

Project: Mini-Dissertation Final Project

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Code Report

All (62) codes

● 1.1. NEG offer ways of customizing the display of information

1 Groups:

Guideline 1: Provide options for perception

7 Quotations:

**1:21 Listen to children and observe their speech. Rephrase what they ar.....
(38:2547 [38:2726]) - D 1: NCF English 2018 web**

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?

**1:147 Speak in the mother tongue about what is happening during meal
tim..... (23:1956 [23:2031]) - D 1: NCF English 2018 web**

Speak in the mother tongue about what is happening during meal times.

**1:169 Talk about 'clean' and 'dirty' and (26:1004 [26:1037]) - D 1: NCF English
2018 web**

Talk about 'clean' and 'dirty' and

**1:197 talk about things that are grouped together for example, toys, clo.....
(57:737 [57:817]) - D 1: NCF English 2018 web**

talk about things that are grouped together for example, toys, clothes, shoes

**1:210 talk about things that are grouped together for example, toys, clo.....
(58:1914 [58:1995]) - D 1: NCF English 2018 web**

talk about things that are grouped together for example, toys, clothes, shoes

**1:319 Provide children with duties and explain their responsibilities cl.....
(41:993 [41:1131]) - D 1: NCF English 2018 web**

Provide children with duties and explain their responsibilities clearly through oral instructions and through a duty/helper chart.

1:356 recognise initial vowels and consonants of spoken words (49:915 [49:972]) - D 1: NCF English 2018 web

recognise initial vowels and consonants of spoken words

● **1.1. POS offer ways of customizing the display of information**

1 Groups:

Guideline 1: Provide options for perception

38 Quotations:

1:50 Use observation of other children or photographs to talk about wha..... (74:1402 [74:1495]) - D 1: NCF English 2018 web

Use observation of other children or photographs to talk about what happens in routines

1:56 Talk about what is happening to the baby and around the baby. (74:1333 [74:1400]) - D 1: NCF English 2018 web

Talk about what is happening to the baby and around the baby.

1:60 Make available a variety of resources that children can use for th..... (74:600 [74:732]) - D 1: NCF English 2018 web

Make available a variety of resources that children can use for their constructions for example, cardboard, wooden blocks.

1:70 Do sequencing activities with children so that they have a sense o..... (75:1576 [75:1755]) - D 1: NCF English 2018 web

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

1:73 Finds out about technology and identifies its use - computers, ele..... (75:1452 [75:1555]) - D 1: NCF English 2018 web

Finds out about technology and identifies its use - computers, electronic toys, cell phones etc.

1:78 Read and/or make books that show events, experiences and festivals..... (75:957 [75:1031]) - D 1: NCF English 2018 web

Read and/or make books that show events, experiences and festivals.

1:132 model how to use scissors safely (67:2673 [67:2707]) - D 1: NCF English 2018 web

model how to use scissors safely

1:135 Offer musical and dance activities as often as possible during the..... (68:848 [68:978]) - D 1: NCF English 2018 web

Offer musical and dance activities as often as possible during the day and whenever babies need to be soothed or stimulated

1:140 use sounds to enhance the acting out of the story for example, rus..... (68:2624 [68:2741]) - D 1: NCF English 2018 web

use sounds to enhance the acting out of the story for example, rustling shakers for leaves blowing in the trees

1:146 Make meal times pleasant by talking, singing rhymes, telling stori..... (23:1870 [23:1952]) - D 1: NCF English 2018 web

Make meal times pleasant by talking, singing rhymes, telling stories to babies

1:149 Demonstrate nutritious eating habits (23:2034 [23:2071]) - D 1: NCF English 2018 web

Demonstrate nutritious eating habits

1:155 Look through print materials with toddlers (such as food advertise..... (24:1684 [24:1819]) - D 1: NCF English 2018 web

Look through print materials with toddlers (such as food advertisements) and discuss the nutritious as well as the 'junk' foods

1:156 Make collages of nutritious foods with the children (24:1823 [24:1876]) - D 1: NCF English 2018 web

Make collages of nutritious foods with the children

1:157 Sing songs and rhymes and do drama and make believe activities wit..... (24:1881 [24:2083]) - D 1: NCF English 2018 web

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.

1:158 Support children with managing different utensils, for example, pl..... (24:2085 [24:2364]) - D 1: NCF English 2018 web

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

1:159 Start a food garden and give children some responsibilities for it..... (25:812 [25:890]) - D 1: NCF English 2018 web

Start a food garden and give children some responsibilities for its care.

1:160 Adults can show the children books on farming and factories and ho..... (25:1254 [25:1455]) - D 1: NCF English 2018 web

Adults can show the children books on farming and factories and how some products are made in the home; adults can talk about food when they take children with them to do grocery shopping

1:161 Adults and children can make collages of food in the different gro..... (25:1099 [25:1251]) - D 1: NCF English 2018 web

Adults and children can make collages of food in the different groups; adults can discuss the importance of good nutrition with the children.

1:163 Model hygienic behaviour, for example, washing hands before eating..... (25:1818 [25:1920]) - D 1: NCF English 2018 web

Model hygienic behaviour, for example, washing hands before eating and after going to the toilet

1:164 Talk and sing about hygiene and health while carrying out health a..... (25:1924 [25:2031]) - D 1: NCF English 2018 web

Talk and sing about hygiene and health while carrying out health and hygiene routines with the babies

1:165 Show older babies how to wash their hands and give many opportunit..... (25:2036 [25:2119]) - D 1: NCF English 2018 web

Show older babies how to wash their hands and give many opportunities to do so.

1:173 Make dramas for children to act out with dance and movement (26:2677 [26:2740]) - D 1: NCF English 2018 web

Make dramas for children to act out with dance and movement

1:174 Read and tell stories about health and hygiene (26:2744 [26:2792]) - D 1: NCF English 2018 web

Read and tell stories about health and hygiene

1:175 Ask guests to come to show and tell about health and hygiene for e..... (26:2796 [26:2904]) - D 1: NCF English 2018 web

Ask guests to come to show and tell about health and hygiene for example nurse, doctor, refuse removal

1:182 Use words and gestures to show dangers of, for example, plugs, fir..... (27:1439 [27:1510]) - D 1: NCF English 2018 web

Use words and gestures to show dangers of, for example, plugs, fire

1:187 Play touch and name for example, pointing to parts of the body and..... (38:1500 [38:1583]) - D 1: NCF English 2018 web

Play touch and name for example, pointing to parts of the body and naming these

1:200 count concrete objects (57:1937 [57:1959]) - D 1: NCF English 2018 web

count concrete objects

1:215 Use pictures and objects as stories and rhymes are told (59:1405 [59:1462]) - D 1: NCF English 2018 web

Use pictures and objects as stories and rhymes are told

1:216 Encourage children to sort out objects according to their preferen..... (59:1467 [59:1665]) - D 1: NCF English 2018 web

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

1:225 Show children how things work and how things change for example, a..... (60:1512 [60:1615]) - D 1: NCF English 2018 web

Show children how things work and how things change for example, an uncooked egg and a fried one.

1:228 Draw children's attention to the differences in shapes for example..... (60:2501 [60:2596]) - D 1: NCF English 2018 web

Draw children's attention to the differences in shapes for example, a biscuit, a pillow.

1:230 Tell stories to motivate children to use shapes to make their own..... (60:2677 [60:2757]) - D 1: NCF English 2018 web

Tell stories to motivate children to use shapes to make their own creations.

1:239 Make and read books about shapes and patterns. (61:2285 [61:2335]) - D 1: NCF English 2018 web

Make and read books about shapes and patterns.

1:240 Let children play with sand and water to find out about volume and..... (61:2475 [61:2557]) - D 1: NCF English 2018 web

Let children play with sand and water to find out about volume and capacity.

1:248 Play movement games with babies to exercise and to promote their l..... (29:1595 [29:1787]) - D 1: NCF English 2018 web

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

1:253 Use songs and rhymes and rhythmic movement with babies from birth..... (29:1791 [29:1918]) - D 1: NCF English 2018 web

Use songs and rhymes and rhythmic movement with babies from birth and talk to the babies while helping them to exercise

1:264 Play body movement games with your child Play music and dance wit..... (31:817 [31:904]) - D 1: NCF English 2018 web

Play body movement games with your child Play music and dance with the children

1:347 Introduce new words and demonstrate what they mean using actions a..... (48:820 [48:903]) - D 1: NCF English 2018 web

Introduce new words and demonstrate what they mean using actions and objects.

● **1.2. POS offer alternatives for auditory information**

1 Groups:

Guideline 1: Provide options for perception

14 Quotations:

1:121 Children identify, search for and create solutions to challenges..... (67:396 [67:499]) - D 1: NCF English 2018 web

Children identify, search for and create solutions to challenges through visual art activities

1:135 Offer musical and dance activities as often as possible during the..... (68:848 [68:978]) - D 1: NCF English 2018 web

Offer musical and dance activities as often as possible during the day and whenever babies need to be soothed or stimulated

1:136 Give babies rattles of different sorts to shake and help them to l..... (68:983 [68:1106]) - D 1: NCF English 2018 web

Give babies rattles of different sorts to shake and help them to listen to the song/music and to respond rhythmically

1:141 Sing number rhymes during dressing up and changing nappies for exa..... (56:1720 [56:1817]) - D 1: NCF English 2018 web

Sing number rhymes during dressing up and changing nappies for example, one, two, I see you

1:157 Sing songs and rhymes and do drama and make believe activities wit..... (24:1881 [24:2083]) - D 1: NCF English 2018 web

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.

1:182 Use words and gestures to show dangers of, for example, plugs, fire..... (27:1439 [27:1510]) - D 1: NCF English 2018 web

Use words and gestures to show dangers of, for example, plugs, fire

1:183 Encourage toddlers to explore and to be curious about their world..... (28:883 [28:1084]) - D 1: NCF English 2018 web

Encourage toddlers to explore and to be curious about their world and – remind children about dangers – practice safety drills in centrebased care – point out dangers in the environment.

1:215 Use pictures and objects as stories and rhymes are told (59:1405 [59:1462]) - D 1: NCF English 2018 web

Use pictures and objects as stories and rhymes are told

1:253 Use songs and rhymes and rhythmic movement with babies from birth..... (29:1791 [29:1918]) - D 1: NCF English 2018 web

Use songs and rhymes and rhythmic movement with babies from birth and talk to the babies while helping them to exercise

1:279 Model behaviour that communicates confidence, optimism, and good results..... (33:1144 [33:1221]) - D 1: NCF English 2018 web

Model behaviour that communicates confidence, optimism, and good results

1:347 Introduce new words and demonstrate what they mean using actions and objects..... (48:820 [48:903]) - D 1: NCF English 2018 web

Introduce new words and demonstrate what they mean using actions and objects.

1:350 Tell stories from the past and about issues that the children are interested in..... (48:1170 [48:1257]) - D 1: NCF English 2018 web

Tell stories from the past and about issues that the children are interested in.

1:370 Introduce new words and ideas through games and play and story telling..... (50:1746 [50:1819]) - D 1: NCF English 2018 web

Introduce new words and ideas through games and play and story telling

1:382 Read stories from picture books (52:928 [52:960]) - D 1: NCF English 2018 web

Read stories from picture books

● 1.2.NEG offer alternatives for auditory information

1 Groups:

Guideline 1: Provide options for perception

25 Quotations:

**1:21 Listen to children and observe their speech. Rephrase what they ar.....
(38:2547 [38:2726]) - D 1: NCF English 2018 web**

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?

**1:24 Always talk to babies about what you are doing and what is happeni.....
(58:688 [58:760]) - D 1: NCF English 2018 web**

Always talk to babies about what you are doing and what is happening

**1:40 Provide opportunities for children to see and talk about informati.....
(75:2089 [75:2351]) - D 1: NCF English 2018 web**

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

**1:50 Use observation of other children or photographs to talk about wha.....
(74:1402 [74:1495]) - D 1: NCF English 2018 web**

Use observation of other children or photographs to talk about what happens in routines

**1:56 Talk about what is happening to the baby and around the baby. (74:1333
[74:1400]) - D 1: NCF English 2018 web**

Talk about what is happening to the baby and around the baby.

**1:65 Young children can remember and talk about people and events that.....
(75:411 [75:496]) - D 1: NCF English 2018 web**

Young children can remember and talk about people and events that are familiar

**1:83 Talk about the electronic items and how they can be used safely (73:1879
[73:1946]) - D 1: NCF English 2018 web**

Talk about the electronic items and how they can be used safely

**1:90 Watch children's attention and encourage them to respond. Use
quest..... (72:2501 [72:2596]) - D 1: NCF English 2018 web**

Watch children's attention and encourage them to respond.

Use questions and discussions.

1:147 Speak in the mother tongue about what is happening during meal times..... (23:1956 [23:2031]) - D 1: NCF English 2018 web

Speak in the mother tongue about what is happening during meal times.

