7		<p>AC 7: Encourage young children to practice culturally appropriate and socially acceptable behaviour during mealtime routine.</p>	<ul style="list-style-type: none"> • Discussion • Research • Poster • Practical Demonstration
8-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. List the stages of development of babies and toddlers 2. Case study of 4 babies: List and record the nutritional requirements of 4 babies. 	<ul style="list-style-type: none"> • Pen and Paper test • Practical activity

YEAR 2- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	ACTIVITY
1	ELO3: Care for babies, toddlers and young children SO2, Provide physical care for babies, toddlers and young children.	<i>The learner must be able to show an understanding of:</i> AC1: How to set up a safe, secure, healthy and stimulating environment for babies, toddlers and young children.	<ul style="list-style-type: none"> • Discussion • Research • Poster • Practical Demonstration
2		<i>The learner must be able to show an understanding of:</i> AC2: How babies and toddlers are carried and handled in ways that are safe and culturally and developmentally appropriate so that feelings of security and interaction between caregiver and child are encouraged.	<ul style="list-style-type: none"> • Discussion • Research • Practical Demonstration
3-4		<i>The learner must be able to show an understanding of:</i> AC3: How babies and toddlers are washed, bathed and dressed in a gentle and safe manner. Young children are supervised carefully while washing, with assistance provided as needed.	<ul style="list-style-type: none"> • Discussion • Research • Poster • Practical Demonstration
5-6		<i>The learner must be able to show an understanding of:</i> AC4: How nappies are changed regularly and in a hygienic manner.	<ul style="list-style-type: none"> • Discussion • Practical Demonstration
7		<i>The learner must be able to show an understanding of:</i> AC6: How to adapt sleeping arrangements and routines to suit individual needs.	<ul style="list-style-type: none"> • Discussion • Practical Demonstration
8		<i>The learner must be able to show an understanding of:</i> AC7: How to encourage babies and toddlers to interact with the caregiver during all active care- giving routines.	<ul style="list-style-type: none"> • Discussion • Practical Demonstration

		<p>AC8: How to manage routines and transitions to give structure to healthy development and independence</p>	
9-10		<p>FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Group Task: Set up a healthy and safe environment for children to play and sleep. 2. Demonstrate how to carry and handle a baby. 3. Demonstrate and explain how to interact with a baby 	<ul style="list-style-type: none"> • Oral and practical demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 3

WK	ELO: SO	CONTENT	
1-2	<p>ELO3: Care for babies, toddlers and young children</p> <p>SO3, Establish trusting adult-child relationships with babies, toddlers and young children.</p>	<p><i>The learner must be able to show an understanding of:</i></p> <p>AC1: Creating an emotionally secure, loving and caring environment for babies, toddlers and young children including understanding the bonding needs of children</p> <p>AC3: Children are helped to cope with separation from familiar caregivers when placed in the care of a new caregiver.</p> <p>AC4: Temperamental differences among babies are observed and care- giving practices are adapted to individual needs.</p> <p>AC5: The needs of each child are responded to as quickly as possible and in a consistent manner.</p> <p>AC6: A regular daily routine is maintained for each child.</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical Demonstration
3		<p><i>The learner must be able to understand:</i></p> <p>AC2: The consequences for care- giving practice</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical Demonstration
4		<p>AC2: Admission procedures in ECD settings and consequences e.g. orientating the baby, toddler into the practice upon admission.</p>	
5-6	<p>ELO3: Care for babies, toddlers and young children</p>	<p><i>The learner must be able to:</i></p> <p>AC1: Recognise signs of distress and/or abuse and reported and referred as per guidelines for ECD.</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical activity

	SO4 Manage behaviour and comfort babies, toddlers and young children.	AC2: Comfort children in distress promptly and in an appropriate way.	
7-8		AC3: Record chronic symptoms of distress and report it to the appropriate person and/or seek advice and/or discuss symptoms with the child's family.	
		<i>The learner must be able to:</i> AC4: Manage child behaviour age-appropriately using positive reinforcement in line with generally accepted, practice AC5: Take into account different value systems and approaches to child management. AC6: Provide descriptions of the impact of negative forms of behaviour management.	<ul style="list-style-type: none"> • Discussion • Research • Role play
9-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Explain how to; <ol style="list-style-type: none"> 1.1 Apply admission procedures in an ECD setting. 1.2 Recognise signs of distress and abuse and procedures for reporting. 2. Describe the result of negative/poor behaviour management 	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 4

