

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____ GRADE 1

Weeks 1 & 2

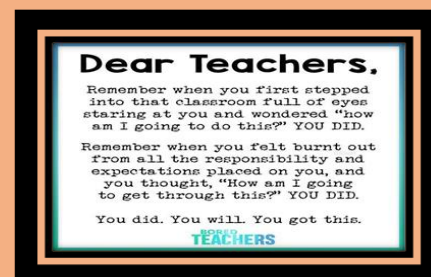
Date: _____

✚ Please Note:

- The different Content Areas **NOR, MEASUREMENT** and **DATA HANDLING** have been colour, coded for easy reference.
- The use of **concrete apparatus** is strongly advocated and safety protocols to be followed.

✚ Endline Assessment will be sent to schools.

✚ Suggested groupwork plan:

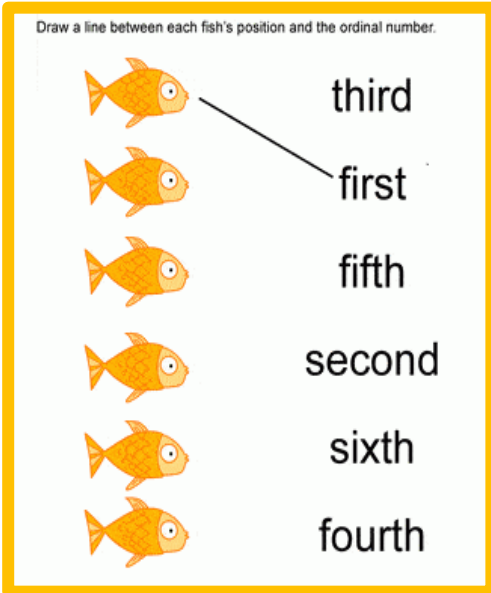


Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 & 3	Group 2 & 3	Group 1 & 3	Group 2 & 3	Whole class teaching

Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.

CONTENT AREAS	TOPICS/ACTIVITIES
✚ Number Operations and Relationship: - Number Concept Development: - Building number Sense	• COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS. • Counting forwards and backwards in 1s, from any number between 1 and 80. - Link to one more, one less (+, -) • Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 80 - see the relationship with addition - emphasis more than - ascending order • MENTAL MATHS: Daily activity number range 20: Ask quick MATHS questions to promote quick thinking (techniques/strategies: put large number first to count on, number line, doubling and halving, build up and break down) • Order a given set of numbers (1-16): - Smallest to greatest, greatest to smallest • Compare numbers to 16 say which is more, less: - use relationship between more & less, (+, -) - position: after, before, between first, last in the middle • Rapid recall of number bonds to 8 • Practice addition and subtraction facts to 8. • COUNT OBJECTS RELIABLY TO 50: - Give a reasonable estimate, check by counting out objects reliably. - Encourage group counting • NUMBER SYMBOLS AND NUMBER NAMES: • Recognise, identify, read number symbols from 1-100 • Write number symbols and number names to 20. • DESCRIBE, COMPARE, AND ORDER UP TO 20 OBJECTS • Compare collection of objects according to: - many, fewer; most, least • Order collection of objects from: - most to least and least to most