1:174 Read and tell stories about health and hygiene (26:2744 [26:2792]) - D 1: NCF English 2018 web

Read and tell stories about health and hygiene

1:194 Talk about the places where babies are, for example, the backyard,..... (56:1618 [56:1715]) - D 1: NCF English 2018 web

Talk about the places where babies are, for example, the backyard, the place where they eat.

1:197 talk about things that are grouped together for example, toys, clothes..... (57:737 [57:817]) - D 1: NCF English 2018 web

talk about things that are grouped together for example, toys, clothes, shoes

1:210 talk about things that are grouped together for example, toys, clothes..... (58:1914 [58:1995]) - D 1: NCF English 2018 web

talk about things that are grouped together for example, toys, clothes, shoes

1:224 Talk to babies about things in their environment paying special attention to shape, form and texture..... (60:1402 [60:1507]) - D 1: NCF English 2018 web

Talk to babies about things in their environment paying special attention to shape, form and texture

1:227 Talk to children about the patterns they see around them for example, patterns on clothing, in nature, on buildings..... (60:2373 [60:2495]) - D 1: NCF English 2018 web

Talk to children about the patterns they see around them for example, patterns on clothing, in nature, on buildings

1:230 Tell stories to motivate children to use shapes to make their own creations..... (60:2677 [60:2757]) - D 1: NCF English 2018 web

Tell stories to motivate children to use shapes to make their own creations.

1:232 Provide verbal directions to children and help them find items. Play games such as "treasure hunt"..... (61:1219 [61:1327]) - D 1: NCF English 2018 web

Provide verbal directions to children and help them find items. Play games such as "treasure hunt".

1:280 Acknowledge and label the baby's feelings by talking to the baby about..... (33:1227 [33:1479]) - D 1: NCF English 2018 web

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)

1:319 Provide children with duties and explain their responsibilities cl..... (41:993 [41:1131]) - D 1: NCF English 2018 web

Provide children with duties and explain their responsibilities clearly through oral instructions and through a duty/helper chart.

1:342 Children listen to sounds and speech relationship (47:1053 [47:1107]) - D 1: NCF English 2018 web

Children listen to sounds and speech relationship

1:344 talk during everyday activities, naming objects, food, clothing, a..... (47:1866 [47:1951]) - D 1: NCF English 2018 web

talk during everyday activities, naming objects, food, clothing, animals, etc.

1:345 pay attention when spoken to and understand what is said in conver..... (48:473 [48:549]) - D 1: NCF English 2018 web

pay attention when spoken to and understand what is said in conversations

1:346 follow verbal instructions (48:687 [48:713]) - D 1: NCF English 2018 web

follow verbal instructions

1:348 Give instructions and praise when they are carried out. (48:906 [48:965]) - D 1: NCF English 2018 web

Give instructions and praise when they are carried out.

1:349 Answer questions seriously. Ask follow up questions to encourage ch..... (48:1059 [48:1165]) - D 1: NCF English 2018 web

Answer questions seriously.

Ask follow up questions to encourage children to think more about issues

● **1.3. NEG offer alternatives fo visual information**

1 Groups:

Guideline 1: Provide options for perception

0 Quotations

● 1.3. POS offer alternatives fo visual information

1 Groups:

Guideline 1: Provide options for perception

23 Quotations:

**1:22 Let children explore indoor and outdoor space and objects with sup.....
(38:2728 [38:2891]) - D 1: NCF English 2018 web**

Let children explore indoor and outdoor space and objects with support from adults.
Draw their attention to their surroundings and invite conversations.

**1:50 Use observation of other children or photographs to talk about wha.....
(74:1402 [74:1495]) - D 1: NCF English 2018 web**

Use observation of other children or photographs to talk about what happens in routines

**1:60 Make available a variety of resources that children can use for th.....
(74:600 [74:732]) - D 1: NCF English 2018 web**

Make available a variety of resources that children can use for their constructions for
example, cardboard, wooden blocks.

**1:70 Do sequencing activities with children so that they have a sense o.....
(75:1576 [75:1755]) - D 1: NCF English 2018 web**

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

**1:91 Draw attention to objects and living things that can be examined.
(72:2427 [72:2496]) - D 1: NCF English 2018 web**

Draw attention to objects and living things that can be examined.

**1:126 prepare sand in containers for children to draw in using their fin.....
(67:915 [67:1033]) - D 1: NCF English 2018 web**

prepare sand in containers for children to draw in using their fingers and sticks (for
example, cardboard trays)

**1:132 model how to use scissors safely (67:2673 [67:2707]) - D 1: NCF English
2018 web**

model how to use scissors safely

**1:155 Look through print materials with toddlers (such as food advertise.....
(24:1684 [24:1819]) - D 1: NCF English 2018 web**

Look through print materials with toddlers (such as food advertisements) and discuss the nutritious as well as the 'junk' foods

1:157 Sing songs and rhymes and do drama and make believe activities wit..... (24:1881 [24:2083]) - D 1: NCF English 2018 web

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.

1:160 Adults can show the children books on farming and factories and ho..... (25:1254 [25:1455]) - D 1: NCF English 2018 web

Adults can show the children books on farming and factories and how some products are made in the home; adults can talk about food when they take children with them to do grocery shopping

1:161 Adults and children can make collages of food in the different gro..... (25:1099 [25:1251]) - D 1: NCF English 2018 web

Adults and children can make collages of food in the different groups; adults can discuss the importance of good nutrition with the children.

1:163 Model hygienic behaviour, for example, washing hands before eating..... (25:1818 [25:1920]) - D 1: NCF English 2018 web

Model hygienic behaviour, for example, washing hands before eating and after going to the toilet

1:164 Talk and sing about hygiene and health while carrying out health a..... (25:1924 [25:2031]) - D 1: NCF English 2018 web

Talk and sing about hygiene and health while carrying out health and hygiene routines with the babies

1:165 Show older babies how to wash their hands and give many opportunit..... (25:2036 [25:2119]) - D 1: NCF English 2018 web

Show older babies how to wash their hands and give many opportunities to do so.

1:175 Ask guests to come to show and tell about health and hygiene for e..... (26:2796 [26:2904]) - D 1: NCF English 2018 web

Ask guests to come to show and tell about health and hygiene for example nurse, doctor, refuse removal

1:225 Show children how things work and how things change for example, a..... (60:1512 [60:1615]) - D 1: NCF English 2018 web

Show children how things work and how things change for example, an uncooked egg and a fried one.

1:250 Use gentle movements and soft sounds (29:2052 [29:2090]) - D 1: NCF English 2018 web

Use gentle movements and soft sounds

1:267 Provide small wrapped objects and demonstrate how to unwrap these..... (31:1957 [31:2048]) - D 1: NCF English 2018 web

Provide small wrapped objects and demonstrate how to unwrap these and wrap them again

1:347 Introduce new words and demonstrate what they mean using actions a..... (48:820 [48:903]) - D 1: NCF English 2018 web

Introduce new words and demonstrate what they mean using actions and objects.

1:373 'read' picture books as soon as they are able to sit and to hold t..... (51:610 [51:683]) - D 1: NCF English 2018 web

'read' picture books as soon as they are able to sit and to hold them

1:374 'read' pictures in environmental print for example, photographs of..... (51:687 [51:779]) - D 1: NCF English 2018 web

'read' pictures in environmental print for example, photographs of people, objects.

1:377 continue to 'read' books and environmental print (51:1590 [51:1640]) - D 1: NCF English 2018 web

continue to 'read' books and environmental print

1:380 start to point to individual words and pictures recognise and poi..... (51:2777 [51:2876]) - D 1: NCF English 2018 web

start to point to individual words and pictures recognise and point out objects in pictures

● **2.1. NEG clarify vocabulary and symbols**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

3 Quotations:

1:69 Introduce vocabulary to help children to talk about what they see. (75:1840 [75:1913]) - D 1: NCF English 2018 web

Introduce vocabulary to help children to talk about what they see.

1:363 Introduce new words and ideas (49:2951 [49:2982]) - D 1: NCF English 2018 web

Introduce new words and ideas

1:367 speak in complex sentences, use grammar and words correctly and le..... (50:675 [50:788]) - D 1: NCF English 2018 web

speak in complex sentences, use grammar and words correctly and learn many new concepts and words every day

● **2.1. POS clarify vocabulary and symbols**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

3 Quotations:

1:160 Adults can show the children books on farming and factories and ho..... (25:1254 [25:1455]) - D 1: NCF English 2018 web

Adults can show the children books on farming and factories and how some products are made in the home; adults can talk about food when they take children with them to do grocery shopping

1:161 Adults and children can make collages of food in the different gro..... (25:1099 [25:1251]) - D 1: NCF English 2018 web

Adults and children can make collages of food in the different groups; adults can discuss the importance of good nutrition with the children.

1:347 Introduce new words and demonstrate what they mean using actions a..... (48:820 [48:903]) - D 1: NCF English 2018 web

Introduce new words and demonstrate what they mean using actions and objects.

● **2.2. NEG clarify syntax and structure**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

2 Quotations:

1:45 Use words such as now, later, before, yesterday, today, tomorrow (74:2462 [74:2530]) - D 1: NCF English 2018 web

Use words such as now, later, before, yesterday, today, tomorrow

1:62 Extend children’s vocabulary (74:807 [74:835]) - D 1: NCF English 2018 web

Extend children’s vocabulary

● **2.2. POS clarify syntax and structure**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

0 Quotations

● **2.3. NEG support decoding of text, mathematical notation, and symbols**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

3 Quotations:

1:23 Children sort, classify, make comparisons and solve problems (58:456 [58:521]) - D 1: NCF English 2018 web

Children sort, classify, make comparisons and solve problems

1:206 experiment with symbols and marks (57:562 [57:597]) - D 1: NCF English 2018 web

experiment with symbols and marks

1:207 experiment with symbols and marks (58:1738 [58:1774]) - D 1: NCF English 2018 web

experiment with symbols and marks

● **2.3. POS support decoding of text, mathematical notation, and symbols**

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

7 Quotations:

1:208 repeat the counting words children use and show them how counting..... (58:1806 [58:1909]) - D 1: NCF English 2018 web

repeat the counting words children use and show them how counting helps us to find out “how many”

1:209 repeat the counting words children use and show them how counting..... (57:629 [57:731]) - D 1: NCF English 2018 web

repeat the counting words children use and show them how counting helps us to find out “how many”

1:218 Use mathematical language with demonstrations and number stories f..... (60:701 [60:863]) - D 1: NCF English 2018 web

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 ____.

1:219 Create activities where children separate objects in unequal and e..... (60:866 [60:946]) - D 1: NCF English 2018 web

Create activities where children separate objects in unequal and equal groups

1:220 Use stories to help children sort, classify and categorise. (60:951 [60:1015]) - D 1: NCF English 2018 web

Use stories to help children sort, classify and categorise.

1:229 Allow children to sort out a few objects of different sizes and sh..... (60:2598 [60:2673]) - D 1: NCF English 2018 web

Allow children to sort out a few objects of different sizes and shapes.

1:233 Read and/or make books about shape, space and measurement. (61:1390 [61:1455]) - D 1: NCF English 2018 web

Read and/or make books about shape, space and measurement.

● 2.4. NEG promote understanding across languages

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

0 Quotations

● 2.4. POS promote understanding across languages

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

0 Quotations

● 2.5. NEG illustrate through multiple media

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

9 Quotations:

**1:6 Encourage children to talk about similarities and differences. Use.....
(44:1576 [44:1676]) - D 1: NCF English 2018 web**

Encourage children to talk about similarities and differences. Use stories and give reasons.

**1:17 Tell babies something about people they know for example, Brandon.....
(43:866 [43:965]) - D 1: NCF English 2018 web**

Tell babies something about people they know for example, Brandon likes to play cars with you

**1:24 Always talk to babies about what you are doing and what is happeni.....
(58:688 [58:760]) - D 1: NCF English 2018 web**

Always talk to babies about what you are doing and what is happening

1:169 Talk about 'clean' and 'dirty' and (26:1004 [26:1037]) - D 1: NCF English 2018 web

Talk about 'clean' and 'dirty' and

**1:197 talk about things that are grouped together for example, toys, clo.....
(57:737 [57:817]) - D 1: NCF English 2018 web**

talk about things that are grouped together for example, toys, clothes, shoes

**1:210 talk about things that are grouped together for example, toys, clo.....
(58:1914 [58:1995]) - D 1: NCF English 2018 web**

talk about things that are grouped together for example, toys, clothes, shoes

**1:319 Provide children with duties and explain their responsibilities cl.....
(41:993 [41:1131]) - D 1: NCF English 2018 web**

Provide children with duties and explain their responsibilities clearly through oral instructions and through a duty/helper chart.

1:349 Answer questions seriously. Ask follow up questions to encourage ch..... (48:1059 [48:1165]) - D 1: NCF English 2018 web

Answer questions seriously.

