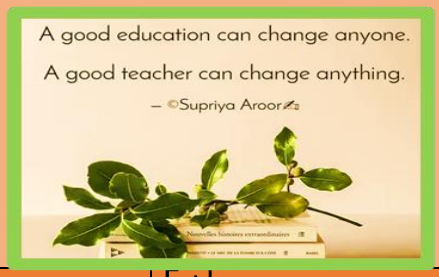
MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 1

Weeks 3 & 4 Date: _____



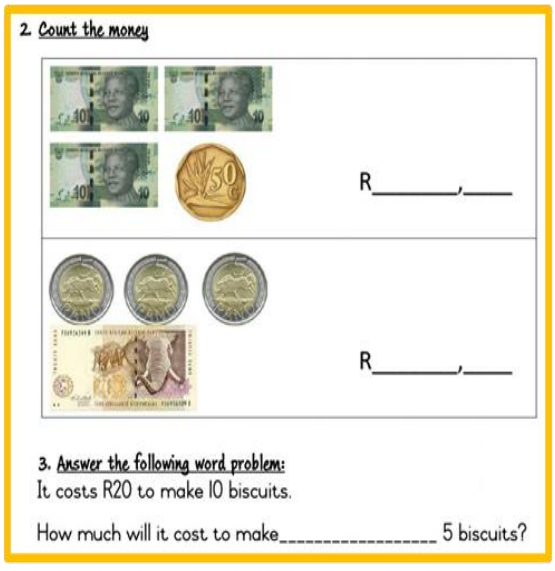
- Please Note:
  - The different Content Areas NOR, MEASUREMENT and DATA HANDLING have been colour, coded for easy reference.
  - The use of **concrete apparatus** is strongly advocated and safety protocols to be followed.
- Suggested groupwork plan:

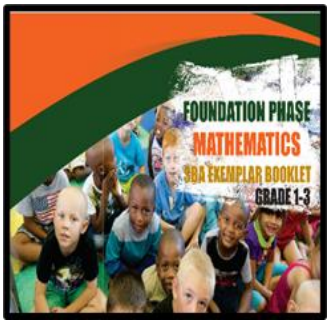
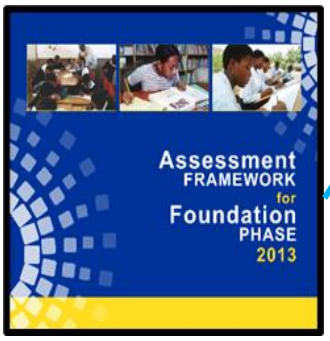
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 & 3	Group 2 & 3	Group 1 & 3	Group 2 & 3	Whole class teaching

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.* *To* be assessed-Written, Oral & Practical • Counting forwards and backwards in 1s, from any number between 1 - 90. - link to one more, one less (+, -) • Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 90 - *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 - 17): -Smallest to greatest, greatest to smallest • Compare numbers to 17, 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 & Recalling 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:* *To* be assessed-Written, Oral & Practical • 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 the collection of objects according to: - most, least, more than, less than. • 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*	• *DESCRIBE, COMPARE, AND ORDER NUMBERS TO 20* *To* be assessed-Written, Oral & Practical; - Describe compare numbers: - more than, less than, is equal to, - Describe and order numbers: - before, after, in the middle/between. - Use number line 0-20 - Use **ordinal numbers** to show order, place position: - position objects in a line from first, second, third.... tenth, last • *PLACE VALUE to 20:* *Recognise place value of numbers; pack out flard cards / place value cards daily.* - Decompose two-digit numbers into multiples of tens, and ones e.g., 17 is 10 and 7. • *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.* • 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. • *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.* - Addition and subtraction up to 16 (+, -, =, □) - Practice number bonds up to 8 & Repeated Addition, use (+, =, □)
Measurement Same as Week 1 & 2	• *TIME:* • 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 Same as Week 1 & 2	• *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 208 & 209.* To be assessed-Written, Oral & Practical • Collect and sort objects - e.g., make class "birthday calendar." • Discuss sorted collections, represent sorted objects. • Show and answer questions about data in pictographs.
Previous Knowledge	• Counting in multiples and linking it to +, -, =, • 3D objects: Boxes, balls • Repeated addition, subtraction, problem - solving. • Build up, break down, number line. • Rapid recall of number facts & Number bonds of 8