WK	ELO: SO	CONTENT	ACTIVITY
1-2	<p>ELO 3: Provide and/or access care in relation to welfare and health needs.</p> <p>SO5 Provide and/or access care in relation to welfare and health needs.</p>	<p><i>The learner must be able to:</i></p> <p>AC1: Understand the process of accessing birth registration services, grants and referrals to health and social services to be able to provide assistance to parents and caregivers.</p>	<ul style="list-style-type: none"> • Discussion • Research • Poster • Excursion to Home Affairs
3-4	<p>Provide and/or access care in relation to welfare and health needs.</p>	<p><i>The learner must be able to:</i></p> <p>AC2: Identify signs of illness according to the IMCI (Integrated Management of Childhood Illnesses) and report to parents as needed.</p>	<ul style="list-style-type: none"> • Discussion • Research • Excursion to the local clinic • Write or give an oral report
5-6		<p><i>The learner must be able to:</i></p> <p>AC3: Access emergency services and/or assistance as soon as possible in the event of an emergency, and maintain suitable records.</p> <p>AC4: Emergency assistance is provided to stabilise children in cases of bleeding, not breathing (choking, drowning), burns, fevers convulsions, diarrhoea.</p>	<ul style="list-style-type: none"> • Discussion • Research • Identify, record, memorise emergency numbers • Complete and maintain records
7-8		<p><i>The learner must be able to:</i></p> <p>AC5: Apply universal precautions and administer medication strictly under given and legitimate instructions with suitable records maintained.</p>	<ul style="list-style-type: none"> • Discussion • Research • Maintain a record of medication • Practical Demonstration to administer medication.

<p>9-10</p>		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Explain how to assist parents to; <ol style="list-style-type: none"> 1.1 Register a birth 1.2 Access a grant 1.3 Access health and social services 2. Identify signs of illness and report to parents 3. Provide assistance in an emergency in cases of choking, drowning, burns, fevers, convulsions and diahorea 4. Apply universal precautions and administer medication 	<ul style="list-style-type: none"> • Pen and paper test <p>Practical/oral demonstration</p>
--------------------	--	---	--

YEAR 3- ANNUAL TEACHING PLAN

TERM 1

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO4:, SO1 The creation of own art activities and creative processes.	<i>The learner must be able to;</i> AC : Show an ability of own creativity and a growing confidence in art skills such as for drawing, painting, modelling, cutting and pasting/collage AC2: Show a growing confidence in working with children through art.	<ul style="list-style-type: none"> • Develop own and others' creative potential.
3-4	ELO4: SO2 Show an understanding of how to organise, set up and maintain an effective working/open art area through;	<i>The learner must be able to:</i> AC1: Show an ability to set up and set out activities in a defined area, how to store, dry, display the child's art/work and clean up the area. AC2: Describe how to care for the materials/equipment and put them away at the end of each session. AC3: Show and understanding of the placement and accessibility of all materials at the child's eye level AC4: Understanding how to apply rules, limits and boundaries to children and make sure that it is consistently applied.	<ul style="list-style-type: none"> • Research • Poster • Practical demonstration • Written activity
5	ELO5: SO 1 Support the physical development of children through play	<i>The learner must be able to:</i> AC1: Provide a variety of movement activities, games and other active play opportunities to help children develop their large muscle skills and coordination.	<ul style="list-style-type: none"> • Outdoor Practical activity
6		AC2: Practise small muscle skills and develop eye-hand coordination through different play and routine activities for children.	<ul style="list-style-type: none"> • Outdoor/indoor Practical activity

7		<p>AC3: Provide a wide variety of safe activities to help children develop their senses and perceptual skills through play.</p>	<ul style="list-style-type: none"> Outdoor/indoor Practical activity
		<p>AC4: Assist children individually to use equipment and tools to their developmental level so that they can maintain control over the activity and experience and a sense of achievement.</p>	
8		<p>AC5: Use language and non-verbal communication (e.g. demonstration of actions) to guide and praise children, teach the new words and to develop an awareness of their bodies and senses.</p>	<ul style="list-style-type: none"> Group activity
9-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Demonstrate how to: <ol style="list-style-type: none"> 1.1 Set out art activities 1.2 Teach a painting activity 1.3 Dry and display child's work 1.4 Clean up area 2. Demonstrate an activity to improve <ol style="list-style-type: none"> 2.1 the large muscles 2.2 small muscles 	<p>Practical/oral demonstration</p>

