THE SOUTH AFRICAN NATIONAL CURRICULUM FRAMEWORK

FOR CHILDREN FROM BIRTH TO FOUR

COMPREHENSIVE VERSION

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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The South African National Curriculum Framework for children from Birth to Four
February 2015

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TERMINOLOGY

Terms used in the National Curriculum Framework for children from birth to four (NCF)

Child / children refers to all babies, toddlers and young children whatever their abilities, gender, background, language or culture

Parents refers to the main caregiver of the child

Families refers to the people with whom the child lives

Early Learning and Development Area (ELDA)
refers to six organisers relevant to children: Well-being; Identity and Belonging; Communication; Exploring Mathematics; Creativity; Knowledge and Understanding of the world

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FOREWORD

BY THE MINISTER OF BASIC EDUCATION, MRS AM MOTSHEKGA, MP.

"Delays in cognitive and overall development before schooling can often have long lasting and costly consequences for children, families and society. The most effective and cost-efficient time to intervene is before birth and the early years of life. Investment in Early Childhood Development should be a key priority." National Development Plan: Vision for 2030 (2011) Research shows that the first 1000 days (pre-birth, early and late infancy) of life are highly sensitive to environmental effects.

The National Curriculum Framework for children birth to four years (NCF) is a response to challenges that the Early Childhood Development (ECD) sector is facing. The first step towards the development of the NCF was the development of the National Early Learning Standards (NELDS) in 2009. The finalisation of the NCF was informed by consultative processes which included comments from the public. These processes were used to shape and finalise the NCF.

The NCF comes at a time when we are celebrating 20 years of democracy in our country and it is one of the activities aimed at improving the quality of basic education by laying a solid foundation in the early years. The development of the NCF is a great achievement for our country as it is the first document of its kind. This will ensure that children from different backgrounds in different settings have access to quality ECD services.

The NCF will be used in a variety of settings and purposes to improve children's learning experiences. It will also be used by training organisations, universities, practitioners, parents and other care-givers to enhance children's learning and development.

Mrs AM Motshekga, MP
Minister of Basic Education

INTRODUCTION

The National Curriculum Framework (NCF) provides guidance for those developing programmes and working with babies, toddlers and young children from birth to age four.

The document is aimed at adults working with children from birth to four and includes:

- Parents and caregivers
- Early childhood practitioners (in centres, family and community support services, child minders)
- Practitioner/educator and support staff
- Monitoring personnel (government and civil society) who visit the ECD programmes.

It can also assist in supporting older children (buddies) who offer child–to-child ECD interventions in South Africa.

Adults need to work together to make meaning of and to apply the NCF through paying attention to high quality experiences for babies, toddlers and young children in a variety of programmes and settings such as ECD centres, homes, neighbourhoods and institutions where children in the early years are cared for.

In South Africa, as elsewhere in the world, there is an increasing drive to value and support the development and learning of children in the early years. Research shows that the first 1000 days (pre-birth, early and late infancy) of life are highly sensitive to environmental effects. Evidence from research in South Africa shows that the early years are building blocks for health, human capacity, personal and social well-being.

A key feature that makes ECD programmes in South Africa different from other countries is the urgent need to effect social transformation through integrated care and education for our youngest children. This needs to happen because of:

- the history of apartheid;
- inequalities and conditions that place young children at risk;
- improve quality provisioning for children birth to four;
- the need to professionalise the workforce; and
- the need to promote a new vision for citizens in democratic South Africa.

The NCF promotes a holistic vision of ECD which pays attention to:

- The first 1000 days which are the windows of opportunities for interventions before birth and the first two years of life after birth; and
- The third and fourth years of life and the time before the child enters primary school The NCF therefore focuses upon the child from before birth through to the time that she enters Grade R.

The NCF draws on the values in our constitution, the principles set out in existing legislation, policies and plans, review of South African curricula for birth to four (Free State, Gauteng, Limpopo), the findings from the international literature on ECD, global imperatives for ECD and voices from the ECD field (through the stakeholder consultations carried out in South Africa). The National Early Learning Standards (NELDS) form the foundation for the NCF.

THE VISION FOR CHILDREN IN THE EARLY YEARS

The NCF is driven by the following vision:

Working with and for all children in the early years in a respectful way to provide them with quality experiences and equality of opportunities to achieve their full potential.

A curriculum framework

A curriculum framework is an organising tool which includes

- the knowledge and understanding of the world
- the practical skills required and
- the attitudes and behaviours needed to develop citizens

All of the knowledge, skills and behaviours which we need as human beings and citizens are described as 'competence'. Competent human beings and citizens have enough useful knowledge, useful skills and positive attitudes for living healthy, productive and happy lives.

This NCF describes the competence that babies, toddlers and young children hope to and need to develop.

The NCF describes the aims

- for children's development and learning which need to be used as guidelines for supporting children's holistic development and assessment of children's progress and potential.
- for adults who are facilitating children learning by planning high quality experience and by reflecting on and evaluating their performance.

The content of NCF relating to children's development and learning is NOT TO BE USED IN A PRESCRIPTIVE WAY. It is a flexible tool to create opportunities for quality experiences for babies, toddlers and young children.

The NCF provides guidance on how to develop a curriculum appropriate for babies and young children. A curriculum for early childhood is about all the experiences that children from birth to four will have in different settings. What children feel, do, hear and see in their early childhood setting is an important part of curriculum.

Curriculum includes experiences

- that are planned for young children wherever they are being cared for and educated (adult- initiated)
- which are not consciously planned by adults (incidental learning/ teachable moments)
- created by the children themselves in order to make sense of their world (child- initiated).

The aim of the curriculum is to help every child to develop knowledge, skills, attitudes and behaviours for life, learning, schooling and work.

The definition ensures that ECD programmes in South Africa are based on a holistic approach to children's development and learning. This approach helps adults to develop effective practice through

- planning and offering activities to meet the needs and interests of each child in different settings and
- integrating what works best for babies, toddlers, and young children at family, local, national and international contexts

The links between the NCF with other curriculum initiatives/frameworks

The NCF is one of a number of curriculum initiatives. All curriculum frameworks in all sectors of education are based on the South African Constitution.

The ECD sector includes children from birth to nine: prior schooling (birth to 4) and the schooling phase (5 to 9 years). The NELDS, the NCF, the GPD and the CAPS document are interrelated as follows:

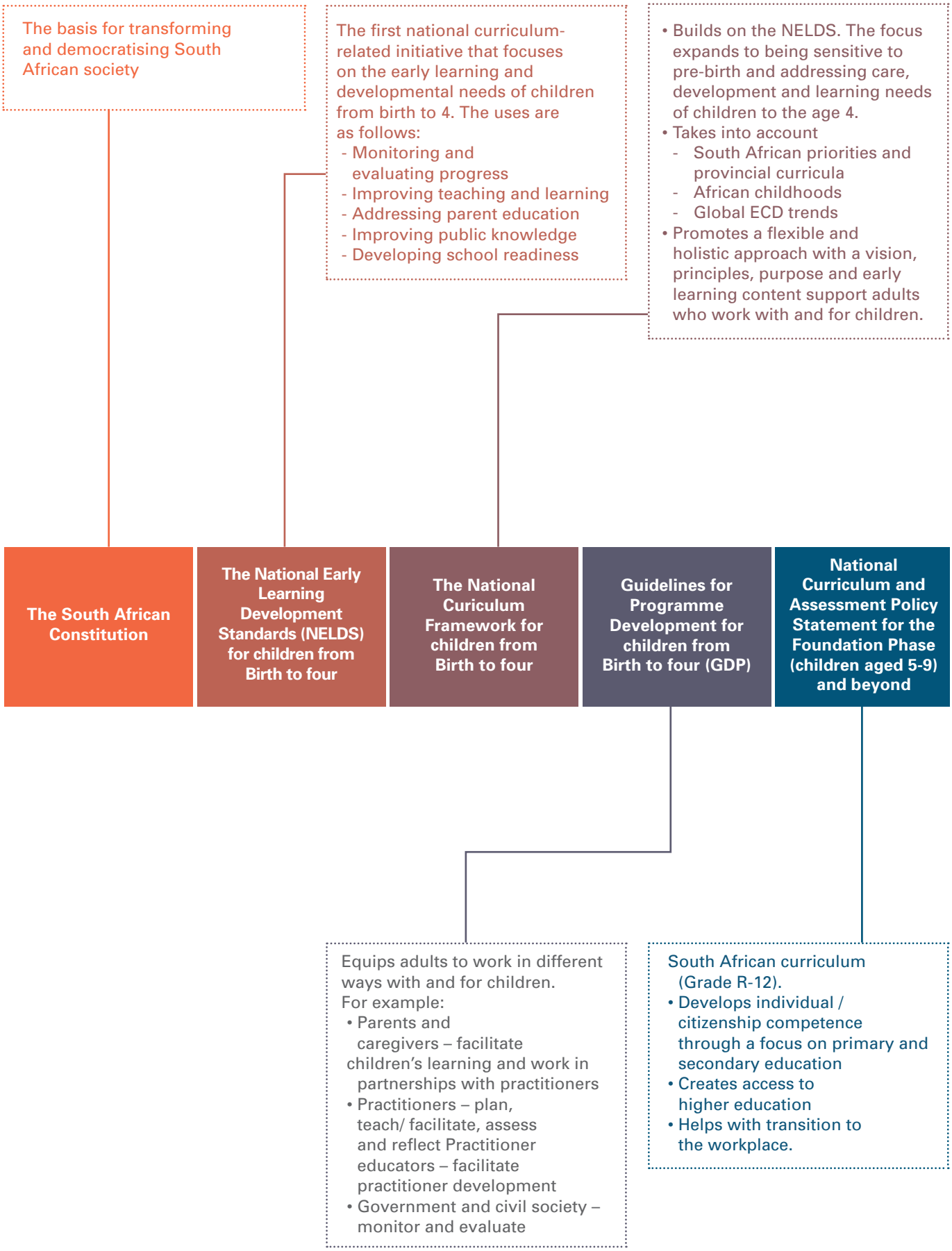

***Figure 1** Links between the NCF and other South African curriculum frameworks*

The Purpose of the NCF

The NCF seeks to:

- affirm young children as competent people who are actively involved in their learning
- actively honour the diversity of our young children, their capabilities, their languages and their heritage
- promote young children's experiences of socially and culturally sensitive environments where attention is paid to inclusive, equitable and democratic practices
- recognise the importance of the local context and indigenous resources for early learning and therefore provide a supportive structure for adults which would encourage and enable them to create, build and to develop curriculum to suit the needs and interests of children, families, neighbourhoods and communities
- deepen the understanding of the essential learning areas and relate it to building a programme relevant to ways in which young children develop and learn
- value curriculum as a process where critical reflection informs teaching, learning and the creation of effective practice for diverse contexts
- develop an asset-based approach when supporting adults who care for and educate young children.
- help with reflection on the relevance and effectiveness of the ECD programme
- bring together the division of care and education by taking into account the learning and development requirements in the
  - the NELDS (education focus)
  - the Children's Act and the Early Childhood Service Standards (care and social development focus)
- develop a shared vision and professional language for the ECD field through common values, principles and aims to guide integrated care and education in varied settings

The NCF and the National Qualifications Framework

The National Qualifications Framework (NQF) is a Framework on which standards and qualifications, agreed to by education and training stakeholders are registered.

The NQF is a means for transforming education and training in South Africa. It has been designed to

- make it easier for people to enter the education and training system and to move and progress within it
- open up learning and work opportunities for those who were treated unfairly in the past because of their race or gender
- enable people to develop to their full potential and thereby support the social and economic development of the country as a whole.

The NCF forms the beginning of this process of lifelong learning within the principles and values of the National Qualifications Framework.

The NCF and the Critical Outcomes

The National Qualifications Framework sets out the Critical Outcomes which are designed for all educational programmes in South Africa. The NCF reflects these. They are that young children should learn to

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation

Each of these Critical Outcomes is integrated into each of the six Early Learning and Development Areas.

KEY IDEAS THAT SHAPED THE NCF

South African Legislations and Policies	Promotes the belief that the child is an important player in his/her own education and development
South African Context	Has priorities, resources and opportunities for young children's holistic development.
Equity, Diversity and Indigenous and Local Resources from Africa	Transforming South African society through ECD means to pay attention to equity, diversity and the indigenous African experiences that are closer to the lives of the children in South Africa
Lifelong learning	Strong foundations in early childhood to be laid for lifelong learning
Reflective Practitioners	Complexities in children's development and learning requires practitioners to reflect in and on their practice with and for children
Family inclusion	Families in their many forms are the primary educators of their children and must be included in ECD programmes
Transitions	All levels of transitions (activity to activity, home to programme, one programme to another, ECD centre to school) needs to be considered in children's learning and development

Figure 2 *Key ideas that shape the NCF*

The NCF must be appropriate in a contextual, developmental and educationally appropriate way.

There are therefore three themes which emerge from the attention to appropriateness. They are

1. Young children as people
2. Young children's learning and development
3. Young children's connections with adults

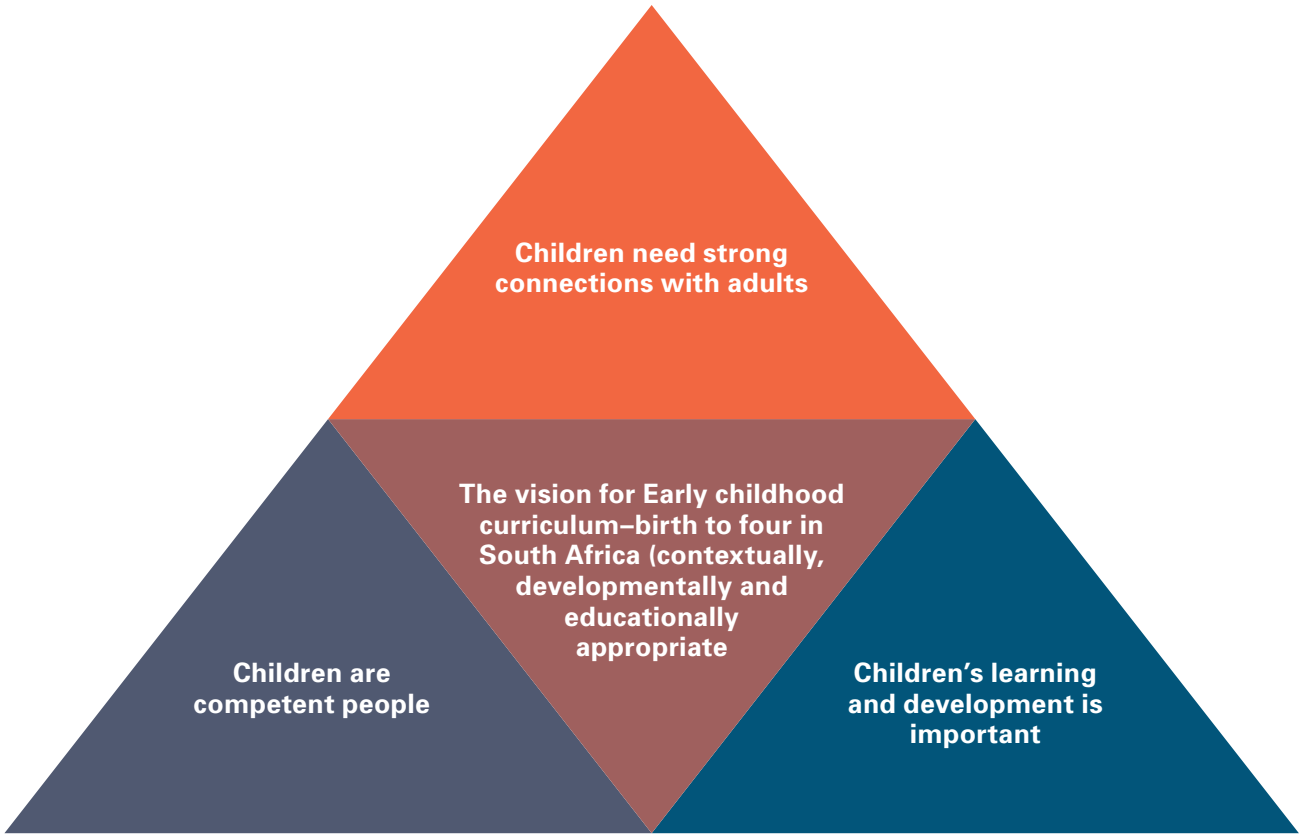

Figure 3 *Three themes underpinning the NCF*

PRINCIPLES INFORMING THE THREE THEMES WHICH UNDERPIN THE NCF

The 3 themes described are informed by 12 principles for working with all children and working with all adults, including all families, all practitioners, all programme managers and all support and monitoring personnel. The principles focus upon children's needs and interests and on working with children. They are captured in a child's voice.

Theme 1: I am a competent person
Theme 2: My learning and development is important
Theme 3: I need strong connections with adults

There are twelve principles, set into the themes.

Theme 1: *I am a competent person*

Principles

1. I am a competent person who actively creates my own identity and my own understanding of the world.
2. I am unique and have a unique life-story.
3. I flourish when attention is paid to equality of opportunities where I can participate to develop my own potential.
4. I am sensitive to individual and group differences and must be in educated in ways that help me to celebrate differences.

Theme 2: *My learning and development is important*

Principles

5. I am curious, energetic and active and I learn by taking up opportunities to make meaning about the world around me.
6. Appropriate local and indigenous knowledge and skills are resources that can be used to promote socially, culturally and linguistically sensitive learning environments for me.
7. Play and hands-on (active) experiences enhance my learning and development.
8. A comprehensive ECD learning programme for quality and equality of opportunities pays attention to

- my developmental domains (social, emotional, cognitive, physical –with a focus on health and nutrition),
- the content areas (languages and mathematics) and
- my strong links with my family and later, my links to schooling.

Theme 3: *I need strong connections with adults*

Principles

9. Parents and families in their different forms play a central role in my overall development.
10. I benefit from a close and loving relationship with an adult.
11. Adults have the responsibility for the protection and promotion of my rights regardless of my age, background, ethnicity, ability and gender.
12. We would like adults to promote children's well-being, positive identities, inclusivity, child-focused activities and competence for living and coping with life.