Ask follow up questions to encourage children to think more about issues

1:379 write down the toddlers' words when they talk about the pictures t..... (51:1985 [51:2067]) - D 1: NCF English 2018 web

write down the toddlers' words when they talk about the pictures they have made

● 2.5. POS illustrate through multiple media

1 Groups:

Guideline 2: Provide options for language, mathematical expressions, and symbols

31 Quotations:

1:6 Encourage children to talk about similarities and differences. Use..... (44:1576 [44:1676]) - D 1: NCF English 2018 web

Encourage children to talk about similarities and differences. Use stories and give reasons.

1:44 Provide opportunities to play with models and to see the items in..... (74:2587 [74:2680]) - D 1: NCF English 2018 web

Provide opportunities to play with models and to see the items in real life situations.

1:50 Use observation of other children or photographs to talk about wha..... (74:1402 [74:1495]) - D 1: NCF English 2018 web

Use observation of other children or photographs to talk about what happens in routines

1:81 Talk about features of toys for example, dolls that cry when you t..... (73:823 [73:949]) - D 1: NCF English 2018 web

Talk about features of toys for example, dolls that cry when you touch the tummy, cars that move when you wind them up.

1:134 Children identify, search for and create solutions to challenges..... (68:455 [68:559]) - D 1: NCF English 2018 web

Children identify, search for and create solutions to challenges through music, dance and drama

1:166 organise activities for the children to experience being dirty whe..... (26:1042 [26:1240]) - D 1: NCF English 2018 web

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

1:172 Sing songs and rhymes about health and hygiene routines (26:2616 [26:2673]) - D 1: NCF English 2018 web

Sing songs and rhymes about health and hygiene routines

1:173 Make dramas for children to act out with dance and movement (26:2677 [26:2740]) - D 1: NCF English 2018 web

Make dramas for children to act out with dance and movement

1:175 Ask guests to come to show and tell about health and hygiene for e..... (26:2796 [26:2904]) - D 1: NCF English 2018 web

Ask guests to come to show and tell about health and hygiene for example nurse, doctor, refuse removal

1:182 Use words and gestures to show dangers of, for example, plugs, fir..... (27:1439 [27:1510]) - D 1: NCF English 2018 web

Use words and gestures to show dangers of, for example, plugs, fire

1:183 Encourage toddlers to explore and to be curious about their world..... (28:883 [28:1084]) - D 1: NCF English 2018 web

Encourage toddlers to explore and to be curious about their world and – remind children about dangers – practice safety drills in centrebased care – point out dangers in the environment.

1:186 Say babies names, say the names of other people followed by photos..... (38:1587 [38:1678]) - D 1: NCF English 2018 web

Say babies names, say the names of other people followed by photos of the other person.

1:201 use fingers, marks on paper and pictures to represent number (57:1964 [57:2028]) - D 1: NCF English 2018 web

use fingers, marks on paper and pictures to represent number

1:203 Model and encourage children to ask questions where mathematical l..... (57:2494 [57:2649]) - D 1: NCF English 2018 web

Model and encourage children to ask questions where mathematical language is used for example, how many sweets do you think are in this bottle?

1:215 Use pictures and objects as stories and rhymes are told (59:1405 [59:1462]) - D 1: NCF English 2018 web

Use pictures and objects as stories and rhymes are told

**1:216 Encourage children to sort out objects according to their preferen.....
(59:1467 [59:1665]) - D 1: NCF English 2018 web**

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

1:218 Use mathematical language with demonstrations and number stories f..... (60:701 [60:863]) - D 1: NCF English 2018 web

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 ____.

**1:230 Tell stories to motivate children to use shapes to make their own.....
(60:2677 [60:2757]) - D 1: NCF English 2018 web**

Tell stories to motivate children to use shapes to make their own creations.

**1:240 Let children play with sand and water to find out about volume and.....
(61:2475 [61:2557]) - D 1: NCF English 2018 web**

Let children play with sand and water to find out about volume and capacity.

**1:258 Give many opportunities to each baby each day for manipulating dif.....
(30:971 [30:1118]) - D 1: NCF English 2018 web**

Give many opportunities to each baby each day for manipulating different types of objects, such as feeding, drawing, building equipment.

**1:286 Prepare young children for unpleasant or adverse situations (gradu.....
(34:2332 [34:2484]) - D 1: NCF English 2018 web**

Prepare young children for unpleasant or adverse situations (gradually, if possible) by talking about them, reading books, play acting, etc.

**1:322 Use sound and actions to connect with babies. Play social and imit.....
(41:1516 [41:1630]) - D 1: NCF English 2018 web**

Use sound and actions to connect with babies. Play social and imitation games and especially indigenous games

**1:328 Use conversations, pictures of situations and stories to talk abou.....
(42:796 [42:891]) - D 1: NCF English 2018 web**

Use conversations, pictures of situations and stories to talk about different relationships

1:347 Introduce new words and demonstrate what they mean using actions a..... (48:820 [48:903]) - D 1: NCF English 2018 web

Introduce new words and demonstrate what they mean using actions and objects.

1:362 Model good talking manners (49:2920 [49:2946]) - D 1: NCF English 2018 web

Model good talking manners

1:364 Play language games. (49:2987 [49:3010]) - D 1: NCF English 2018 web

Play language games.

1:370 introduce new words and ideas through games and play and story tel..... (50:1746 [50:1819]) - D 1: NCF English 2018 web

introduce new words and ideas through games and play and story telling

1:375 Demonstrate reading and encourage babies to handle books. (51:1050 [51:1113]) - D 1: NCF English 2018 web

Demonstrate reading and encourage babies to handle books.

1:376 Point out pictures and words in books and in the environment. (51:1115 [51:1183]) - D 1: NCF English 2018 web

Point out pictures and words in books and in the environment.

1:381 arrange a set of pictures in such a way that they form a story (52:492 [52:557]) - D 1: NCF English 2018 web

arrange a set of pictures in such a way that they form a story

1:383 demonstrate good bookhandling habits (52:966 [52:1001]) - D 1: NCF English 2018 web

demonstrate good bookhandling habits

● 3.1. NEG activate or supply background knowledge

1 Groups:

Guideline 3: provide options for comprehension

0 Quotations

● 3.1. POS activate or supply background knowledge

1 Groups:

Guideline 3: provide options for comprehension

1 Quotations:

**1:24 Always talk to babies about what you are doing and what is happeni.....
(58:688 [58:760]) - D 1: NCF English 2018 web**

Always talk to babies about what you are doing and what is happening

● 3.2. NEG highlight patterns, critical features, big ideas, and relationships

1 Groups:

Guideline 3: provide options for comprehension

0 Quotations

● 3.2. POS highlight patterns, critical features, big ideas, and relationships

1 Groups:

Guideline 3: provide options for comprehension

1 Quotations:

**1:133 promote observation skills so that children use their imaginations.....
(67:2969 [67:3104]) - D 1: NCF English 2018 web**

promote observation skills so that children use their imaginations as well as their knowledge of the world to create visual art

● 3.3. NEG guide information processing, visualization, and manipulation

1 Groups:

Guideline 3: provide options for comprehension

1 Quotations:

1:62 Extend children's vocabulary (74:807 [74:835]) - D 1: NCF English 2018 web

Extend children's vocabulary

● 3.3. POS guide information processing, visualization, and manipulation

1 Groups:

Guideline 3: provide options for comprehension

13 Quotations:

**1:37 Provide them with questions as a tool for exploring objects and ma.....
(72:3151 [72:3250]) - D 1: NCF English 2018 web**

Provide them with questions as a tool for exploring objects and materials using their senses

**1:38 Encourage children and respond to their growing interests, extend.....
(72:2981 [72:3071]) - D 1: NCF English 2018 web**

Encourage children and respond to their growing interests, extend their questions.

**1:39 Children explore design, make items and use technology (73:396
[73:455]) - D 1: NCF English 2018 web**

Children explore design, make items and use technology

**1:50 Use observation of other children or photographs to talk about wha.....
(74:1402 [74:1495]) - D 1: NCF English 2018 web**

Use observation of other children or photographs to talk about what happens in routines

**1:68 Encourage children to ask questions – who, what, where, why, when,.....
(75:1760 [75:1838]) - D 1: NCF English 2018 web**

Encourage children to ask questions – who, what, where, why, when, how.

**1:74 Make books with children – the adult illustrates the story that th.....
(75:1999 [75:2082]) - D 1: NCF English 2018 web**

Make books with children – the adult illustrates the story that the child tells

**1:106 Set challenges in stories by asking children What do you think hap.....
(64:3113 [64:3237]) - D 1: NCF English 2018 web**

Set challenges in stories by asking children What do you think happened next? If you were there, what would you do?

**1:107 identify problems and challenges, point these out, talk about them.....
(65:432 [65:532]) - D 1: NCF English 2018 web**

identify problems and challenges, point these out, talk about them and find ways to solve them

**1:158 Support children with managing different utensils, for example, pl.....
(24:2085 [24:2364]) - D 1: NCF English 2018 web**

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

**1:202 Play counting games and let children “count” in different situatio.....
(57:2415 [57:2491]) - D 1: NCF English 2018 web**

Play counting games and let children “count” in different situations.

**1:213 Encourage interaction during activities such as storytelling, rhym.....
(59:1050 [59:1228]) - D 1: NCF English 2018 web**

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?

**1:238 Play games where children have to think about positions and do act.....
(61:2204 [61:2282]) - D 1: NCF English 2018 web**

Play games where children have to think about positions and do actions.

**1:241 Ask toddlers open questions about safety when exploring such as
Wh..... (28:1086 [28:1175]) - D 1: NCF English 2018 web**

Ask toddlers open questions about safety when exploring such as What can we do to

● 3.4. NEG maximize transfer and generalization

1 Groups:

Guideline 3: provide options for comprehension

0 Quotations

● 3.4. POS maximize transfer and generalization

1 Groups:

Guideline 3: provide options for comprehension

5 Quotations:

**1:180 Offer activities to young children who are experiencing developmen.....
(27:641 [27:824]) - D 1: NCF English 2018 web**

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

1:199 use mathematical language as you communicate with toddlers for example..... (57:915 [57:1054]) - D 1: NCF English 2018 web

use mathematical language as you communicate with toddlers for example, I would like to give you another toy.

Then you can have two

1:212 use mathematical language as you communicate with toddlers for example..... (58:2093 [58:2233]) - D 1: NCF English 2018 web

use mathematical language as you communicate with toddlers for examples, I would like to give You another toy, then you can have two

1:243 Offer activities to young children who are experiencing developmen..... (28:2619 [28:2790]) - D 1: NCF English 2018 web

Offer activities to young children who are experiencing developmental ‘spurts’ before they enter Grade R working from the relevant sections of the CAPS documents.

1:245 Offer activities to young children who are experiencing developmen..... (29:723 [29:911]) - D 1: NCF English 2018 web

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.

● **4.1. NEG vary the methods for response and navigation**

1 Groups:

Guideline 4: Provide options for physical action

17 Quotations:

1:6 Encourage children to talk about similarities and differences. Use..... (44:1576 [44:1676]) - D 1: NCF English 2018 web

Encourage children to talk about similarities and differences. Use stories and give reasons.

1:27 Children explore and investigate their world (72:571 [72:618]) - D 1: NCF English 2018 web

Children explore and investigate their world

1:54 explore space through increasing movement (74:1232 [74:1275]) - D 1: NCF English 2018 web

explore space through increasing movement

1:55 Children explore and investigate time and place (74:1009 [74:1059]) - D 1: NCF English 2018 web

Children explore and investigate time and place

1:67 Introduce vocabulary to help children to talk about what they see. (75:1840 [75:1910]) - D 1: NCF English 2018 web

Introduce vocabulary to help children to talk about what they see.

1:158 Support children with managing different utensils, for example, pl..... (24:2085 [24:2364]) - D 1: NCF English 2018 web

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

1:190 Set out toys/safe objects for babies to reach out to and explore. (38:1683 [38:1755]) - D 1: NCF English 2018 web

Set out toys/safe objects for babies to reach out to and explore.

1:205 want to explore their environment and find out about things that c..... (58:586 [58:671]) - D 1: NCF English 2018 web

want to explore their environment and find out about things that challenge them

1:222 Children explore shape, space and measurement (60:1124 [60:1172]) - D 1: NCF English 2018 web

Children explore shape, space and measurement

1:246 Children are physically strong and show abilities and interest..... (29:916 [29:1012]) - D 1: NCF English 2018 web

Children are physically strong and show abilities and interest in physical activities

1:247 demonstrate reflexes from birth such as the startle, walking and s..... (29:1049 [29:1553]) - D 1: NCF English 2018 web

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

**1:257 pick up small objects with thumb and index finger drop or throw ob.....
(30:689 [30:773]) - D 1: NCF English 2018 web**

pick up small objects with thumb and index finger drop or throw objects forward

**1:262 Provide opportunities for toddlers to cut with small scissors (hel.....
(30:1819 [30:2055]) - D 1: NCF English 2018 web**

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)

**1:263 ddlers continue with the needs and activities of the previous stage.....
(31:408 [31:651]) - D 1: NCF English 2018 web**

ddlers 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

**1:356 recognise initial vowels and consonants of spoken words (49:915
[49:972]) - D 1: NCF English 2018 web**

recognise initial vowels and consonants of spoken words

**1:378 recognise writing as different from pictures (51:1645 [51:1691]) - D 1:
NCF English 2018 web**

recognise writing as different from pictures

**1:379 write down the toddlers' words when they talk about the pictures t.....
(51:1985 [51:2067]) - D 1: NCF English 2018 web**

write down the toddlers' words when they talk about the pictures they have made

● 4.1. POS vary the methods for response and navigation

1 Groups:

Guideline 4: Provide options for physical action

48 Quotations:

**1:22 Let children explore indoor and outdoor space and objects with sup.....
(38:2728 [38:2891]) - D 1: NCF English 2018 web**

Let children explore indoor and outdoor space and objects with support from adults.
Draw their attention to their surroundings and invite conversations.