CONTENT AREAS	TOPICS/ACTIVITIES
Number Operations and Relationship: - Number Concept Development: - Building number Sense	• <i>DESCRIBE, COMPARE, AND ORDER NUMBERS TO 20</i> - Describe compare numbers: - smaller than, greater than - Describe and order numbers: - smallest to greatest, greatest to smallest, before, after, in the middle/ between. - Use ordinal numbers to show order place position: position objects in a line from first, second third.....tenth, last. • <i>PLACE VALUE to 20:</i> <i>Recognise place value of numbers; pack out flard cards / place value cards daily.</i> - Decompose two-digit numbers into multiples of tens, and ones e.g., 16 is 10 and 6 • <i>SOLVE PROBLEMS IN CONTEXT AND EXPLAIN SOLUTIONS TO PROBLEMS TO AT LEAST 20. Techniques/Strategies: use concrete counters, draw pictures, building up and breaking down, double and halving, number lines supported by beads. See pg. 45-46 in CAPS for problem types.</i> • Solve problems in context and explain your own solutions to problems involving: - Addition and subtraction - Equal sharing and grouping may include remainders. - Recognise SA currency. - Solve money problems involving totals and change. • <i>CONTEXT-FREE CALCULATIONS TO 20 Techniques/Strategies: Use concrete counters, draw pictures, building up and breaking down, double and halving, number lines with concrete beads.</i> - Addition and subtraction up to 16 (+, -, =, □) - Practice number bonds up to 8 - Repeated Addition, use (+, =, □)
Measurement	• <i>TIME:</i> • During the whole class teaching time: morning, afternoon, evening, days of the week a long time, a short time, sequence days of the week; months of the year: place birthdays on the calendar
Data Handling	• <i>Data Handling is integrated with NOR, S&S. (Collect, organize data about school, learners' birthdays, and sort objects: draw pictures of sorted objects: answer questions about sorting process; describe sorted collections. DBE wbk2 pg. 28, 29, 31 for more ideas. Section C CAPS page 182.</i> • Collect and sort objects, discuss sorted collections, represent sorted objects - e.g., make class "birthday calendar." • Show and answer questions about data in pictographs.
Previous Knowledge	• Counting in multiples of 10, 5, 2 • Position: In front of, behind, between, first, last • Problem solving with money, sort and discuss coins • Build up, break down, number line strategies • Addition and subtraction • Number bonds of 7
Maths Vocabulary	Estimate, subitise, forwards, backwards, more, less, many, fewer, big/ small, matching objects, biggest/ smallest, greatest, longer/ equal sharing, SA currency. Repeated Addition, Doubles

CONTENT AREAS	TOPICS/ACTIVITIES																																
✚ Suggested DBE workbook activities.	DBE workbook 2 practice activities - Number patterns of 5 up to 50, pp. 37-38 - Number patterns 2-50, number line, pp. 58- 59 - Understand number 16, pp. 66-67 - Bigger number and addition - 10 +, pg. 76 - Addition filling the 10, pg. 77 - Problem solving +, -, number line method strategy, one, two more, pp. 80-81 - Shapes and objects, pp. 84-85																																
✚ Resources (other than textbook) to enhance learning See pg. 16 in CAPS for more ideas. ✚ Six Bricks ✚ Videos • Concrete Counters • Weather Chart • Calendar • Number frieze • DBE Workbooks • Beads on a string/Abacus • Number Cards • Flash Cards • Ordinal Numbers	Draw a line between each fish's position and the ordinal number.  Mark the ordinal position of the animals. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1st First</td><td>2nd Second</td><td>3rd Third</td><td>4th Fourth</td><td>5th Fifth</td><td>6th Sixth</td><td>7th Seventh</td><td>8th Eighth</td><td>9th Ninth</td><td>10th Tenth</td></tr></table><table border="1"><tr><td></td><td>2nd Second</td><td>4th Fourth</td><td>8th Eighth</td></tr><tr><td></td><td>1st First</td><td>5th Fifth</td><td>7th Seventh</td></tr><tr><td></td><td>9th Ninth</td><td>6th Sixth</td><td>3rd Third</td></tr></table> https://whatistheurl.com/ Name : _____ Ordinal Numbers Q) Write 1st, 2nd, 3rd, 4th and 5th under the correct pictures. Then, fill in the blanks in the sentence below. 1. The is in the _____ place. 2. The is in the _____ place. 3. The is in the _____ place. 4. The is in the _____ place. 5. The is in the _____ place. https://whatistheurl.com/ Please visit our site for worksheets and charts https://whatistheurl.com/ Ordinal Numbers Worksheets Write the position for each circled object											1st First	2nd Second	3rd Third	4th Fourth	5th Fifth	6th Sixth	7th Seventh	8th Eighth	9th Ninth	10th Tenth		2nd Second	4th Fourth	8th Eighth		1st First	5th Fifth	7th Seventh		9th Ninth	6th Sixth	3rd Third
1st First	2nd Second	3rd Third	4th Fourth	5th Fifth	6th Sixth	7th Seventh	8th Eighth	9th Ninth	10th Tenth																								
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✚ You may copy these examples of resources to a word document to enlarge it.

✚ You may consult your Mathematics NECT book or any other additional resource for activities/assessment.

✚ However, change the number ranges to be aligned to Term 4 ATPs.