THE EARLY LEARNING AND DEVELOPMENT AREAS

There are six Early Learning and Development Areas (ELDAs) which integrate the three themes and twelve principles. The ELDAs organise children's development and learning opportunities to help adults to organise the activities with babies, toddlers and young children.

They are:
1. Well-being
2. Identity and belonging
3. Communication
4. Exploring mathematics
5. Creativity
6. Knowledge and understanding of the world

Each of the ELDAs is closely related to the Desired Results identified in the NELDS.

NELDS promotes an integrated approach.
- This approach includes all the different skills, knowledge and abilities that children are expected and encouraged to attain in the different domains of their development.
- The integrated approach is appropriate as it relates directly to how children learn. Children grow and develop through exposure to various experiences which happen concurrently and interactively, affecting the different areas of child development.
- A good example will be when a specific experience or activity builds competencies in the social and physical domains, as well as in the cognitive domains. It is therefore better to highlight the broad competencies that children are expected to acquire from a programme and activities, rather than the specific skills and abilities from a particular development domain.

In NELDS, the same desired results apply to all children from birth to four. Each desired result has indicators and specific competencies. These are outlined according to the different age ranges.

The desired results are aimed at:
- assisting in ensuring that children learn in an integrated way
- enabling parents, practitioners and other caregivers to provide appropriate programmes and strategies to support children's learning activities
- providing the basis for lifelong learning

Early Learning and Development Areas	Relationship with the NELDS - Desired Results	Relationship with CAPS – Foundation Phase Subjects
1. Well-being	• Children are becoming more aware of themselves as individuals, developing a positive self- image and learning how to manage their own behaviour • Children are demonstrating growing awareness of diversity and the need to respect and care for others. • Children are beginning to demonstrate physical and motor abilities and an understanding of a healthy lifestyle.	Life Skills Language
2. Identity and belonging	• Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour • Children are demonstrating growing awareness of diversity and the need to respect and care for others.	Life Skills (including historical and geographical understandings of self and family) Language
3. Communication	• Children are learning how to think critically, solve problems and form concepts • Children are learning to communicate effectively and use language confidently. • Children are learning about mathematical concepts.	Language Mathematics Life Skills
4. Exploring mathematics	• Children are learning how to think critically, solve problems and form concepts • Children are learning to communicate effectively and use language confidently. • Children are learning about mathematical concepts.	Mathematics Language Life Skills (including scientific and environmental knowledge and skills)
5. Creativity	• Children are learning how to think critically, solve problems and form concepts • Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour • Children are learning to communicate effectively and use language confidently.	Language Mathematics Life Skills
6. Knowledge and understanding of the world	• Children are learning how to think critically, solve problems and form concepts • Children are demonstrating growing awareness of diversity and the need to respect and care for others. • Children are learning about (mathematical) concepts	Life Skills (including historical, geographical knowledge, scientific and mathematical knowledge and skills) Mathematics Language

Arrangement of the Curriculum Framework (NCF)

The NCF is therefore arranged under each ELDA as follows:

Details of the Early Learning and Development Areas	Explanation
1. Aims	• The aims give direction to children's care, learning and development in the different ELDAs. • The aims are focused upon the child's own needs at that particular phase of her development and learning interests • Each ELDA has aims which support adults' needs for knowledge, understanding and ideas for activities.
2. Developmental Guidelines	• The developmental guidelines describe very broadly, the development of children from birth to the age of about five. • They provide adults with an idea of children's competence. • They are NOT TO BE USED AS A CHECKLIST. Children are unique and will make sense of their world in different ways and at different times. • The developmental guidelines form a framework for observation of each child and discussion with parents.
3. Examples of activities • **Beginning** • **Moving on**	These four categories describe some activities that children from birth to about the age of four are competent in and are able to take part in. The four categories reflect the broad age ranges of NELDS: • Babies: from birth to 18 months
• **Advancing further** • **Towards Grade R**	• Toddlers: from 18 to 36 months (3 years) • Young children: from 3 to 4 years • The fourth category reflects the transition to the competences of the child aged five (who then enters Grade R in the Foundation Phase). The four age categories, although based on the broad age ranges of NELDS • encourage adults to include all children across developmental guidelines in a flexible way • include children with developmental delays and gaps as well as with developmental growth and learning spurts within all age ranges to the age of five and six (end of Grade R) and beyond where relevant • include children with barriers to learning and development (children with disabilities and special needs) • **DO NOT FORM A CHECKLIST FOR TICKING.** They are guidelines for observation and planning, bearing in mind that children are unique in their individual learning needs and interests and that these can change from day to day. **The ACTIVITIES ARE EXAMPLES AND NOT** PRESCRIPTIONS. They provide ideas on opportunities for learning. Adults must take into account the special context of the child and effective indigenous, local and global practices.

4. Assessment Guidelines	Broad assessment guidelines are provided for each aim. They are directly related to the developmental guidelines. They form 'watch points' for adults to observe in each child. They enable adults to • observe (watch and listen to) the developmental and learning needs and interests in each child and • take notes and • use information from observations to help with planning learning experiences and • improve their practice • discuss with parents, • and where necessary, together with the parents, to refer to relevant support services (specialist care). Some watch points are provided to enable adults to identify possible challenges children may face. Further guidance is required for detailed informed observation of children's development and will be gained in courses, workshops, and by reading about and discussing special needs. Assessment policy guidelines are provided in the final section of the NCF.

The overview of the NCF

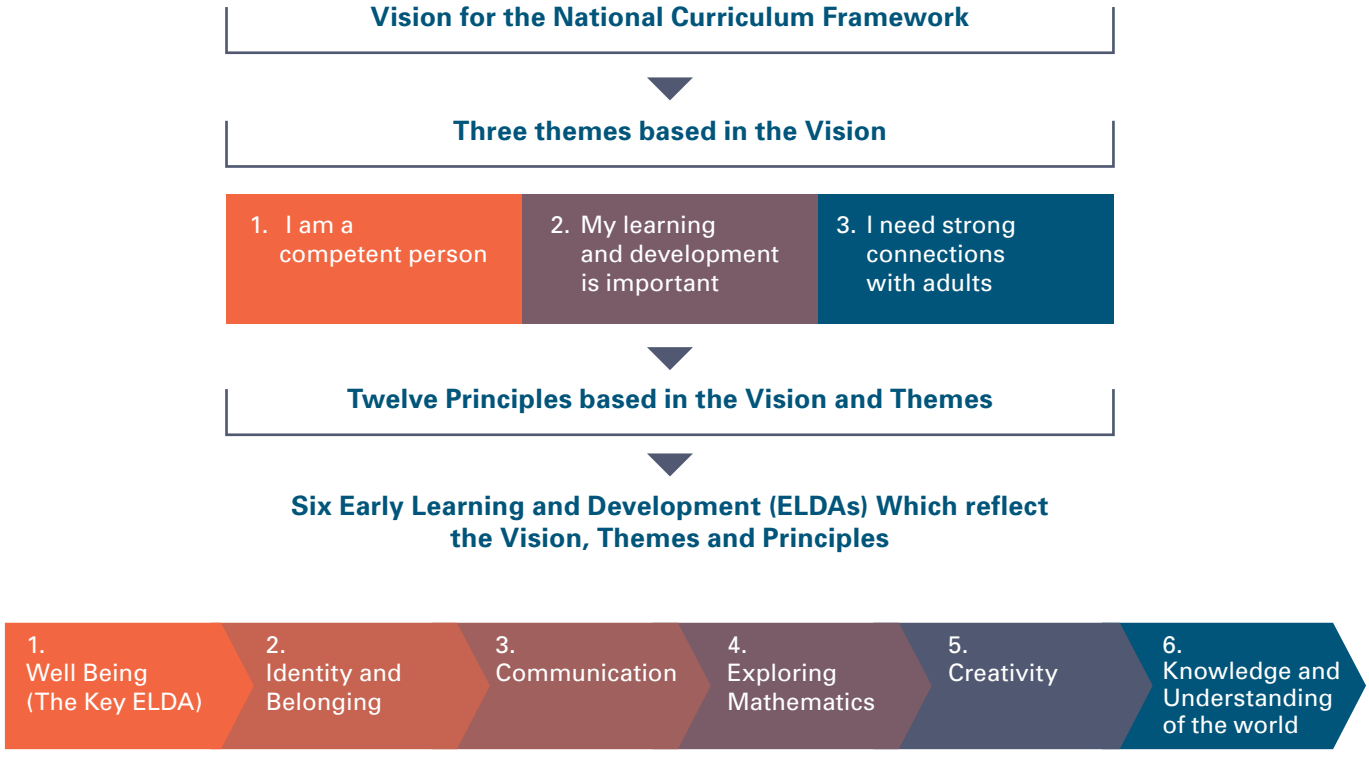

Figure 4 *The structure of the NCF*

The Structure of each ELDA

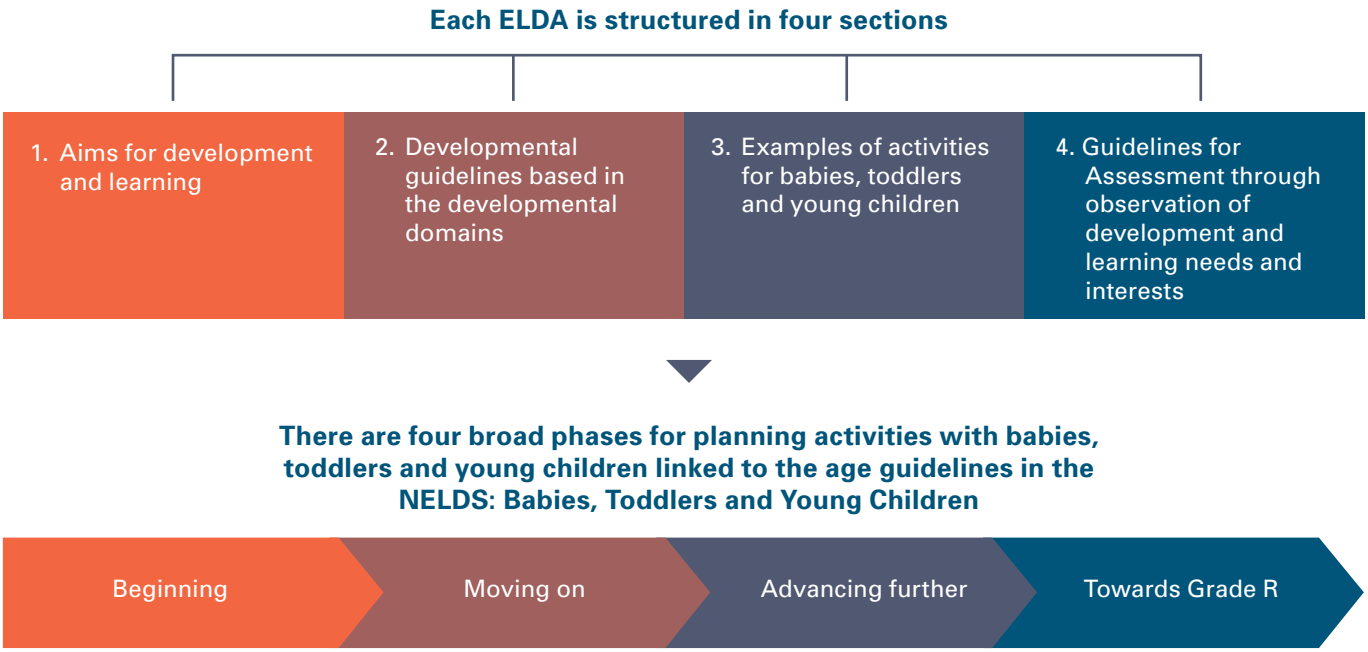

Figure 5 *The structure of each ELDA*

Well-Being is the key learning area for the development of babies, toddlers and young children.

In South Africa many babies, toddlers and young children live in environments that affect their survival, protection and development in negative ways. Early childhood programmes are used to better the life chances of these children. The NCF therefore focuses upon WELL BEING as the key Early Learning and Development Area.

When babies, toddlers and young children are
- well nourished
- enjoy good health
- are safe and secure
- are physically strong and
- in a stress fee environment

then they thrive in their development and learning

Figure 6 *Well-being is the key Early Learning and Development Area which supports all other Early Learning and Development Areas*

Using the Early Learning and Development Areas

The adult working with the NCF (for example, parent, caregiver, practitioner, facilitator, lecturer, support and monitoring personnel) will note that

All children should enjoy their constitutional rights and families and close social circles have the responsibility of ensuring that these rights are met

Every child is born with rights. The following are from "The State of the World's Children 2001, UNICEF: Section 28":

1. Protection from physical danger
2. Adequate nutrition and health care
3. Appropriate immunisations
4. An adult with whom to form an attachment
5. An adult who can understand and respond to their signals
6. Things to look at, touch, hear, smell, taste
7. Opportunities to explore their world
8. Appropriate language stimulation
9. Support in acquiring new motor, language and thinking skills
10. A chance to develop some independence
11. Help in learning how to control their own behaviour
12. Opportunities to begin to learn to care for themselves
13. Daily opportunities to play with a variety of objects
14. Opportunities to develop fine motor skills.
15. Encouragement of language through talking, being read to, singing
16. Activities that will develop a sense of mastery
17. Experimentation with pre-writing and pre-reading skills
18. Hands-on exploration for learning through action
19. opportunities for taking responsibility and making choices
20. Encouragement to develop self-control, cooperation and persistence in completing projects
21. Support for their sense of self worth
22. opportunities for self-expression
23. encouragement of creativity

Older babies and toddlers begin to develop a sense of responsibility as they

1. help with routines for example, washing, washing up, cleaning and sweeping
2. carry out simple instructions
3. listen to others
4. use the manners of the culture for example, when eating.

Adults help children to realise their rights and gradually to carry out their responsibilities by

1. encouraging the development of language through talking, being read to, singing, pre-writing and pre-reading skills
2. providing activities that will develop a sense of mastery
3. encouraging hands-on exploration and active learning
4. providing opportunities for taking responsibility and making choices
5. encouraging the development of self-control, cooperation and persistence in completing projects
6. support for the development of their sense of self worth
7. providing opportunities for self-expression
8. encouraging creativity
9. modelling desired behaviours at all times (for example, listening to children in the same way as children are expected to listen)
10. explaining why behaviours are needed or not
11. demonstrating the steps required for each behaviour for example, how to blow the nose in an hygienic way
12. showing willingness to learn about children from children themselves

a. The ELDAs are naturally combined in most routines and activities offered to children.

The following is an example of the integrated nature of activities in the early years is of babies and toddlers and young children playing with sand and water:

An activity: playing with water and sand	
ELDA	Action promoted by the adult: children
Well being	• play safely • develop small muscles strength and coordination
Identity and belonging	• are aware of themselves as capable and confident learners • develop a strong sense of self care • build strong relationships with other children and with adults
Communication	• speaking and listening • reading (for example, labels on containers, objects) • recording and writing (drawings and paintings, modelling with clay and mud, songs and rhymes about the experiences of playing with sand and water • structure and vocabulary of language.
Exploring mathematics	• number and counting • sorting and classifying, making comparisons and solving problems • shape, space and measurement
Creativity	• solve problems of design • make pictures in 2D and 3D • play make-believe games • sing songs and rhymes • dance
Knowledge and understanding of the world	• designing, making items and exploring technology • exploring time and place • exploring and investigating the world

e. Children's potential

Children's needs vary across the four broad timeframes and the needs of each child must be included in the ECD programme

Children need activities which they are able to do and to enjoy doing and which challenge them. Most of these activities will fall into the broad category of their developmental stage (Beginning, Moving on, Advancing further and Towards Grade R) but each child may have areas in which they have greater or lesser interest and ability. Adults need to make sure that they offer each child activities which will enhance that child's own interests and developmental needs.

Developmental "spurts" or times of rapid growth and development

Children often have developmental spurts in various areas when they show greater interest and ability for example, a baby may be very interested in and 'good at' drawing and painting. Adults need to offer visual art activities which the baby finds challenging.

Use activities from the following-on sections with children who need and show interest in further and more complex activities. Offer children who are needing further stimulation some of the Grade R activities suggested in the relevant sections of the CAPS documents.

Developmental delays

Children may also often experience delays in their development which may be long term or short term. They may often show a lack of interest in a certain type of activity or discussion.

- for example, a toddler with a physical disability may need to have activities set out as for a child who is not yet sitting, although at a level of intellectual challenge for a three year old
- for example, a young child may be more interested in physical activities than in listening to a story. The adult needs to give many challenging opportunities for physical development as well as interesting and appealing invitations to listen and to read stories so that the child develops an interest in books as well.

Use activities from the previous timeframe sections with children who need and show interest in simpler and less complex activities.

f. Children with special educational and care needs

Children with disabilities for example, physical, intellectual or sensory impairment, medically fragile children (for example, HIV positive) and children who are living in poverty, may experience barriers to participation and learning. Strong emphasis is laid on offering programme activities by the families and ECD practitioners with support from monitoring, training and specialist personnel where required.

All children wish to be curious, energetic and involved in their own learning and development. Children with special educational needs are not an exception. They need support and reasonable accommodation to have equal opportunities to reach their full potential

g. Indigenous and local knowledge, skills and behaviours

Strong emphasis is laid on offering the programme design and activities for children and their families according to indigenous, local and traditional knowledge, skills and behaviours which enhance children's development and learning, and which enhance the inclusion of families in the ECD programme.