CONTENT AREAS	TOPICS/ACTIVITIES
Maths Vocabulary	Estimate, subitise, forwards, backwards, more, less, many, fewer, big/ small, matching ob jects, biggest/ smallest, greatest, longer/ equal sharing, SA currency. Repeated Addition, Doubles.
Suggested DBE workbook activities.	**DBE workbook 2 practice activities** - Understanding number 17, pg. 68-69 - Subtraction $\frac{5}{5}$ breaking down, doubles, pg. 78- 79 - Ordinal numbers 1st-10th, pg. 82-83 - Money: Matching, addition and subtraction, problem solving: Totals and change, pg. 86-89 - 2D shapes sorting, smallest, largest, draw the shape in the grid, pg. 90-93 - Names of 2D shapes, draw the other half of the shape, pg. 94-95
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 • Money 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 the Term 4 ATPs.	   

CONTENT	TOPICS/ACTIVITIES	
ASSESSMENT	*INFORMAL ASSESSMENT* *ASSESSMENT FOR LEARNING (AFL)*	*FORMAL ASSESSMENT* *ASSESSMENT OF LEARNING (AOL)*
 	• Assess Core Concepts, Skills, and Values. (Oral, Practical & Written) • Continuous assessment prevails through observations. • The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive	• NOR (Written, Oral & Practical) • Data Handling (Written, Oral & Practical)
• Assessment can only be administered if the content has been taught. • The concepts/content knowledge/skills are systematically assessed using a variety of forms of assessment such as, oral, practical, and written. • LOTS, MOTS & HOTS questioning and WEIGHTING of the Content areas to be considered and include activities that need application of different problem-solving strategies. • Assessment tasks should include the prescripts criteria for marking that speaks to the activity and the 7 Level National Rating Codes. • Refer to: The SBA Exemplar Booklet and the Assessment Framework for Foundation Phase 2013 to assist with rubrics. • It is a fundamental practice that is embedded in the teaching and learning process. • The Weekly Subject Focus includes some references to aspects that should be assessed. • Teachers must take cognizance of the fact that schools will progress at their own pace and therefore the assessment will also be amended accordingly without compromising the concepts/ content knowledge/ skills that are prescribed in the ATPs which is CAPS aligned. • The Recording sheets serve as a guide and give the learners multiple opportunities through informal and formal 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.
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CONSOLIDATION:

- Reinforcing more of the same (practice) to embed knowledge and skills.
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REVISION:

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REFLECTION:

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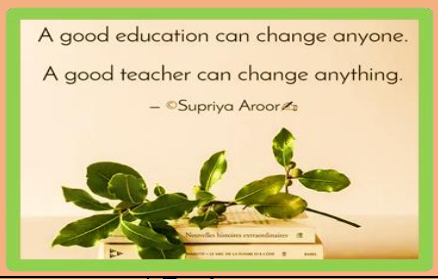
MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 2