KINDLY NOTE: Term 4, Grade 1 - 3 Endline Assessment is a DBE initiative/directive which forms part of the ATPs and does not replace the Continuous Formal Assessment,

Curriculum/ATPs.

- The Endline Assessment is a measuring tool that enables the teacher to reflect and determine whether the learner meets the basic skills and knowledge acquired from the previous Term work. This will assist the teacher to know the learners' level of proficiency.
- It is expected of **all Grade 1-3 Foundation Phase schools** to do the Endline Assessment.
- Teachers should use week 1 & 2 to administer the Endless Assessment.
- It is advisable to use it in conjunction with the teacher's daily teaching.

Orientation and Administer Endline Assessment (EA)

- One-on-one activity/group activity
- The onus is on the teacher to prepare substantial activities for the rest of the learners while the Endline Assessment is being administered.
- Use the recording spread/mark sheet to record the marks.
- Record the teaching and learning gaps from the learner response at hand i.e., on the Grade specific spread/ mark sheet.
- Teachers must also write comments/ make notes of the learners' verbal responses in LRB.

Marking Guidelines:

- A Memorandum with scoring guide has been included.
- Kindly keep the marked learner response at a safe place.
- DBE might request each school to complete a Google Survey regarding the Grade 1 Endline Assessment.

🔧 Remediation:

- Work and support at remediating the learning gaps immediately.
- Use data analysed/ learner response/ Error Analysis to influence and strengthen future teaching.
- Reteaching using another strategy for improved learning.
- Record all the findings in the event of further support required.

🔧 Reflection/Revision

- Revise TERM 3 knowledge and skills.

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____ GRADE 2

Weeks 1 & 2

Date: _____

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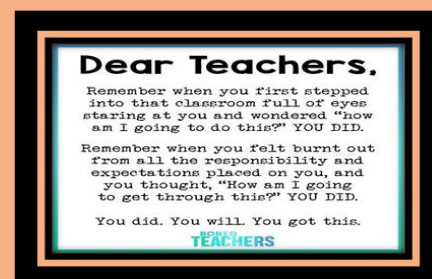
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Monday	Tuesday	Wednesday	Thursday	Friday
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Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.



CONTENT AREAS	TOPICS/ACTIVITIES
🚩 Number Operations and Relationship Integrated with Patterns, Functions and Algebra: - Number Concept Development: - <i>Building number Sense</i>	• <i>COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.</i> • Counting forwards and backwards in 1s, from any number between 0 to 180 • Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-180 - use relationship between + and - - emphasise more than, less than - ascending and descending order • <i>MENTAL MATHS: Daily activity number range 100: Ask quick Maths questions to promote quick thinking. Calculation strategies/techniques: Put the big number first to count on or count back, number line, doubling or halving, building up or breaking down.</i> • Order a given set of numbers. • Compare numbers to 75 say which is 1, 2, 3, 4, 5, 10 more or less. - use relationship between + and - • Rapid recall of addition & subtraction facts to 15. • Add or subtract multiples of 10 from 0-75 • <i>COUNT OBJECTS RELIABLY:</i> - Count concrete objects reliably to 180 - Give a reasonable estimate of objects and check by counting. - Encourage group counting.

CONTENT AREAS AND TOPICS	TOPICS/ACTIVITIES
 Number Operations and Relationship Integrated with Patterns, Functions and Algebra: - Number Concept Development: - <i>Building number Sense</i>	• <i>NUMBER SYMBOLS AND NUMBER NAMES:</i> - Recognise, identify, read number symbols from 1 - 200. - Write number symbols and number names to 100. • <i>DESCRIBE, COMPARE, AND ORDER UP TO 99:</i> • Describe and compare numbers to 75. - Smaller than, greater than. • Describe and order numbers from - smallest to greatest and greatest to smallest • <i>PLACE VALUE; RECONISE PLACE VALUE OF NUMBERS BETWEEN 11 TO 99</i> - Decompose two-digit numbers into multiples of tens and units, ones to 75. - Identify and state the value of each digit. • <i>SOLVE PROBLEMS IN CONTEXT TO 99 AND EXPLAIN SOLUTIONS TO PROBLEMS. Techniques/Strategies: Drawings or concrete apparatus, e.g., counters, building up and break down, doubling, and halving, number lines supported with apparatus; See pp. 61-62 in CAPS for problem types.</i> • Solve problems in context and explain solutions to problems: - Repeated Addition leading to Multiplication. - Equal grouping and sharing lead to division that may include remainders. • Solve money problems involving totals and change. • <i>CONTEXT-FREE CALCULATIONS: Techniques/Strategies: Drawings or concrete apparatus, building up and breaking down, doubling, and halving, number lines supported with apparatus.</i> - Addition and subtraction to 75(+, -, =, □) - Practice number bonds to 15 - Multiply numbers 1 to 10 by 2 and 5 (×, =, □)