Local, indigenous and traditional knowledge must enhance children's rights and focus upon the need for each child to be curious about the world, energetic in her exploration of the world and safe.

h. The importance of play

Babies and young children learn when they play. At first their play is solitary as they play on their own or with those nearest to them, usually a parent or child minder. Then comes parallel play when they play alongside others. Cooperative play is when they begin to play with others. They learn when they play with things around them – they learn how things feel, what you do with them, what they smell and taste and sound like. They also learn by watching other children play. They learn by watching what adults do. This takes time and adults need to make sure that babies and young children have plenty of opportunities to learn through play, also called active learning.

i. Mother tongue language and multilingualism

All children need to hear and learn to speak in their mother tongue. If they have a solid foundation in their mother tongue, they will find it easier to learn another language as they will have already found out how language is structured and how to communicate with others. This will help them if they are cared for in a place where more than one language is spoken.

EARLY LEARNING AND DEVELOPMENT AREA ONE: *WELL-BEING*

The child's voice

I need to experience an environment where I can enjoy good health, nutrition, safety and security and where I can develop confidence and resilience. I want to be happy. This is my right.

I am usually physically very active and my body is developing and growing rapidly. I need enough nutritious food. Proper health care and a safe environment are very important to ensure growth and development. This is my right.

What is 'well-being' about?

When children have a strong sense of well-being they

- have a secure and supportive relationship with their caregiver
- enjoy their rights and gradually learn to carry out their responsibilities towards themselves, others and their environment
- enjoy good health (from before birth)
- live in a safe and secure environment
- are well-nourished from conception (in the womb)
- develop abilities and interest in physical activities
- are able to respond to difficult circumstances and daily stresses (they are strong and resilient and experience feelings of happiness).

Well-being therefore includes the emotional, social as well as the physical aspects of children's development. Well-being is very important because when children are healthy, physically active and well-nourished then they are motivated to learn.

The state of children's well-being also depends on whether they are valued, respected and supported by the adults in their families and in their ECD programmes to deal with the daily stresses in their lives.

Well-being cannot be separated from learning. This early learning area is extremely important for all children from conception.

Adults need to pay attention to children's well-being

- Children's rights form the basis for all well-being and learning.
- All children, including those with disabilities and special needs have the right to receive attention and should be supported to enable them to develop and learn to their greatest potential
- Adults need to build children's rights into all activities they offer when working with and for children.
- The best interests of babies, toddlers and young children form the basis for all interaction and adults must:
  - observe all children carefully to note their needs and interests. Watch what they do and how they react.
  - listen to children carefully from birth. Children communicate by making sounds (for example, crying, screaming, gurgling, laughing), through body language (for example, gestures, smiling, waving, hugging) and through language (for example, with words and drawings, make believe play)
  - think first about what is best for the child
  - take all children's views into account
  - keep records to share with parents and with professional colleagues (for example, health, social development, educational colleagues) when necessary.
- Children look forward to being with adults who understand them, like them and help them to grow and to learn through supportive relationships.
- Adults need to provide opportunities for babies, toddlers and young children to learn about
  - their rights and responsibilities as they grow
  - health and safety though regular basic routines including meal times with nutritious food and routines for hygiene, safety and security
  - their bodies and their ability to move and to manipulate equipment.
  - developing independence and resilience by encouraging them to make choices and decisions.

Figure 7 *Working with families and their young children to promote well- being*

Reflection Points

- How do the home environment, the family and early childhood programme influence each boy and each girl child's well-being in a positive way?
- How might the home, family and early childhood programme influence children's well-being in a negative way?
- How can positive opportunities and resources be built on to help children to develop a good sense of well-being?
- How can the negative aspects be dealt with and minimised?
- Does the ECD programme offer enough support to all children for the development of a strong sense of well-being in each aspect?

Aims, developmental guidelines, examples of activities for promoting well-being

Aims	Developmental Guidelines for Babies. Toddlers and Young childrenv	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children are well-nourished	**Beginning** Babies • grow from birth according to the Road to Health Booklet guidelines • begin to show preferences for what they want to taste • explore food by experimenting and playing with it • express when hungry or full • accept and request favourite foods • try new food willingly • chew food well Some babies may experience developmental delays in some areas and some may experience developmental spurts in some areas.	**Beginning** • Make a game out of weighing and measuring the babies and toddlers so that they enjoy the experience • Offer each child a variety of foods. Take into account that there may be cultural difference in what is considered as good food for babies • Spend time with each child during meals • Make meal times pleasant by talking, singing rhymes, telling stories to babies • Speak in the mother tongue about what is happening during meal times. • Demonstrate nutritious eating habits • Expect a child to like new food and offer it with encouragement. Observe babies and respond • Expect the babies to make a mess when trying to feed themselves • Present all food and drink in an attractive way • Recognise and use local and indigenous cultural views and customs on positive nutritional practice.	**Observe and discuss with parents their babies, toddlers and young children's** • drinking and eating habits • drinking and eating preferences • levels of enjoyment of eating • levels of energy • levels of hunger • growth (using the Road to Health Booklet) including underweight and obesity and height • knowledge of - different types of food, tastes and values - nutrition routines - food and water hygiene routines - 'good manners' of the community and others in nutrition routines • developing of skills and behaviours for - Preparing, offering and clearing away food - using cutlery and crockery

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on • Toddlers continue to grow according to the Road to Health Booklet guidelines • Toddlers begin to - recognise new and different food - have an idea of similarities and differences in tastes and appearances - understand which food is nutritious help serve food or set out plates and spoons and other utensils - enjoy both local and indigenous food and ways of eating according to family practices - Some toddlers may experience developmental delays in some areas and some may experience developmental spurts in some areas.	**Moving on** • Continue with the activities and ideas from the previous section on 'Beginning' for toddlers who require these, and offer activities from 'Advancing Further' to children who are experiencing developmental 'spurts' • Provide small helpings of food to encourage toddlers to feel that they can eat it all • Encourage toddlers to ask for more food when they need it bearing in mind their developmental needs • Present a variety of foods at each meal • Help children to eat when they get tired of doing it themselves • Discuss the foods and where they come from • Promote traditional and locally available foods • Look through print materials with toddlers (such as food advertisements) and discuss the nutritious as well as the 'junk' foods • Make collages of nutritious foods with the children • Sing songs and rhymes and do drama and make believe activities with the children as well as visual art activities such as drawing, cutting and sticking, painting, about nutrition and food. • Support children with managing different utensils, for example, plate, bowl, cup, spoon and fork and knife (this last under supervision) • Support children to manage different processes for example, pouring, scooping, wiping, cleaning, washing utensils, stacking.	**Watch points to record and to act upon for individual babies, toddlers and young children at nutritional risk** **a. undernourishment** • symptoms of kwashiorkor (swelling of the feet, distended abdomen, thinning hair, loss of teeth, skin depigmentation and skin rashes) **b. illness** • lack of appetite as a sign and symptom of illness • vomiting and diarrhoea (several watery stools within an hour or if there is blood in the faeces) (immediately contact medical help, give boiled cool water with a little salt and sugar added and ensure the child continues to eat small amounts of food frequently) • temperature with vomiting and diarrhoea • great thirst or inability to drink **c. obesity** • mass according to Road to Health Booklet evidence (consult parents and refer to clinic)
	Advancing further Young children • know importance of eating clean food • show interest in trying new foods • identify some nutritious foods • help clean up any drinks or food spilt	**Advancing further** Continue with the activities and ideas from the previous section on 'Beginning' and 'Moving on' with all children and especially those who are experiencing developmental delays and disabilities. • Start a food garden and give children some responsibilities for its care.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
2. Children are healthy and have a sense of good hygiene	**Beginning** Babies • often enjoy kicking and lying in warm water and splashing and playing in water with an adult to supervise • show an interest in washing hands and clothes and utensils with help • are interested in knowing about healthy living habits and hygiene	**Beginning** • Model hygienic behaviour, for example, washing hands before eating and after going to the toilet • Talk and sing about hygiene and health while carrying out health and hygiene routines with the babies • Show older babies how to wash their hands and give many opportunities to do so. • Use activities from the following sections with babies who need and show an interest in more advanced activities.	**Observe and discuss with parents their babies, toddlers and young children's** • energy levels • interest in food • immunisation record to confirm it is up to date (see Road to Health Booklet) • healthy tooth development • awareness and demonstration of hygienic practices such as hand washing, nose blowing, toileting routines
	Moving on Young children continue to • imitate washing face, hands, etc. • imitate brushing teeth • wash hands relatively well • ask for nose to be wiped when necessary • understand basic safety rules	**Moving on** Continue with the activities and ideas from the previous section on 'Beginning' with all children and especially those who are experiencing developmental delays and disabilities. • Use ideas from the following section Advancing further and Towards Grade R with children who are ready to do further activities. • Talk about 'clean' and 'dirty' and • organise activities for the children to experience being dirty when playing outside as a positive experience, followed by the positive experience of washing bodies and utensils afterwards • When washing or bathing children, encourage them to wash different parts of their body themselves • Encourage and praise children when they remember to wash their hands after using the toilet and before eating food.	**Watch points to record and to act upon for babies, toddlers and young children at risk of ill health** • Does the child have a fever? • Is the child vomiting everything? • Has the child had convulsions (fits)? • Is the child lethargic (looking "lazy") or unconscious? • Has the child an upper respiratory tract infection (cough and difficulty in breathing)? • Has the child any decayed teeth? • Does the child live in a hygienic and healthy environment?

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children • wash hands and face and body • blow own nose hygienically • tell others basic hygiene and safety rules and reasons for them • brush own teeth competently • explain in simple terms how illness is caused (bacteria, viruses and unhygienic conditions) • identify some of own symptoms when not well	**Advancing further** • Continue with the activities and ideas from the previous section on 'Beginning' and 'Moving on' with all children and especially those who are experiencing developmental delays and disabilities. • Ensure children use and enjoy all routines to do with personal hygiene • Sing songs and rhymes about health and hygiene routines • Make dramas for children to act out with dance and movement • Read and tell stories about health and hygiene • Ask guests to come to show and tell about health and hygiene for example nurse, doctor, refuse removal • Ask children to help with simple routine tasks such as cleaning, washing, sweeping Make these interesting to do so that children enjoy the activities.	
	Towards Grade R Children continue to need processes that they started as babies and toddlers and increasingly understand • How disease is transmitted • Symptoms of illness and injury • When to call for adult assistance.	**Towards Grade R** • Offer activities to young children who are experiencing developmental 'spurts' before they enter Grade R working from the relevant sections of the CAPS Life Skills documents	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
3. Children build a sense of safety and security (environmental health)	**Beginning** Babies • develop feelings of being safe and secure when their physical and emotional needs are responded to immediately • develop feelings of trust and belonging when adults give them loving physical attention and communicate lovingly with them • respond to warnings of danger • begin to understand basic safety rules	**Beginning** • Give each baby a lot of attention through loving physical care and constant communication (for example, speaking, singing, smiling, looking and listening) • Use words and gestures to show dangers of, for example, plugs, fire • Sing songs and rhymes about safety and security • Tell stories about safety and security which help the babies to develop coping mechanisms (but be careful that children are not made fearful as a result) • Use activities from the following sections with babies who need and show an interest in advanced activities.	**Observe and discuss with parents babies, toddlers and young children's ability to** • assume responsibility for own safety within the environment • seek help from and respond appropriately to adults • demonstrate caution within the environment and around potentially dangerous objects (for example, around stairs, traffic, animals, knives, scissors, sharp pencils) • demonstrate awareness of and ability to follow basic health and safety routines (for example, fire drill, caution around strangers, knows first and last name and where she lives for identification purposes)
	Moving on Toddlers continue with the needs and activities of the previous stage and • want to explore everything in the environment with natural curiosity • are often unaware of dangers but will listen to warnings	**Moving on** • Continue with the activities and ideas from the previous section on 'Beginning' with all toddlers and especially those who are experiencing developmental delays and disabilities. • Encourage toddlers to explore and to be curious about their world and oremind children about dangers opractice safety drills in centre-based care opoint out dangers in the environment. • Ask toddlers open questions about safety when exploring such as What can we do to …. • Provide loving attention to each child as she explores so that she is safe and has a feeling of belonging and approval for being herself. • Use activities from the following sections with babies who need and show an interest in more advanced activities.	**Watch points to record and to act upon for individual babies, toddlers and young children at risk in safety and security** • signs of physical or sexual abuse • signs of emotional abuse • signs of neglect • the child not noticing burns or injuries • inability to make judgements about safety (for example not noticing traffic)

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children continue with the needs and activities of the previous stage and are increasingly able to • identify some dangerous situations, objects and symbols • give their name and address • understand basic safety rules • follow simple directions of what to do if in danger	**Advancing further** • Continue with the activities and ideas from the previous section on 'Beginning' and 'Moving on' with all children and especially those who are experiencing developmental delays and disabilities. • Help children to remember their addresses or describe where they live • Point out safety symbols, for example, stop sign, fasten seatbelt, poison • If children tell you about an incident that made them feel uncomfortable, show that you are willing to listen • Offer activities to young children who are experiencing developmental 'spurts' before they enter Grade R working from the relevant sections of the CAPS documents.	
	Towards Grade R Children continue with the needs and activities of the previous stage and are increasingly able to • identify and report dangers in the environment • feel confident about reporting danger • give their personal details – name, age, address, contact number to people whom they know	**Towards Grade R** • Offer activities to young children who are experiencing developmental 'spurts' before they enter Grade R working from the relevant sections of the CAPS Life Skills documents.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
4. Children are physically strong and show abilities and interest in physical activities	**Beginning** **Large muscles** Babies • demonstrate reflexes from birth such as the startle, walking and stepping, sucking, grasping reflexes • move arms and legs freely • develop and strengthen neck, and body muscles for twisting and turning, sitting, standing • use large muscles to move in different ways including crawling, dragging and lifting • move from lying down to sitting up • move from sitting to standing • walk alone when one hand is held • walk, stop and start safely • walk up stairs with help • runs	**Beginning** **Large muscle development** • Play movement games with babies to exercise and to promote their large muscle development for example, pulling up slowly, praising and singing rhymes and songs about these movements • Use songs and rhymes and rhythmic movement with babies from birth and talk to the babies while helping them to exercise • Promote the use of positive traditional and local activities for example, massage, in conjunction with family cultures • Use gentle movements and soft sounds • Provide sturdy, stable and safe equipment which helps babies to move such as logs, tyres, wooden boxes • Provide support to each child in her own large muscle needs for example, helping hands, equipment for moving, stairs to climb	**Observe and discuss with parents their babies, toddlers and young children's** • energy levels • interest in food • immunisation record to confirm it is up to date (see Road to Health Booklet) • healthy tooth development • awareness and demonstration of hygienic practices such as hand washing, nose blowing, toileting routines

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Small muscles Babies • use small muscles to explore in more detail by grasping, feeling, manipulating objects • demonstrate some eye-hand co-ordination • push and pull large toys, boxes and light objects around the floor • pick up small objects with thumb and index finger • drop or throw objects forward • feed themselves with some help • build a three-block tower • eats using a spoon, holds cup in both hands • holds pencil or crayons in hand to scribble.	**Small muscle development** • Give many opportunities to each baby each day for manipulating different types of objects, such as feeding, drawing, building equipment. • Encourage babies to grasp, pick up, hold, shake and taste, look at, listen to, smell and feel various objects. • Use suitable safe materials from the environment such as pebbles, sticks, plastic containers, for children to manipulate - identifying their properties (plastic, light, brightly coloured, smooth, etc.) - pouring and filling - rolling, moving forwards and backwards - building, balancing, stacking • Provide eating utensils for babies who are ready, to use these and to help you wash these up when finished. • Provide many opportunities to draw using large wax crayons, index fingers and sticks with water and paint on paper and in sand • Provide opportunities for toddlers to cut with small scissors (help them to hold them correctly and to make the pincer movements required to cut paper) • Help babies to hold drawing tools in the correct way (pencil grip) • Use activities from the following sections with babies who need and show interest in further physical activities.	**Watch points to record and to act upon for individual babies, toddlers and young children at physical risk** • lack of muscle tone (floppy limbs) • sight and hearing problems • difficulty in using a limb • difficulty in sitting, crawling, standing walking running • experiencing pain when moving

