

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____ GRADE 1

Weeks 5 & 6

Date: _____

✚ Please Note:

- The different Content Areas NOR, PFA and MEASUREMENT 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.

Teachers
can change lives with just the
right mix of chalk and
challenges.

-Joyce Meyer

CONTENT AREAS

TOPICS/ACTIVITIES

✚ Number Operations and Relationship:

- Number Concept Development:
- Building number Sense

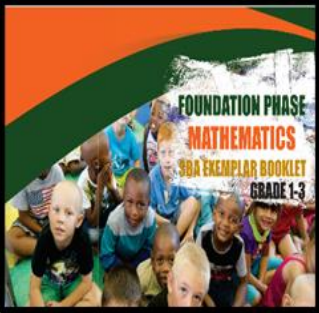
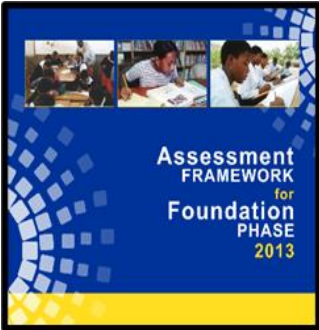
- **COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.**
- Counting forwards and backwards in 1s, from any number between 1 - 90.
 - link to one more, one less (+, -)
- Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 90
 - see the relationship with addition
 - 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 - 18):
 - ascending, descending order, left to right
- Compare numbers to 18, say which is more, less:
 - use relationship between more & less, (+, -)
 - position: after, before, between first, last in the middle, use number line.
 - Number bonds to 9
- Recall addition and subtraction facts to 9.
- **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 H00
 - Write number symbols and number names to 20.
- **DESCRIBE, COMPARE, AND ORDER UP TO 20 OBJECTS**

To be assessed-Written, Oral & Practical:

- Compare the collection of objects according to: - the same as, just as many, different.
- 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 - Describe compare numbers: - 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: - order number from first, to tenth, 1st 10th • PLACE VALUE to 20: To be assessed-Written, Oral & Practical <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., 18 is 10 and 8. • 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. To be assessed-Written, Oral & Practical - Addition and subtraction up to 16 (+, -, =, □) - Practice number bonds up to 9. Repeated Addition, use (+, =, □)
Patterns, Functions and Algebra	• GEOMETRIC PATTERNS To be assessed-Written, Oral & Practical • Copy, extend and describe simple patterns - pack out objects • Draw own simple patterns. • Create and describe your own pattern. • NUMBER PATTERNS are integrated with counting. Copy, extend, draw, and describe own simple number patterns between 0 and 80/ 90/100. To be assessed-Written, Oral & Practical
Measurement Same as Week 3 & 4	• TIME: To be assessed-Written, Oral & Practical • 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.
Previous Knowledge	- Count reliably to 15. • Addition and subtraction can count on • Number bonds of 9 • Problem solving • Grouping and sharing to 15 • Build up, break down, number line strategies.

CONTENT AREAS	TOPICS/ACTIVITIES
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, ascending, descending order
Suggested DBE workbook activities.	DBE workbook 2 practice activities - Understand number 18, pp. 70-71 - Understanding number 19, pp. 72-73 - Groups of five up to 20, link to repeated +, problem solving, pp. 96-99 - Share amongst 5, multiples of 5 on counting chart, number chart, pg. 100 - Problem solving: Sharing 10, 6, 11, 15, 6 amongst 5 children and repeated addition, pg. 101 - Number patterns of 5 to 100: Counting chart, number line, clock, pp. 102-103
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 • Patterns 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.	Draw Missing Picture Look at each pattern below and draw the missing picture. What Shape Comes Next? Look at each pattern below and draw the missing picture.

CONTENT	TOPICS/ACTIVITIES	
ASSESSMENT  	<i>INFORMAL ASSESSMENT</i> <i>ASSESSMENT FOR LEARNING (AFL)</i> • 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	<i>FORMAL ASSESSMENT</i> <i>ASSESSMENT OF LEARNING (AOL)</i> • NOR (Written, Oral & Practical) • PF&A Assessment prescribed for weeks 7 & 8 has been shifted to weeks 5 & 6 (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.
REMEDATION: ➤ Work and support at remediate 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		

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____

GRADE 2

Weeks 5 & 6

Date: _____

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➤ The different Content Areas **NOR, MEASUREMENT and DATA HANDLING**

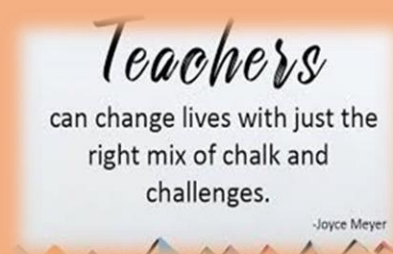
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Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.



