



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VII, Central Visayas
SCHOOLS DIVISION OF NEGROS ORIENTAL
Capitol Area, Dumaguete City

July 7, 2016

DIVISION MEMORANDUM

No. 396, s. 2016

REVISED TIME SCHEDULE FOR KINDERGARTEN BLOCKS OF TIME

**To: All DEPS/ EPS/Coordinators
PSDs/ DICs
Elementary School Heads
Kindergarten Teachers
All Others Concerned**

1. DepEd Order No. 47, s. 2016 , entitled "*Omnibus Policy On Kindergarten Education*" states the Revised Time Schedule for the Kindergarten Blocks of Time
2. All Kindergarten teachers are encouraged and directed to follow the said schedule as attached in this Memorandum.
3. All Principals/ School heads are directed to make adjustment on the prepared Individual Teacher's Program.
4. For details, please download DepEd Order # 47, s. 2016 dated June 28, 2016.
5. District Supervisors/ District In-Charge are also required to monitor on the proper implementation of the program.
6. For information, guidance and compliance of all concerned.

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OIC, Schools Division Superintendent

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- B. Learning activities are organized into thematic units or teaching themes. Thematic units integrate concepts and skills from the seven (7) developmental domains. The themes include - Myself, My Family, My School, My Community, and Other Things Around Me.
- C. Kindergarten follows a class program known as the **Blocks of Time** (See Table 1). Following the daily routine helps children feel safe while supporting and encouraging them to take risks and work cooperatively with others. The Kindergarten teacher observes and documents children's learning as they are involved in the learning activities. Many outcomes of Kindergarten curriculum are reinforced once daily routines are practiced. This system of organizing the children's learning experiences can be appropriately contextualized in relation to the social and cultural realities in their community.

Table 1 outlines an indicative schedule, description of activities, and sample competencies that can be developed in each block of time.

Table 1. Blocks of Time

Block of time	No. of minutes	Description of Learning Activities	Sample competencies linked to daily routine
Arrival time	10	Period of individual, peer or group exploration of the different play areas or activity centers in the classroom while waiting for the other children to arrive.	Fine motor skills such as scribbling, drawing, building with blocks, molding figures using playdough Language literacy and communication skills such as using greetings and polite expressions Socio-emotional skills such as autonomy, working with others, and self-regulation.
Meeting Time 1	10	Introductory or preparatory activities for the day which include: <ul style="list-style-type: none"> class circle for teacher-guided 	Language, Literacy, and Communication Skills such as following instructions, expressing ideas, participating in conversations or

Block of time	No. of minutes	Description of Learning Activities	Sample competencies linked to daily routine
		recitation (e.g., prayer, songs, etc.) <ul style="list-style-type: none"> teacher-led physical exercises 	discussions
Work Period 1	45	Children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities.	Numeracy skills such as recognizing and writing numerals, comparing quantities, etc. Work and Study Skills such as ability to accomplish tasks within allotted time, ability to stay focused
Meeting Time 2	10	The children are once again gathered by the teacher as a whole group. Also a time to prepare for washing hands before eating snacks.	Language, Literacy, and Communication Skills such as following instructions, recalling information
Recess	15	Nourishing break for the learners. Proper etiquette for eating will be part of the teacher's instruction as this break is facilitated.	Personal Autonomy or self-help skills (feeding self, use of utensils, etc.) Fine motor skills such as opening lids and containers
Quiet Time	10	During this time, children can rest or engage in relaxing activities.	Following instructions
Stories/ Rhymes/ Poems/ Songs	15	This is a teacher-guided interactive read-aloud activity for stories, rhymes,	Language, Literacy and Communication Skills such as recalling story details, relating personal

Block of time	No. of minutes	Description of Learning Activities	Sample competencies linked to daily routine
		poems, or songs.	experience to story events, etc.
Work Period 2	40	Children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities.	Cognitive Skills e.g. identifying attribute of objects match, sort, arrange objects in sequence according to a specific attribute; reasoning and problem-solving skills
Indoor/Outdoor Games	20	Activities include sports, simple athletics, movement activities, and outdoor games.	Gross and Fine Motor Skills such as balancing, running, throwing, catching Receptive and Expressive Language Skills such as following instructions, etc.
Meeting Time 3	5	Children are given time to pack away. Teachers synthesize the children's learning experiences. Reminders and learning extensions are also given during this period.	Language, Literacy and Communication Skills such as expressing feelings, describing experiences, following instructions, etc. Self-help skills such as packing own things, return things to the proper place, etc.
Total	180 minutes		

11. Classroom Assessment

- A. The Policy Guidelines on Classroom Assessment issued in DepEd Order No. 8, s. 2015 provides the basic direction on how assessment in Kindergarten