

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____ GRADE 1

Weeks 7 & 8

Date: _____

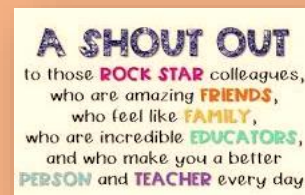
✚ Please Note:

- The different Content Areas NOR, PFA, SPACE & SHAPES 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

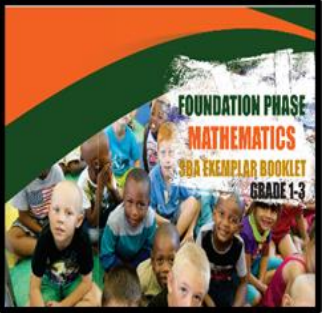
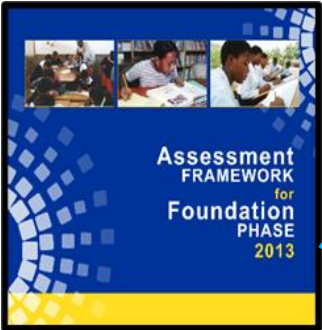
Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.



CONTENT AREAS	TOPICS/ACTIVITIES
✚ Number Operations and Relationship: - Number Concept Development: - Building number Sense	• <i>COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.</i> • Counting forwards and backwards in 1s, from any number between 1 - 100. - link to one more, one less (+, -) • Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 100 - see the relationship with addition - emphasis more than - ascending order • <i>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) To be assessed-Written, Oral & Practical</i> • Order a given set of numbers (1 - 20): - ascending, descending order, left to right • Compare numbers to 19 say which is more, less: - use relationship between more & less, (+, -) - position: after, before, between first, last in the middle, left, right, use number line - Number bonds to 10 • Recall addition and subtraction facts to 10. • <i>COUNT OBJECTS RELIABLY TO 50:</i> - Give a reasonable estimate, check by counting out objects reliably. - Encourage group counting • <i>NUMBER SYMBOLS AND NUMBER NAMES:</i> • Recognise, identify, read number symbols from H00 • Write number symbols and number names to 20. • <i>DESCRIBE, COMPARE, AND ORDER UP TO 20 OBJECTS.</i> • Compare the collection of objects according to: - the same as, just as many, different. • Order collection of objects according to: - most to least and least to most.

CONTENT AREAS	TOPICS/ACTIVITIES
✚ Number Operations and Relationship: - Number Concept Development: - <i>Building number Sense</i>	• DESCRIBE, COMPARE, AND ORDER NUMBERS TO 20 - Describe compare numbers: - more than, less than, - Describe and order numbers: - smallest to greatest, greatest to smallest, 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: <i>Recognise place value of numbers; pack out flard cards / place value cards daily.</i> - Decompose two-digit numbers into multiples of ten, and ones e.g., 19 are 1 ten and 9 ones. • SOLVE PROBLEMS IN CONTEXT AND EXPLAIN SOLUTIONS TO PROBLEMS to at least 20. <i>Techniques/Strategies: use concrete counters, draw pictures, build up and break down, doubling and halving, number lines supported by beads. See pg. 45-46 in CAPS for problem types. To be assessed-Written, Oral & Practical</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. • 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 Same as Week 5 & 6	• GEOMETRIC PATTERNS • 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
✚ Space and Shapes	To be assessed-Written, Oral & Practical • Recognise and name 3D Objects (ball shapes(spheres) box shapes(prisms) • Recognise and name 2-D shapes (circle, triangles, squares) • Position, Orientation, and views: Follow directions right, left etc.up, down, etc. Describe the position of one object in relation to another e.g., on top of, under, in front, behind, next to. • Recognise and draw line of Symmetry in 2-D geometrical and non 2-D geometrical shapes.
✚ Measurement Same as Week 5 & 6	• 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.
✚ Previous Knowledge	• Count reliably to 20. • Number bonds of 9 • Grouping and sharing to 20 • Group counting in multiples of 10, 5, 2, and from any number to 100 • Build up, break down, number line strategies • Language of position ordinals and know the cardinal value of numbers to 15

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 - Geometric patterns, pg. 50-51 - Problem solving, pg. 56-57 - Understanding number 20, pg. 74 - Numbers and number names, before and after more and less, pg. 75 - Addition, pg. 77 - Sharing up to 20, pg. 100-101 - Position, views and direction, pg. 104-105 - Make groups of 2 up to 20, write the number sentence, pg. 106-107 - Twos - repeated addition up to 20, pg. 108-109
✚ 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 • Repeated Addition ✚ 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.	1 Complete the sentences. There are apples in each bag. There are bags. There are equal groups of There are apples altogether. + + + = 2 How many sweets are there? + + = There are sweets. 3 How many marbles are there? + + = There are marbles.