YEAR 3- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO5:SO2 Help children to develop their communication skills.	<p><i>The learner must be able to;</i></p> <p>AC1: Communicate in the child's first language on an individual basis throughout free-choice activities and routines.</p> <p>AC2: Communicate with children in a way that is appropriate to their level of understanding and language ability.</p> <p>AC3: Encourage children to talk freely to adults, among themselves and in group situations but also to learn how to take turns in listening and speaking.</p> <p>AC4: Encourage children to talk about real things they are playing with or see on outings, and familiar things in their homes and neighbourhood.</p>	<ul style="list-style-type: none"> • Work in groups • Role play
3-4	ELO5:SO2 Communicate through stories, songs, rhymes and games.	<p>AC5: Implementing a variety of group activities to support children's language development (e.g. storytelling and reading, group discussions, songs and rhymes, talking and listening games).</p>	<ul style="list-style-type: none"> • Work in groups to practise story telling and reading, discussions, songs and rhymes, talking and listening games).
5-6	ELO5:SO2 Communicate through visual and tactile aids and dramatization	<p>AC6: Divide children into suitable groups for story and discussion times, and use methods that include a variety of suitable visual and tactile aids, activities and dramatization to engage children's attention and facilitate their understanding and participation</p>	<ul style="list-style-type: none"> • Use a variety of visual and tactile aids, activities and dramatization to facilitate children's understanding of stories.
7-8	ELO5:SO2 Communicate through a second language.	<p>AC 7: Assisting children to learn and use words and phrases in a second language.</p>	<ul style="list-style-type: none"> • In pairs use simple words and phrases in the second language of the learner to describe an object

9-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Demonstrate how to: <ol style="list-style-type: none"> 1.1 Tell learners a story. 1.2 Teach learners a song. 1.3 Teach learners a rhyme 	Practical demonstration
------	--	--	-------------------------

YEAR 3- ANNUAL TEACHING PLAN

TERM 3

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO6: SO2 Make durable resources that are safe and developmental appropriate.	<p><i>The learner must be able to;</i></p> <p>AC1: Ensure that the learning site contains educational toys and other learning resources that have been made by the practitioner and/or by the children.</p> <p>AC2: Ensure that the made resources are appropriate to the ages, interests and developmental needs of the children.</p> <p>AC3: Ensure that the made resources are durable, safe and accessible to the children.</p> <p>AC 4: Ensure that the improvised or made resources are culture fair and support anti-bias practice.</p>	<ul style="list-style-type: none"> • Make own resources
3-4	ELO6:SO1 Identify gaps in provision and resources that adversely affect children's learning and development.	<p><i>The learner must be able to;</i></p> <p>AC 1: Identify gaps within the learning site.</p> <p>AC2: Improvise different ways of making resources from found, waste and natural materials.</p> <p>AC4: Describe how specific improvised or made items will facilitate children's learning and development.</p>	<ul style="list-style-type: none"> • Observe and identify resources are lacking in the ECD site • Collect waste material and identify resources that could be made from it. • Describe the purpose and use of the made resources.
5-6	ELO6:SO3 Evaluate the made resources in terms of supporting and extending child's learning and development.	<p><i>The learner must be able to;</i></p> <p>AC1: Observe how children play with the made resources.</p> <p>AC2: Note what children learn by playing with a particular learning resource, different play and routine activities for children.</p> <p>AC3: Provide a wide variety of safe activities to help children develop their senses and perceptual skills through play.</p>	<ul style="list-style-type: none"> • Practical experience at a school or with children.

		<p>AC4: Assist children individually to use equipment and tools to their developmental level so that they can maintain control over the activity and experience and a sense of achievement.</p> <p>AC5: Use language and non-verbal communication e.g. demonstration of actions) to guide and praise children, teach the new words and to develop an awareness of their bodies and senses.</p>	
7-8	ELO6: SO4 Involve children in creating resources for the ECD programme.	<p><i>The learner must be able to:</i></p> <p>AC1: Ensure that waste and natural materials are available at the learning site to make things.</p> <p>AC2: Encourage children to use their own ideas.</p> <p>AC4: Observe children's developing skills.</p>	<ul style="list-style-type: none"> • Help children to make resources
9-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <ol style="list-style-type: none"> 1. Make an educational toy from waste material and explain its purpose and use. 2. Role play how to teach each child new words to recognise their body parts. 	<ul style="list-style-type: none"> • Practical/oral demonstration • Role play