CONTENT AREAS

TOPICS/ACTIVITIES

⚡ Number Operations and Relationship Integrated with Patterns, Functions and Algebra:

- Number Concept Development:
- *Building number Sense*

- **COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.**
- Counting forwards and backwards in 1s, from any number between 0 to 200
- Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200
 - 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 100 say which is 1, 2, 3, 4, 5, 10 more or less.
 - use relationship between + and -
- Rapid recall of addition & subtraction facts to 20.
- Add or subtract multiples of 10 from 0-80
- **COUNT OBJECTS RELIABLY:**
 - Count concrete objects reliably to 200
 - 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 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. • <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 80. - 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. To be assessed-Written, Oral & Practical</i> • Solve problems in context and explain solutions to problems: - Addition and Subtraction. - Repeated addition leading to multiplication. - Equal grouping and sharing lead to division that may include remainders. • <i>CONTEXT-FREE CALCULATIONS: Techniques/Strategies: Drawings or concrete apparatus, building up and breaking down, doubling, and halving, number lines supported with apparatus. To be assessed-Written, Oral & Practical</i> - Addition and subtraction to 99(+, -, =, □) - Practice number bonds to 20 - Multiply numbers 1 to 10 by 5, 3 (×, =, □)

CONTENT AREAS	TOPICS/ACTIVITIES
 Measurement Same as Weeks 3 & 4	• <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.
 Data Handling	DATA HANDLING is integrated with Space and Shapes. To be assessed-Written, Oral & Practical • Represent sorted 2D shapes and 3D objects. • Name, identify, discuss, compare, sorted collections (pictographs with one-to-one correspondence) • Interpret data, analyse and answer questions
 Previous Knowledge	• Count in multiples of 5 and 10 to 180 • Bonds to 16 • SA currency rands and coins • Number names and symbols to 20 • Number line strategies
 Suggested DBE workbook activities.	<i>DBE WORKBOOK PRACTICE ACTIVITIES:</i> - Numbers 150-180 HTO addition pg. 72 - Smaller, bigger number, complete number line pg. 73 - Numbers 1-200 build and break down numbers in HTO (expanded notation) pg. 78-79 - Shape patterns pg. 84-85 - Even more data pp. 92-93, 2D shapes - Calculating money, problem solving pg. 94- 97 - Capacity linked to data pg. 100-101
 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
- Place Value

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.

Hundreds	Tens	Ones
2	3	1

The place value of the digit 2 is 200

The place value of the digit 3 is 30

The place value of the digit 1 is 1

Numbers: Expanded Form

Write the **expanded form** of the numbers below.

23 = <u>20</u> + <u>3</u>	55 = <u> </u> + <u> </u>
17 = <u> </u> + <u> </u>	89 = <u> </u> + <u> </u>
96 = <u> </u> + <u> </u>	42 = <u> </u> + <u> </u>
74 = <u> </u> + <u> </u>	68 = <u> </u> + <u> </u>
31 = <u> </u> + <u> </u>	26 = <u> </u> + <u> </u>

Fill in the numbers to complete each addition sentence.

<u> </u> = 10 + 2	<u> </u> = 20 + 4
<u> </u> = 40 + 8	<u> </u> = 70 + 3
<u> </u> = 90 + 1	<u> </u> = 30 + 7
<u> </u> = 50 + 6	<u> </u> = 60 + 9

Name: _____ Date: _____

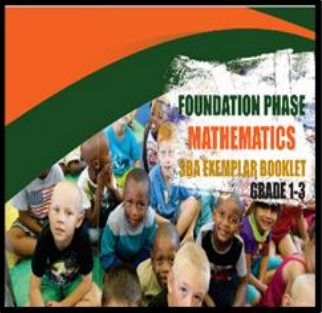
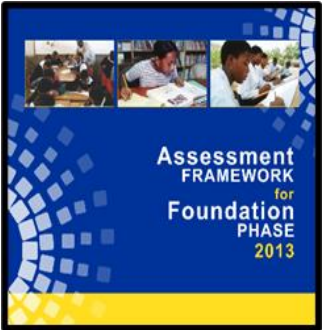
PLACE VALUE - TENS AND ONES 6

Count the number of TENS and ONES, then write out the value of the numbers and add them up.