CONTENT	TOPICS/ACTIVITIES	
ASSESSMENT  	<i>INFORMAL ASSESSMENT 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 ASSESSMENT OF LEARNING (AOL)</i> - NOR (Written, Oral & Practical) - S & S (Written, Oral & Practical)
REMEDICATION: ➤ 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: REFLECTION: ➤ Teachers should pay extra attention to identified challenging topics during term 4		

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____

GRADE 2

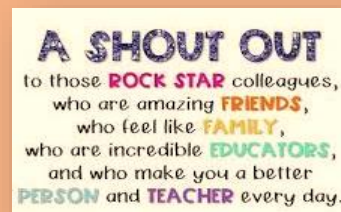
Weeks 7 & 8

Date: _____

✚ Please Note:

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- The use of concrete apparatus is strongly advocated and safety protocols to be followed.

✚ Suggested groupwork plan:



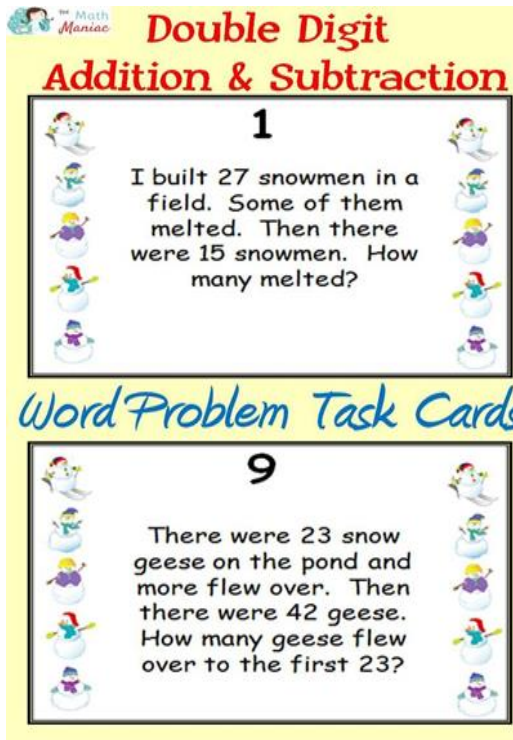
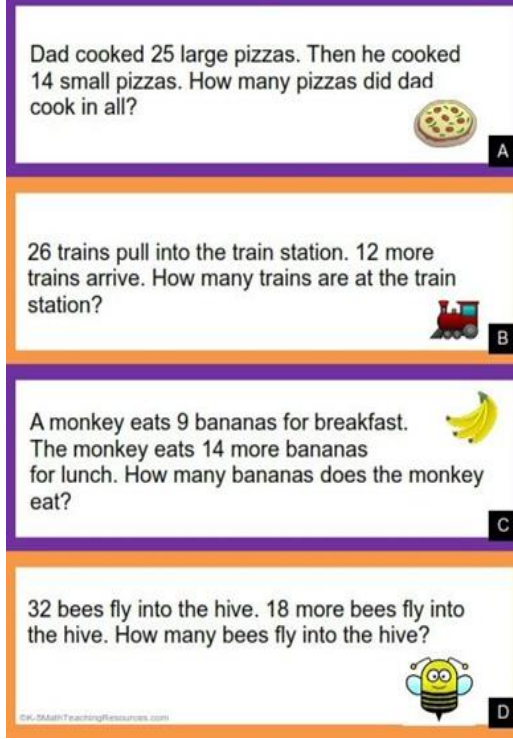
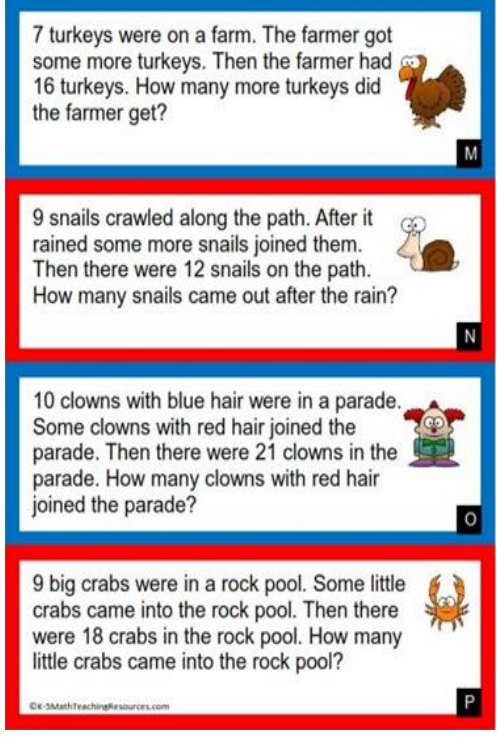
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 & 3	Group 2 & 3	Group 1 & 3	Group 2 & 3	Whole class teaching

