

The key to success is pre-school

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Here at Bambi Daycare we utilize the CAPS (Curriculum Assessment Policy Statement).

Concentrating on Language Lifeskills and Mathematics. All Students from age 2 to grade R are taught on this basis.

Our class age groups in the curriculum phase are

- 2-3 years
- 3-4 years
- 4-5 years
- Grade R (5-6 years)

This 4 year programme enables our students to grow yearly and prepares them for grade R and Grade 1. The CAPS tries to realise the goals set out in the constitution of the Republic of South Africa. It aims to develop the full potential of each such learner. The CAPS further tries to ensure that all learning area statements reflect the principals and practices of social justice, respect for the environment and human rights. The content of our all in one programme for foundation phase, based on the CAPS is sufficient to guide even the liveliest of classes for at least a year at a time on their voyage of discovery.

The Curriculum Assessment Policy Statement with integrated learning system consists of the following programmes:

### **Gross Motor Movements**

These are the movements of the larger muscles of the body. A child with poor gross motor movements often bumps into things, is clumsy, and is unwilling to take part in sport because he cannot catch, throw or kick a ball.

### **Fine Motor Movements**

These are small muscle movements of the body. A child's normal everyday activities, especially those in the classroom make tremendous demands on his fine motor coordination. A child is expected to perform a large number of accurate movements with his fingers and hands when he/she draws, colours pictures, or writes. A child whose fine motor development is inadequate will find it difficult to fasten buttons, tie bows, draw, colour in, write or perform many of the tasks

which require complex use of the fingers.

## **Hand-Eye Coordination**

Hand-eye Co-ordination enables the child to perform movements with his hands as directed by the eyes. This means that the hands eyes have to work together to perform tasks such as getting dressed, doing household chores and taking part in sport and other non-academic activities such as writing and handcrafts. A child with poor hand-eye coordination will have difficulty throwing or catching a ball, copying from the writing board, using a pair of scissor or drawing pictures.

## **Physical Health**

The school beginner must have the ability to learn, he/she must be able to see and hear, and must be physically strong enough to be able to learn and develop. A healthy and well nourished child finds it easier to learn than a sick or hungry child. A child should also be able to dress himself and to discuss his physical needs with his teacher.

## **Emotional Preparedness**

The child should be emotionally prepared to enter the new world and to conquer it. He/she should be able to accept the separation from home. The child should be able to control his emotions as well as his impulses like wanting to walk around, or talk too much. Children are taught to consider the feelings of other and mind there surroundings.

## **Social Adaptation**

The school beginner must be able to adjust to new situation, classes, teacher, pupils, toys and so forth. He/she should be able to play in a group and on their own. He must be able to compete and at times accept second best. The child must be able to control his social behaviour and be able to accept authority and discipline.