Weeks 3 & 4 Date: _____



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CONTENT AREAS	TOPICS/ACTIVITIES
Number Operations and Relationship Integrated with Patterns, Functions and Algebra: - Number Concept Development: - *Building number Sense*	• *COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.* *To* be assessed-Written, Oral & Practical • **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 • *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.* • **Order** a given set of numbers. • **Compare** numbers to 80 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 0-80 • *COUNT OBJECTS RELIABLY:* - 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: - *Building number Sense*	• *NUMBER SYMBOLS AND NUMBER NAMES:* *To* be assessed-Written, Oral & Practical - Recognise, identify, read number symbols from 1 - 200. - Write number symbols and number names to 100. • *DESCRIBE, COMPARE, AND ORDER UP TO 99:* • Describe and compare numbers to 80. - Smaller than, greater than. • Describe and order numbers from - smallest to greatest and greatest to smallest • Use ordinal numbers to show place/ position; first, second, third.....tenth. • *PLACE VALUE; RECONISE PLACE VALUE OF NUMBERS BETWEEN 11 TO 99:* *To* be assessed-Written, Oral & Practical - Decompose two-digit numbers into multiples of tens and units, ones to 80. - Identify and state the value of each digit. • *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.* • Solve problems in context and explain solutions to problems: - Addition and Subtraction. - Equal grouping and sharing lead to division that may include remainders. • Solve money problems involving totals and change. • *CONTEXT-FREE CALCULATIONS: Techniques/Strategies: Drawings or concrete apparatus, building up and breaking down, doubling, and halving, number lines supported with apparatus.* - Addition and subtraction to 80(+, -, =, □) - Practice number bonds to 15 - Multiply numbers 1 to 10 by 2 and 4 (×, =, □)

CONTENT AREAS	TOPICS/ACTIVITIES
Patterns, Functions & Algebra	• GEOMETRIC PATTERNS: *To* be assessed-Written, Oral & Practical Identify, describe, copy geometric patterns. - in nature, modern day life, cultural heritage • NUMBER PATTERNS: *To* be assessed-Written, Oral & Practical - copy, extend and describe to 200 - create own number patterns
Measurement Same as Week 1 & 2	• *TIME:* Telling time; *To* be assessed-Written, Oral & Practical • 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, 3, 4, 5 and 10 to 60 • Bonds to 15 • Equal sharing • Fractions: Half and quarters • Sharing to 40 with remainders
Suggested DBE workbook activities.	*DBE WORKBOOK PRACTICE ACTIVITIES:* - Draw hands on clocks pg. 55 - More number patterns - rearrange in order, missing number, multiples of 2, 3, 5, pg. 102- 103 - Multiply by 2, 5, link with doubles and with groups. pg. 106-107 - Multiply by 4, pg. 110-113 - Time: sequencing days of the week and months of the year pg. 110-113 - More length pg. 119 - Mass pg. 120-121
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