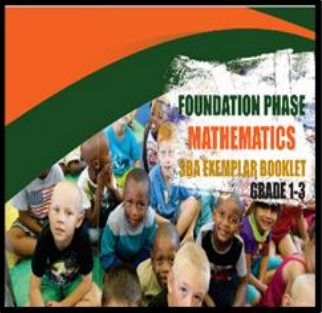
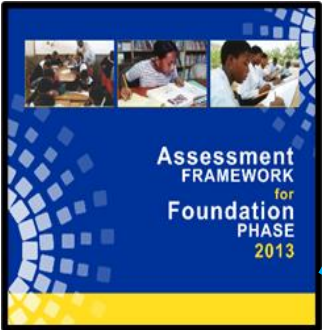
Groupwork allows the teacher to teach the third group daily and the other groups can complete more written work independently at the tables.

CONTENT AREAS	TOPICS/ACTIVITIES
✚ Number Operations and Relationship 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 200 • Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s and from any multiple of 10s, 5s, 2s, 3s, 4s between 0-200 - 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> <i>To be assessed-Written, Oral & Practical</i> • 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 0-100 • <i>COUNT OBJECTS RELIABLY:</i> - 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> <i>To be assessed-Written, Oral & Practical</i> • Describe and compare numbers to 99. - 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; RECOGNISE PLACE VALUE OF NUMBERS BETWEEN 11 TO 99:</i> - Decompose two-digit numbers into multiples of tens and units, ones to 99. - 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: - Addition and Subtraction. - 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 99(+, -, =, □) - Practice number bonds to 20 - Multiply numbers 1 to 10 by 5, 3 (×, =, □)

CONTENT AREAS	TOPICS/ACTIVITIES
✚ Space & Shapes	• <i>SPACE & SHAPES INTEGRATE WITH DATA HANDLING.</i> <i>To be assessed-Written, Oral & Practical</i> • <i>3D objects, 2D shapes</i> according to range and features • <i>Position, Orientation, and Views</i> • Follow directions, move around classroom. Language of position: in front of, behind, left, right, up, down, next to, on top of. <i>Consolidate work through written exercises.</i> • <i>Symmetry</i> - recognise and draw a line in symmetrical and 2D geometrical and non-geometrical shapes.
✚ Measurement	• <i>TIME: TELLING TIME.</i> • 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. • <i>LENGTH, MASS, CAPACITY.</i> <i>To be assessed-Written, Oral & Practical</i> - Estimate, measure, compare, order, and record Length, Mass, Capacity (Using informal and formal measuring) Use language to talk about the comparison: shorter, heavier, full, empty etc. Factor in problem solving sums that integrate with these topics • Study problem types on pg. 79-81 in CAPS and design problems using these measurement topics
✚ Previous Knowledge	• Basic operations to 80, Grouping and sharing to 50 • Bonds to 18 • Recall number facts to 20 • Relationship between + and -, repeated addition and multiplication
✚ Suggested DBE workbook activities.	<i>DBE WORKBOOK PRACTICE ACTIVITIES:</i> - Numbers 170-200 HTO addition pg. 74 - Smaller, bigger number, complete number line pg. 75 - 2D shapes pg. 76-77 - Addition, subtraction linking the multiples of 10 to the number board & using own method pg. 80-81 - Addition and subtraction, write the number sentences pp. 82-84 - Number board: Patterns pg. 114 - More number patterns, odd, even numbers pg. 115
✚ Maths Vocabulary	• Number Sequence • forwards, backwards, • more, less, many, fewer, • Ascending & 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 - Word Problems 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.	 Double Digit Addition & Subtraction 1 I built 27 snowmen in a field. Some of them melted. Then there were 15 snowmen. How many melted? 9 There were 23 snow geese on the pond and more flew over. Then there were 42 geese. How many geese flew over to the first 23?	
	 Free Task Cards 3 We made 23 cups of hot cocoa last week and 54 cups of hot cocoa this week. How many cups of hot cocoa have we made in all? Story Problems Addition & Subtraction 4 Olivia had some pinecones and then Cody gave her 25 more. Now she has 75 pinecones. How many did she have before?	
	 A Dad cooked 25 large pizzas. Then he cooked 14 small pizzas. How many pizzas did dad cook in all? B 26 trains pull into the train station. 12 more trains arrive. How many trains are at the train station? C A monkey eats 9 bananas for breakfast. The monkey eats 14 more bananas for lunch. How many bananas does the monkey eat? D 32 bees fly into the hive. 18 more bees fly into the hive. How many bees fly into the hive?	
	 M 7 turkeys were on a farm. The farmer got some more turkeys. Then the farmer had 16 turkeys. How many more turkeys did the farmer get? N 9 snails crawled along the path. After it rained some more snails joined them. Then there were 12 snails on the path. How many snails came out after the rain? O 10 clowns with blue hair were in a parade. Some clowns with red hair joined the parade. Then there were 21 clowns in the parade. How many clowns with red hair joined the parade? P 9 big crabs were in a rock pool. Some little crabs came into the rock pool. Then there were 18 crabs in the rock pool. How many little crabs came into the rock pool?	