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on **Toddlers** Continue with the needs and activities of the previous stage and • continue to develop their larger and small muscles and the muscles of their upper body (chest, back and stomach) as they have in the beginning stages • refine their skills and become more competent in the use of their large and small muscles	**Moving on** • Continue with the activities and ideas from the previous section on 'Beginning' with all children and especially those who are experiencing developmental delays and disabilities.	
	Large muscles Toddlers continue with the needs and activities of the previous stage and • attempt to kick a large ball • move rhythmically to music • run well • climb low walls or equipment • jump with two feet together • stand and walk on tiptoe	**Large muscle activities** • Offer more activities and games to develop large muscles and torso skills (climbing, balancing, twisting, rolling, running) • Play body movement games with your child • Play music and dance with the children • Provide large and small balls and encourage kicking and throwing to you and at a target • Arrange outings to open spaces or parks where children can run freely and safely • Provide equipment for balancing, climbing and running through • Play catch-me games • Play ball games.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Small muscles Toddlers continue with the needs and activities of the previous stage and • begin to use scissors and other tools with more control • push and pull toys • throw a large ball • thread large beads • build a five or six-block tower	**Small muscles** • Offer many activities to use the fingers and hands to do more complex actions for example, drawing, painting, cutting • Offer easy puzzles (up to six pieces) and games to develop eye-hand co-ordination. • Offer many games with balls and beanbags to develop throwing and catching skills • Offer songs and rhymes and dramatic play games which encourage toddlers to use their hands and feet, toes and fingers and bodies to move rhythmically. • Provide small wrapped objects and demonstrate how to unwrap these and wrap them again • Provide clay and play dough and mud to strengthen small muscles • Play clapping and movement games • Provide building toys and materials for construction activities • Use ideas from the following sections Advancing further and Towards Grade R with children who are ready to try more advanced activities.	
	Advancing further Young children continue to develop as in the two previous stages. **Large muscles** Young children • skip and gallop as well as run fast • jump backwards and forwards **Small muscles** Young children • use scissors to cut along a line • hold drawing tools competently to draw shapes and people	**Advancing further** • Continue with the activities and ideas from the previous section on 'Beginning' and 'Moving on' with all children and especially those who are experiencing developmental delays and disabilities. **Large muscles** • Encourage children to follow simple steps in dances • Make simple obstacle courses with boxes, cushions, etc. • Ask children to help with simple tasks, lifting or pushing objects **Small muscles** • Provide round-ended scissors and old magazines and newspapers for cutting • Provide many different tools for drawing and painting • Provide clay and play dough and mud to strengthen finger muscles • Do more complicated finger rhymes with the children	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue with the needs and activities of the previous stage and are increasingly able to • move in complex and confident ways • make up rules for playing games • use their large (gross) and small muscle (fine motor) skills and perceptual development	**Towards Grade R** • Offer activities to young children who are experiencing developmental 'spurts' before they enter Grade R working from the relevant sections of the CAPS Life Skills documents and ideas for Physical Education activities.	
5. Children build a sense of resilience (being strong and resistant to daily stresses)	**Beginning** Babies develop a sense of resilience when they learn from birth that adults around them • trust and love them, no matter what • set limits for them so that they know when to stop before there is danger or trouble • will show them how to do things right by example to promote independence • will help them when they are sick, in pain, in danger or need to learn	**Beginning** • Provide unconditional love to each baby • Express love both physically and verbally by holding, rocking, and stroking and by using soothing words to calm or comfort • Encourage the older baby to calm herself with adult help • Model behaviour that communicates confidence, optimism, and good results • Acknowledge and label the baby's feelings by talking to the baby and so encourage her from birth to recognise and express her own feelings and to recognise some feelings in others (for example, sad, glad, sorry, happy, angry, frightened) • Balance the freedom to explore with safe supports • Provide clear boundaries ('rules') for children's behaviour in simple explanations and discussions with the baby as her language develops • Offer explanations and reconciliation after challenges to the boundaries and rules when language is developing; • Give the baby comfort and encouragement in stressful situations.	**Observe and discuss with parents babies, toddlers and young children's** • indicators of happiness • levels of trust in adults • levels of independence for the age and stage Watch points to act upon for individual babies, toddlers and young children at risk of stress • surprisingly high levels of fear when confronted with a situation or persons considered to be familiar • restlessness and sleeplessness as a result of traumatic experiences • extreme clinginess • constant crying and fussing (when not related to a physical cause such as illness or injury) • high levels of anxiety • inability to concentrate together with high levels of anxiety

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers continue with the needs and activities of the previous stage and develop a sense of resilience when they learn that they are • likeable and loveable • glad to do nice things for others and show concern • respectful of themselves and others • begin to be willing to be responsible for what they do • sure things will be all right	**Moving on** • Continue with all the activities and ideas from the previous section on 'Beginning' with all children at all times. • Continue to give unconditional love to all toddlers even when they are challenging the boundaries and rules • Continue to give clear explanations for rules and boundaries • Promote independent behaviours with support for each toddler • Continue to show equal respect for each child whoever she is and whatever her developmental delays and spurts. • Praise toddlers when they do good things for others for example, helping, and being respectful and good mannered according to the cultures of the family and neighbourhood • Use ideas from the following sections Advancing further and Towards Grade R with children who are ready to try out more advanced resilient behaviours.	
	Advancing further Young children continue with the needs and activities of the previous stage and develop a sense of resilience when they learn that they can • talk to others about things that frighten or bother them • begin to find ways to solve problems that they face • begin to control themselves when they feel like doing something not right or dangerous • know when it is a good time to talk to someone or to take action • find someone to help them when help is needed	**Advancing further** • Continue with all the activities and ideas from the previous sections on 'Beginning' and 'Moving on' with all children at all times. • Prepare young children for unpleasant or adverse situations (gradually, if possible) by talking about them, reading books, play acting, etc. • Reinforce each young child's ability to face adversity for example, I know you can do it • Encourage independence and each young child's faith in her own problem-solving skills • Remind young children of the trusting and comforting relationships that can be relied on for example, I'm here.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue with the needs and activities of the previous stage and increasingly learn • that rules are in place and need to be obeyed for safety and for working together • to calm themselves • to recognise feelings and put them into words • to find alternative ways to solve problems • to explore safely and confidently • to be willing to take more initiative • to trust themselves	**Towards Grade R** • Continue with the activities and ideas from the previous sections with all children • Acknowledge strengths in each child ('I have, I am and I can') • Accept errors and failures while providing guidance toward improvement • Empathize with the child and let her know that her feelings are understood • Help children to put feelings into words • Ask children if they can think about alternative ways to complete tasks • Encourage independence • Demonstrate loving support	

EARLY LEARNING AND DEVELOPMENT AREA TWO: *IDENTITY AND BELONGING*

The child's voice

I need to experience an environment where I develop a strong sense of self, experience positive relationships and celebrate differences.

What is identity and belonging about?

Identity and belonging is strongly related to well-being. It is concerned with personal development, social development, secure relationships and celebrating difference. The stronger the child's identity and sense of belonging, the more resilient he or she will be.

- Identity relates to children's development of their sense of self.
- They are making sense of who they are through finding out about what they know, what they can do and cannot do.
- They are building ideas of their interests and abilities. In order to build awareness of their strengths and confidence in getting to know themselves and their world they need to develop socially.
- Relationships with adults (practitioners, family and community members) and other children are important to help children build a sense of self.
- Belonging is related to children's identity.
- When children have a strong sense of belonging then they have secure relationships with adults and/ or communities that have certain values, traditions and beliefs.
- This gives them messages of how they depend on other people to make sense of themselves.
- A sense of belonging helps them to know where and with whom they belong.
- Identity and belonging are related. They affect children's attitudes about themselves and others. They also shape views on equality and difference.
- Children's rights form the basis for identity and belonging. Each child has the right to a name, a family, shelter and so on.
- Children with disabilities and special needs (both intrinsic and as a result of the environment) have the right to receive attention and should be supported to enable them to develop and learn to their greatest potential

Adults need to pay attention to children's Identity and Sense of Belonging

- attitude to learning and confidence to try out new things – their excitement, interest, experiments, curiosities and explorations
- sense of self care – their efforts to gain self-respect and attention to their own hygiene and care
- relationship with others- their ability to form relationships and work with others
- sense of belonging – their ability to understand and respect their own needs and the differences of others views, cultures and beliefs which affect their interactions

All of these form the four aims for the Early Learning and Development Area - Identity and Belonging.

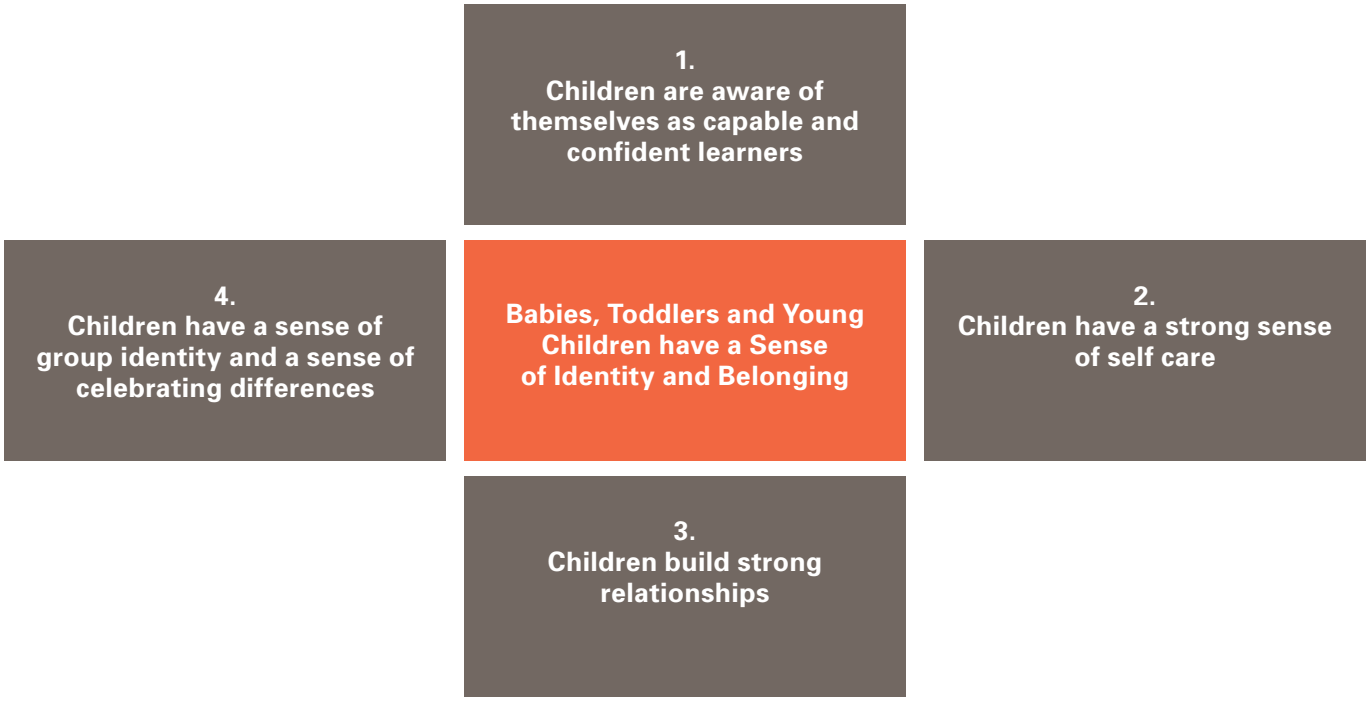

Figure 7 *Working with families and their young children to promote well- being*

Reflection Points

- How does the immediate environment of the home, family and early childhood centre influence children's development of their sense of self and belonging?
- How does the early childhood programme use parents and families as resources?
- How does the programme help children to feel confident in their explorations?
- What aspects of the environment help children feel that this is a place they belong to?
- What kinds of events are celebrated and how are they celebrated?

Aims, developmental guidelines and examples of activities for promoting identity and belonging

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children are aware of themselves as capable and confident learners	**Beginning** Babies • start to become aware of the self through language (cooing, babbling), exploration and movement • start to become aware of self and others • have a strong drive to explore the immediate environment	**Beginning** • Encourage babies to clap hands, reach, to smile, to wave, to point and to talk using gurgles and sounds • Play touch and name for example, pointing to parts of the body and naming these • Say babies names, say the names of other people followed by photos of the other person. • Set out toys/safe objects for babies to reach out to and explore.	**Observe and discuss with parents babies, toddlers and young children's ability to** • explore their movements and their environment on their own • become curious and aware of themselves and others • be absorbed in activities • deal with new activities • celebrate their own achievements and skills • respond to adults and peers in a confident manner • be attentive • do a task till it is completed • share their ideas and creations with others
	Moving on Toddlers • build skills, characteristics, interests and preferences which allows them to grow in confidence • develop curiosity about people, places and objects • learn about themselves from adults who draw attention to strengths and areas for further development	**Moving on** • Listen to children and observe their speech. Rephrase what they are saying for example, when a child says, Me ball, the adult responds with, Do you want a ball, Thandi? • Let children explore indoor and outdoor space and objects with support from adults. Draw their attention to their surroundings and invite conversations. • Provide opportunities for children to create things and participate in tasks. For example, the children use play dough to create things, a conversation is encouraged and feedback is given.	**Watch points to act upon for babies, toddlers and young children at risk** • history of abuse and / or neglect • dysfunctional family environment – poor parental supervision and anti-social behaviour • child stress caused by violence, separation from primary caregivers, illness, arrival of a new baby and death in the family • communication problems – unable to share ideas because of emotional difficulties • shyness – unwillingness to respond to others • poor interpersonal skills – hurts others deliberately, aggressive and has difficulty in listening to corrective feedback

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing Young children • show increasing interest and independence in exploring the environment • are willing to link up with others for help • are capable of spending longer periods of time on activities	**Advancing** • Encourage "all about me" activities using drawings, photographs, talks, favourite objects • Have discussions on what makes them special and let them share the ideas with others • Provide them with experiences that allow them to discuss their strengths and interests.	
	Towards Grade R Children continue with the needs and activities of the previous stage and increasingly • respond to experiences and show different feelings in different situations • become aware of their own views, feelings and begin to show sensitivity to others needs, views and feelings. • develop respect for their own cultures and those of others through support	**Towards Grade R** • Let children participate in activities where they are able to experience different feelings. Let them demonstrate their feelings through facial gestures, matching their feelings to picture icons. • Encourage children to work together in activities where they depend on each other for example, hide and seek. • Explain why some children will need more support when they are feeling upset. • Invite people from the community to tell stories to children about aspects or their lives and their cultural backgrounds in a developmentally appropriate way.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
2. Children have a strong sense of self care	**Beginning** Babies • become aware of food routines set by adults • are able to communicate hunger, thirst or discomfort • show awareness of needs and use gestures to indicate needs for example, point to food	**Beginning** • Observe babies and respond to their behaviour allowing sensory experiences for example, touching the porridge, holding the bottle or cup. • Allow babies to gradually take some control for their feeding. Provide opportunities for smelling, tasting, touching, reaching and grasping. • Encourage babies' efforts to do things by themselves for example, putting a toy in a box.	**Observe and discuss with parents babies, toddlers and young children'sability to** • indicate their needs • become aware of routines • participate in routines • use a variety of body language and words to show their likes and dislikes • do things independently and to do things with support • show greater adaptation to the routines • celebrate their achievements
	Moving on Toddlers • want to participate in routines for example, dressing up and cleaning • use talk and gestures to show likes and dislikes • are willing to do things on their own with the feeling of adults being close by to support them	**Moving on** • Place items that children need to respond to where they can see them, for example, a jersey that needs to be worn. • Encourage children to talk about their likes and dislikes. Use pictures or objects to allow them to express this. • Praise children when they do something well for example, asking for help when they have a running nose. Play games such as Well done! – *Well done to Rehana who put on her shoes all by herself.*	**Watch points to act upon for individual toddlers and young children at risk** • Family circumstances – economic situation, orphans, primary caregivers ability to supervise very young children, disorganisation, position of the child in the family e.g. being the only child or the youngest child may encourage dependent behaviour • Fearfulness and anxiety – children might become anxious about participating in any activity that is new and requires anything that they have to do to take care of themselves

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children continue with the needs and activities of the previous stage and • become more adaptable to learning personal hygiene for example, washing of hands during the toilet routines • take initiatives and are proud of achieving goals for self-care – dressing, washing, cleaning • take pride in working independently, experiment and ask for assistance when needed	**Advancing further** • Let children sing songs and rhymes to reinforce behaviour for self-care and hygiene for example, It's tidy up time. • Reward children who are achieving their goals by drawing attention to their good behaviour. • Create predictable routines. Ask children what comes next? Support them in their effort to manage their personal needs and resources.	
	Towards Grade R Children continue with the needs and activities of the previous stage and increasingly • function independently and show confidence in asking for support and guidance when needed • dress and undress independently and manage personal hygiene • select and use activities and resources on their own	**Towards Grade R** • Allow children time to try before offering help • Create an atmosphere where children's successes are valued • Encourage a problem solving attitude. Guide children by providing them with steps/suggestions to solve their problems. • Provide children with duties and explain their responsibilities clearly through oral instructions and through a duty/helper chart. • Reward and praise children for tasks that they do independently and successfully	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
3. Children build strong relation-ships	**Beginning** Babies • are social beings and mostly enjoy being with others • show attachment to those they spend the most time with • build relationships by seeking attention, making contact and interacting with others	**Beginning** Use sound and actions to connect with babies. Play social and imitation games and especially indigenous games • Provide opportunities for babies to be with older children and to watch them and listen to them • Make a daily routine chart where babies can see pictures of babies and children making contact and interacting. Use this as a discussion tool.	**Observe and discuss with parents babies, toddlers and young children'sability to** • respond to being with others • make contact with others using a variety of ways to do so, for example gestures, talk, movements • learn about themselves from others • develop their social skills when they are with adults and children (e.g. listening, turn taking) • share their experiences with others • build friendships • show trust, self-control and adaptation of behaviour for different situations and routines
	Moving on Toddlers continue with the needs and activities of the previous stage and • learn from others about their own abilities and areas for development • increase social skills through talking to adults and children and being in their company • actively seek out the company of others to share experiences	**Moving on** • Use conversations, pictures of situations and stories to talk about different relationships • Allow children to experiment with different roles – active, passive, leading, resisting. Let them talk about their experiences • Create spaces where children can share their ideas, for example circle time/rings.	**Watch points to act upon for individual toddlers and young children at risk** • Poor verbal and non-verbal communication skills • Poor handling of conflict – reacts with tantrums • Destroys own belongings and those of others • Difficulty in developing cooperation skills, for example not sharing toys and other resources with peers • Lack of concern for others feelings - cannot help others • Difficulty asking for help or information • Copies negative behaviour of peers rather than making positive behaviour choices
	Advancing further Young children continue with the needs and activities of the previous stage and • work towards building friendships • show a sense of trust • are more flexible, show self-control and can adapt behaviour to suit different routines and situations	**Advancing further** • Use activities where children can be placed in their friendship groups. Allow them to take on roles of leaders, helpers etc. • Set up learning centres that allow children to manage group dynamics – playing in pairs/groups and to manage conflict. • Establish routines and predictable sequence of events	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue with the needs and activities of the previous stage and • form relationships with adults and peers • work with others, take turns and share • follow simple rules for working with others • begins to understand a code of conduct for particular situations	**Towards Grade R** • Continue to have predictable routines. • Design routines where children will have opportunities to play with a variety of other children. • Create opportunities where children will have to ask others for information or help • Alert children to times when there is a change of activity, their relationship with others and how to manage themselves for example, changing from indoor play to toilet routine, story to departure time.	
4. Children have a sense of group identity and a sense of celebrating differences	**Beginning** Babies • show awareness of something different in their environment • display excitement or fear at something or someone that is different and look for support and comfort from adults • show understanding that both sounds and actions affect people	**Beginning** • Talk to babies about different places (inside and outside) and people they know • Tell babies something about people they know for example, Brandon likes to play cars with you • Provide babies with opportunities to see different types of people during different times of the day – In a group setting there can be times when the babies and young children are together with older children.	**Observe and discuss with parents babies, toddlers and young children'sability to** • show that they are aware of different things in their environment • display emotions during activities • understand sounds, actions and events • show that they understand similarities and differences • show awareness of themselves in terms of different parts of their lives and their cultural connections • show respect for those who are different from themselves and participate in activities that celebrate differences

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers continue with the needs and activities of the previous stage and develop a sense of resilience when they learn that they are • likeable and loveable • glad to do nice things for others and show concern • respectful of themselves and others • begin to be willing to be responsible for what they do • sure things will be all right	**Moving on** Toddlers continue with the needs and activities of the previous stage and develop a sense of resilience when they learn that they are • likeable and loveable • glad to do nice things for others and show concern • respectful of themselves and others • begin to be willing to be responsible for what they do • sure things will be all right	**Watch points to act upon for individual toddlers and young children at risk** • Family perceptions of people that are different from themselves • Child stress caused by those that are different in physical appearance • Poor social integration skills - does not want to play with children that are different from themselves • Keeps away from activities which involve integration of peers from different cultures, gender, abilities etc. • Biased behaviour - racist remarks, bullying, and aggression towards those who are different.
	Advancing further Young children continue with the needs and activities of the previous stage and • can make connections between different parts of their life experiences • participate in appropriate rituals and customs • are aware of linguistic, cultural and religious differences	**Advancing further** • Acknowledge and celebrate events for example, birthdays, Christmas, Diwali, Eid, Ramadan, Rosh Hashanah, Easter. • Create different opportunities for children to talk, listen and be heard by others about what makes them special and different from their peers. • Records sequence of events about families or personal histories from clothing, photographs and toys.	
	Towards Grade R Children continue with the needs and activities of the previous stage and: • connect with different aspects of their life experiences (for example, home, centre, religion) • are at ease with who they are • understand that differences exist and that they must be respected	**Towards Grade R** • Help children experience their cultural beliefs and religion in a positive way. • Encourage children to talk about similarities and differences. Use stories and give reasons. • Let children think about and talk about who is like them and who is different • Develop an anti-bias approach to help children to learn about race, gender, abilities.	