**1:28 use their senses and increasing ability to move to explore the env.....
(72:644 [72:768]) - D 1: NCF English 2018 web**

use their senses and increasing ability to move to explore the environment, look for things, and reach out for objects

**1:29 Encourage children to touch, feel and investigate people and objects.....
(72:785 [72:923]) - D 1: NCF English 2018 web**

Encourage children to touch, feel and investigate people and objects for example, let babies touch your face, rub the bottle etc.

**1:31 Provide materials for them to explore and stimulate their thinking
(72:1722 [72:1792]) - D 1: NCF English 2018 web**

Provide materials for them to explore and stimulate their thinking

**1:33 Allow babies to make choices by giving them a variety of safe objects.....
(72:926 [72:1014]) - D 1: NCF English 2018 web**

Allow babies to make choices by giving them a variety of safe objects to explore.

**1:34 Children continue to explore, investigate and talk about objects.....
(72:2739 [72:2842]) - D 1: NCF English 2018 web**

Children continue to explore, investigate and talk about objects and material using their senses

**1:35 Create opportunities for exploratory behaviour. (72:2928 [72:2977]) - D 1:
NCF English 2018 web**

Create opportunities for exploratory behaviour.

**1:39 Children explore design, make items and use technology (73:396
[73:455]) - D 1: NCF English 2018 web**

Children explore design, make items and use technology

**1:41 explore objects and materials using their senses (73:481 [73:530]) - D 1:
NCF English 2018 web**

explore objects and materials using their senses

**1:42 show awareness and interest in how things work – opening, closing,.....
(73:607 [73:747]) - D 1: NCF English 2018 web**

show awareness and interest in how things work – opening, closing, pressing buttons and achieving effects such as sounds or movements

**1:43 Talk to babies about what they see, hear and touch. (73:764 [73:820]) - D
1: NCF English 2018 web**

Talk to babies about what they see, hear and touch.

**1:49 enjoy being outdoors and observing (74:1280 [74:1316]) - D 1: NCF
English 2018 web**

enjoy being outdoors and observing

**1:73 Finds out about technology and identifies its use - computers, ele.....
(75:1452 [75:1555]) - D 1: NCF English 2018 web**

Finds out about technology and identifies its use - computers, electronic toys, cell phones etc.

**1:77 Provide opportunities for role play and fantasy play (75:1033 [75:1087]) -
D 1: NCF English 2018 web**

Provide opportunities for role play and fantasy play

**1:80 are interested in pushing and pulling things and begin to build th.....
(73:1412 [73:1485]) - D 1: NCF English 2018 web**

are interested in pushing and pulling things and begin to build things

**1:95 experiment with all objects that they encounter by using their sen.....
(64:904 [64:1006]) - D 1: NCF English 2018 web**

experiment with all objects that they encounter by using their senses to make meaning of each one

**1:98 Provide many different objects for the baby to experiment with. Sh.....
(64:1261 [64:1431]) - D 1: NCF English 2018 web**

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.

**1:99 provide spaces for toddlers to move by climbing, walking, crawling.....
(64:2060 [64:2146]) - D 1: NCF English 2018 web**

provide spaces for toddlers to move by climbing, walking, crawling and manoeuvring

**1:104 continue to experiment with movement and relationships with
object..... (64:2762 [64:2833]) - D 1: NCF English 2018 web**

continue to experiment with movement and relationships with objects

**1:105 Set challenges in the playground for physical movement (64:3051
[64:3108]) - D 1: NCF English 2018 web**

Set challenges in the playground for physical movement

**1:110 Children identify, search for and create solutions to challenges.....
(65:1456 [65:1559]) - D 1: NCF English 2018 web**

Children identify, search for and create solutions to challenges through play and make believe

**1:111 explore their surroundings and set up problems to resolve through.....
(65:1585 [65:1658]) - D 1: NCF English 2018 web**

explore their surroundings and set up problems to resolve through play

1:122 make marks in sand and in mud with their fingers (67:525 [67:575]) - D 1: NCF English 2018 web

make marks in sand and in mud with their fingers

1:123 scribble on paper with thick wax crayons and gradually name the sc..... (67:580 [67:657]) - D 1: NCF English 2018 web

scribble on paper with thick wax crayons and gradually name the scribbles

1:124 start making circular scribbles and line scribbles and gradually s..... (67:662 [67:749]) - D 1: NCF English 2018 web

start making circular scribbles and line scribbles and gradually start to name them

1:134 Children identify, search for and create solutions to challenges..... (68:455 [68:559]) - D 1: NCF English 2018 web

Children identify, search for and create solutions to challenges through music, dance and drama

1:139 play in a percussion band (drums, shakers, triangles) along to mus..... (69:445 [69:707]) - D 1: NCF English 2018 web

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

1:142 Encourage baby's participation in activities through clapping and..... (56:1945 [56:2022]) - D 1: NCF English 2018 web

Encourage baby's participation in activities through clapping and tapping.

1:143 explore food by experimenting and playing with it (23:1253 [23:1303]) - D 1: NCF English 2018 web

explore food by experimenting and playing with it

1:162 often enjoy kicking and lying in warm water and splashing and play..... (25:1543 [25:1654]) - D 1: NCF English 2018 web

often enjoy kicking and lying in warm water and splashing and playing in water with an adult to supervise

1:166 organise activities for the children to experience being dirty whe..... (26:1042 [26:1240]) - D 1: NCF English 2018 web

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

**1:170 imitate washing face, hands, etc. imitate brushing teeth wash han.....
(26:489 [26:658]) - D 1: NCF English 2018 web**

imitate washing face, hands, etc.

imitate brushing teeth wash hands relatively well ask for nose to be wiped when necessary understand basic safety rules

**1:217 Use role play and stories to demonstrate language such as few, les.....
(59:1670 [59:1763]) - D 1: NCF English 2018 web**

Use role play and stories to demonstrate language such as few, less, more than, same as.

**1:223 discover the properties of objects such as toys through exploratio.....
(60:1275 [60:1346]) - D 1: NCF English 2018 web**

discover the properties of objects such as toys through exploration

**1:240 Let children play with sand and water to find out about volume and.....
(61:2475 [61:2557]) - D 1: NCF English 2018 web**

Let children play with sand and water to find out about volume and capacity.

**1:248 Play movement games with babies to exercise and to promote their
l..... (29:1595 [29:1787]) - D 1: NCF English 2018 web**

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

**1:251 Provide sturdy, stable and safe equipment which helps babies to
mo..... (29:2095 [29:2202]) - D 1: NCF English 2018 web**

Provide sturdy, stable and safe equipment which helps babies to move such as logs, tyres, wooden boxes

**1:255 use small muscles to explore in more detail by grasping, feeling,.....
(30:475 [30:565]) - D 1: NCF English 2018 web**

use small muscles to explore in more detail by grasping, feeling, manipulating objects

**1:256 push and pull large toys, boxes and light objects around the floo (30:615
[30:684]) - D 1: NCF English 2018 web**

push and pull large toys, boxes and light objects around the floo

**1:258 Give many opportunities to each baby each day for manipulating dif.....
(30:971 [30:1118]) - D 1: NCF English 2018 web**

Give many opportunities to each baby each day for manipulating different types of objects, such as feeding, drawing, building equipment.

**1:259 Encourage babies to grasp, pick up, hold, shake and taste, look at.....
(30:1120 [30:1239]) - D 1: NCF English 2018 web**

Encourage babies to grasp, pick up, hold, shake and taste, look at, listen to, smell and feel various objects.

**1:261 Provide many opportunities to draw using large wax crayons, index.....
(30:1681 [30:1815]) - D 1: NCF English 2018 web**

Provide many opportunities to draw using large wax crayons, index fingers and sticks with water and paint on paper and in sand

**1:265 Arrange outings to open spaces or parks where children can run fre.....
(31:1007 [31:1091]) - D 1: NCF English 2018 web**

Arrange outings to open spaces or parks where children can run freely and safely

**1:270 Play clapping and movement games (31:2124 [31:2158]) - D 1: NCF
English 2018 web**

Play clapping and movement games

**1:271 Offer many activities to use the fingers and hands to do more comp.....
(31:1486 [31:1952]) - D 1: NCF English 2018 web**

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 eyehand 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.

**1:391 drawing with large wax crayons on paper, with fingers in sand boxe.....
(53:1030 [53:1138]) - D 1: NCF English 2018 web**

drawing with large wax crayons on paper, with fingers in sand boxes and then talking about the drawings

**1:392 singing songs using letters for example, 'coconut' made with body.....
(53:1185 [53:1264]) - D 1: NCF English 2018 web**

singing songs using letters for example, 'coconut' made with body movements

**1:393 develop small muscle skills through finger play (for example, play.....
(54:497 [54:602]) - D 1: NCF English 2018 web**

develop small muscle skills through finger play (for example, play dough, screwing nuts onto bolts)

● 4.2. NEG optimize access to tools and assistive technologies

1 Groups:

Guideline 4: Provide options for physical action

7 Quotations:

1:73 Finds out about technology and identifies its use - computers, ele..... (75:1452 [75:1555]) - D 1: NCF English 2018 web

Finds out about technology and identifies its use - computers, electronic toys, cell phones etc.

1:179 wash hands and face and body blow own nose hygienically tell other..... (26:1994 [26:2305]) - D 1: NCF English 2018 web

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

1:184 are often unaware of dangers but will listen to warnings (28:616 [28:674]) - D 1: NCF English 2018 web

are often unaware of dangers but will listen to warnings

1:235 Encourage children to talk about what they have seen. (61:1887 [61:1944]) - D 1: NCF English 2018 web

Encourage children to talk about what they have seen.

1:254 Play movement games with babies to exercise and to promote their l..... (29:1594 [29:2339]) - D 1: NCF English 2018 web

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

1:262 Provide opportunities for toddlers to cut with small scissors (hel..... (30:1819 [30:2055]) - D 1: NCF English 2018 web

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)

1:366 speak clearly enough to be understood even by those not familiar w..... (50:550 [50:633]) - D 1: NCF English 2018 web

speak clearly enough to be understood even by those not familiar with the child

● 4.2. POS optimize access to tools and assistive technologies

1 Groups:

Guideline 4: Provide options for physical action

3 Quotations:

1:64 Offer explanations and demonstrations of how equipment works. Remi..... (74:896 [74:1003]) - D 1: NCF English 2018 web

Offer explanations and demonstrations of how equipment works. Remind children of the safety rules.

1:84 Where available let children operate the items under adult guidanc..... (73:1951 [73:2100]) - D 1: NCF English 2018 web

Where available let children operate the items under adult guidance for example, computers and other electronic devices such as cell phones

1:354 identify a large range of sounds (48:2174 [48:2208]) - D 1: NCF English 2018 web

identify a large range of sounds

● 5.1. NEG use multiple media for communication

1 Groups:

Guideline 5: provide options for expression and communication

30 Quotations:

1:6 Encourage children to talk about similarities and differences. Use..... (44:1576 [44:1676]) - D 1: NCF English 2018 web

Encourage children to talk about similarities and differences. Use stories and give reasons.

**1:16 Talk to babies about different places (inside and outside) and peo.....
(43:778 [43:861]) - D 1: NCF English 2018 web**

Talk to babies about different places (inside and outside) and people they know

**1:17 Tell babies something about people they know for example, Brandon.....
(43:866 [43:965]) - D 1: NCF English 2018 web**

Tell babies something about people they know for example, Brandon likes to play cars with you

**1:21 Listen to children and observe their speech. Rephrase what they ar.....
(38:2547 [38:2726]) - D 1: NCF English 2018 web**

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?

**1:26 Talk to babies about things that challenge them for example, how t.....
(58:825 [58:933]) - D 1: NCF English 2018 web**

Talk to babies about things that challenge them for example, how to get to a toy that is not near them

**1:32 Talk to children as they are doing activities in a repetitive way.....
(72:1590 [72:1717]) - D 1: NCF English 2018 web**

Talk to children as they are doing activities in a repetitive way for example I see you are opening and closing the book.