CONTENT	TOPICS/ACTIVITIES	
ASSESSMENT  	<i>INFORMAL ASSESSMENT 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 ASSESSMENT OF LEARNING (AOL)</i> • NOR (Written, Oral & Practical) • S & S (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.		
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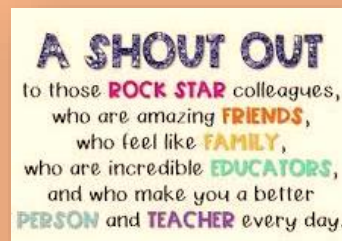
MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 3

Weeks 7 & 8

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: - <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 1000 • Count forwards and backwards in multiples of 10s, 5s and 2s, 3s, 4s, and from any multiple of 10, 5, 2, 3, 4 between 0-1000 and in • 20s, 25s, 50s, 100s, to at least 1000 - use relationship between + and - - emphasise more than, less than - ascending and descending order <i>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:</i> <i>To be assessed-Written, Oral & Practical.</i> • Order a given set of numbers. • Compare numbers to 1000 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 1000 - Estimate, check by counting reliably to 1000. - 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> • Know what each digit represents. • Decompose three-digit numbers up to 999 into multiples of hundreds, tens, and ones up to 999. • Identify and state the value of each digit. <i>SOLVE PROBLEMS IN CONTEXT TO 999 AND EXPLAIN SOLUTIONS TO PROBLEMS.</i> <i>To be assessed-Written, Oral & Practical.</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: • Equal grouping and sharing leading to division that may include remainders. • <i>CONTEXT-FREE CALCULATIONS:</i> <i>Calculation Techniques/Strategies:</i> building up and breaking down, doubling, and halving, number lines, rounding off in tens. - 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: - Use and name non-unitary and unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$ 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
 Measurement	LENGTH, MASS, CAPACITY: <i>To be assessed-Written, Oral & Practical.</i> Estimate, measure, compare, order, and record Length, Mass, Capacity. Practice more problem-solving using units of formal measuring. Use language to talk about the comparisons: Shorter, heavier, full, empty etc.
 Data Handling Same as Week 5 & 6	- 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 using smaller than, greater than, more than, less than, equal to - Solve number problems in context and context free involving addition and subtraction up to 600. - Solve money problems. - Practise number bonds to 25 - Work with halves and whole in fractions
 Suggested DBE workbook activities.	DBE WORKBOOK 2 PRACTICE ACTIVITIES - Numbers 900-1000 number board, number grids in 10, 5, 2, base ten blocks, number line, smallest to biggest, biggest to smallest, pg. 82-83 - Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pg. 84-85 - Addition and subtraction to 999 base ten blocks, using doubles, near doubles problem solving, pg. 86-87 - More about symmetry, pg. 106-107 - Number patterns in 4s up to 1000, number chart with patterns, completing the patterns, adding, and subtracting 4, pg. 118-119 - More fractions: Fraction wall, solving problems, pg.126-127 - More grouping and sharing: Quick calculations dividing by 3, 4, 5, 2, 10, pg. 128-129
 Maths Vocabulary	- Estimate, - Value & two-digit numbers - Ascending & Descending order - Decompose, - Multiples & Smallest to greatest. - Unitary Fractions - Analogue & Digital

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
- Activity Cards
- Data Handling

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.