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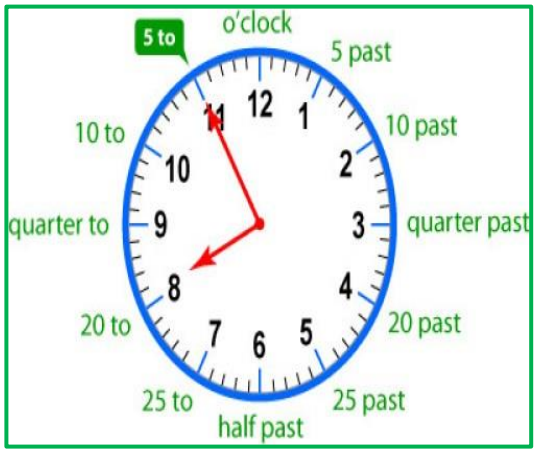
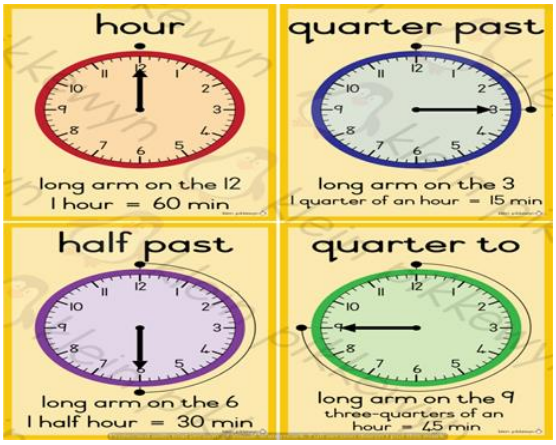
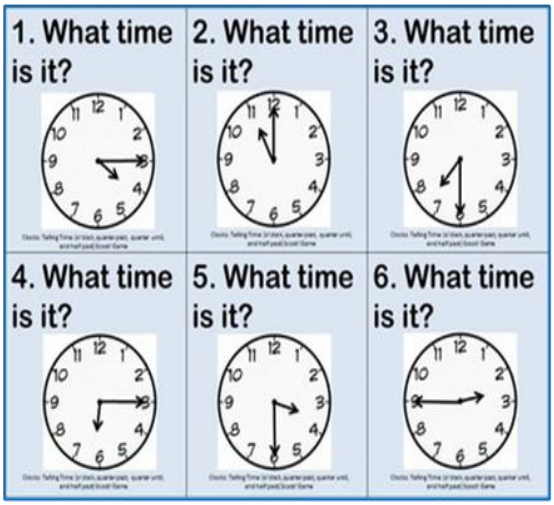
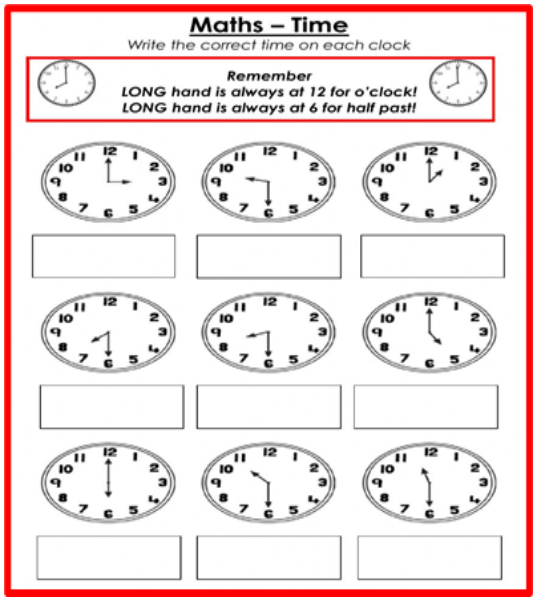
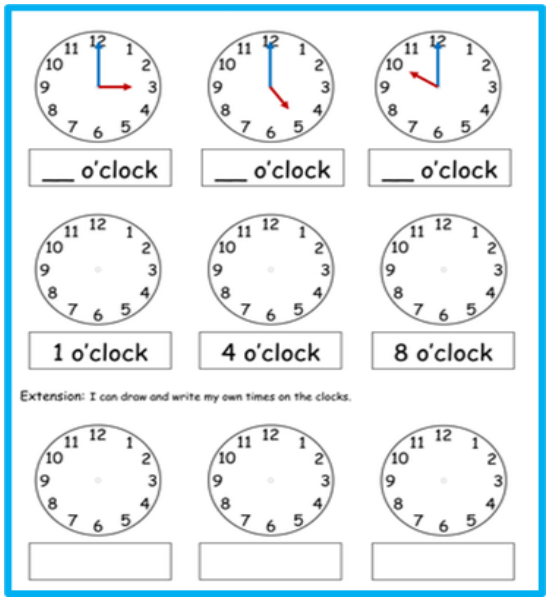
Resources (other than textbook) to enhance learning See pg. 16 in CAPS for more ideas. • Six Bricks • Videos • Concrete Counters • Class workbooks • Calendar • 100 Board • DBE Workbooks • Abacus • Number Cards • Flash Cards • Time You may copy these examples of resources to a word document to enlarge it. You may consult your Mathematics NECT book or any other additional resource for activities/assessment. However, change the number range to be aligned to Term 4 ATPs.	     