**1:71 Begins to differentiate past and present through use of words such.....
(75:1111 [75:1202]) - D 1: NCF English 2018 web**

Begins to differentiate past and present through use of words such as when I was small

**1:79 Encourage children to talk about their personal experiences. (75:683
[75:749]) - D 1: NCF English 2018 web**

Encourage children to talk about their personal experiences.

**1:90 Watch children's attention and encourage them to respond. Use
quest..... (72:2501 [72:2596]) - D 1: NCF English 2018 web**

Watch children's attention and encourage them to respond.

Use questions and discussions.

**1:96 Tell the baby what her problem is and then tell her what you are g.....
(64:1062 [64:1153]) - D 1: NCF English 2018 web**

Tell the baby what her problem is and then tell her what you are going to do about it

**1:97 Ask if the baby needs help rather than giving it without speaking.....
(64:1157 [64:1259]) - D 1: NCF English 2018 web**

Ask if the baby needs help rather than giving it without speaking. Say May I help you to walk?

1:123 scribble on paper with thick wax crayons and gradually name the sc..... (67:580 [67:657]) - D 1: NCF English 2018 web

scribble on paper with thick wax crayons and gradually name the scribbles

1:129 talk about the shapes that the toddler draws and makes with the ch..... (67:1747 [67:1848]) - D 1: NCF English 2018 web

talk about the shapes that the toddler draws and makes with the child during 'teachable moments'

1:144 express when hungry or full (23:1307 [23:1334]) - D 1: NCF English 2018 web

express when hungry or full

1:196 attempt to say some counting words (57:428 [57:464]) - D 1: NCF English 2018 web

attempt to say some counting words

1:231 Encourage children to talk about their interest in shapes. Provide..... (61:963 [61:1090]) - D 1: NCF English 2018 web

Encourage children to talk about their interest in shapes.

Provide explanations of why things are similar or different.

1:234 Encourage children to examine a shape and talk about it for exampl..... (61:1457 [61:1555]) - D 1: NCF English 2018 web

Encourage children to examine a shape and talk about it for example, triangle and points.

1:235 Encourage children to talk about what they have seen. (61:1887 [61:1944]) - D 1: NCF English 2018 web

Encourage children to talk about what they have seen.

1:285 Young children continue with the needs and activities of the previ..... (34:1675 [34:2163]) - D 1: NCF English 2018 web

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

1:300 are able to communicate hunger, thirst or discomfort (40:575 [40:628]) - D 1: NCF English 2018 web

are able to communicate hunger, thirst or discomfort

**1:326 increase social skills through talking to adults and children and.....
(42:620 [42:712]) - D 1: NCF English 2018 web**

increase social skills through talking to adults and children and being in their company

**1:355 segment oral sentences into individual words for example, I can se.....
(49:806 [49:910]) - D 1: NCF English 2018 web**

segment oral sentences into individual words for example, I can see the car driving down the street

**1:357 Children speak using different styles of communication relatio.....
(49:1390 [49:1465]) - D 1: NCF English 2018 web**

Children speak using different styles of communication relationships

**1:359 begin to say simple words and to put two or three words together
(49:1700 [49:1767]) - D 1: NCF English 2018 web**

begin to say simple words and to put two or three words together

**1:360 Use gestures to demonstrate ideas and meanings (49:1875 [49:1923]) - D
1: NCF English 2018 web**

Use gestures to demonstrate ideas and meanings

**1:361 Interpret what the baby is saying through her crying, gurgling, la.....
(49:1927 [49:2108]) - D 1: NCF English 2018 web**

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.

**1:366 speak clearly enough to be understood even by those not familiar w.....
(50:550 [50:633]) - D 1: NCF English 2018 web**

speak clearly enough to be understood even by those not familiar with the child

**1:367 speak in complex sentences, use grammar and words correctly and
le..... (50:675 [50:788]) - D 1: NCF English 2018 web**

speak in complex sentences, use grammar and words correctly and learn many new concepts and words every day

**1:368 speak sentences of more than five words (50:794 [50:834]) - D 1: NCF
English 2018 web**

speak sentences of more than five words

**1:389 speaking about their experiences for example, 'I like... (53:460 [53:518])
- D 1: NCF English 2018 web**

speaking about their experiences for example, 'I like...

● 5.1. POS use multiple media for communication

1 Groups:

Guideline 5: provide options for expression and communication

14 Quotations:

1:25 Play games for example, now you see me, now you don't (58:765 [58:820]) - D 1: NCF English 2018 web

Play games for example, now you see me, now you don't

1:52 are sensitive to sights, sounds and actions (74:1085 [74:1130]) - D 1: NCF English 2018 web

are sensitive to sights, sounds and actions

1:183 Encourage toddlers to explore and to be curious about their world..... (28:883 [28:1084]) - D 1: NCF English 2018 web

Encourage toddlers to explore and to be curious about their world and – remind children about dangers – practice safety drills in centrebased care – point out dangers in the environment.

1:188 start to become aware of the self through language (cooing, babbli..... (38:1159 [38:1260]) - D 1: NCF English 2018 web

start to become aware of the self through language (cooing, babbling), exploration and movement

1:189 Encourage babies to clap hands, reach, to smile, to wave, to point..... (38:1386 [38:1495]) - D 1: NCF English 2018 web

Encourage babies to clap hands, reach, to smile, to wave, to point and to talk using gurgles and sounds

1:217 Use role play and stories to demonstrate language such as few, les..... (59:1670 [59:1763]) - D 1: NCF English 2018 web

Use role play and stories to demonstrate language such as few, less, more than, same as.

1:295 owards Grade R Let children participate in activities where they..... (39:1326 [39:1553]) - D 1: NCF English 2018 web

owards 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.

1:301 show awareness of needs and use gestures to indicate needs for example..... (40:633 [40:722]) - D 1: NCF English 2018 web

show awareness of needs and use gestures to indicate needs for example, point to food

1:304 use talk and gestures to show likes and dislikes (40:1632 [40:1682]) - D 1: NCF English 2018 web

use talk and gestures to show likes and dislikes

1:307 Encourage children to talk about their likes and dislikes. Use pictures..... (40:1927 [40:2045]) - D 1: NCF English 2018 web

Encourage children to talk about their likes and dislikes.

Use pictures or objects to allow them to express this.

1:343 help the baby to make gestures, for example, wave, clap hands (47:1796 [47:1861]) - D 1: NCF English 2018 web

help the baby to make gestures, for example, wave, clap hands

1:358 communicate needs by crying and moving limbs (body language) (49:1492 [49:1555]) - D 1: NCF English 2018 web

communicate needs by crying and moving limbs (body language)

1:365 talk in complete sentences (50:487 [50:513]) - D 1: NCF English 2018 web

talk in complete sentences

1:385 make sounds to communicate their experiences for example, crying,..... (52:1244 [52:1322]) - D 1: NCF English 2018 web

make sounds to communicate their experiences for example, crying, laughing

● **5.2. NEG use multiple tools for construction and composition**

1 Groups:

Guideline 5: provide options for expression and communication

11 Quotations:

1:30 Ask questions to help children make sense of what they are doing for..... (72:1797 [72:1921]) - D 1: NCF English 2018 web

Ask questions to help children make sense of what they are doing for example, What did you make? What did you find?

1:58 build and construct things using tools and techniques (74:492 [74:547]) - D 1: NCF English 2018 web

build and construct things using tools and techniques

1:59 operate simple equipment (74:552 [74:576]) - D 1: NCF English 2018 web

operate simple equipment

1:96 Tell the baby what her problem is and then tell her what you are g..... (64:1062 [64:1153]) - D 1: NCF English 2018 web

Tell the baby what her problem is and then tell her what you are going to do about it

1:179 wash hands and face and body blow own nose hygienically tell other..... (26:1994 [26:2305]) - D 1: NCF English 2018 web

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

1:195 Encourage babies to imitate you, for example the adult points at h..... (56:1822 [56:1939]) - D 1: NCF English 2018 web

Encourage babies to imitate you, for example the adult points at her nose, the baby sees this and does the same

1:226 Provide empty containers and objects that can be easily grasped to..... (60:1620 [60:1710]) - D 1: NCF English 2018 web

Provide empty containers and objects that can be easily grasped to fill containers.

1:241 Ask toddlers open questions about safety when exploring such as Wh..... (28:1086 [28:1175]) - D 1: NCF English 2018 web

Ask toddlers open questions about safety when exploring such as What can we do to

1:263 ddlers continue with the needs and activities of the previous stage..... (31:408 [31:651]) - D 1: NCF English 2018 web

ddlers 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

1:273 Provide many different tools for drawing and painting (32:1317 [32:1373]) - D 1: NCF English 2018 web

Provide many different tools for drawing and painting

1:395 develop eye-hand coordination by, for example catching and throwing,..... (54:704 [54:797]) - D 1: NCF English 2018 web

develop eye-hand coordination by, for example catching and throwing, drawing and painting

● **5.2. POS use multiple tools for construction and composition**

1 Groups:

Guideline 5: provide options for expression and communication

31 Quotations:

1:40 Provide opportunities for children to see and talk about informati..... (75:2089 [75:2351]) - D 1: NCF English 2018 web

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

1:60 Make available a variety of resources that children can use for th..... (74:600 [74:732]) - D 1: NCF English 2018 web

Make available a variety of resources that children can use for their constructions for example, cardboard, wooden blocks.

1:76 Encourage discussions and children with sentence starters such as,..... (75:752 [75:839]) - D 1: NCF English 2018 web

Encourage discussions and children with sentence starters such as, On my way to...

1:85 Make a variety of construction materials available for example, bo..... (73:2660 [73:2749]) - D 1: NCF English 2018 web

Make a variety of construction materials available for example, boxes, and cartons.

1:87 Introduce children to different tools and techniques – tear/ cut an..... (73:2824 [73:2901]) - D 1: NCF English 2018 web

Introduce children to different tools and techniques – tear/ cut and paste

1:88 Encourage them to operate equipment such as electronic toys, compu..... (73:2906 [73:2982]) - D 1: NCF English 2018 web

Encourage them to operate equipment such as electronic toys, computers.

1:89 join construction materials together for balance and a purpose e..... (73:2476 [73:2635]) - D 1: NCF English 2018 web

join construction materials together for balance and a purpose experiment with different tools and techniques know how to operate simple equipment

**1:100 provide puzzles for toddlers to do for example, shaped holes in a.....
(64:2152 [64:2261]) - D 1: NCF English 2018 web**

provide puzzles for toddlers to do for example, shaped holes in a box with shapes to insert in each hole

1:125 play with clay and mud and name their products (67:754 [67:802]) - D 1: NCF English 2018 web

play with clay and mud and name their products

**1:127 offer paper and large wax crayons to draw with offer clay and play.....
(67:1039 [67:1147]) - D 1: NCF English 2018 web**

offer paper and large wax crayons to draw with offer clay and play dough for babies to experiment with

**1:128 start to draw recognisable circles and lines and human face shapes.....
(67:1545 [67:1682]) - D 1: NCF English 2018 web**

start to draw recognisable circles and lines and human face shapes roll clay into 'snakes' and balls start to cut out and paste

**1:131 construct objects using boxes and other paper products (67:2285
[67:2341]) - D 1: NCF English 2018 web**

construct objects using boxes and other paper products

**1:204 Design activities where children have to find matching items. De.....
(57:2652 [57:2828]) - D 1: NCF English 2018 web**

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.

**1:238 Play games where children have to think about positions and do act.....
(61:2204 [61:2282]) - D 1: NCF English 2018 web**

Play games where children have to think about positions and do actions.

**1:251 Provide sturdy, stable and safe equipment which helps babies to mo.....
(29:2095 [29:2202]) - D 1: NCF English 2018 web**

Provide sturdy, stable and safe equipment which helps babies to move such as logs, tyres, wooden boxes

**1:252 Provide support to each child in her own large muscle needs for ex.....
(29:2206 [29:2339]) - D 1: NCF English 2018 web**

Provide support to each child in her own large muscle needs for example, helping hands, equipment for moving, stairs to climb

**1:260 Use suitable safe materials from the environment such as pebbles,.....
(30:1241 [30:1558]) - D 1: NCF English 2018 web**

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

**1:261 Provide many opportunities to draw using large wax crayons, index.....
(30:1681 [30:1815]) - D 1: NCF English 2018 web**

Provide many opportunities to draw using large wax crayons, index fingers and sticks with water and paint on paper and in sand

**1:266 Provide equipment for balancing, climbing and running through
(31:1096 [31:1161]) - D 1: NCF English 2018 web**

Provide equipment for balancing, climbing and running through

**1:268 Provide clay and play dough and mud to strengthen small muscles
(31:2052 [31:2120]) - D 1: NCF English 2018 web**

Provide clay and play dough and mud to strengthen small muscles

**1:269 Provide building toys and materials for construction activities (31:2163
[31:2230]) - D 1: NCF English 2018 web**

Provide building toys and materials for construction activities

**1:274 Provide clay and play dough and mud to strengthen finger muscles
(32:1377 [32:1445]) - D 1: NCF English 2018 web**

Provide clay and play dough and mud to strengthen finger muscles

**1:295 owards Grade R Let children participate in activities where they.....
(39:1326 [39:1553]) - D 1: NCF English 2018 web**

owards 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.