YEAR 3- ANNUAL TEACHING PLAN

TERM 4

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO8: SO1 Identify and analyse the likely purpose, audience and source of texts.	<i>The learner must be able to;</i> AC1 <ul style="list-style-type: none"> Source and use different texts/stories for language acquisition and identify its purpose. Read the text out loud pointing to the pictures, making gestures. Ask questions related to the text, showing respect for the speaker and taking turns to answer. SO 2: AC1: Reflect critically on the main idea of the text and the role of the characters.	<ul style="list-style-type: none"> Visit a library and source a variety of stories appropriate for young children. Practise reading/telling the story pointing to the pictures.
3	SO4: Explain, challenge and respond to attitudes towards languages and language varieties.	<i>The learner must be able to;</i> AC1: Explain the different attitudes towards languages and language varieties in terms of socio-cultural and economic factors. AC2: The appropriateness of different communication norms and conventions as used in a multicultural society is discussed. AC3: Demonstrate tolerance towards people who speak different languages and language varieties. AC4: Challenge intolerant attitudes towards particular languages and language varieties are challenged.	Group discussions on: <ul style="list-style-type: none"> intolerances towards other languages different communication forms of other cultures
4-5	ELO6: SO2 Make a storybook (Big book) that is developmental appropriate.	In groups (and with assistance of the teacher) <i>The learner must be able to;</i> AC1: Brainstorm and identify the (main idea) and the purpose of a story by creating a story map (i.e. the main idea, characters, lesson)..	Create a story map by: <ul style="list-style-type: none"> writing/drawing the story that was read showing the main idea, characters, and lesson in story.

6-7		<p><i>The learner must be able to;</i></p> <p>AC2: Use language and pictures that are appropriate to the ages, interests and developmental needs of the children.</p> <p>AC 4: Ensure that the story is culture fair and support anti-bias.</p>	<ul style="list-style-type: none"> • Write/draw the 1st draft • Edit • Write/draw the 2nd draft • Edit • Write/draw the final draft.
8		<p>AC : Ensure that the story book is durable, safe and accessible to the children.</p>	<p>Make an A3 size "big book" and complete the story</p>
9-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK 25%</p> <p>1. Read own Big book to the group pointing to pictures and asking questions.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 1

Please note: (The teacher may want to continue with the reading content of year 3 term 4 in addition to the activities for term 1)

WK	ELO: SO	CONTENT	ACTIVITY
1-8	<p>ELO 9: & ELO 10; SO 1</p> <p>Describe and present objects and the environment in terms of shape, space, time, length, position, size and quantity in a variety of contexts</p>	<p>The learner must be able to understand and apply the following mathematical concepts in order to advance to a pre-school teacher:</p> <p>Counting (everyday)</p> <ul style="list-style-type: none"> • Rote/ rhythmic counting from 1 – 50. • Counting forwards and backwards from any number from 1 – 50. <p>Space</p> <p>Position / size / quantity: (select 1/2 per week)</p> <p>Recognise: concepts First- last –in the middle - big-small, bigger than-smaller than, - heavy-light, heavier than-lighter than, long-short, longer than-shorter than, - up - down, in front of-behind, - empty-full etc.</p> <p>Shape</p> <ol style="list-style-type: none"> 1. Play with 3-D objects e.g. blocks Recognise different shapes; circle, square, triangle, rectangle, 2. Discuss objects that can roll, slide, rough-smooth etc. <p>Colour:</p> <ul style="list-style-type: none"> • Recognise all primary colours <p>Time (everyday)</p> <p>-Indicate day/s of the week, weather Seasons, day-night, early-late, morning-evening etc.</p> <p>Patterns</p> <ul style="list-style-type: none"> • Introduce simple patterns • Discuss repetition (patterns in the environment) <p>Data</p> <ul style="list-style-type: none"> • Collect objects according to one common property e.g. colour, cars, gender, clothes, fruit, cutlery etc. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Introduce simple Addition and Subtraction sums up to 20. 	<ul style="list-style-type: none"> • Use the concepts and content interchangeably according to own teaching plan and needs. • Revise concepts everyday • Extend or decrease the number range or concepts according to the learner's ability. • Start from the concrete to the abstract. • Design own practical and written activities. • Teach the maths together with the ELO 8: language on the same day; <i>E.g. maths in the morning and language in the afternoon</i> • Extend the maths into term 2 if necessary.
9-10		<p>FORMAL ASSESSMENT TASK 25%</p> <p>The learner must be able to perform tasks or answer questions on;</p> <p>Counting Space and shape Time Patterns Colour Addition and subtraction to 20</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 2