6 tens + 3 ones 60 + 3 <u> </u>	7 tens + 2 ones + <u> </u>	4 tens + 8 ones + <u> </u>
1 ten + 9 ones + <u> </u>	5 tens + 7 ones + <u> </u>	8 tens + 6 ones + <u> </u>

Use place value to answer the questions below.

1) 50 + 6 =	2) 40 + 8 =	3) 30 + 8 =
4) 70 + 3 =	5) 50 + 6 =	6) 80 + 2 =
7) 60 + 7 =	8) 40 + 9 =	9) 90 + 4 =
10) 70 + 6 =	11) 60 + 5 =	12) 80 + 8 =
13) 10 + 6 =	14) 70 + 9 =	15) 40 + 5 =
16) 4 + 20 =	17) 7 + 60 =	18) 3 + 50 =
19) 8 + 10 =	20) 1 + 90 =	21) 6 + 60 =

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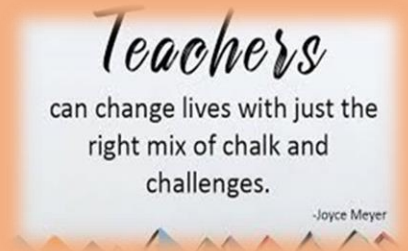
MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 3

Weeks 5 & 6

Date: _____

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Monday	Tuesday	Wednesday	Thursday	Friday
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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 0 to 900
- Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s, and from any multiple of 10, 5, 2, 3, 4 between 0-900 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 900 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 900 - Estimate, check by counting reliably to 900. - 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 900. - 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> <i>To be assessed-Written, Oral & Practical.</i> • Know what each digit represents. • Decompose three-digit numbers up to 900 into multiples of hundreds, tens, and ones up to 900. • 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: - Sharing leads to fractions. • Solve money problems involving totals & change. • <i>CONTEXT-FREE CALCULATIONS:</i> <i>Calculation Techniques/Strategies:</i> building up and breaking down, doubling, and halving, number lines, rounding off in tens. <i>To be assessed-Written, Oral & Practical.</i> - Addition and subtraction to 999 ($+$, $-$, $\square$, $=$) - 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	TOPICS/ACTIVITIES
 Number Operations and Relationship: - Number Concept Development: - <i>Building number Sense</i>	FRACTIONS: <i>To be assessed-Written, Oral & Practical.</i> - 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
 Space and Shapes	LANGUAGE of POSITION, ORIENTATION, AND VIEWS: <i>To be assessed-Written, Oral & Practical.</i> Follow directions from one place to another on an informal map. Find objects on maps. SYMMETRY: Recognise and draw line of symmetry in 2- D geometrical and non-geometrical shapes.
 Data Handling	<i>To be assessed-Written, Oral & Practical.</i> - Analyse data from representations - Analyse and interpret data from the presentation in the bar graphs/table. Answer questions about the bar graph/table.
 Previous Knowledge	- Count, compare and order objects and numbers up to 800. - Place value: Hundreds, tens, and ones up to 800 - Solve repeated addition problems in context leading to multiplication with answers up to 80. - Practice number bonds to 20 - Unitary and non-unitary fractions 1 half = 2 quarters
 Suggested DBE workbook activities.	DBE WORKBOOK 2 PRACTICE ACTIVITIES - Numbers 800-900 count and write - missing numbers, patterns of 10, 5, 2, number line - Smallest to biggest, etc. pg. 74-75 - Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pg. 76-77 - Addition and subtraction to 999 doubling numbers, adding, 125 pg. 94 - 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, pg. 108-109 - Number patterns in 3s up to 1000, number chart with patterns, completing the patterns, adding, and subtracting 3, pg. 114-115 - 3D objects: features, pg. 124-125
 Maths Vocabulary	- Estimate, - Value & two-digit numbers - Ascending & Descending order - Decompose, - Multiples & Smallest to greatest. - Unitary Fractions - Analogue & Digital