**1:311 Let children sing songs and rhymes to reinforce behaviour for self.....
(40:3234 [40:3356]) - D 1: NCF English 2018 web**

Let children sing songs and rhymes to reinforce behaviour for self-care and hygiene for example, It's tidy up time.

**1:384 Children record their experiences and ideas through language,.....
(52:1089 [52:1222]) - D 1: NCF English 2018 web**

Children record their experiences and ideas through language, sounds, art, drama and play, and later on, 'writing'.

**1:386 make marks with crayons and fingers on paper and sand (scribbling)
(52:1327 [52:1397]) - D 1: NCF English 2018 web**

make marks with crayons and fingers on paper and sand (scribbling)

**1:387 performing arts activities for example, songs and rhymes and actin.....
(52:1661 [52:1802]) - D 1: NCF English 2018 web**

performing arts activities for example, songs and rhymes and acting out of experiences through movement and drama (make believe play)

**1:390 acting out their experiences in make believe play (53:525 [53:576]) - D 1:
NCF English 2018 web**

acting out their experiences in make believe play

**1:393 develop small muscle skills through finger play (for example, play.....
(54:497 [54:602]) - D 1: NCF English 2018 web**

develop small muscle skills through finger play (for example, play dough, screwing nuts onto bolts)

**1:394 develop fine motor control using scissors to cut out bold outlined.....
(54:607 [54:702]) - D 1: NCF English 2018 web**

develop fine motor control using scissors to cut out bold outlined pictures, shapes etc.

**1:396 Provide literacy materials as part of make believe play so that ch.....
(54:1264 [54:1427]) - D 1: NCF English 2018 web**

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.

● 5.3. NEG build fluencies with graduated leveles of support for practice and performance

1 Groups:

Guideline 5: provide options for expression and communication

0 Quotations

● 5.3. POS build fluencies with graduated levels of support for practice and performance

1 Groups:

Guideline 5: provide options for expression and communication

5 Quotations:

1:82 Be aware of children's attempts to jump, pile up things and stack..... (73:1727 [73:1873]) - D 1: NCF English 2018 web

Be aware of children's attempts to jump, pile up things and stack objects.

Allow them to extend their knowledge and discover their skills

1:243 Offer activities to young children who are experiencing development..... (28:2619 [28:2790]) - D 1: NCF English 2018 web

Offer activities to young children who are experiencing developmental 'spurts' before they enter Grade R working from the relevant sections of the CAPS documents.

1:245 Offer activities to young children who are experiencing development..... (29:723 [29:911]) - D 1: NCF English 2018 web

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.

1:302 Observe babies and respond to their behaviour allowing sensory exp..... (40:738 [40:1038]) - D 1: NCF English 2018 web

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.

1:303 Encourage babies' efforts to do things by themselves for example,..... (40:1041 [40:1136]) - D 1: NCF English 2018 web

Encourage babies' efforts to do things by themselves for example, putting a toy in a box.

● 6.1. NEG guide appropriate goal-setting

1 Groups:

Guideline 6: Provide options for executive functions

1 Quotations:

1:120 organise space for games and constructions which take several days..... (66:2729 [66:2813]) - D 1: NCF English 2018 web

organise space for games and constructions which take several days to complete.

● 6.1. POS guide appropriate goal-setting

1 Groups:

Guideline 6: Provide options for executive functions

1 Quotations:

1:86 Encourage children in their efforts to build their own creations. (73:2751 [73:2821]) - D 1: NCF English 2018 web

Encourage children in their efforts to build their own creations.

● 6.2. NEG support planning and strategy development

1 Groups:

Guideline 6: Provide options for executive functions

3 Quotations:

1:61 Help children understand the purpose of their construction tasks (74:734 [74:802]) - D 1: NCF English 2018 web

Help children understand the purpose of their construction tasks

1:63 Encourage children to reflect on their creations. (74:840 [74:893]) - D 1: NCF English 2018 web

Encourage children to reflect on their creations.

1:106 Set challenges in stories by asking children What do you think hap..... (64:3113 [64:3237]) - D 1: NCF English 2018 web

Set challenges in stories by asking children What do you think happened next? If you were there, what would you do?

● 6.2. POS support planning and strategy development

1 Groups:

Guideline 6: Provide options for executive functions

5 Quotations:

1:57 Draw attention to their specific activities during a routine. (74:2395 [74:2460]) - D 1: NCF English 2018 web

Draw attention to their specific activities during a routine.

1:138 propose a story title and help children to make up a story/ song/ r..... (69:870 [69:960]) - D 1: NCF English 2018 web

propose a story title and help children to make up a story/ song/ rhyme and act it out

1:213 Encourage interaction during activities such as storytelling, rhym..... (59:1050 [59:1228]) - D 1: NCF English 2018 web

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?

1:214 Ask children to talk about how they solved a problem for example,..... (59:1230 [59:1399]) - D 1: NCF English 2018 web

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

1:236 Invite children to talk about their creations Create space to disp..... (61:1948 [61:2050]) - D 1: NCF English 2018 web

Invite children to talk about their creations Create space to display what children have created

● 6.3. NEG facilitate managing information and resources

1 Groups:

Guideline 6: Provide options for executive functions

0 Quotations

● 6.3. POS facilitate managing information and resources

1 Groups:

Guideline 6: Provide options for executive functions

9 Quotations:

**1:30 Ask questions to help children make sense of what they are doing f.....
(72:1797 [72:1921]) - D 1: NCF English 2018 web**

Ask questions to help children make sense of what they are doing for example, What did you make? What did you find?

**1:36 Help them to notice details to understand how things happen and wo.....
(72:3073 [72:3149]) - D 1: NCF English 2018 web**

Help them to notice details to understand how things happen and work.

**1:44 Provide opportunities to play with models and to see the items in.....
(74:2587 [74:2680]) - D 1: NCF English 2018 web**

Provide opportunities to play with models and to see the items in real life situations.

**1:47 Begins to make associations between actions and the sequence of th.....
(74:2049 [74:2129]) - D 1: NCF English 2018 web**

Begins to make associations between actions and the sequence of the routines

**1:111 explore their surroundings and set up problems to resolve through.....
(65:1585 [65:1658]) - D 1: NCF English 2018 web**

explore their surroundings and set up problems to resolve through play

**1:153 Provide small helpings of food to encourage toddlers to feel that.....
(24:1266 [24:1354]) - D 1: NCF English 2018 web**

Provide small helpings of food to encourage toddlers to feel that they can eat it all

**1:198 ask children to tell you about the marks and symbols they create (.....
(57:822 [57:910]) - D 1: NCF English 2018 web**

ask children to tell you about the marks and symbols they create (on paper, on sand)

**1:211 ask children to tell you about the marks and symbols they create (.....
(58:2000 [58:2088]) - D 1: NCF English 2018 web**

ask children to tell you about the marks and symbols they create (on paper, on sand)

**1:260 Use suitable safe materials from the environment such as pebbles,.....
(30:1241 [30:1558]) - D 1: NCF English 2018 web**

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

● **6.4. NEG enhance capacity for monitoring progress**

1 Groups:

Guideline 6: Provide options for executive functions

1 Quotations:

**1:192 Provide opportunities for children to create things and participat.....
(38:2893 [38:3096]) - D 1: NCF English 2018 web**

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.

● 6.4. POS enhance capacity for monitoring progress

1 Groups:

Guideline 6: Provide options for executive functions

0 Quotations

● 7.1. NEG optimize individual choice and autonomy

1 Groups:

Guideline 7: Provide options for recruiting interest

0 Quotations

● 7.1. POS optimize individual choice and autonomy

1 Groups:

Guideline 7: Provide options for recruiting interest

5 Quotations:

**1:33 Allow babies to make choices by giving them a variety of safe obje.....
(72:926 [72:1014]) - D 1: NCF English 2018 web**

Allow babies to make choices by giving them a variety of safe objects to explore.

**1:72 Is more curious about finding out about the features of the place.....
(75:1210 [75:1325]) - D 1: NCF English 2018 web**

Is more curious about finding out about the features of the place where they live and their natural world.

1:148 accept and request favourite foods try new food willingly (23:1339 [23:1400]) - D 1: NCF English 2018 web

accept and request favourite foods try new food willingly

1:242 Provide loving attention to each child as she explores so that she..... (28:1178 [28:1325]) - D 1: NCF English 2018 web

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.

1:315 select and use activities and resources on their own (41:669 [41:723]) - D 1: NCF English 2018 web

select and use activities and resources on their own

● 7.2. NEG optimize relevance, value, and authenticity

1 Groups:

Guideline 7: Provide options for recruiting interest

2 Quotations:

1:1 build skills, characteristics, interests and preferences which all..... (38:2259 [38:2361]) - D 1: NCF English 2018 web

build skills, characteristics, interests and preferences which allows them to grow in confidence

1:97 Ask if the baby needs help rather than giving it without speaking..... (64:1157 [64:1259]) - D 1: NCF English 2018 web

Ask if the baby needs help rather than giving it without speaking. Say May I help you to walk?

● 7.2. POS optimize relevance, value, and authenticity

1 Groups:

Guideline 7: Provide options for recruiting interest

36 Quotations:

1:2 Acknowledge and celebrate events for example, birthdays, Christmas..... (44:772 [44:891]) - D 1: NCF English 2018 web

Acknowledge and celebrate events for example, birthdays, Christmas, Diwali, Eid, Ramadan, Rosh Hashanah, Easter.

1:3 Create different opportunities for children to talk, listen and be..... (44:895 [44:1049]) - D 1: NCF English 2018 web

Create different opportunities for children to talk, listen and be heard by others about what makes them special and different from their peers.

1:4 Record sequence of events about families or personal histories fro..... (44:1051 [44:1155]) - D 1: NCF English 2018 web

Record sequence of events about families or personal histories from clothing, photographs and toys

1:5 Help children experience their cultural beliefs and religion in a..... (44:1488 [44:1574]) - D 1: NCF English 2018 web

Help children experience their cultural beliefs and religion in a positive way.

1:8 Develop an anti-bias approach to help children to learn about race..... (44:1763 [44:1854]) - D 1: NCF English 2018 web

Develop an anti-bias approach to help children to learn about race, gender, abilities.

1:9 connect with different aspects of their life experiences (for exam..... (44:1261 [44:1358]) - D 1: NCF English 2018 web

connect with different aspects of their life experiences (for example, home, centre, religion)

1:10 are at ease with who they are (44:1364 [44:1392]) - D 1: NCF English 2018 web

are at ease with who they are

1:11 participate in appropriate rituals and customs (44:635 [44:683]) - D 1: NCF English 2018 web

participate in appropriate rituals and customs

1:12 are aware of linguistic, cultural and religious differences (44:688 [44:748]) - D 1: NCF English 2018 web

are aware of linguistic, cultural and religious differences

1:19 Toddlers continue with the needs and activities of the previous stag..... (43:1755 [43:2077]) - D 1: NCF English 2018 web

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

1:20 Toddlers continue with the needs and activities of the previous stag..... (43:2092 [43:2415]) - D 1: NCF English 2018 web

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

**1:51 Draw attention to different areas and what can be seen in these ar.....
(74:1500 [74:1637]) - D 1: NCF English 2018 web**

Draw attention to different areas and what can be seen in these areas for example, animals, birds and neighbouring homesteads.

**1:65 Young children can remember and talk about people and events that.....
(75:411 [75:496]) - D 1: NCF English 2018 web**

Young children can remember and talk about people and events that are familiar

**1:66 Plan excursions that help children to understand their broader env.....
(75:1915 [75:1997]) - D 1: NCF English 2018 web**

Plan excursions that help children to understand their broader environment.

**1:109 ask questions and invite specialist speakers to come to answer the.....
(65:1009 [65:1173]) - D 1: NCF English 2018 web**

ask questions and invite specialist speakers to come to answer them for example, questions about animals, birds, occupations, traditions in the local area

**1:113 start to act out situations that they have experienced for example.....
(65:1817 [65:1934]) - D 1: NCF English 2018 web**

start to act out situations that they have experienced for example, playing 'Mommy', 'Daddy', 'House', 'Doctors'

**1:114 play more complex make believe games for longer times mainly
about..... (66:598 [66:710]) - D 1: NCF English 2018 web**

play more complex make believe games for longer times mainly about home life and relationships with adults

**1:118 develop complex solutions to problems that they see in their envir.....
(66:2305 [66:2470]) - D 1: NCF English 2018 web**

develop complex solutions to problems that they see in their environment for example, building a shelter from available materials, building a dam and bridge

**1:130 write the toddler's name on the top left hand corner of her work (67:1854
[67:1921]) - D 1: NCF English 2018 web**

write the toddler's name on the top left hand corner of her work

**1:145 Offer each child a variety of foods. Take into account that there.....
(23:1673 [23:1821]) - D 1: NCF English 2018 web**

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

1:147 Speak in the mother tongue about what is happening during meal times..... (23:1956 [23:2031]) - D 1: NCF English 2018 web

Speak in the mother tongue about what is happening during meal times.