Please note: (The teacher may want to continue with the reading and mathematics content in addition to the activities for term 2)

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO 11: SO1 Set up a small scale ECD service	<i>The learner must be able to:</i> AC1: Identify the need and purpose for an ECD in meeting community needs.	<ul style="list-style-type: none"> • Research (identify a need in own community and give reasons) • Make a poster
3-5		AC 3: Establish the Legal requirements and standards of the service in terms of the health, safety and educational needs of the children	<ul style="list-style-type: none"> • Research x1 department. per week;; (policy framework and standards from health, social welfare and Education department) • Report back
6-8		AC4 Identify problems that will prevent the service from operating within the legal requirements and propose realistic strategies for solving the problems.	In groups; <ul style="list-style-type: none"> • Identify and list possible challenges and propose solutions • Make a poster • Report back
9-10		FORMAL ASSESSMENT TASK 25% List or describe the health and safety standards required in an ECD centre. List problems that will prevent the ECD centre from operating.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 3

Please note: (The teacher may want to continue with the reading and mathematics content in addition to the activities for term 3)

WK	ELO: SO	CONTENT	ACITIVITY
1	ELO11:SO5 Maintain administrative systems.	<i>The learner must be able to:</i> AC1: Research and discuss admission procedures according to policy.	Interview a teacher <ul style="list-style-type: none"> Investigate admission procedures Discuss admission policies
2-3		AC2: Research and discuss a daily Programme	Interview a teacher <ul style="list-style-type: none"> Investigate a daily programme & Eating plan In groups make a poster and create own daily programme or eating plan with pictures.
		Research and discuss an eating plan in line with policy mandates.	
4-5		AC3: Research and discuss appropriate systems for financial management emphasising the keeping of accurate records of all income and expenditure.	<ul style="list-style-type: none"> Explain simple procedures for financial management. <i>Focussing on:</i> <ol style="list-style-type: none"> Receipt of money Write a receipt Bank money File invoices Record income and expenditure
6-7		AC4: Research and discuss records for stock control and storage of equipment, materials and supplies.	<ul style="list-style-type: none"> Explain how to manage stock. Practical activity to role play stock taking.
8		AC5: Research and discuss how to keep an appropriate filing system.	<ul style="list-style-type: none"> Explain how to keep a filing system.
9-10			FORMAL ASSESSMENT TASK 25%
		<ol style="list-style-type: none"> Plan and explain a daily programme to the group Plan and describe an eating plan to the group 	

YEAR 4- ANNUAL TEACHING PLAN

TERM 4

Please note: (The teacher may want to continue with the reading and mathematics content in addition to the activities for term 4)

WK	ELO: SO	CONTENT	ACTIVITY
1-2	ELO11:SO2 Maintain the effective functioning of the organisation.	<i>The learner must understand how to:</i> AC1: Establish a management structure that functions in terms of clear guidelines (e.g. constitution, where appropriate). AC2 Report regularly to the management structure and other stakeholders.	Role play <ul style="list-style-type: none"> Identify members of the management structure Interview teachers to <ul style="list-style-type: none"> Establish and discuss the roles and functions of the management structure
3-4		AC3: Establish and maintain supportive relationships with the community and other organisations/people working in the community.	Interview teachers to; <ul style="list-style-type: none"> Identify stakeholders and organisations for collaborations Make a poster and list all partners Discuss reasons for partnering with these stakeholders
5-6		AC4: Organise meetings, learning events and social functions to involve families and the community in the programme.	<ul style="list-style-type: none"> Discuss how to plan a meeting
7-8		AC5: Plan major activities on an annual basis e.g. concert, open day etc.	Interview teachers to; <ul style="list-style-type: none"> Find out how to plan a concert Role play a short concert
9-10		FORMAL ASSESSMENT TASK 25% Group activity 1. Plan a meeting with parents and list issues you would like to discuss with them. 2. Role play the meeting with parents and how to an issue is discussed with an individual parent.	<ul style="list-style-type: none"> Pen and paper test Practical/oral demonstration