CONTENT AREAS AND TOPICS	TOPICS/ACTIVITIES
 Measurement	<i>TIME:</i> Telling time • Tell 12-hour time in hours, half hours and quarter hours on analogue clocks. • Know sequence of months of the year, place birthdays on calendar. • Tell 12-hour time in hours, half hours on an analogue clock. • Use clocks to calculate the length of time in hours and half hours.
 Previous Knowledge	• Count in multiples of 2, 5 and 10 to 50. • Copy and extend simple geometric patterns, using physical objects and drawings. • Bonds to 15 • Grouping and sharing to 30.
 Suggested DBE workbook activities.	<i>DBE WORKBOOK PRACTICE ACTIVITIES:</i> - Counting & estimating 100 pg. 12 - Doubling and halving pg. 50-51 - Addition and subtraction on the number line pg. 86-87 - 3D objects pg. 90-91 - Grouping and sharing pg. 98-99 - Multiply by 3, count in 3s, problem solving share equally and with remainders pg. 104- 105 - Length: Short side, long side pg. 118
 Maths Vocabulary	• Number Sequence • forwards, backwards, • more, less, many, fewer, • Ascending order • Descending order • Decompose • Multiples • Repeated Addition • biggest/ smallest, greatest, longer/ shorter, • Analogue Clock

CONTENT AREAS

TOPICS/ACTIVITIES

Resources (other than textbook) to enhance learning See pg. 16 in CAPS for more ideas.

Six Bricks

Videos

- Concrete Counters
- Class workbooks
- Calendar
- 100 Board
- DBE Workbooks
- Abacus
- Number Cards
- Flash Cards
- Multiplication

You may copy these examples of resources to a word document to enlarge it.

You may consult your Mathematics NECT book or any other additional resource for activities/assessment.

However, change the number ranges to be aligned to Term 4 ATPs.

1 x 0 = 0
1 x 1 = 1
1 x 2 = 2
1 x 3 = 3
1 x 4 = 4
1 x 5 = 5
1 x 6 = 6
1 x 7 = 7
1 x 8 = 8
1 x 9 = 9
1 x 10 = 10

2 x 0 = 0
2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x 10 = 20

3 x 0 = 0
3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30

4 x 0 = 0
4 x 1 = 4
4 x 2 = 8
4 x 3 = 12
4 x 4 = 16
4 x 5 = 20
4 x 6 = 24
4 x 7 = 28
4 x 8 = 32
4 x 9 = 36
4 x 10 = 40

5 x 0 = 0
5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50

6 x 0 = 0
6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x 10 = 60

7 x 0 = 0
7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70

8 x 0 = 0
8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x 10 = 80

9 x 0 = 0
9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x 10 = 90

10 x 0 = 0
10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100

I CAN COUNT BY 2s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WWW.KIDSOPLANET.COM

I CAN COUNT BY 5s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Circle Times Tables 1, 2, 5 and 10 Sheet 1A

1x

2x

5x

10x

UP TO X10

4) Match the correct pair.

2 x 1 = 2
4 x 2 = 8
8 x 2 = 16
2 x 10 = 20
7 x 2 = 14

5) Fill in the blank.
Two times two times two is _____

6) Fill in the boxes.
2 x 8 =
2 x 9 =

7) Tick right or wrong.
2 x 9 = 19 ☐ Right ☐ Wrong

8) Using the numbers 2, 4, and 8 fill the boxes.
 x =

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Marking Guidelines:

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- Kindly keep the marked learner response at a safe place.
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🌟 Remediation:

- Work and support at remediating the learning gaps immediately.
- Use the analysed data / learner response/ Error Analysis to influence and strengthen future teaching.
- Reteaching using another strategy for improved learning.
- Record all findings in the event of further support required.