1:150 Recognise and use local and indigenous cultural views and customs..... (23:2301 [23:2407]) - D 1: NCF English 2018 web

Recognise and use local and indigenous cultural views and customs on positive nutritional practice.

1:151 enjoy both local and indigenous food and ways of eating according..... (24:791 [24:882]) - D 1: NCF English 2018 web

enjoy both local and indigenous food and ways of eating according to family practices

1:154 Discuss the foods and where they come from Promote traditional and..... (24:1584 [24:1679]) - D 1: NCF English 2018 web

Discuss the foods and where they come from Promote traditional and locally available food

1:159 Start a food garden and give children some responsibilities for it..... (25:812 [25:890]) - D 1: NCF English 2018 web

Start a food garden and give children some responsibilities for its care.

1:191 develop curiosity about people, places and objects learn about th..... (38:2367 [38:2529]) - D 1: NCF English 2018 web

develop curiosity about people, places and objects learn about themselves from adults who draw attention to strengths and areas for further development

1:237 Use personal symbols for children to identify their belongings for..... (61:2055 [61:2202]) - D 1: NCF English 2018 web

Use personal symbols for children to identify their belongings for example, a child has a picture of the moon on all his/her belongings.

1:244 give their personal details – name, age, address, contact number t..... (29:606 [29:702]) - D 1: NCF English 2018 web

give their personal details – name, age, address, contact number to people whom they know

1:249 Promote the use of positive traditional and local activities for e..... (29:1922 [29:2048]) - D 1: NCF English 2018 web

Promote the use of positive traditional and local activities for example, massage, in conjunction with family cultures

**1:291 Encourage “all about me” activities using drawings, photographs, t.....
(39:644 [39:739]) - D 1: NCF English 2018 web**

Encourage “all about me” activities using drawings, photographs, talks, favourite objects

**1:292 Have discussions on what makes them special and let them share
the..... (39:744 [39:930]) - D 1: NCF English 2018 web**

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.

**1:298 Invite people from the community to tell stories to children about.....
(39:1761 [39:1931]) - D 1: NCF English 2018 web**

Invite people from the community to tell stories to children about aspects of their lives
and their cultural backgrounds in a developmentally appropriate way.

**1:322 Use sound and actions to connect with babies. Play social and imit.....
(41:1516 [41:1630]) - D 1: NCF English 2018 web**

Use sound and actions to connect with babies. Play social and imitation games and
especially indigenous games

**1:329 Create spaces where children can share their ideas, for example ci.....
(42:1035 [42:1124]) - D 1: NCF English 2018 web**

Create spaces where children can share their ideas, for example circle time/rings.

**1:330 Allow children to experiment with different roles – active, passiv.....
(42:896 [42:1030]) - D 1: NCF English 2018 web**

Allow children to experiment with different roles – active, passive, leading, resisting.

Let them talk about their experiences

**1:369 Tell many traditional stories, which enable the child to use her i.....
(50:1350 [50:1430]) - D 1: NCF English 2018 web**

Tell many traditional stories, which enable the child to use her imagination

● **7.3. NEG minimize threats and distractions**

1 Groups:

Guideline 7: Provide options for recruiting interest

3 Quotations:

**1:46 Talk to children about the routines and what they do during the ro.....
(74:2314 [74:2393]) - D 1: NCF English 2018 web**

Talk to children about the routines and what they do during the routine.

**1:53 become aware of routines such as waking up, feeding, nappy change.....
(74:1136 [74:1227]) - D 1: NCF English 2018 web**

become aware of routines such as waking up, feeding, nappy change and where it happens

**1:171 Ensure children use and enjoy all routines to do with personal hyg.....
(26:2538 [26:2612]) - D 1: NCF English 2018 web**

Ensure children use and enjoy all routines to do with personal hygiene

● 7.3. POS minimize threats and distractions

1 Groups:

Guideline 7: Provide options for recruiting interest

12 Quotations:

**1:47 Begins to make associations between actions and the sequence of th.....
(74:2049 [74:2129]) - D 1: NCF English 2018 web**

Begins to make associations between actions and the sequence of the routines

**1:70 Do sequencing activities with children so that they have a sense o.....
(75:1576 [75:1755]) - D 1: NCF English 2018 web**

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

**1:176 Ask children to help with simple routine tasks such as cleaning, w.....
(26:2908 [26:3068]) - D 1: NCF English 2018 web**

Ask children to help with simple routine tasks such as cleaning, washing, sweeping
Make these interesting to do so that children enjoy the activities.

**1:299 become aware of food routines set by adults (40:525 [40:570]) - D 1: NCF
English 2018 web**

become aware of food routines set by adults

**1:306 want to participate in routines for example, dressing up and clean.....
(40:1555 [40:1628]) - D 1: NCF English 2018 web**

want to participate in routines for example, dressing up and cleaning

**1:309 become more adaptable to learning personal hygiene for example,
wa..... (40:2906 [40:3019]) - D 1: NCF English 2018 web**

become more adaptable to learning personal hygiene for example, washing of hands during the toilet routines

1:313 Create predictable routines. Ask children what comes next? Support t..... (40:3463 [40:3605]) - D 1: NCF English 2018 web

Create predictable routines.

Ask children what comes next?

Support them in their effort to manage their personal needs and resources.

1:324 Make a daily routine chart where babies can see pictures of babies..... (41:1738 [41:1891]) - D 1: NCF English 2018 web

Make a daily routine chart where babies can see pictures of babies and children making contact and interacting. Use this as a discussion tool.

1:335 Establish routines and predictable sequence of events (42:2251 [42:2306]) - D 1: NCF English 2018 web

Establish routines and predictable sequence of events

1:338 Continue to have predictable routines. (42:2638 [42:2681]) - D 1: NCF English 2018 web

Continue to have predictable routines.

1:339 Design routines where children will have opportunities to play wit..... (42:2683 [42:2783]) - D 1: NCF English 2018 web

Design routines where children will have opportunities to play with a variety of other children.

1:353 Establish routines and predictable sequence of events (48:2652 [48:2709]) - D 1: NCF English 2018 web

Establish routines and predictable sequence of events

● 8.1. NEG heighten salience of goals and objectives

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

0 Quotations

● 8.1. POS heighten salience of goals and objectives

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

1 Quotations:

**1:97 Ask if the baby needs help rather than giving it without speaking.....
(64:1157 [64:1259]) - D 1: NCF English 2018 web**

Ask if the baby needs help rather than giving it without speaking. Say May I help you to walk?

● 8.2. NEG vary demands and resources to optimize challenge

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

1 Quotations:

**1:152 Some toddlers may experience developmental delays in some areas
an..... (24:886 [24:1021]) - D 1: NCF English 2018 web**

Some toddlers may experience developmental delays in some areas and some may experience developmental spurts in some areas.

● 8.2. POS vary demands and resources to optimize challenge

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

4 Quotations:

**1:102 continue to ask questions which will help toddlers to think about.....
(64:2448 [64:2527]) - D 1: NCF English 2018 web**

continue to ask questions which will help toddlers to think about solutions

**1:115 extend the play areas with more materials so that children can ask.....
(66:891 [66:1046]) - D 1: NCF English 2018 web**

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?

**1:272 Make simple obstacle courses with boxes, cushions, etc. (32:1085
[32:1145]) - D 1: NCF English 2018 web**

Make simple obstacle courses with boxes, cushions, etc.

1:275 Do more complicated finger rhymes with the children (32:1449 [32:1502]) - D 1: NCF English 2018 web

Do more complicated finger rhymes with the children

● **8.3. NEG foster collaboration and community**

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

1 Quotations:

1:7 Let children think about and talk about who is like them and who i..... (44:1678 [44:1759]) - D 1: NCF English 2018 web

Let children think about and talk about who is like them and who is different

● **8.3. POS foster collaboration and community**

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

28 Quotations:

1:8 Develop an anti-bias approach to help children to learn about race..... (44:1763 [44:1854]) - D 1: NCF English 2018 web

Develop an anti-bias approach to help children to learn about race, gender, abilities.

1:13 Children have a sense of group identity and a sense of celebra..... (43:396 [43:483]) - D 1: NCF English 2018 web

Children have a sense of group identity and a sense of celebrating differences

1:17 Tell babies something about people they know for example, Brandon..... (43:866 [43:965]) - D 1: NCF English 2018 web

Tell babies something about people they know for example, Brandon likes to play cars with you

1:18 Provide babies with opportunities to see different types of people..... (43:969 [43:1193]) - D 1: NCF English 2018 web

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.

**1:108 encourage the children to ask themselves, and others questions to.....
(65:879 [65:1004]) - D 1: NCF English 2018 web**

encourage the children to ask themselves, and others questions to find solutions and to find new knowledge and skills

**1:109 ask questions and invite specialist speakers to come to answer the.....
(65:1009 [65:1173]) - D 1: NCF English 2018 web**

ask questions and invite specialist speakers to come to answer them for example, questions about animals, birds, occupations, traditions in the local area

**1:112 play alone, play next to other children, with an adult, then by wa.....
(65:1663 [65:1811]) - D 1: NCF English 2018 web**

play alone, play next to other children, with an adult, then by watching older children play, then older babies may play with other children

**1:116 play increasingly in small cooperative groups to develop complex s.....
(66:1849 [66:1965]) - D 1: NCF English 2018 web**

play increasingly in small cooperative groups to develop complex structures and games with available materials

**1:117 Discuss cooperation and rules for working together when children a.....
(66:2082 [66:2261]) - D 1: NCF English 2018 web**

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.

**1:119 work together as members of a team with leaders and helpers and di.....
(66:2549 [66:2650]) - D 1: NCF English 2018 web**

work together as members of a team with leaders and helpers and different roles for each child.

**1:137 organise a band with the children with different children using di.....
(69:776 [69:865]) - D 1: NCF English 2018 web**

organise a band with the children with different children using different instruments

1:193 are willing to link up with others for help (39:508 [39:553]) - D 1: NCF English 2018 web

are willing to link up with others for help

**1:292 Have discussions on what makes them special and let them share the.....
(39:744 [39:930]) - D 1: NCF English 2018 web**

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.

**1:296 Encourage children to work together in activities where they depend.....
(39:1555 [39:1673]) - D 1: NCF English 2018 web**

Encourage children to work together in activities where they depend on each other for example, hide and seek.

**1:298 Invite people from the community to tell stories to children about.....
(39:1761 [39:1931]) - D 1: NCF English 2018 web**

Invite people from the community to tell stories to children about aspects of their lives and their cultural backgrounds in a developmentally appropriate way.

**1:321 are social beings and mostly enjoy being with others show attachment.....
(41:1293 [41:1500]) - D 1: NCF English 2018 web**

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

**1:323 Provide opportunities for babies to be with older children and to.....
(41:1635 [41:1733]) - D 1: NCF English 2018 web**

Provide opportunities for babies to be with older children and to watch them and listen to them

**1:327 actively seek out the company of others to share experiences (42:717
[42:779]) - D 1: NCF English 2018 web**

actively seek out the company of others to share experiences

**1:328 Use conversations, pictures of situations and stories to talk about.....
(42:796 [42:891]) - D 1: NCF English 2018 web**

Use conversations, pictures of situations and stories to talk about different relationships

**1:331 work towards building friendships (42:1790 [42:1825]) - D 1: NCF
English 2018 web**

work towards building friendships

**1:333 Use activities where children can be placed in their friendship gr.....
(42:1987 [42:2120]) - D 1: NCF English 2018 web**

Use activities where children can be placed in their friendship groups. Allow them to take on roles of leaders, helpers etc.

**1:334 Set up learning centres that allow children to manage group dynami.....
(42:2123 [42:2248]) - D 1: NCF English 2018 web**

Set up learning centres that allow children to manage group dynamics – playing in pairs/ groups and to manage conflict.

**1:336 Children continue with the needs and activities of the previous stag.....
(42:2328 [42:2544]) - D 1: NCF English 2018 web**

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

**1:339 Design routines where children will have opportunities to play wit.....
(42:2683 [42:2783]) - D 1: NCF English 2018 web**

Design routines where children will have opportunities to play with a variety of other children.

**1:340 Create opportunities where children will have to ask others for in.....
(42:2788 [42:2874]) - D 1: NCF English 2018 web**

Create opportunities where children will have to ask others for information or help

**1:341 Alert children to times when there is a change of activity, their.....
(42:2880 [42:3094]) - D 1: NCF English 2018 web**

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.

**1:351 Use activities where children can be placed in their friendship gr.....
(48:2384 [48:2517]) - D 1: NCF English 2018 web**

Use activities where children can be placed in their friendship groups. Allow them to take on roles of leaders, helpers etc.