CONTENT AREAS

TOPICS/ACTIVITIES

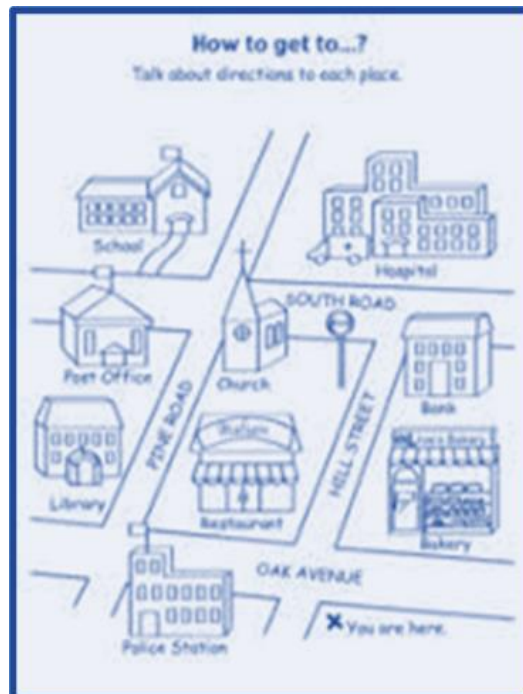
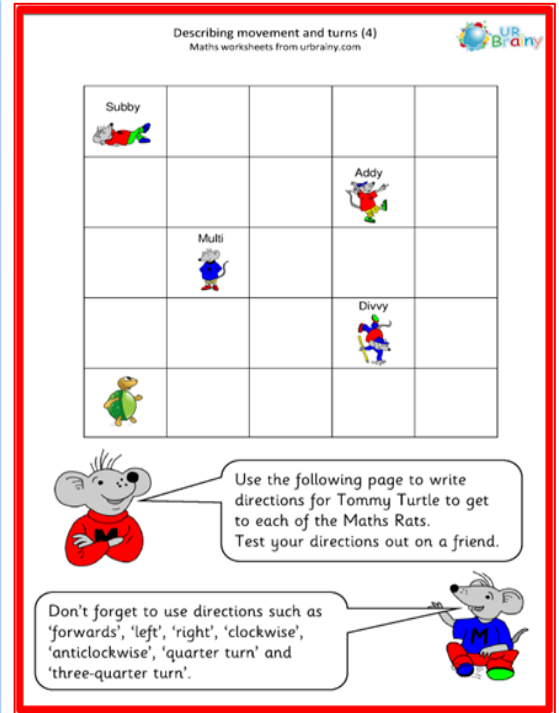
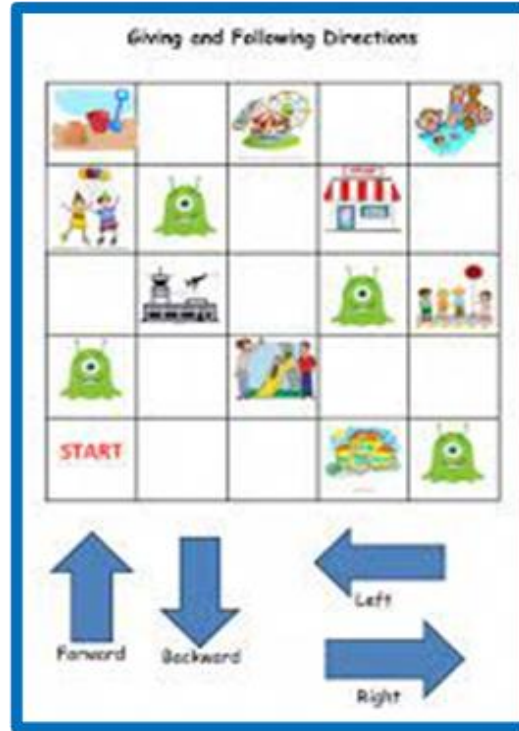
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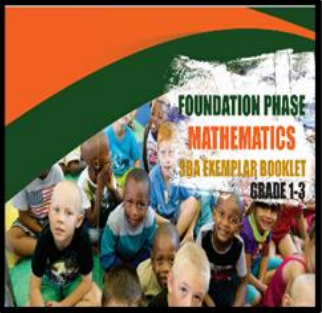
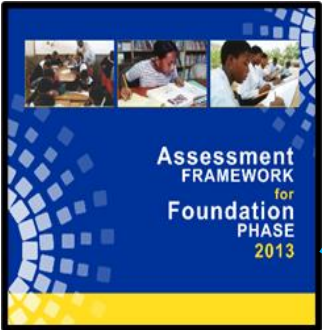
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- Number Cards
- Flash Cards
- Activity Cards
- Positions, Directions, Views

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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 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		