

Lesson Plans

Mathematics: Term 4

Gr.3

Date: _____

Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
1	Counting:	Oral Daily	Count Objects	Count out concrete objects to 700 • Estimate, check by counting reliably up to 700 • Encourage group counting				
		Oral Daily	Count Forward and Backwards	1s from any number between 0 to 700 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 700 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Know what each digit represents • Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. - sharing leading to fractions • Solve money problems involving totals & change.				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 750 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
			Small group teaching	Groups	Groups	Groups	Groups	Groups
		Numbers, Operations and Relationships		Multiplication(10min) Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, $=$) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)	Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, $=$) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)	Sudoku(10min) Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, $=$) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)	Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, $=$) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)	Mental Math(10min) Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, $=$) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			Measuring using a ruler - working in centimetres problem-solving.pp.68-69	Number 700-800, count and write- missing number patterns of 10,5,2, number line, smallest to biggest. etc. pp.70-71	Addition using flard cards and base ten blocks, number line, $<$, $>$ or $=$, number names pp.72-73	Problem-solving - weighing things pp.78-79	
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
2	Counting:	Oral Daily	Count Objects - 500	Count out concrete objects to 700 • Estimate, check by counting reliably up to 700 • Encourage group counting				
		Oral Daily	Count Forward and Backwards	1s from any number between 0 to 700 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 700 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value -	Know what each digit represents • Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. - sharing leading to fractions • Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 750 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
		Measurement	Small group teaching	Groups	Groups	Groups	Groups	Groups
			Time	Multiplication(10min) Read dates on calendars, Place birthdays on calendars - Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time	Read dates on calendars, Place birthdays on calendars - Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time	Sudoku(10min) Read dates on calendars, Place birthdays on calendars - Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time	Read dates on calendars, Place birthdays on calendars - Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time	Mental Math(10min) Read dates on calendars, Place birthdays on calendars - Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time
	DBE			Problem-solving: Baking Day pg.88 Weighing objects, problem-solving pp.80-81		Equal parts of a whole: fractions 1 Solving problems, pp.120-121		More fraction problems pp.122-123
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
3	Counting:	Oral Daily	Count Objects	Count out concrete objects to 800 • Estimate, check by counting reliably up to 800 • Encourage group counting				
		Oral Daily	Count Forward and Backwards	1s from any number between 0 to 800 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 800 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
			Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - addition and subtraction with 3 -digit numbers - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. • Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 800 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10				Written 1 per week
		Numbers Operations and Relationships	Small group teaching	Groups	Groups	Groups	Groups	Groups
				Multiplication(10min) Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Sudoku (10min) Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Mental Math(10min) Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			Problem solving: Watering the garden pg.89	Money, counting coins and notes, problem-solving pp.90-91 and biggest to smallest pp.2-3	More addition and subtraction problem solving pp 92-93	Number Patterns: 10s up to 900; linking with groups of 10 and to patterns of 10 and multiplication pp.98-99	
	Support/ Intervention							
	Reflection							

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4	Counting:	Oral Daily	Count Objects	Count out concrete objects to 800 • Estimate, check by counting reliably up to 800 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 800 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 800 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
			Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - addition and subtraction with 3 -digit numbers - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. • Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 800 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10				Written 1 per week
		Measurement	Small group teaching	Groups	Groups	Groups	Groups	Groups
			Time	Multiplication(10min) Use calendars to calculate the length of time in days and weeks; convert between days and weeks; convert between weeks and months	Use calendars to calculate the length of time in days and weeks; convert between days and weeks; convert between weeks and months	Sudoku (10min) Use calendars to calculate the length of time in days and weeks; convert between days and weeks; convert between weeks and months	Use calendars to calculate the length of time in days and weeks; convert between days and weeks; convert between weeks and months	Mental Math(10min) Use calendars to calculate the length of time in days and weeks; convert between days and weeks; convert between weeks and months
	DBE			Number patterns: 5s up to 1000, counting in 5s, noting the patterns circled and shaded, adding and subtracting five pg.104		Rounding off to the nearest 10, number line and solving problems pp.100-101		Multiplication and division input and output diagrams; grids, break down method for division and solve problems to 100 pp.102-103
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
5	Counting:	Oral Daily	Count Objects	Count out concrete objects to 900 • Estimate, check by counting reliably up to 900 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 900 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 900 • 20s, 25s, 50s, 100s to at least 900 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Know what each digit represents • Decompose two-digit numbers up to 900 into multiples of hundreds, tens and ones up to 900 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - sharing leading to fractions.				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 900 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use the relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
		Numbers, Operations and Relationships	Small group teaching	Groups	Groups	Groups	Groups	Groups
				Multiplication (10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) • Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) • Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Sudoku (10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) • Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) • Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Mental Math(10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) • Divide numbers to 99 by 2, 5, 10 (÷, □, =)
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			Numbers 800-900 count and write- missing numbers, patterns of 10, 5, 2, number line, smallest to biggest, etc. pp.74-75		Addition using flard cards and base ten blocks, number line, <, > or =, number names pp.76-77		Addition and subtraction to 999 doubling numbers, adding 125; pg.94
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
6	Counting:	Oral Daily	Count Objects	Count out concrete objects to 900 • Estimate, check by counting reliably up to 900 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 900 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 900 • 20s, 25s, 50s, 100s to at least 900 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Know what each digit represents • Decompose two-digit numbers up to 900 into multiples of hundreds, tens and ones up to 900 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - sharing leading to fractions.				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 900 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
			Small group teaching	Groups	Groups	Groups	Groups	Groups
		Space and Shape	Position, Orientation, and views:	Multiplication (10min) Position and directions (on an informal map) - Give directions	Position and directions (on an informal map) - Give directions	Sudoku (10min) Position and directions (on an informal map) - Give directions	Position and directions (on an informal map) - Give directions	Mental Math(10min) Position and directions (on an informal map) - Give directions
	DBE			Fill in the missing numbers- complete patterns of 5 and describing it pg.105	Number patterns in 2s up to 900, link to adding 2 and subtracting 2, link to odd and even numbers and solving problems pp.108-109	Number patterns in 3s up to 1000, number chart with patterns, completing the patterns, adding and subtracting 3 pp.114-115	3-D Objects: features pp.124-125	
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
7	Counting:	Oral Daily	Count Objects	Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 1000 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
			Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - addition and subtraction - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. • Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
		Numbers, Operations and Relationships	Small group teaching	Groups Multiplication (10min) Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Groups Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Groups Sudoku (10min) Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Groups Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	Groups Mental Math(10min) Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			Numbers 900-1000 number board, number grids in 10, 5, 2, base ten blocks, number line, smallest to biggest; biggest to smallest, pp.82-83	Addition using flard cards and base ten blocks, number line, <, > or =, number names pp.84-85	Addition and subtraction to 999 base ten blocks, using doubles, near doubles problem solving pp.86-87	More about Symmetry pp.106-107	
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
8	Counting:	Oral Daily	Count Objects	Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 1000 • 20s,25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
			Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve problems in context and explain solutions - addition and subtraction - repeated addition leading to multiplication - equal grouping and sharing leading to division that may include remainders. • Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 - Ten times table up to 10×10				Written 1 per week
		Measurement	Small group teaching	Groups	Groups	Groups	Groups	Groups
			Length. Mass, Capacity	Multiplication (10min) practise more problem-solving using formal units of measure.	practise more problem-solving using formal units of measure.	Sudoku (10min) practise more problem-solving using formal units of measure.		Mental Math(10min)
		Data Handling					- Represent sorted data	- Analyse and Interpret data
	DBE			Number patterns in 4s up to 1000, number chart with patterns, completing the patterns, adding and subtracting 4 pp.118-119		More Fractions: Fraction Wall, solve problems 126-127		More grouping and sharing: Quick calculations dividing by 3, 4, 5, 2, 10 pp.128-129
	Support/ Intervention							
	Reflection							