EARLY LEARNING AND DEVELOPMENT AREA THREE: *COMMUNICATION*

The child's voice

I need to experience an environment where I can learn to listen attentively, speak openly, learn to love books, stories and reading, record and to write, and to get ready for formal reading and writing as I grow and develop.

What is Communication about?

Most children are born with the ability to communicate. New-born babies communicate their needs by crying and adults listen and respond. Responses build trust and a feeling of belonging in the new-born baby.

Communication is very important for building a strong sense of well-being, for building a strong sense of identity and belonging, for exploring and making meaning of mathematics, the creative processes and a knowledge and understanding of the world.

Most children are social beings who love to share their thoughts, feelings and experiences. They do this by communicating through, for example, gestures, body language, cooing, gurgling, babbling, talking, listening, thinking and understanding. We all make meaning of our experiences through communication.

Verbal and non-verbal communication (and assisted communication for children with special communication needs) is extremely important.

Children use many ways to communicate which go beyond words, phrases and sentences. Methods of communicating include dance, music, art, pictures, signing, body movement, and creative play. All of these methods are used to share experiences, to reflect upon experiences and to explore the world and new ideas. Understanding of the world grows as children's communication becomes more developed and complex.

Most children learn to communicate through language by first listening and watching, feeling and sensing, and then experimenting with speaking words and phrases. Babies listen and watch lip movement and expressions.

Children who receive a firm grounding in their mother tongue are better able to learn new ideas and words. They use their mother tongue to develop their sense of identity and for conceptual development.

Young children learn to communicate by

- listening to sounds of the world and to other human beings, and especially to adults. They hear the sounds and the music of the sounds (high and low, soft and loud, slow and fast, sweet and harsh). They make meaning of the sounds. Children with hearing difficulties listen by observing visual language and visual cues.
- speaking by making meaningful sounds to others as new-born babies (crying for hunger, cold, wetness), then babies (gurgling, laughing, crying, imitating sounds), toddlers (saying and trying out words and sentences) and as young children (speaking in sentences). They copy the sounds and then the words and sentences that they hear. They also copy the way in which the words and sentences are spoken (for example, spoken gently, or shouted). Some children speak by signing and adults who care for them need to learn to communicate in this way.
- 'reading' and making meaning of other people's language, tone of voice and body language. Later on, toddlers and young children may see that drawings and written symbols have meaning too. They will talk about their own drawings and talk about what they see in pictures and other children's drawings.
- 'writing' by drawing and by making marks, helps toddlers and young children to make meaning of their experiences. Gradually children may recognise formal writing such as their own names.
- The process of early literacy begins at birth and is supported by families and ECD practitioners who help lay the foundations for the formal teaching of reading and writing that will come once the child enters Grade 1.

Adults need to pay attention to children's communication skills

Children's rights form the basis for all communication: the right to be heard and the right to speak and the right to communicate in her home language .
Children with disabilities and special needs have the right to receive attention and should be supported to enable them to develop, communicate and learn to their greatest potential. For all children to participate equally they need to be able to communicate effectively in a way that best suits their particular learning needs and may need to be supported with alternative ways of communicating e.g. sign language

In order to help children to become good communicators adults need to listen to children, interpret what they are communicating and respond using good language (not 'baby talk'). Children need adults to model good communication. This helps them strengthen their communication skills through imitation.

Adults need to be aware of their body language, and the messages that their expressions, and movements and behaviours give to babies, toddlers and young children.

Adults must also speak, sing, read to and listen to young children to support them as they learn to speak and listen, and later to read and write.

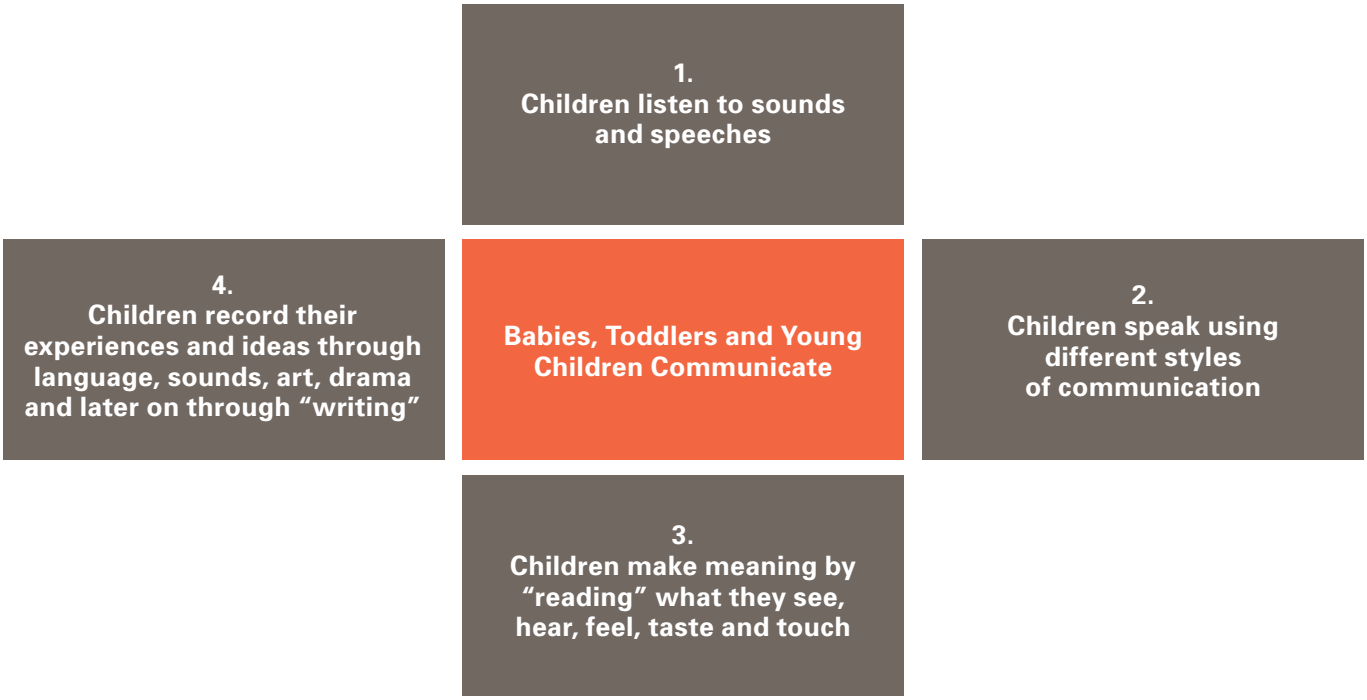

Figure 8 *Working with families and their young children to promote communication*

Reflection Points

- How does the immediate environment of the home, family and early childhood programme influence children's abilities to communicate in a positive way?
- How does the immediate environment of the home, family and early childhood programme influence children's abilities to communicate in a negative way?
- How can the positive aspects be built on as opportunities and resources to help children to develop their abilities to communicate in each of the areas identified in the diagram above?
- How can the negative aspects be minimised?

Aims, developmental guidelines, examples of activities for promoting communication

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children listen to sounds and speechre-lation-ships	**Beginning** Babies • start to hear from about 25 weeks in the womb • respond to human voices from birth • start to listen when spoken to directly • start to show understanding of several words including "no" • imitate adult's conversations by babbling • show great interest in different sounds and words • enjoy sound games, rhythm and pitch (high, low) and simple melodies.	**Beginning** Work and play with each baby individually: • call the baby's name and talk to her using her own name. • speak clearly and make eye contact • use rhythmic rocking, speaking and singing • repeat sounds and words made in a playful, turn-taking way • help the baby to make gestures, for example, wave, clap hands • talk during everyday activities, naming objects, food, clothing, animals, etc.	**Observe and discuss with parents babies, toddlers and young children'sability to** • respond to loud sounds from birth • respond by mimicking sounds • identify where sounds come from • identify types of sounds • follow spoken instructions • concentrate on stories being told • speak clearly

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers • pay attention when spoken to and understand what is said in conversations • love to listen to stories • listen to and imitate sounds they hear in their environment • enjoy playing games with sounds • follow verbal instructions • ask questions and want to hear answers	**Moving on** • Talk and listen and have conversations. • Introduce new words and demonstrate what they mean using actions and objects. • Give instructions and praise when they are carried out. • Gradually introduce two or three instructions as the child is able to undertake them • Answer questions seriously. Ask follow up questions to encourage children to think more about issues • Tell stories from the past and about issues that the children are interested in.	**Watch points to act upon for individual toddlers and young children at risk** • does not turn head or notice when sounds are made nearby • listens to the TV or radio at higher volumes than other children • asks to have instructions repeated • is easily distracted or bothered by background noise • has difficulty telling the difference between sounds • has trouble paying attention • shows behaviour problems – 'not listening' • complains of difficulty hearing or blocked ears • suffers from earache as a result of illness or blockages • responds inappropriately to questions • people have to raise their voice to get child's attention • watches the speaker's face closely to figure out what the person is saying • turns head to face the sound source • talks in too soft or loud voice
	Advancing further Young children • remember stories they have heard • identify a large range of sounds • continue to listen for new words with pleasure • enjoy increasingly complex songs and rhymes • enjoy humorous words • listen attentively	**Advancing further** • Use activities where children can be placed in their friendship groups. Allow them to take on roles of leaders, helpers etc. • Set up learning centres that allow children to manage group dynamics – playing in pairs/groups and to manage conflict. • Establish routines and predictable sequence of events	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Young children continue to • listen to stories with concentration • listen to and repeat rhythmic patterns • listen to and recall simple word sequences, in order, for example, big, beg, bag • carry out complex instructions • listen to others, participate in discussions and ask questions • divide multisyllabic words into syllables for example, 'Boipatong' 'Khayalitsha' • segment oral sentences into individual words for example, I can see the car driving down the street • recognise initial vowels and consonants of spoken words	**Towards Grade R** Continue to offer children as they need and show interest in • many and more complex stories • songs and rhymes and word games • sounds of words and beginning sounds and syllables • words in sentences • making games out of complex instructions such as *Go to the cupboard, open the door, fetch the scissors, walk to the table, sit down and cut out your picture*	
2. Children speak using different styles of communi-cationrela-tionships	**Beginning** Babies • communicate needs by crying and moving limbs (body language) • respond to gestures with gestures • look at faces, respond and smile • babble to themselves with changes in tone and loudness • begin to say simple words and to put two or three words together • like simple rhymes and songs • start to sing words	**Beginning** • Speak rhythmically and softly • Use gestures to demonstrate ideas and meanings • Interpret what the baby is saying through her crying, gurgling, laughing and body language through words, for example, I can see that you are hungry. Let's feed you now. • Repeat words and phrases for example, Jump, jump, jump! • Sing and make rhymes often each day.	**Observe and discuss with parents babies, toddlers and young children'sability to** • interact with sounds and increasingly, with words and sentences • copy sounds and words • ask questions • use more complex language • sing and make rhymes

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers • use up to 50 words • recognise more words than they can say • put two or three words together • use personal pronouns, for example, "me", "mine" • carry on simple conversations • say several single words by 18 months • use 2 – 3 word phrases and more by 2 years	**Moving on** • Use correct vocabulary when talking to toddlers • Repeat what toddlers say to show you understand and appreciate them • Model good talking manners • Introduce new words and ideas • Play language games.	**Watch points to act upon for individual toddlers and young children at risk** • A child with a speech disorder has trouble producing sounds for example, lisping, stuttering, certain sounds • A child with a language disorder has difficulty understanding or putting words together to express ideas and, for example - understanding what other people have said - problems following spoken directions - problems organizing their thoughts
	Advancing further Young children • talk in complete sentences • take turns in conversations • speak clearly enough to be understood even by those not familiar with the child • enjoy language games and rhymes • speak in complex sentences, use grammar and words correctly and learn many new concepts and words every day • speak sentences of more than five words • use the future tense • tell longer stories and imaginative stories • have a vocabulary of around 2000 words • demonstrate most of the skills identified below	**Advancing further** • Continue with all activities above • Include children in conversations whenever possible • Encourage children to experiment with new words • Introduce new words and ideas each day through new experiences for the children perhaps by working with topics for example, 'Insects', 'The Weather' • Tell many traditional stories, which enable the child to use her imagination.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Young children continue to • be interested in finding rhyming words in what they and others say as well as in rhymes and songs for example, I saw a dog sitting on a hog • use past, present and future tenses • learn many new words every day	**Towards Grade R** Young children continue to • be interested in finding rhyming words in what they and others say as well as in rhymes and songs for example, I saw a dog sitting on a hog • use past, present and future tenses • learn many new words every day	
3. Children make meaning by 'reading' what they see, hear, feel, taste and touch.	**Beginning** Babies • make meaning of what they experience through their own senses - they ' read' the situation • 'read' picture books as soon as they are able to sit and to hold them • 'read' pictures in environmental print for example, photographs of people, objects.	**Beginning** • Be aware of body language, especially of facial expressions and of tone of voice when talking with babies from birth. • Show many pictures to babies as soon as they can prop their heads up and focus- especially pictures of people's faces. • Demonstrate reading and encourage babies to handle books. • Point out pictures and words in books and in the environment.	**Observe and discuss with parents babies, toddlers and young children'sability to** • focus on objects • show an interest in pictures and picture books • interpret pictures • interpret their own sensorial experiences • take an interest in written words and stories • identify some words for example own name • show an interest in handling and reading books
	Moving on Toddlers • continue to 'read' books and environmental print • recognise writing as different from pictures • start to recognise that reading begins from the top to the bottom and left to right	**Moving on** continue to • read books and environmental print • point out while reading that we read from left to right • point to and name shapes and colours and talk about pictures • write down the toddlers' words when they talk about the pictures they have made	**Watch points to act upon for individual babies, toddlers and young children at risk of problems with 'reading'** • does not make eye contact with you by three months of age • does not watch or follow an object with the eyes by three months • haziness or whitish appearance inside the pupil • frequent "drifting," or "jerky" eye movements • misalignment between the eyes (eye turns or crossing of eyes) • turning or tilting of the head when looking at objects • squinting, closing or covering of one eye when looking at objects • excessive rubbing or touching of the eyes • avoidance of or sensitivity to bright lights

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children • start to point to individual words and pictures • recognise and point out objects in pictures • notice words in the environment for example, STOP sign, advert signs	**Advancing further** continue to • read books and environmental print • point out while reading that reading begins at the top left • point to shapes, colours etc. and encourage a discussion about these • write down the toddlers' words when they tell about the pictures they have made.	
	Towards Grade R Children continue to • arrange a set of pictures in such a way that they form a story • interpret pictures, for example, make up own story and 'read' the pictures • hold the book the right way up and turn pages correctly • pretend to read and adopt a 'reading voice' • recognise own written name and names of others • notices high frequency words seen in the environment for example, door, cupboard	**Towards Grade R** Continue to • read stories from picture books • demonstrate good book-handling habits • show parts of the book for example, spine, covers, title, page numbers	
4. Children record their experiences and ideas through language, sounds, art, drama and play, and later on, 'writing'.	**Beginning** Babies • make sounds to communicate their experiences for example, crying, laughing • make marks with crayons and fingers on paper and sand (scribbling) • begin to name the scribbles	**Beginning** Offer babies activities to react to their experiences • using words for example, respond to experiences with words • with visual art activities for example, scribbling and talking about the scribbles • performing arts activities for example, songs and rhymes and acting out of experiences through movement and drama (make believe play)	**Observe and discuss with parents babies, toddlers and young children'sability to** • talk about their experiences • play 'make believe' games alone and with others as they mature • use tools to draw and to paint their experiences and to talk about them • show an interest in drawing letters and writing own name and some simple words

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers begin to reflect upon their experiences by • speaking about their experiences for example, 'I like….' • acting out their experiences in make believe play • drawing circles, faces and human figures while naming them for example, as mother or as self • drawing objects round them that they have interacted with for example, balls • making and naming some scribbles as 'writing' which they 'read' out	**Moving on** Give toddlers activities such as • talking about their experiences asking questions like What is this drawing about?; Tell me about this; What did you like best? • drawing with large wax crayons on paper, with fingers in sand boxes and then talking about the drawings • 'writing' their names on their work. • singing songs using letters for example, 'coconut' made with body movements	**Watch points to act upon for individual toddlers and young children at risk** • not interested in or able to use language to describe experiences • not interested in or able to record experiences in make believe play • unable to grasp writing tools such as crayons and pencils • difficulty in drawing pictures, forming shapes, and later on, writing letters in own name • draws exceptionally slowly and with great effort • uses an awkward pencil grip
	Advancing further Young children • continue to carry out the reflecting, recording and writing processes that they started as babies and toddlers • start to write or draw letters • start to name the letters • ask for their stories to be written down	**Advancing further** • Continue to • write down the story a child tells about her own art work (usually a sentence or two) • tell stories about each letter and its shape	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Young children continue to • develop small muscle skills through finger play (for example, play dough, screwing nuts onto bolts) • develop fine motor control using scissors to cut out bold outlined pictures, shapes etc. • develop eye-hand co-ordination by, for example catching and throwing, drawing and painting • trace simple outlines of pictures, patterns and letters in own name • form letters using finger painting, paint brushes, thick wax crayons etc. • copy patterns, words and letters in the environment using a range of writing tools (for example, paintbrushes, thick wax crayons)	**Towards Grade R** • Help children to cut well with scissors • Continue to promote ball games • Help children to trace large letter shapes in the air • Provide literacy materials as part of make believe play so that children can pretend to read and write and so show that they understand what print is for.	