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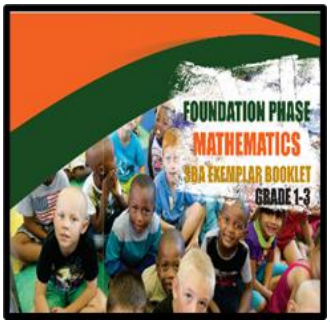 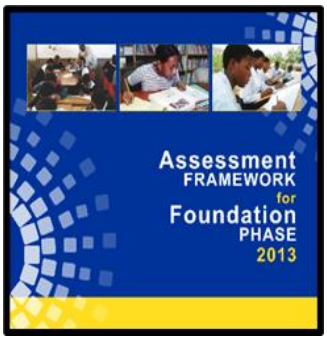	• Assess Core Concepts, Skills, and Values. (Oral, Practical & Written) • Continuous assessment prevails through observations. • The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive	• NOR (Written, Oral & Practical) • PF&A (Written, Oral & Practical) • Measurement (Written, Oral & Practical)
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GRADE 3

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- Number Operations and Relationship:
  - Number Concept Development:
  - *Building number Sense*
	• *COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.*
	To be assessed-Written, Oral & Practical.
	• **Counting forwards and backwards** in 1s, from any number between 0 to 800
	• Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s, and from any multiple of 10, 5, 2, 3, 4 between 0-800 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 800 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 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 ÷ 2.
	- Ten times table up to 10 × 10 and 100 ÷ 10.
	-

CONTENT AREAS	TOPICS/ACTIVITIES
Number Operations and Relationship: - Number Concept Development: - *Building number Sense*	• *COUNT OBJECTS RELIABLY TO 1000:* - Count concrete objects reliably to 800 - Estimate, check by counting reliably to 800. - Encourage group counting • *NUMBER SYMBOLS AND NUMBER NAMES:* *To* be assessed-Written, Oral & Practical. - Recognise, identify, read number symbols up to 1000. - Write number symbols and number names to 0-1000. • *DESCRIBE, COMPARE, AND ORDER UP TO 999:* *To* be assessed-Written, Oral & Practical. • Describe and compare numbers to 800. - Smaller than, greater than. >, <, = - Describe and order numbers from smallest to greatest and greatest to smallest *PLACE VALUE: RECOGNISE PLACE VALUE OF NUMBERS TO 999:* • Know what each digit represents. • Decompose three-digit numbers up to 800 into multiples of hundreds, tens, and ones up to 800. • Identify and state the value of each digit. • *SOLVE PROBLEMS IN CONTEXT TO 999 AND EXPLAIN SOLUTIONS TO PROBLEMS.* *Calculations Techniques/Strategies:* 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: - Addition and subtraction with 3-digit numbers. - Repeated addition leading to multiplication. - Equal grouping and sharing leading to division that may include remainders leads to division that may include remainders. • Solve money problems involving totals & change. • *CONTEXT-FREE CALCULATIONS:* Calculation Techniques/Strategies: building up and breaking down, doubling, and halving, number lines, rounding off in tens. - Addition and subtraction to 900 (+, -, □, =) - Practice number bonds to 30 - Multiply 1 - 10 by 2 and 5 to 100 (×, □, =) - Divide numbers to 99 by 2, 5, 10 (÷, □, =)