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Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
9	Counting:	Oral Daily	Count Objects	Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 1000 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Know what each digit represents • Decompose two-digit numbers up to 999 into multiples of hundreds, tens and ones up to 999 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 • Ten times table up to 10×10				Written 1 per week
		Numbers, Operations and Relationships	Small group teaching	Groups	Groups	Groups	Groups	Groups
				Multiplication(10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Sudoku (10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) Divide numbers to 99 by 2, 5, 10 (÷, □, =)	Mental Math(10min) Addition and subtraction to 999 (+, -, =, □) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 (×, □, =) Divide numbers to 99 by 2, 5, 10 (÷, □, =)
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			What makes 1000? Addition and subtraction; add and take away 10s and 100s pg.95	Measurement puzzles: pp.96-97	Multiplication and division: 2s to 100, grid for ×2, break down method, solving problems, pp.110-111	Multiplication and division: 3s to 100, grid for ×2, break down method, solving problems, pp.112-113	
	Support/ Intervention							
	Reflection							

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Date: _____

Week	Content Area	Freq	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
10		Oral Daily	Count Objects	Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting				
		Oral Daily	Count Forwards and Backwards	1s from any number between 0 to 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0 – 1000 • 20s, 25s, 50s, 100s to at least 1000 - use relationship between + and – - emphasise more than, less than - ascending and descending order				
		Oral Daily	Number Names and Symbols	Recognise, identify, and read number symbols up to 1000 and number names to 0-1000				
		Oral Daily	Describe, compare and order numbers to 1000	Describe and compare numbers to 700 - smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest				
			Place Value	Know what each digit represents • Decompose two-digit numbers up to 999 into multiples of hundreds, tens and ones up to 999 • Identify and state the value of each digit				
		Oral Daily	Problem Solving	Solve money problems involving totals & change				Written Daily
		Oral Daily	Mental Maths	Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less - use relationship between + and – - use relationship between $\times$ and $\div$ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: - Two times table up to 2×10 • Ten times table up to 10×10				Written 1 per week
		Numbers, Operations and Relationships	Small group teaching	Groups	Groups	Groups	Groups	Groups
				Multiplication(10min) Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 ($\times$, $\square$, $=$)	Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 ($\times$, $\square$, $=$)	Sudoku (10min) Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 ($\times$, $\square$, $=$)		Mental Math(10min)
		Measurement	Length. Mass, Capacity				practise more problem-solving using formal units of measure.	practise more problem-solving using formal units of measure.
			Fractions	Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3} = 1$ whole • Recognise fractions in diagrammatic form.				
	DBE			Multiplication and division: 4s to 100, grid for $\times 4$, break down method, solving problems, pp.116-117		Tangram fraction: Solving problems pp.130-131		Measuring capacity, grids adding 14, Making a litre, how many ml, $\frac{1}{2}$, $\frac{1}{4}$, litres pp.132-135
	Resources							
	Support/ Intervention							
	Reflection							

Educator: _____

HOD: _____