EARLY LEARNING AND DEVELOPMENT AREA FOUR: *EXPLORING MATHEMATICS*

The child's voice

I need to experience an environment where I can find patterns, make connections, recognise relationships, work with numbers, sort out objects, match and classify things. This helps me to think, solve problems and ask questions.

What is exploration of mathematics about?

- It is about children developing an understanding of how to solve problems, how to reason and how to use mathematical concepts in their environment.
- Children will use their bodies, minds and senses to explore their world. There must be oppurtunities set out for them to explore
- When they do this they are able to develop their knowledge, skills and attitudes.
- They form ideas and test these out. They also learn to refine these ideas as they interact with their peer and adults.
- Mathematical concepts develop as children investigate and communicate their ideas about numbers, counting, shape, space and measures.

Adults need to pay attention to children's explorations related to mathematics

- Creativity is strongly related to mathematical and scientific thinking (curiosity, exploration, problem identification and problem solving)
- Children with disabilities and special needs have the right to receive attention and should be supported to enable them to develop mathematical concepts and learn to their greatest potential.
- Children need to be encouraged to explore the real-world to solve problems, design things, match, and count and create their own questions.
- They need be supported in the language needed to develop mathematical concepts and to communicate their ideas.
- Adults need to value the different ways in which children will present their ideas.

Figure 10 *Working with families and their young children to promote early mathematics*

Reflection Points (Points to always consider)

- What kinds of opportunities do the indoor and outdoor environments provide for children to explore, learn and practise their emerging mathematical understandings?
- How do children's own activities (drawings, play, experiments) show their competence in solving problems, thinking logically and making decisions?
- Are there sufficient experiences for children to explore real-life problems, to make patterns, to count, match and measure?
- How do adults support children who use means of communication other than spoken language to indicate their mathematical ideas?
- How are early mathematical experiences integrated with other learning opportunities?

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children show awareness of and are responsive to number and counting	**Beginning** Babies • show responsiveness to people and objects around them • pick up changes in sounds, what they see and objects in front of them • develop an awareness of naming things and number names through experiences • enjoy songs and rhymes about counting	**Beginning** • Name the things and people that babies recognise. • Talk about the places where babies are, for example, the backyard, the place where they eat. • Sing number rhymes during dressing up and changing nappies for example, one, two, I see you • Encourage babies to imitate you, for example the adult points at her nose, the baby sees this and does the same • Encourage baby's participation in activities through clapping and tapping.	**Observe and discuss with parents babies, toddlers and young children'sability to** • respond to people, places and objects in the environment • use their senses to make meaning of what is happening in the environment • participate, pay attention, solve problems and find solutions • show preference for particular songs and rhymes related to number • point out familiar objects • show number awareness • talk about number, number names and use number language • to relate to numbers in books
	Moving on Toddlers continue to • attempt to say some counting words • develop awareness of categorising things • use number language like one, two, more • experiment with symbols and marks	**Moving on** Continue to • repeat the counting words children use and show them how counting helps us to find out "how many" • talk about things that are grouped together for example, toys, clothes, shoes • ask children to tell you about the marks and symbols they create (on paper, on sand) • use mathematical language as you communicate with toddlers for example, *I would like to give you another toy. Then you can have two*	**Watch points to act upon for individual toddlers and young children at risk** • displays clumsy movement – lack of co-ordination, frequent falling and bumping into things • slow growth in vocabulary, pronunciation problems • shows reluctance to participate • lack of interest in listening • finds difficulty in sitting still and paying attention • shows signs of poor memory for routines and recall of activities • shows difficulty in learning numbers and counting

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue to • count concrete objects • use fingers, marks on paper and pictures to represent number • make simple estimations • find similarities and differences • recognise some numbers and number language • sing number rhymes and songs	**Towards Grade R** • Encourage children to use number language for example, one, two, and so on. • Let children attach number labels to items for example; they can put the number one on an item that belongs to them. • Play counting games and let children "count" in different situations. • Model and encourage children to ask questions where mathematical language is used for example, how many sweets do you think are in this bottle? • Design activities where children have to find matching items. • Design activities where children have to find items that are different from the ones they are given.	
2. Children sort, classify, make comparisons and solve problems	**Beginning** Babies • make attempts at logical thinking • want to explore their environment and find out about things that challenge them	**Beginning** • Always talk to babies about what you are doing and what is happening • Play games for example, now you see me, now you don't • Talk to babies about things that challenge them for example, how to get to a toy that is not near them	**Observe and discuss with parents babies, toddlers and young children'sability to** • show interest in activities aimed at them • become curious when there is activity in the environment • show persistent behaviour in trying to do things and find solutions • become actively involved in activities through talking about what they are doing, asking questions and drawing conclusions • use resources to make meaning • sort, classify and use relevant mathematical language to demonstrate their understanding • participate in games , role play, modelling where mathematical language is used

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children • attempt to solve number problems • separate objects in different ways • count objects in a group	**Advancing further** • Encourage interaction during activities such as storytelling, rhymes. Ask questions to solve number problems for example, Sindiwe only had 1 shoe. What should she do? • Ask children to talk about how they solved a problem for example, I'd like to know how you got up the ladder of the slide. Do you want to teach me how to do it? • Use pictures and objects as stories and rhymes are told • Encourage children to sort out objects according to their preference (likes and dislikes), size, shape, and colour. Ask them to count on their own. Model counting behaviours to help them • Use role play and stories to demonstrate language such as few, less, more than, same as. • have a vocabulary of around 2000 words • demonstrate most of the skills identified below	**Watch points to act upon for individual toddlers and young children at risk** • poor language development • poor processing of information • experiences difficulty in understanding simple words or sentences (receptive language delay) • find difficulty in following instructions • very easily distracted or becomes too absorbed in a particular activity and cannot handle change • more likely to act without planning or thinking about the results of their actions • identification of similarities and differences is problematic • confuses objects, letters, numbers • has difficulty in identifying different sounds • experiences problems with memory
	Towards Grade R Children continue to • sort, classify and make comparisons • use mathematical language related to sorting, classification and categorisation • solve simple problems related to immediate experiences	**Towards Grade R** • Use mathematical language with demonstrations and number stories for example, I had three sweets. Rani took one and I gave Mpho one. Now I have ____. • Create activities where children separate objects in unequal and equal groups. • Use stories to help children sort, classify and categorise. • Show a keen interest in how children are solving problems and the answers they come up with.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
3. Children explore shape, space and measure-ment	**Beginning** Babies • show awareness of shape, form and texture in the immediate environment • discover the properties of objects such as toys through exploration • make attempts to fill containers	**Beginning** • Talk to babies about things in their environment paying special attention to shape, form and texture • Show children how things work and how things change for example, an uncooked egg and a fried one. • Provide empty containers and objects that can be easily grasped to fill containers.	**Observe and discuss with parents babies, toddlers and young children'sability to** • explore their environment and experiment with activities related to shape, space and measurement • use gestures, words, phrases and sentences to describe objects, activities and people • use resources to talk about understanding of concepts • pay attention to what they and others are doing • share their experiences with others
	Moving on Toddlers • show greater awareness of shapes and patterns • categorise objects according to properties for example, size or shape • play with shapes and make simple arrangements	**Moving on** • Talk to children about the patterns they see around them for example, patterns on clothing, in nature, on buildings. • Draw children's attention to the differences in shapes for example, a biscuit, a pillow. • Allow children to sort out a few objects of different sizes and shapes. • Tell stories to motivate children to use shapes to make their own creations.	**Watch points to act upon for individual toddlers and young children at risk** • speech is delayed • finds difficulty in processing information that is seen and heard • finds difficulty in organising himself/herself in a particular space • is disorganised– easily distracted and finds difficulty in associating actions with consequences • is awkward, clumsy and has difficulty co-ordinating movements e.g. skipping, hopping, catching a ball • poor grasp of concepts • poor memory • finds difficulty in sharing ideas and getting along with others

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing Young children • show an interest in shapes by using them, talking about them and taking note of similarities and differences • experiment with positions • can find items if directions are given • use familiar objects to create patterns • can place two items according to length (long and short) height (tall and short) or capacity (empty and full) • use everyday language related to time for example, morning, night • begin to use mathematical names for solid 3d shapes and flat 2D shapes	**Advancing further** • Encourage children to talk about their interest in shapes. Provide explanations of why things are similar or different. • Provide opportunities to experiment with positions for example, top, down. • Play games such as "guess and check". • Provide verbal directions to children and help them find items. Play games such as "treasure hunt". • Create opportunities for sand, water and fantasy play. • Read and/or make books about shape, space and measurement. • Encourage children to examine a shape and talk about it for example, triangle and points.	
	Towards Grade R Children continue to • identify simple patterns and shapes in their environment • create different pattern and shapes • describe positions for example, in front, behind • use mathematical language for shape, space and measures (for example, length, capacity, height, time)	**Towards Grade R** • Encourage children to talk about what they have seen. • Invite children to talk about their creations • Create space to display what children have created • Use personal symbols for children to identify their belongings for example, a child has a picture of the moon on all his/her belongings. • Play games where children have to think about positions and do actions. • Make and read books about shapes and patterns. • Provide opportunities where children measure time (with an adult made sand timer) and find out if something is heavy or light. • Let children play with sand and water to find out about volume and capacity.	

EARLY LEARNING AND DEVELOPMENT AREA FIVE: *CREATIVITY*

The child's voice

I need to experience an environment where I can identify challenges and problems, try out solutions in safety and freedom and experiment with play, make believe play, drawing, painting, cutting and pasting, modelling and music, rhythm, dance and drama.

What is Creativity about?

Creativity means that children produce new and useful ideas and solutions to problems and challenges. To create is to invent and to make solutions by asking questions such as What is happening here? Why is it happening? What effects does it have? What can we do about it? What if I ....?

Young children are creative in all aspects of their lives, including in developing language, exploring mathematics, promoting their own well-being, developing a strong identity and a sense of belonging, and grappling with questions about the world.

The main purpose of Creativity is to encourage children to be creative, imaginative individuals, with an appreciation of the arts and the importance of critical thinking and problem solving skills.

Young children are naturally creative and their natural ways of learning and solving problems are through play, investigating and discovering and asking questions.

They do this especially in make believe play, in the visual arts, (drawings, paintings, modelling, making pictures) and though music (singing, making music with instruments and making rhymes) and also in dance and movement.

Visual Arts develop sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques.

- Two-dimensional (2D) work aims to enrich the child's experience of the real world through visual and sensory stimulation, discussion and questioning, and through encouraging the drawing of the child's experiences in the world. There is no 'right' way to draw, and children should be encouraged to express themselves freely, without fearing criticism.
- Three-dimensional (3D) work develops the concept of shape in space through playing with sand and mud, joining and moulding pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, tying and wrapping.

Performing Arts allows young children the opportunity to creatively communicate, dramatise, sing, make music, dance and explore movement

- Through the performing arts, babies, toddlers and young children develop their physical skills and creativity.
- Performing arts stimulates memory, promotes relationships and builds self-confidence and self-discipline.
- Improvisation and interpretation allow children to create music, movement and drama alone and collaboratively

Creativity is strongly related to mathematical and scientific thinking (curiosity, exploration, problem identification and problem solving).

Adults need to pay attention to children's desire to be creative

Children's rights form the basis for all creativity. Children have the right to explore, to be curious and to investigate ways of recording and depicting their experiences.

Children with disabilities and special needs have the right to receive attention and should be supported to enable them to develop and learn to their greatest potential.

Encourage young children to use their imaginations, to tackle problems with interest and confidence, to

manipulate and work with different materials, to move and dance and make music.

Young children should explore and develop their ideas based on their personal experiences, using their senses, emotions and observations.

The process of creating is more important than the products.

The focus of all activities should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products.

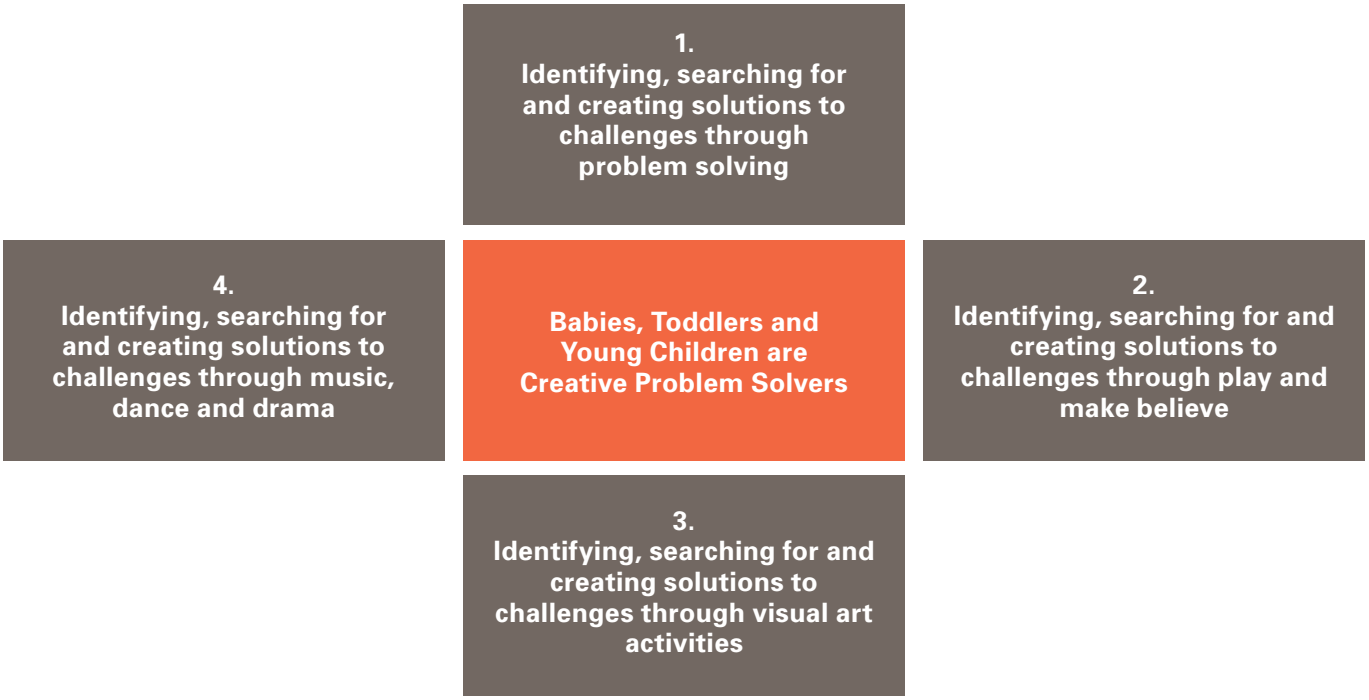

Figure 11 *Working with families and their young children to promote Creativity*

Reflection Points

- What kinds of opportunities do the indoor and outdoor environments provide for children to be creative?
- How do children's own activities (drawings, play, experiments) show their competence in solving problems, using play, visual and performing art?
- Are there enough experiences for children to explore real-life problems, to be creative?
- How do adults support children who use means of communication other than spoken language, visual art and performing art to indicate their creativity?
- How are early creative experiences integrated with other learning opportunities?