🌟 Reflection:

Revise TERM 3 knowledge and skills.

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____ GRADE 3

Weeks 1 & 2

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Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.

Dear Teachers,

Remember when you first stepped into that classroom full of eyes staring at you and wondered "how am I going to do this?" YOU DID.

Remember when you felt burnt out from all the responsibility and expectations placed on you, and you thought, "How am I going to get through this?" YOU DID.

You did. You will. You got this.

TEACHERS

CONTENT AREAS AND TOPICS

TOPICS/ACTIVITIES

✚ Number Operations and Relationship:
- Number Concept Development:
- *Building number Sense*

- *COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.*
 - Counting forwards and backwards in 1s, from any number between 0 to 700
 - Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s, and from any multiple of 10, 5, 2, 3, 4 between 0-700 and in
 - 20s, 25s, 50s, 100s, to at least 1000
 - use relationship between + and -
 - emphasise more than, less than
 - ascending and descending order
 - *MENTAL MATHS: Daily activity range 750: Ask MATHS questions quick to promote quick thinking. Calculation strategies/techniques: Put the big number first to count on or count back, number line, doubling or halving, building up or breaking down.*
 - Order a given set of numbers.
 - Compare numbers to 750 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 of addition & subtraction facts to 30.
 - Add or subtract multiples of 10 from 0-100
 - Multiplication and division facts for:
 - Two timetables up to 2×10 and $20 \div 2$.
- Ten times table up to 10×10 and $100 \div 10$.

CONTENT AREAS	TOPICS/ACTIVITIES
 Number Operations and Relationship: - Number Concept Development: - <i>Building number Sense</i>	• <i>COUNT OBJECTS RELIABLY TO 1000:</i> - Count concrete objects reliably to 700 - Estimate, check by counting reliably to 700. - Encourage group counting • <i>NUMBER SYMBOLS AND NUMBER NAMES:</i> - Recognise, identify, read number symbols up to 1000. - Write number symbols and number names to 0-1000. • <i>DESCRIBE, COMPARE, AND ORDER UP TO 999:</i> • Describe and compare numbers to 700. - Smaller than, greater than. $>$, $<$, $=$ - Describe and order numbers from smallest to greatest and greatest to smallest • <i>PLACE VALUE: RECOGNISE PLACE VALUE OF NUMBERS TO 999:</i> • 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. • <i>SOLVE PROBLEMS IN CONTEXT TO 999 AND EXPLAIN SOLUTIONS TO PROBLEMS.</i> <i>Calculations Techniques/Strategies:</i> building up and break down, doubling, and halving, number lines, rounding off in tens; See pp. 79-80 in CAPS for problem types: • Solve problems in context and explain solutions to problems: - Repeated addition leading to multiplication. - Equal grouping leads to division that may include remainders. • Sharing leads to fractions. • <i>CONTEXT-FREE CALCULATIONS:</i> <i>Calculation Techniques/Strategies:</i> building up and breaking down, doubling, and halving, number lines, rounding off in tens. - Practice number bonds to 30 - Multiply 1 - 10 by 2 and 5 to 100 ($\times$, $\square$, $=$) - Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, $=$)

CONTENT AREAS AND TOPICS	TOPICS/ACTIVITIES
 Number Operations and Relationship: - Number Concept Development: - <i>Building number Sense</i>	• FRACTIONS: - Use and name non-unitary and unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{2}{4}$ etc. and note that $\frac{2}{4} = \frac{1}{2}$, $\frac{4}{4} = \frac{3}{3} = 1$ whole. - Recognise fractions in diagrammatic form, write as 1 half, 1 third, 1 quarter - Write as 1 half, 1 third, 1 quarter
 Measurement	• TIME: <i>Telling Time:</i> - 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. - Use calendars to calculate the length of time in days and weeks, convert between days and weeks, convert between weeks and months.
 Previous Knowledge	• Count in multiples up to 700 • Compare and order objects and numbers up to 700 • Solve grouping and sharing to 75 • Number names 0-700 • Place value hundreds, tens, and ones • Solve number problems in context and context free involving addition and subtraction up to 700 • Division up to 70 (with and without remainders)
 Suggested DBE workbook activities.	DBE WORKBOOK 2 PRACTICE ACTIVITIES - Measuring using a ruler, working in centimetres Problem solving, pg. 68-69 - Number 700-800, count and write - missing number patterns of 10,5,2, number line, smallest to biggest, etc. pg. 70-71 - Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pg. 72-73 - Problem solving: Weighing things, pg. 78-79 - Weighing objects, problem solving pg. 80-81 - Problem solving: Baking Day, pg. 88 - Equal parts of a whole: fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, solving problems, pg. 120-121 - More fraction problems, pg. 122-123
 Maths Vocabulary	• Estimate, • Value, • two-digit numbers • Ascending & Descending order • Decompose, • Multiples & Smallest to greatest. • Unitary Fractions • Analogue & Digital