CONTENT AREAS	TOPICS/ACTIVITIES
Patterns, Functions & Algebra	Number Patterns: *To* be assessed-Written, Oral & Practical Integrated with Counting (NOR): Count forwards and backwards in in 2s, 3s,4s, 5s, 10s between 0- 700/ 800/ 900,1000 (from any multiples of 2s, 3s,4s, 5s, 10s
Measurement Same as Week 1 & 2	• *TIME: Telling 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. - Use calendars to calculate the length of time in days and weeks, convert between days and weeks, convert between weeks and months: *To* be assessed-Written, Oral & Practical
Previous Knowledge	• Count, compare and order objects and numbers up to 700. • Solve grouping and sharing problems in context and context free leading to division up to 75. • Recognise fractions in diagram and fraction wall. • Practice number bonds to 20 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 80 • How to build a fraction wall
Suggested DBE workbook activities.	DBE WORKBOOK 2 PRACTICE ACTIVITIES - Problem solving: Watering the garden pg. 89 - Money, counting coins and notes, problem solving, pg. 90-91 - More addition and subtraction problem solving, pg. 92-93 - Number patterns: 10s up to 900, linking with groups of 10 and to patterns of 10 and multiplication, pg. 98-99 - Number patterns: 5s up to 1000, counting in 5s, noting the patterns circled and shaded, adding, and subtracting five, pg. 104 - Rounding off to nearest 10, number line and solving problems, pg. 100-101 - Multiplication and division input and output diagrams, grids, break down method for division and solve problems to 100, pg.102-103
Maths Vocabulary	• Estimate, • Value, • two-digit numbers • Ascending & Descending order • Decompose, • Multiples & Smallest to greatest. • Unitary Fractions • Analogue & Digital

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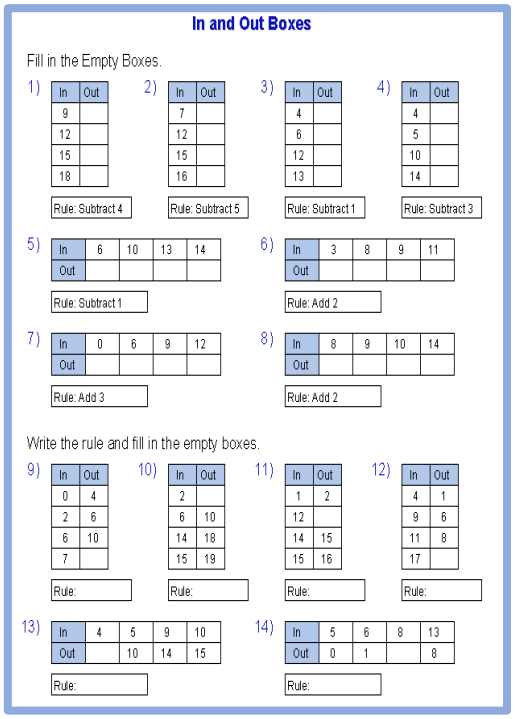
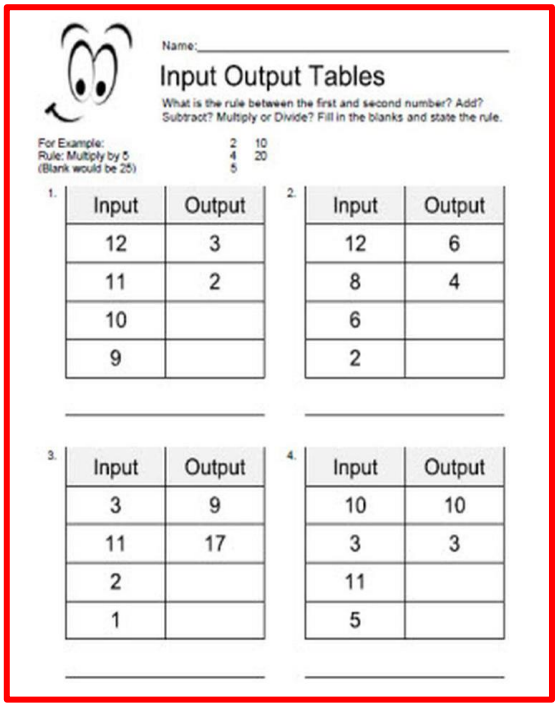
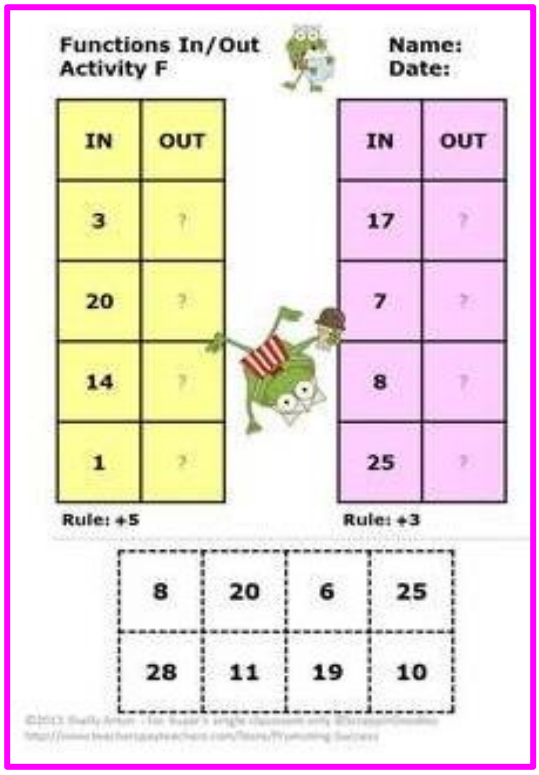
Resources (other than textbook) to enhance learning See pg. 16 in CAPS for more ideas. • Six Bricks • Videos • Concrete Counters • Class workbooks • Calendar • !00 Board • DBE Workbooks • Abacus • Number Cards • Flash Cards • Activity Cards • Input & Output You may copy these examples of resources to 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 range to be aligned to Term 4 ATPs.	      