Aims and developmental guidelines, examples of activities for promoting creativity

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children identify, search for and create solutions to challenges through problem solving	**Beginning** Babies • from birth solve the problems of hunger and discomfort by crying for help • set out to solve problems of sitting, crawling, standing, walking and running by experimenting and taking risks (finding creative ways of moving) • experiment with all objects that they encounter by using their senses to make meaning of each one • ask questions such as *Why? What?*	**Beginning** • Tell the baby what her problem is and then tell her what you are going to do about it • Ask if the baby needs help rather than giving it without speaking. Say *May I help you to walk?* • Provide many different objects for the baby to experiment with. She will put everything in her mouth so make sure everything around her is hygienic and safe.	**Observe and discuss with parents babies, toddlers and young children'sability to** • levels of curiosity • levels of active energy to explore and investigate the world • concentration levels for finding problems and working to solve them • interest in asking open questions *Why? How? What?*
	Moving on Toddlers continue to • experiment with solutions to movement challenges • experiment with relationships with objects • often become frustrated and may cry or become angry when they cannot solve a problem • ask questions	**Moving on** Continue with the ideas from the section above, and • provide spaces for toddlers to move by climbing, walking, crawling and manoeuvring • provide puzzles for toddlers to do for example, shaped holes in a box with shapes to insert in each hole • help toddlers to deal with frustration by showing them questions to ask and steps to take for example, to say Please help me with this; I can't do it- what should I do? • continue to ask questions which will help toddlers to think about solutions	**Watch points to act upon for individual toddlers and young children at risk** • child shows little curiosity or wish to explore and to investigate

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing Young children • ask the question Why? more frequently • continue to experiment with movement and relationships with objects • are more able to try out different solutions to challenges instead of being frustrated and crying	**Advancing** • Patiently listen to questions and answer them seriously until the child is satisfied • Set challenges in the playground for physical movement • Set challenges in stories by asking children What do you think happened next? If you were there, what would you do?	
	Towards Grade R Children continue to • identify problems and challenges, point these out, talk about them and find ways to solve them • ask questions including *What? Why? When? How? Who? What if?* • enjoy problem solving games such as finding different ways to move from place to place, draw a tree, find out about the world • enjoy riddles, 'Guess what this is?' and 'I spy' games	**Towards Grade R** Continue with the ideas from the previous sections, and • encourage the children to ask themselves, and others questions to find solutions and to find new knowledge and skills • ask questions and invite specialist speakers to come to answer them for example, questions about animals, birds, occupations, traditions in the local area • prepare speakers for the children's questions • make up positive songs and rhymes about asking questions • show how to ask questions politely • play lots of riddles, guessing games, giving clues for example, *It is round and red and furry. What is it?*	
2. Children identify, search for and create solutions to challenges through play and make believe	**Beginning** Babies • explore their surroundings and set up problems to resolve through play • play alone, play next to other children, with an adult, then by watching older children play, then older babies may play with other children • start to act out situations that they have experienced for example, playing 'Mommy', 'Daddy', 'House', 'Doctors'	**Beginning** Set up activities for • playing with a baby • babies to play with safe objects • babies to watch others play • older babies to begin to cooperate • make believe play for example, dress up clothes such as hats, scarves, ties, small blankets, shoes, bags and handbags; household equipment for example, pots, spoons, tools, telephones; special theme equipment and materials for example, clinic, school.	**Observe and discuss with parents babies, toddlers and young children'sability to** • enjoy playing • enjoy make believe play alone and with others as they develop • use different materials to invent games and ideas • make believe different roles to solve problems of being and becoming and belonging (social and emotional)

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Moving on Toddlers continue to play and to make believe and • increasingly play together, finding solutions to sharing and cooperating • play more complex make believe games for longer times mainly about home life and relationships with adults • love to create ideas and structures with cardboard boxes, string, sticks and stones	**Moving on** Continue to offer the same activities as in the section above and • extend the play areas with more materials so that children can ask and answer questions such as How tall am I? How can I dress myself in this? • Give lots of time each day for make believe play • Give a lot of time each day for free play where the toddler plays without direction from the adult other than for safety reasons • Set out cardboard boxes and see what the toddlers do with them	**Watch points to act upon for individual toddlers and young children at risk** • A child with a speech disorder has trouble producing sounds for example, lisping, stuttering, certain sounds • A child with a language disorder has difficulty understanding or putting words together to express ideas and, for example - understanding what other people have said - problems following spoken directions - problems organizing their thoughts
	Advancing further Young children continue to do as before and to • play increasingly in small cooperative groups to develop complex structures and games with available materials.	**Advancing further** • Continue to offer opportunities and materials for free play and make believe play • Discuss cooperation and rules for working together when children are ready for this and there is a 'teachable moment' including steps to take and behaviours to model.	
	Towards Grade R Children continue to • develop complex solutions to problems that they see in their environment for example, building a shelter from available materials, building a dam and bridge • play the same game and construct the same project over several days • work together as members of a team with leaders and helpers and different roles for each child.	**Towards Grade R** Continue to offer the same activities as before and • organise space for games and constructions which take several days to complete.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
3. Children identify, search for and create solutions to challenges through visual art activities	**Beginning** Babies • make marks in sand and in mud with their fingers • scribble on paper with thick wax crayons and gradually name the scribbles • start making circular scribbles and line scribbles and gradually start to name them • play with clay and mud and name their products • can concentrate for a short time only	**Beginning** Continue to offer the activities noted above and • prepare sand in containers for children to draw in using their fingers and sticks (for example, cardboard trays) • offer paper and large wax crayons to draw with • offer clay and play dough for babies to experiment with	**Observe and discuss with parents babies, toddlers and young children'sability to** • take an interest in solving problems of depiction through drawing, painting, working with clay and mud • use tools in an increasingly controlled way • enjoy working with visual art materials • name and tell stories about pictures and models
	Moving on Toddlers continue as above and • start to draw recognisable circles and lines and human face shapes • roll clay into 'snakes' and balls • start to cut out and paste	**Moving on** Continue to offer the activities above and • talk about the shapes that the toddler draws and makes with the child during 'teachable moments' • write the toddler's name on the top left hand corner of her work	**Watch points to act upon for individual toddlers and young children at risk** • child does not take an interest in visual art activities • child cannot use tools for visual art at the appropriate level
	Advancing further Young children continue as above and • start to draw human figures (usually stick figures) • cut out simple shapes • construct objects using boxes and other paper products • paints shapes using separate colours	**Advancing further** Continue to offer the activities above and • point out and discuss (in 'teachable moments') shapes of various parts of the body, for example the child draws eyebrows and ears • show the skills of keeping paint colours separate and brushes clean • model how to use scissors safely	
	Towards Grade R Children • start to draw rounded human figures and animals and plants • often draw a ground line and a sky line • model figures and shapes with clay • tell stories about their work	**Towards Grade R** Continue as before and • promote observation skills so that children use their imaginations as well as their knowledge of the world to create visual art • write down stories about their work when children ask for this to be done	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
4. Children identify, search for and create solutions to challenges through music, dance and drama	**Beginning** Babies love • rhymes, and simple songs • rhythmic singing and speaking • rhythmic movements and gentle rhythmic bouncing • shaking rattles and beating drums • dancing with an adult holding them • using scarves and ribbons to dance with.	**Beginning** • Offer musical and dance activities as often as possible during the day and whenever babies need to be soothed or stimulated • Give babies rattles of different sorts to shake and help them to listen to the song/music and to respond rhythmically • Offer scarves and ribbons for dancing and moving.	**Observe and discuss with parents babies, toddlers and young children'sability to** • take an interest in music, dance rhythm and dramatic activities • use tools and materials in an increasingly controlled way to make music and rhythm • enjoy working with music, dance and drama materials • make believe with stories and music, drama and dance
	Moving on Toddlers continue to do as they did when babies and enjoy • dancing to music from the radio and to clapping • playing instruments like drums, shakers, rattles and triangles • listening for sounds and rhythms for example, high, low, fast, slow, three and four beats • combining dancing and playing instruments	**Moving on** Continue with the previous activities and • help toddlers to sing and dance and move together to music • offer toddlers musical instruments to accompany singing and rhymes	**Watch points to act upon for individual toddlers and young children at risk** • child cannot move easily (see physical activities under well-being) • child cannot hear easily (see physical well-being)
	Advancing further Young children continue as above and • make up songs and rhymes together with the adult • sing, dance and clap at the same time • act out simple stories with the help of the adult	**Advancing further** Continue as above and • tell simple stories and then act these out together with the children • use sounds to enhance the acting out of the story for example, rustling shakers for leaves blowing in the trees • encourage the children to make up movements and dancing to accompany actions in stories and rhymes • ask children to propose sounds and rhythms and dances and movements for different animals, people, vegetables and objects.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue as above and to • play in a percussion band (drums, shakers, triangles) along to music from the radio or singing • make up songs and rhymes and melodies • invent stories to act out • invent steps and movements to portray animals and plants and objects in stories	**Towards Grade R** Continue with the previous activities and • organise a band with the children with different children using different instruments • propose a story title and help children to make up a story/song/ rhyme and act it out	

EARLY LEARNING AND DEVELOPMENT AREA SIX: *KNOWLEDGE AND UNDERSTANDING OF THE WORLD*

The child's voice

I want to make sense of my world through active participation in my real world and through practical experiments. Please support my learning by providing me with opportunities to learn about people, objects, places, plants and creatures from my natural environment.

What is knowledge and understanding of the world about?

- Children's worlds include their immediate physical surroundings (people, animals, vegetables and minerals of all kinds); the history of their own families and later on their neighbourhoods; the geography of their surroundings (for example, hills, rivers, flat spaces, rocks, weather and climate) and the tools that they use such as pencils, scissors, cutlery, household equipment on to cameras, mobile phones, computers (technology)[1]
- Children in the early years are curious about the world. They learn about their world through exploration and by being exposed to different resources such as people, the media and what they learn from their senses.
- Children's learning is improved when they gain accurate information about their world and about people in their world. Their understanding of caring for people and creatures in their environment increases.
- Children grow in confidence when they are encouraged to show their knowledge and skills in practical ways.

Adults need to pay attention to children's knowledge and understanding of the world

- Children's rights form the basis for all exploration and learning about the world.
- Children with disabilities and special needs have the right to receive attention and should be supported to enable them to develop and learn about the world to their greatest potential
- Children need adults to extend their experiences of the world
- They need regular opportunities to learn about what is in their environment and how it is changing. Adults need to create activities where children's interests and need for exploration is catered for

[1] Department for Education and Skills, 2007. Practice Guidance for the Early Years Foundation Stage. Setting standards for learning, development and care for children from birth to five. DfES publications

Figure 12 *Working with families and their young children to promote knowledge and understanding of the world*

Reflection Points

- How do the centre, family and community provide opportunities for developing knowledge and skills through practical activities?
- How are children's need for hands-on experiences, exploration, experimentation, observation, problem-solving, decision making and demonstrations of their learning catered for?
- Are there sufficient opportunities for children to share their understandings and to reflect on these?
- How do adults support children's need for the use of different technologies such as cameras, radios, electronic toys and computers?

Aims, developmental guidelines and examples of activities for promoting Knowledge and Understanding of the World

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
1. Children explore and investi-gate their world	**Beginning** Babies • use their senses and increasing ability to move to explore the environment, look for things, and reach out for objects	**Beginning** • Encourage children to touch, feel and investigate people and objects for example, let babies touch your face, rub the bottle etc. • Allow babies to make choices by giving them a variety of safe objects to explore.	**Observe and discuss with parents babies, toddlers and young children'sability to** • explore their environment using their senses • focus on features of objects and the process of how something is done • use resources to make sense of their world • get support when needed • share and follow their interest • be curious explorers and ask questions • notice and comment on changes
	Moving on Toddlers • focus on features of objects or how to do something – enjoys repetition • use others to help them make sense of things	**Moving on** • Talk to children as they are doing activities in a repetitive way for example I see you are opening and closing the book. • Provide materials for them to explore and stimulate their thinking • Ask questions to help children make sense of what they are doing for example, What did you make? What did you find?	**Watch points to act upon for individual toddlers and young children at risk** • Poor processing of information and communication of ideas • Lack of social skills • Unwillingness to participate in activities
	Advancing further Young children • are curious about and interested in the features of objects and living things • talk about what they see, how things work and why things happen to others • show awareness of change • show interest in having pets	**Advancing further** • Draw attention to objects and living things that can be examined. • Watch children's attention and encourage them to respond. Use questions and discussions. • Allow children to do further investigations on things that interest them. • Discuss types of pets and pet care.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue to • explore, investigate and talk about objects and material using their senses • ask questions about why things happen and how they work	**Towards Grade R** • Create opportunities for exploratory behaviour. • Encourage children and respond to their growing interests, extend their questions. • Help them to notice details to understand how things happen and work. • Provide them with questions as a tool for exploring objects and materials using their senses	
2. Children explore design, make items and use technology	**Beginning** Babies • explore objects and materials using their senses • show interest in toys and resources that may include technology • show awareness and interest in how things work – opening, closing, pressing buttons and achieving effects such as sounds or movements	**Beginning** • Talk to babies about what they see, hear and touch. • Talk about features of toys for example, dolls that cry when you touch the tummy, cars that move when you wind them up. • Provide explanations of what is happening	**Observe and discuss with parents babies, toddlers and young children'sability to** • use their senses to explore the environment • show interest in resources • participate in activities that allow for the development of interest in how things work • investigate different types of objects • use different types of tools and techniques to operate and make things
	Moving on Toddlers • are interested in pushing and pulling things and begin to build things • investigate to find out how things work • show interest in turning on and operating electronic items	**Moving on** • Provide explanations of what the child is doing for example; *I see you pulled the toy box by the handle.* • Be aware of children's attempts to jump, pile up things and stack objects. Allow them to extend their knowledge and discover their skills. • Talk about the electronic items and how they can be used safely • Where available let children operate the items under adult guidance for example, computers and other electronic devices such as cell phones.	**Watch points to act upon for individual toddlers and young children at risk** • Too fearful and anxious to explore • Disruptive and anti-social behaviour when participating in activities • Very easily distracted • Difficulty in processing information and following instructions • Destroying resources provided
	Advancing further Young children • join construction materials together for balance and a purpose • experiment with different tools and techniques • know how to operate simple equipment	**Advancing further** • Make a variety of construction materials available for example, boxes, and cartons. • Encourage children in their efforts to build their own creations. • Introduce children to different tools and techniques – tear/cut and paste • Encourage them to operate equipment such as electronic toys, computers.	

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Towards Grade R Children continue to • build and construct things using tools and techniques • operate simple equipment	**Towards Grade R** • Make available a variety of resources that children can use for their constructions for example, cardboard, wooden blocks. • Help children understand the purpose of their construction tasks • Extend children's vocabulary • Encourage children to reflect on their creations. • Offer explanations and demonstrations of how equipment works. Remind children of the safety rules.	
3. Children explore and investigate time and place	**Beginning** Babies • are sensitive to sights, sounds and actions • become aware of routines such as waking up, feeding, nappy change and where it happens • explore space through increasing movement • enjoy being outdoors and observing	**Beginning** • Talk about what is happening to the baby and around the baby. • Use observation of other children or photographs to talk about what happens in routines. • Draw attention to different areas and what can be seen in these areas for example, animals, birds and neighbouring homesteads.	**Observe and discuss with parents babies, toddlers and young children'sability to** • explore and respond to changes in the environment • show awareness of routines • show understanding of time according to experience • be curious about their surroundings • recall and talk about familiar people and events • participate in activities • use time-related language
	Moving on Toddlers • Begins to make associations between actions and the sequence of the routines • Understands time in experience-based ways for example, now, later, before. • Show interest in the world they live in and models of the world they live in	**Moving on** • Talk to children about the routines and what they do during the routine. • Draw attention to their specific activities during a routine. • Use words such as n*ow, later, before, yesterday, today, tomorrow* • Tell stories of different places and journeys. • Provide opportunities to play with models and to see the items in real life situations. • Plan outings/ excursions.	**Watch points to act upon for individual toddlers and young children at risk** • fear and anxiety related to trying out new things • lack of attention • difficulty in vocabulary • problems with information processing and memory

Aims	Developmental Guidelines for Babies. Toddlers and Young children	Examples of activities for Adults and Older Children to offer while working with Babies, Toddlers and Young Children	Broad Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Advancing further Young children • can remember and talk about people and events that are familiar • show understanding of changes over time and can use time-related words • observe and are curious about the place they live in and their natural world	**Advancing further** • Encourage children to talk about their personal experiences. • Encourage discussions and children with sentence starters such as, On my way to... • Encourage children to use the language of time in their interactions for example, now, then, later, past. • Read and/or make books that show events, experiences and festivals. • Provide opportunities for role play and fantasy play.	
	Towards Grade R • Begins to differentiate past and present through use of words such as when I was small... • Is more curious about finding out about the features of the place where they live and their natural world. • Describes their personal experiences with confidence. • Shows interest in other people – family members, friends. • Finds out about technology and identifies its use - computers, electronic toys, cell phones etc.	**Towards Grade R** • Do sequencing activities with children so that they have a sense of time for example, use pictures of babies, toddlers and young children to create a pictorial time line. • Encourage children to ask questions – who, what, where, why, when, how. • Introduce vocabulary to help children to talk about what they see. • Plan excursions that help children to understand their broader environment. • Make books with children – the adult illustrates the story that the child tells. • Provide opportunities for children to see and talk about information and communication technology for example, talk about what it does and how to use it safely. Where available let children play computer games that are developmentally appropriate	

ASSESSMENT OF EACH CHILD'S DEVELOPMENTAL NEEDS AND LEARNING INTERESTS

The National Curriculum Framework consists of guidelines for

- observing the developmental and learning needs of each child
- planning activities to meet each child's own developmental needs and learning interests
- doing the activities with the children
- assessing children's developmental and learning needs and evaluating the ECD programme in terms of its ability to meet the needs of each child

What is assessment?

Assessment is a continuous planned process of identifying, gathering and interpreting(igi) information() about the development and learning of babies, toddlers and young children.

1. Preparing for assessment.
2. Identifying the state of wellness, development and learning of each child.
3. Recording information for each child.
4. Interpreting the information to enhance their development and learning though planned activities.
5. Reporting on and discussing each child's needs and interests with the parents to understand and thereby assist the development, learning and special needs of the child.
6. Planning for next activities to build on strengths and address developmental needs of child

Assessment is always formative at this stage of the child's life. The child cannot 'pass' or 'fail'. She develops and grows and learns. Please colleagues refrain from giving them…There are no formal tests or examinations

Figure 13 *The Assessment Process*

The purpose of assessment (spurts & delays)

Adults and children make judgments every day about their own competence and the competence of others - their knowledge, their skills and their behaviours. They use these judgments to decide on actions to take in future. These judgements are the assessments of competence at that stage.

Adults working in early childhood programmes assess the developmental and learning needs and interests of each baby, toddler and young child in their care, so that they can plan activities to enrich the child's development and learning.

They work closely with the families of the children.

The purpose of assessment is to support and encourage development and learning in babies, toddlers and young children and to assess their needs in all aspects of their lives. Based on on-going assessment, the adult accommodates all children in the daily programme.