CONTENT AREAS AND TOPICS

TOPICS/ACTIVITIES

Resources (other than textbook) to enhance learning See pg. 16 in CAPS for more ideas.

Six Bricks

Videos

- Concrete Counters
- Class workbooks
- Calendar
- 100 Board
- DBE Workbooks
- Abacus
- Number Cards
- Flash Cards
- Activity Cards
- Calendar & time

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However, change the number ranges to be aligned to Term 4 ATPs.

Name: _____

Reading a Calendar

Use the calendar to answer the questions.

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- How many days are in January? _____
- What day of the week is January 17? _____
- What day of the week is January 29? _____
- How many Mondays are in January? _____
- How many Wednesdays are in January? _____
- Color the numbers on the calendar. Color weekends blue and weekdays yellow.

The Calendar



Read the calendar and answer the questions.

July

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
01 First	02 Second	03 Third	04 Fourth	05 fifth	06 sixth	07 seventh
08 eighth	09 ninth	10 tenth	11 eleventh	12 twelfth	13 thirteenth	14 fourteenth
15 fifteenth	16 sixteenth	17 seventeenth	18 eighteenth	19 nineteenth	20 twentieth	21 Twenty-first
22 Twenty-second	23 Twenty-third	24 Twenty-fourth	25 Twenty-fifth	26 Twenty-sixth	27 Twenty-seventh	28 Twenty-eighth
29 Twenty-ninth	30 thirtieth	31 Thirty-first				

- How many Sundays are in July? _____
- The twentieth of July is a _____
- The second Friday of the month is the _____ of July.
- The seventeenth of July is a _____
- How many Wednesdays are in July? _____
- The first of August is a _____

Elapsed Time

Name: _____

Date: _____

Now it is 2 o'clock.



One hour later it will be 3 o'clock.

Draw clock hands to show the time one hour later. Write the time.

1. NOW



12 o'clock

LATER



_____ o'clock

2.



4 o'clock



_____ o'clock

3.



7 o'clock



_____ o'clock

4.



10 o'clock



_____ o'clock

KINDLY NOTE: Term 4, Grade 1-3 Endline Assessment is a DBE initiative/directive which forms part of the ATPs and does not replace the Continuous Formal Assessment,

Curriculum/ATPs.

- The Endline Assessment is a measuring tool that enables the teacher to reflect and determine whether the learner meets the basic skills and knowledge acquired from the previous Term work. This will assist the teacher to know the learners' level of proficiency.
- It is expected of **all Grade 1-3 Foundation Phase schools** to do the Grade 1-3 Endline Assessment.
- Teachers should use week 1 & 2 to administer the Grade 1-3 Endline Assessment.
- It is advisable to use it in conjunction with the teacher's daily teaching.

Orientation and Administer Endline Assessment (EA).

- One-on-one activity/group activity
- The onus is on the teacher to prepare substantial activities for the rest of the learners while the Assessment is being administered.
- Use the recording spread/mark sheet to record the marks.
- Record the teaching and learning gaps from the learner response at hand i.e., on the Grade specific spread/ mark sheet.

Marking Guidelines:

- A Memorandum with scoring guide has been included.
- Kindly keep the marked learner response at a safe place.
- DBE might request each school to complete a Google Survey regarding the Grade 1-3 Endline Assessment.

🔧 Remediation:

- Work and support at remediating the learning gaps immediately.
- Use the analysed data / learner response/ Error Analysis to influence and strengthen future teaching.
- Reteaching using another strategy for improved learning.
- Record all findings in the event of further support required.

🔧 Reflection: Revision

- Revise TERM 3 knowledge and skills.