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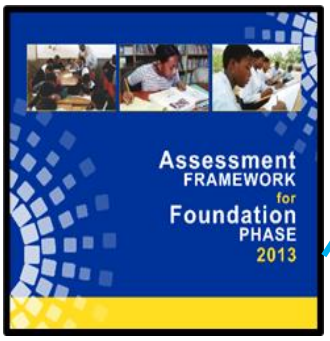
ASSESSMENT	*INFORMAL ASSESSMENT* *ASSESSMENT FOR LEARNING (AFL)*	*FORMAL ASSESSMENT* *ASSESSMENT OF LEARNING (AOL)*
 	• Assess Core Concepts, Skills, and Values. (Oral, Practical & Written) • Continuous assessment prevails through observations. • The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive	• NOR (Written, Oral & Practical) • PF&A (Written, Oral & Practical) • Measurement (Written, Oral & Practical)
	• Assessment can only be administered if the content has been taught. • The concepts/content knowledge/skills are systematically assessed using a variety of forms of assessment such as, oral, practical, and written. • LOTS, MOTS & HOTS questioning and WEIGHTING of the Content areas to be considered and include activities that need application of different problem-solving strategies. • Assessment tasks should include the prescripts criteria for marking that speaks to the activity and the 7 Level National Rating Codes. • Refer to: The SBA Exemplar Booklet and the Assessment Framework for Foundation Phase 2013 to assist with rubrics. • It is a fundamental practice that is embedded in the teaching and learning process. • The Weekly Subject Focus includes some references to aspects that should be assessed. • Teachers must take cognizance of the fact that schools will progress at their own pace and therefore the assessment will also be amended accordingly without compromising the concepts/ content knowledge/ skills that are prescribed in the ATPs which is CAPS aligned. • The Recording sheets serve as a guide and give the learners multiple opportunities through informal and formal 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 the findings in the event of further support required.

CONSOLIDATION:

- Reinforcing more of the same (practice) to embed knowledge and skills.
- Provide opportunities for the learner to ask questions.

REVISION:

- Repeat of the knowledge and skills taught to establish if learning has taken place and been understood.
- This practice takes place before any new concepts can be taught.
- Revision of work strengthens the learner's knowledge and supports further learning.

REFLECTION:

- Teachers should pay extra attention to identified challenging topics during term 4