This means that assessment is important for deciding what the child's needs and interests are at that present moment, so that further activities can be planned immediately in time to work with the child to enrich her development and interests. This indicates to us that we must always encourage our practitioners to make the environment conducieve to promote developmental & learning needs.

Children with special developmental and learning needs

The adult assesses the special needs and barriers experienced by children with developmental and learning disabilities to offer appropriate activities and solutions in the daily programme. Referral to specialist services is made after discussion with parents and colleagues. Recommendations made by specialists should be incorpprated into the daily programme so as to ensure ongoing support in an environment that is inclusive, supportive and welcoming.

Where does assessment take place in the early years?

Each child has at least two experiences:

- the home experience which is very important and
- the experiences in an ECD programme, whether is home-based or centre-based

Each child will have similar and also unique developmental experiences in each area with different knowledge about the world, skills, attitudes and behaviours learned in each.

ECD practitioners need to ensure that as far as possible, these two sets of experiences link together to form a seamless transition for each child between home and school. **They do this by working very closely with the parents and families of each child in their care.**

Steps to take in assessing children's developmental needs and learning interests

Step 1: *Preparing for ongoing assessment*

Assessment in these early years in informal and is carried out every day for each child. Assessment sheet-outdoor (UCECE)

In the NCF the emphasis in assessment is on observing children in an ongoing and
planned way, during their daily routines, structured and free play activities.

Observation means watching carefully and listening carefully to each young child each day.
The guide to assessment is based on the six early learning areas and the suggestions for assessment for each. Adults use these suggestions as the basis for their observations of each child.

Prepare for assessment by organising

1. a note book to keep close by, in which dated notes can be jotted down about each child during the day on important milestones and challenges that the child faces
2. a file for each child into which to transfer dated notes and to store all the information about the child (photocopies of the Road to Health Booklet, registration details, copies of reports to parents, notes on discussions with parents and so on)
3. a timetable of formal meeting times available for discussions with parents.

Step 2: *Identifying through observation: generating and collecting evidence of achievement /challenges*

The practitioner needs to remember what she has observed so that she can plan efficiently and effectively for each child's needs and interests, and so that she can discuss these needs and interests and her plans with the parents of each child.

The best way to do this is to make notes on each child's key developments and interests.

The notes will be based on the information in the six ELDAs.

Observe each child's actions and behaviour each day.

- Look at her actions to see the skills she is developing for example, sitting up, taking steps, twisting her body, holding a crayon, making marks on paper (see the set of checklists in the Guidelines for Programme Development)
- Listen to the sounds that the child makes
- Use the senses of smell and touch to observe illness in the child (for example, the smell of the child's breath, faeces, temperature, dryness, sweating)
- Make notes on your observations. Written evidence is very important. This is especially so with health and safety, which are governed by law (recorded evidence of injuries, accidents, illness and steps taken to deal with these).

Step 3: *Recording the information*
The parent and the ECD practitioners remember the key information about the child's development and learning. The ECD practitioner records this in writing first in her observation notes each day and then more formally in the reports of the child's progress and needs.

In these early years, NO marks or percentages are given to any child. All assessment is made in terms of comments. The comments are as follows:

<table>
<tr><th>The child's developmental needs in each ELDA</th><th>The child's own learning interests</th></tr>
<tr><td>One of the following for each aim in the ELDA</td><td rowspan="5">The child is very interested in ……..</td></tr>
<tr><td>The child is beginning to……..</td></tr>
<tr><td>The child is moving on in this aim</td></tr>
<tr><td>The child is advancing further in this aim</td></tr>
<tr><td>The child is ready for Grade R in this aim</td></tr>
<tr><td colspan="2">The particular needs and interests of the child at present in this ELDA are……
(make a list)
1.
2.</td></tr>
<tr><td colspan="2">We need to work together to give opportunities each day for the child to……..
(make a list of activities for ECD practitioners and parents to do together at home and in the ECD programme)
1.
2.</td></tr>
</table>

Step 4: *Interpreting information*
It is important to evaluate the evidence. The parent and the ECD practitioner decide what information is important for making decisions about the child's developmental needs and learning interests. This is carried out in the knowledge of general guidelines for development in each of the ELDAs.

Step 5: *Reporting on and discussing the findings*
Reporting is a process of communicating the child's development and learning status and needs to parents, schools, and other stakeholders. Reporting starts with written descriptions of the child's development and learning.

There are three sets of people who need to be kept informed of each child's needs and interests. They are
- Parents and families of the child
- Professional colleagues if the child has special needs which require specialised attention
- Colleagues in the ECD programme and in Grade R just before the child moves to that class in the school.

Discussions are based on the evidence that is collected in the observation records.
Usually discussions are based on a written report to the parents and colleagues.

Discussions take place
- informally when the parents bring and collect the child each day (usually about health and safety issues and to celebrate the child's achievements on that day). If another adult or older sibling is in charge of delivering and fetching the child, the parents will have to give permission for more in-depth discussions to take place, and they need to be informed in writing of any incidents.
- Informally through phone calls and notes to the parents in the child's home-programme notebook
- formally through individual parent-practitioner meetings which are arranged in advance

Forms for the assessment process are available in the Guidelines for Programme Development which accompanies the NCF.

Evaluating the ECD Programme

What is evaluation?

Assessment is carried out for each individual child.

Evaluation is carried out of the whole programme and how it meets the needs of

- all of the children
- the families who use the programme
- the organisations and individuals who support the programme (the Department of Social Development, other government departments, donor organisations and community, non-government- and faith based organisations as well as individual benefactors).

Evaluation is on-going and includes

- daily assessment of safety and security, health and nutrition within the ECD programme
- monthly or quarterly assessment of the delivery of learning opportunities in all ELDAs

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This is an example of a guideline for evaluation:

Early Learning and Development Area	Programme Strengths	Programme Weaknesses	Action to take	By whom By when	Reporting to... On...(date)
For example ELDA 1: Well being					(signed)
Nutrition					
Health and hygiene					
Safety and security					
Physical development					
Resilience of children					
ELDA 2:					

Evaluation reports are made and given to all key role players, including

b. The Management Committee at each meeting (as a standing item on the agenda)
c. Parents at general parent meetings each quarter
d. Funders when reports are required by them.

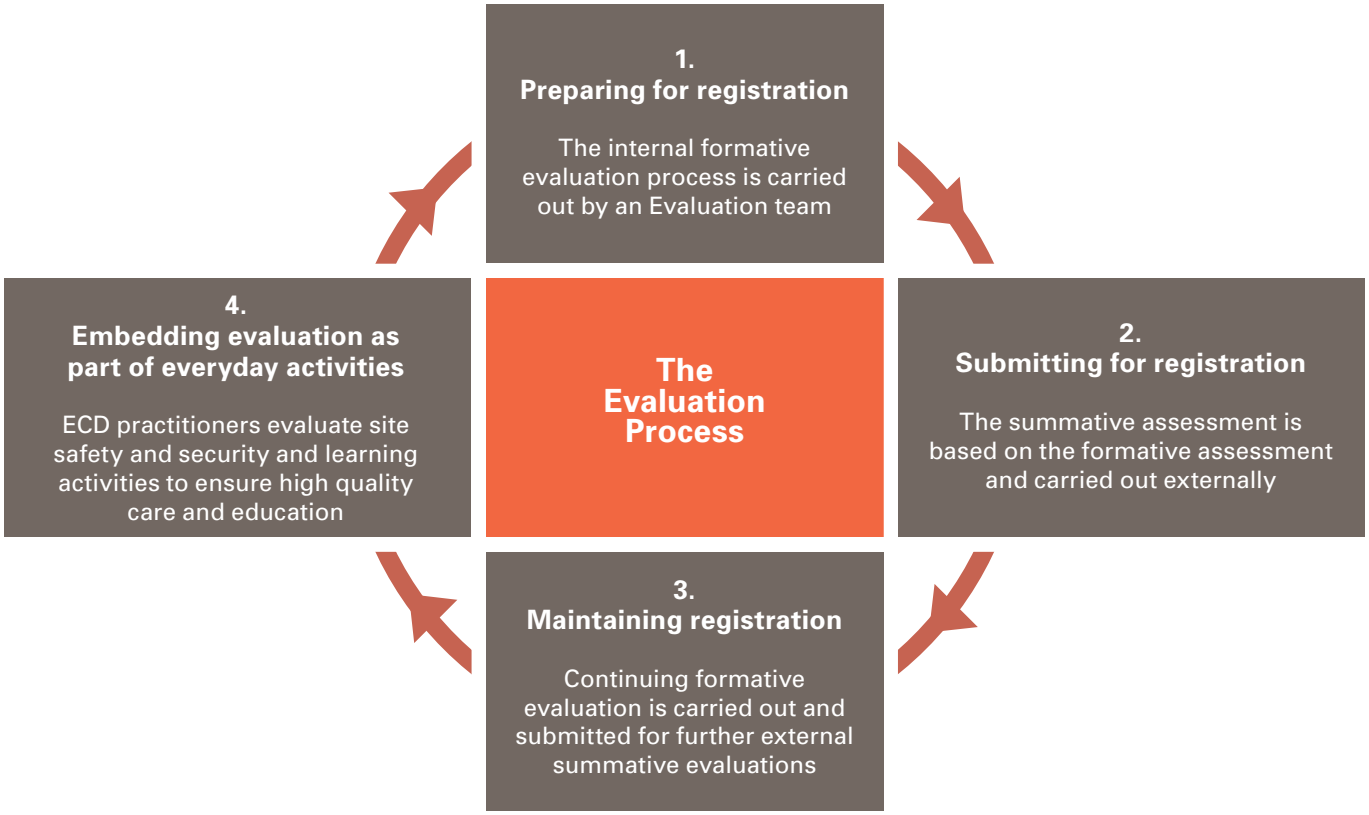

Figure 14 *The ongoing process of evaluating the ECD programme*

Forms for the evaluation process are available in the Guidelines for Programme Development which accompanies the NCF.

Acronyms

CAPS	Curriculum and Assessment Policy Statements for each grade in the public schooling sector
CBO	Community Based Organisations
ECD	Early Childhood Development
ECD	Faith Based Organisations
GPD	Guidelines for Programme Development for ECD Programmes for babies, toddlers and young children
Level 04	The level 04 qualifications for ECD and for Education Studies, registered on the NQF through SAQA (see below)
NCS	National Curriculum Statement upon which the CAPS is based
NELDS	National Early Learning Development Standards
NGO	Non-Governmental Organisations
NQF	The National Qualifications Framework
SAQA	South African Qualifications Authority

Glossary

Term	Description
Baby, toddler and young child	In line with the NELDS, the age ranges are as follows: Babies: from birth to approximately 18 months Toddlers: from about 18 months to 36 months (three years) Young Children: from about three to four years Towards Grade R: from about four to the time that young children enter Grade R (in the year in which they turn five).
Child	A person under the age of 18 years.
Child minder/day mother	A person who, whether for gain or free of charge, takes care of a maximum of six children away from their homes, either in the child minder's own home, or in a space provided for children. Registration and assessment requirements are addressed in the Children's Act 38 of 2005. Some municipalities require child minders to register with them.
Children with disabilities and special developmental and learning needs	All children are children first. They have many abilities and may also have disabilities. A disability is only one part of a child's life. Adults need to observe and talk about and promote the things children do well and the ways they are growing and changing. Talking about and promoting strengths sends the message to everyone that children with special needs are competent too. Disabilities can be intrinsic or within the child herself, for example physical (the loss of a limb or paralysis of a part of the body or a medical condition); sensory (loss of hearing or sight); intellectual (for example, a learning difficulty). Disabilities can be caused or made worse by poverty, violence, unstable family life and abuse A child is disabled when the people in her environment do not take into account her physical or mental differences and do not cater for them in respectful ways.
Communicable disease	A disease that can be passed on to others for example, scabies, chickenpox, measles.
Competence	Competent human beings and citizens have enough useful knowledge, useful skills and positive attitudes for living healthy, productive and happy lives.
Curriculum	Curriculum for early childhood is about all the experiences that children from birth to four will have in different settings.
Developmentally appropriate	This term is used to describe activities, equipment or programmes. It is a way of working with children that takes note of what is known about child development and also what is known or learnt about each child and her development within the environment and context in which she is born and grows up.
Developmental delays and spurts	Children often have developmental spurts in various areas when they show greater interest and ability for example, a baby may be very interested in and 'good at' drawing and painting. Children may also often experience delays in their development which may be long term or short term. They may often show a lack of interest in a certain type of activity or discussion.

Early identification and intervention of barriers to learning, development and participation	A barrier is anything that stands in the way of a child being able to learn. Barriers to learning are broader than disability; they include extrinsic barriers like hunger, abuse, as well as systemic barriers for example large classes and lack of resources and support services. Early identification of barriers to learning and development refers to screening and other approaches to identify early the signs of a challenge in any aspect of child development. Early intervention is the action taken to address identified barriers to learning and development and includes all the inter-sectoral services available to support the child and her family.
ECD	Early childhood development is an umbrella term that applies to the processes by which children from birth to at least nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.
ECD Centre	Any building or premises maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of more than six children away from their parents. Depending on registration, an ECD centre can admit babies, toddlers and/or pre-school aged children. The term ECD centre can refer to crèche, day care centre for young children, a playgroup, a pre-school, after school care etc. ECD centres are sometimes referred to as ECD sites.
ECD practitioner	(See Practitioner)
ECD Programmes	These are planned activities designed to promote the physical, mental, emotional, spiritual, moral and social development of children from birth to nine years.
ECD Services	A range of services (for example education, health, social protection) provided to facilitate the physical, mental, emotional, spiritual, moral and social development and growth of children from birth to nine years.
Effective practice	Effective practice focuses on the activity and processes that allow children to explore their needs, interests and provides different types of support relevant for their learning and development. Effective practice is based on policies which meet the needs of all young children such as White Paper 5 and The Child Care Act.
Environment	The environment in which the ECD programme is situated consists of the indoor, the outdoor and emotional environment in which the children develop and learn.
Facilitate	ECD practitioners facilitate learning. They observe developmental and learning needs and interests, plan activities to meet these, carry out the activities with the children and facilitate each child's interests and participation. Facilitation means 'making it easy for the child to participate and to learn'.
Family	Individuals, who either by contract or agreement, choose to live together and provide care, nurturing and socialisation for one another.
Grade R	Grade R is the year before Grade 1. The National Department of Education has identified three models of provision of Reception Year (Grade R): those within the public primary school system, those within community-based sites and the independent provision of reception year programmes.

Indigenous and local knowledge and practices	Indigenous knowledge is that knowledge which is held by families, and groups. It is passed down from generation to generation. Local knowledge and practice is that which is used in geographical regions for example, Limpopo province may use local knowledge and practices which suit that environment, and which may be different from that of the Karoo region of the Eastern Cape. This curriculum framework promotes the use of that indigenous and local knowledge and practices about babies, toddlers and young children which enhances their development and learning.
Intentional practice	When we act intentionally, we are conscious of what we are doing, why and how. We deliberately plan our actions and our behaviours so that children observe how we act as human beings, and can model their own attitudes and behaviours on ours enjoy activities which have been planned especially for their own specific learning needs and interests
Local authority	The local municipality within the boundaries of which the ECD service is provided.
Place of care	Any building or premises which are maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of more than six children away from their parents. This does not include a boarding school, hostel or institution that is maintained or used mainly for the teaching or training of children and is controlled or registered or approved by the State, including a provincial administration. Depending on its registration, a place of care can admit babies, toddlers, pre-school aged children and school-going children on a full-day or other basis. In cases where parents work night shift, children could be cared for at night
Practitioner	The term refers to all ECD education and training development practitioners, i.e. educators, trainers, facilitators, lecturers, caregivers and development officers, including those qualified by their experience, and who are involved in providing services in homes, centres and schools. In respect of educators and trainers, the term includes both formally and non-formally trained individuals providing an educational service in ECD
Pre-school child	A child under six years of age not yet attending formal school.
Principles	Our principles are the basis for our beliefs and attitudes and therefore our behaviour. They make up our rules for how we live our lives. An example of a principle in this Curriculum Framework is that children are competent human beings and learn from the moment they are born.
Reflective practice	An ECD practitioners who is a reflective practitioner will observe developmental and learning needs and interests, plan activities for these, carry them out (facilitate development and learning) and reflect upon the usefulness of the activities in order to plan further. Reflecting includes 'shining a light' onto practice.
Teachable moment	This is a time when a child will find it easiest to learn something new. These moments are usually unplanned and the ECD practitioner needs to notice when they are occur and use them to help the child learn something new.
Qualification	Formal recognition of the achievement of the required number and type of credits and such other requirements at specific levels of the NQF as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority.
Quality Assurance	The process of ensuring that the degree of excellence specified is achieved.

Routines	Routines refer to arrival, departure, meals, toilet, resting, house-keeping (washing, cleaning up, putting away, tidying up), sleeping, and self-help skills appropriate to the developmental stage of the child. Routines are integrated as far as possible into activities, with sufficient opportunity for children to obtain a feeling of competence.
Seamless transitions	Transitions refer to shifting or moving from activity to activity, from location to location, or from person to person. Seamless transitions are carried out by the adult by preparing the child for change, discussing it while it is happening and helping the child to reflect upon the experience of change.
Subsidy	Subsidies are granted to qualifying children (the Child Grant) and to qualifying ECD Programmes (Grants by the government, These are referred to in Regulations of the Children's Amendment (Act 41 of 2007) in operation from April 1, 2010
The Act	Children's Amendment (Act 41 of 2007) in operation from April 1, 2010
Vision statement	A vision statement inspires what we do, with whom and how we carry out our responsibilities. South Africa's vision statement for our young children explains how we want to support the development of our babies, toddlers and young children. The vision statement is long term and focuses upon the future.
Vulnerability	Heightened or increased exposure to risk as a result of the child's circumstances.

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Ideas for practice have also been developed from internationally based programmes such as High/Scope, Montessori, Reggio Emilia, Head Start and Sure Start as well as from ECD programmes in New Zealand, Australia and Scotland. Best practice in South African ECD programmes has been incorporated.

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