**1:352 Set up learning centres that allow children to manage group dynami.....
(48:2520 [48:2649]) - D 1: NCF English 2018 web**

Set up learning centres that allow children to manage group dynamics – playing in pairs/groups and to manage conflict.

● **8.4. NEG increase mastery-oriented feedback**

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

2 Quotations:

**1:192 Provide opportunities for children to create things and participat.....
(38:2893 [38:3096]) - D 1: NCF English 2018 web**

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.

**1:221 Show a keen interest in how children are solving problems and the.....
(60:1017 [60:1118]) - D 1: NCF English 2018 web**

Show a keen interest in how children are solving problems and the answers they come up with.

● **8.4. POS increase mastery-oriented feedback**

1 Groups:

Guideline 8: Provide options for sustaining effort and persistence

6 Quotations:

**1:168 Encourage and praise children when they remember to wash their
han..... (26:1351 [26:1472]) - D 1: NCF English 2018 web**

Encourage and praise children when they remember to wash their hands after using the toilet and before eating food.

**1:284 Praise toddlers when they do good things for others for example, h.....
(34:1304 [34:1486]) - D 1: NCF English 2018 web**

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

**1:287 Reinforce each young child's ability to face adversity for example.....
(34:2486 [34:2578]) - D 1: NCF English 2018 web**

Reinforce each young child's ability to face adversity for example, I know you can do it

**1:308 Praise children when they do something well for example, asking fo.....
(40:2050 [40:2257]) - D 1: NCF English 2018 web**

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.

**1:312 Reward children who are achieving their goals by drawing attention.....
(40:3361 [40:3461]) - D 1: NCF English 2018 web**

Reward children who are achieving their goals by drawing attention to their good behaviour.

**1:320 Reward and praise children for tasks that they do independently an.....
(41:1135 [41:1219]) - D 1: NCF English 2018 web**

Reward and praise children for tasks that they do independently and successfully

● **9.1. NEG promote expectations and beliefs that optimize motivation**

1 Groups:

Guideline 9: Provide options for self-regulation

1 Quotations:

1:75 Describes their personal experiences with confidence. (75:1327 [75:1382]) - D 1: NCF English 2018 web

Describes their personal experiences with confidence.

● **9.1. POS promote expectations and beliefs that optimize motivation**

1 Groups:

Guideline 9: Provide options for self-regulation

7 Quotations:

1:48 Show interest in the world they live in and models of the world th..... (74:2217 [74:2297]) - D 1: NCF English 2018 web

Show interest in the world they live in and models of the world they live in

1:117 Discuss cooperation and rules for working together when children a..... (66:2082 [66:2261]) - D 1: NCF English 2018 web

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.

1:167 When washing or bathing children, encourage them to wash different..... (26:1244 [26:1347]) - D 1: NCF English 2018 web

When washing or bathing children, encourage them to wash different parts of their body themselves

1:176 Ask children to help with simple routine tasks such as cleaning, w..... (26:2908 [26:3068]) - D 1: NCF English 2018 web

Ask children to help with simple routine tasks such as cleaning, washing, sweeping
Make these interesting to do so that children enjoy the activities.

1:317 Create an atmosphere where children's successes are valued (41:799 [41:859]) - D 1: NCF English 2018 web

Create an atmosphere where children's successes are valued

**1:324 Make a daily routine chart where babies can see pictures of babies.....
(41:1738 [41:1891]) - D 1: NCF English 2018 web**

Make a daily routine chart where babies can see pictures of babies and children making contact and interacting. Use this as a discussion tool.

**1:333 Use activities where children can be placed in their friendship gr.....
(42:1987 [42:2120]) - D 1: NCF English 2018 web**

Use activities where children can be placed in their friendship groups. Allow them to take on roles of leaders, helpers etc.

● **9.2. NEG facilitate personal coping skills and strategies**

1 Groups:

Guideline 9: Provide options for self-regulation

3 Quotations:

**1:23 Children sort, classify, make comparisons and solve problems (58:456
[58:521]) - D 1: NCF English 2018 web**

Children sort, classify, make comparisons and solve problems

**1:96 Tell the baby what her problem is and then tell her what you are g.....
(64:1062 [64:1153]) - D 1: NCF English 2018 web**

Tell the baby what her problem is and then tell her what you are going to do about it

**1:297 Explain why some children will need more support when they are
fee..... (39:1675 [39:1759]) - D 1: NCF English 2018 web**

Explain why some children will need more support when they are feeling upset.

● **9.2. POS facilitate personal coping skills and strategies**

1 Groups:

Guideline 9: Provide options for self-regulation

33 Quotations:

**1:14 display excitement or fear at something or someone that is differe.....
(43:573 [43:692]) - D 1: NCF English 2018 web**

display excitement or fear at something or someone that is different and look for support and comfort from adults

1:15 show understanding that both sounds and actions affect people (43:696 [43:761]) - D 1: NCF English 2018 web

show understanding that both sounds and actions affect people

1:92 Children identify, search for and create solutions to challenges..... (64:539 [64:636]) - D 1: NCF English 2018 web

Children identify, search for and create solutions to challenges through problem solving

1:93 from birth solve the problems of hunger and discomfort by crying f..... (64:662 [64:739]) - D 1: NCF English 2018 web

from birth solve the problems of hunger and discomfort by crying for help

1:94 set out to solve problems of sitting, crawling, standing, walking..... (64:744 [64:898]) - D 1: NCF English 2018 web

set out to solve problems of sitting, crawling, standing, walking and running by experimenting and taking risks (finding creative ways of moving)

1:101 help toddlers to deal with frustration by showing them questions t..... (64:2266 [64:2445]) - D 1: NCF English 2018 web

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?

1:103 are more able to try out different solutions to challenges instead..... (64:2838 [64:2940]) - D 1: NCF English 2018 web

are more able to try out different solutions to challenges instead of being frustrated and crying

1:107 identify problems and challenges, point these out, talk about them..... (65:432 [65:532]) - D 1: NCF English 2018 web

identify problems and challenges, point these out, talk about them and find ways to solve them

1:108 encourage the children to ask themselves, and others questions to..... (65:879 [65:1004]) - D 1: NCF English 2018 web

encourage the children to ask themselves, and others questions to find solutions and to find new knowledge and skills

1:181 Tell stories about safety and security which help the babies to de..... (27:1568 [27:1730]) - D 1: NCF English 2018 web

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)

**1:185 If children tell you about an incident that made them feel uncomfo.....
(28:2499 [28:2614]) - D 1: NCF English 2018 web**

If children tell you about an incident that made them feel uncomfortable, show that you are willing to listen

**1:252 Provide support to each child in her own large muscle needs for ex.....
(29:2206 [29:2339]) - D 1: NCF English 2018 web**

Provide support to each child in her own large muscle needs for example, helping hands, equipment for moving, stairs to climb

**1:276 Children build a sense of resilience (being strong and resista.....
(33:395 [33:487]) - D 1: NCF English 2018 web**

Children build a sense of resilience (being strong and resistant to daily stresses)

**1:277 set limits for them so that they know when to stop before there is.....
(33:637 [33:885]) - D 1: NCF English 2018 web**

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

**1:278 Encourage the older baby to calm herself with adult help (33:1082
[33:1140]) - D 1: NCF English 2018 web**

Encourage the older baby to calm herself with adult help

**1:281 Provide clear boundaries ('rules') for children's behaviour in sim.....
(33:1540 [33:1806]) - D 1: NCF English 2018 web**

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;

**1:282 Give the baby comfort and encouragement in stressful situations.
(33:1810 [33:1879]) - D 1: NCF English 2018 web**

Give the baby comfort and encouragement in stressful situations.

**1:283 Continue to give clear explanations for rules and boundaries Pr.....
(34:1044 [34:1177]) - D 1: NCF English 2018 web**

Continue to give clear explanations for rules and boundaries Promote independent behaviours with support for each toddler

**1:285 Young children continue with the needs and activities of the previ.....
(34:1675 [34:2163]) - D 1: NCF English 2018 web**

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

1:288 Encourage independence and each young child's faith in her own pro..... (34:2582 [34:2792]) - D 1: NCF English 2018 web

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

1:290 Accept errors and failures while providing guidance toward improve..... (35:1010 [35:1320]) - D 1: NCF English 2018 web

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

1:293 respond to experiences and show different feelings in different si..... (39:1042 [39:1120]) - D 1: NCF English 2018 web

respond to experiences and show different feelings in different situations

1:294 become aware of their own views, feelings and begin to show sensit..... (39:1125 [39:1320]) - D 1: NCF English 2018 web

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

1:305 are willing to do things on their own with the feeling of adults b..... (40:1687 [40:1785]) - D 1: NCF English 2018 web

are willing to do things on their own with the feeling of adults being close by to support them

1:310 take initiatives and are proud of achieving goals for self-care –..... (40:3023 [40:3211]) - D 1: NCF English 2018 web

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

1:313 Create predictable routines. Ask children what comes next? Support t..... (40:3463 [40:3605]) - D 1: NCF English 2018 web

Create predictable routines.

Ask children what comes next?

Support them in their effort to manage their personal needs and resources.

1:316 Allow children time to try before offering help (41:746 [41:795]) - D 1: NCF English 2018 web

Allow children time to try before offering help

1:318 Encourage a problem solving attitude. Guide children by providing..... (41:863 [41:991]) - D 1: NCF English 2018 web

Encourage a problem solving attitude. Guide children by providing them with steps/suggestions to solve their problems.

1:319 Provide children with duties and explain their responsibilities cl..... (41:993 [41:1131]) - D 1: NCF English 2018 web

Provide children with duties and explain their responsibilities clearly through oral instructions and through a duty/helper chart.

1:326 increase social skills through talking to adults and children and..... (42:620 [42:712]) - D 1: NCF English 2018 web

increase social skills through talking to adults and children and being in their company

1:340 Create opportunities where children will have to ask others for in..... (42:2788 [42:2874]) - D 1: NCF English 2018 web

Create opportunities where children will have to ask others for information or help

1:341 Alert children to times when there is a change of activity, their..... (42:2880 [42:3094]) - D 1: NCF English 2018 web

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.

1:352 Set up learning centres that allow children to manage group dynami..... (48:2520 [48:2649]) - D 1: NCF English 2018 web

Set up learning centres that allow children to manage group dynamics – playing in pairs/groups and to manage conflict.

● 9.3. NEG develop self-assessment and reflection

1 Groups:

Guideline 9: Provide options for self-regulation

1 Quotations:

1:96 Tell the baby what her problem is and then tell her what you are g..... (64:1062 [64:1153]) - D 1: NCF English 2018 web

Tell the baby what her problem is and then tell her what you are going to do about it

● 9.3. POS develop self-assessment and reflection

1 Groups:

Guideline 9: Provide options for self-regulation

14 Quotations:

1:289 Acknowledge strengths in each child ('I have, I am and I can') (35:940 [35:1005]) - D 1: NCF English 2018 web

Acknowledge strengths in each child ('I have, I am and I can')

1:290 Accept errors and failures while providing guidance toward improve..... (35:1010 [35:1320]) - D 1: NCF English 2018 web

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

1:292 Have discussions on what makes them special and let them share the..... (39:744 [39:930]) - D 1: NCF English 2018 web

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.

1:293 respond to experiences and show different feelings in different si..... (39:1042 [39:1120]) - D 1: NCF English 2018 web

respond to experiences and show different feelings in different situations

1:294 become aware of their own views, feelings and begin to show sensit..... (39:1125 [39:1320]) - D 1: NCF English 2018 web

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

1:295 owards Grade R Let children participate in activities where they..... (39:1326 [39:1553]) - D 1: NCF English 2018 web

owards 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.

**1:310 take initiatives and are proud of achieving goals for self-care –.....
(40:3023 [40:3211]) - D 1: NCF English 2018 web**

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

**1:314 function independently and show confidence in asking for support
a..... (41:503 [41:598]) - D 1: NCF English 2018 web**

function independently and show confidence in asking for support and guidance when needed

**1:325 learn from others about their own abilities and areas for developm.....
(42:542 [42:615]) - D 1: NCF English 2018 web**

learn from others about their own abilities and areas for development

**1:332 are more flexible, show self-control and can adapt behaviour to su.....
(42:1856 [42:1963]) - D 1: NCF English 2018 web**

are more flexible, show self-control and can adapt behaviour to suit different routines and situations

**1:337 begins to understand a code of conduct for particular situations
(42:2549 [42:2615]) - D 1: NCF English 2018 web**

begins to understand a code of conduct for particular situations

**1:371 Children make meaning by ‘reading’ what they see, hear, feel,.....
(51:396 [51:486]) - D 1: NCF English 2018 web**

Children make meaning by ‘reading’ what they see, hear, feel, taste and touch.

**1:372 make meaning of what they experience through their own senses -
th..... (51:509 [51:605]) - D 1: NCF English 2018 web**

make meaning of what they experience through their own senses - they ‘ read’ the situation

**1:388 Offer babies activities to react to their experiences using words.....
(52:1445 [52:1802]) - D 1: NCF English 2018 web**

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)