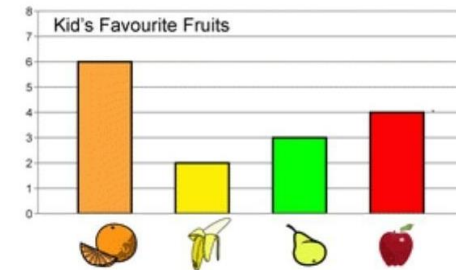
However, change the number range to be aligned to Term 4 ATPs.



Analyzing Bar Charts

Kindergarten Graphing Worksheet

Study the bar graph and answer the questions.



- How many kids liked apples ? _____
- Which fruit did the most kids like ? _____
- Which fruit did the kids like the least ? _____
- How many kids liked bananas? _____
- How many kids liked either pears or bananas? _____
- How many kids liked either oranges or apples? _____



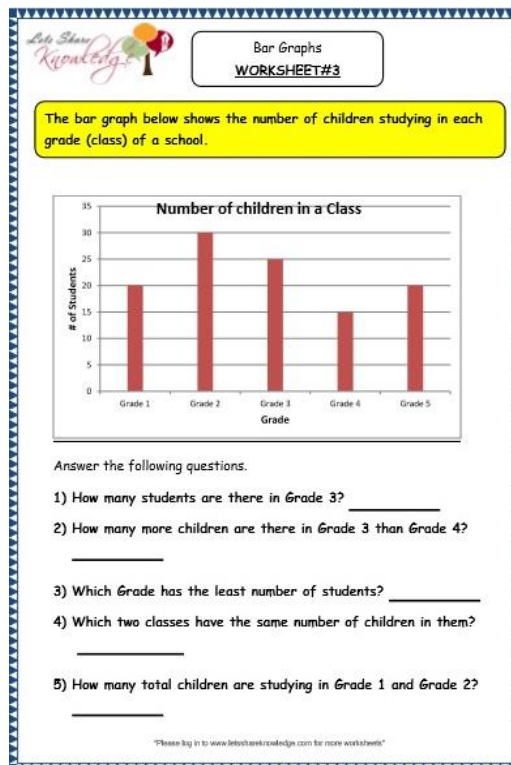
Computer sales scaled bar graph

Data and Graphing Worksheet

Read the bar graph and answer the questions.



- Which shop sold the most?
a. Shop A b. Shop B c. Shop C d. Shop D
- How many less computers were sold in Shop D than Shop A?
a. 10 b. 15 c. 20 d. 25
- How many computers were sold in Shop B?
a. 5 b. 10 c. 18 d. 20
- How many computers were sold in Shop A and C?
a. 25 b. 45 c. 55 d. 65
- Which shops together sold exactly 40 computers?
a. Shop A and C c. Shop B and C
b. Shop C and D d. Shop A and D



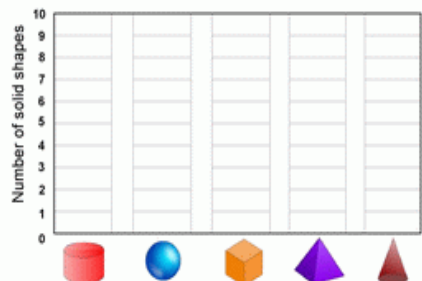
Solid shapes tally and graph

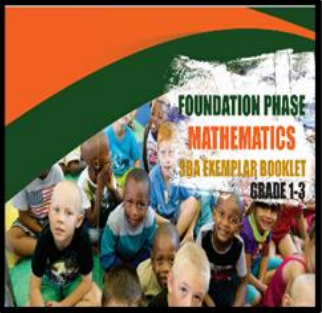
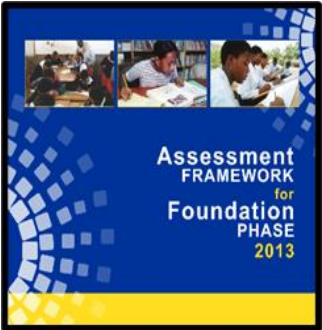
Data and Graphing Worksheet

John made a tally chart of the solid shapes that he sees. Show the information by drawing a bar graph.

cylinder	sphere	cube	pyramid	cone

Solid shapes



CONTENT	TOPICS/ACTIVITIES	
ASSESSMENT  	<i>INFORMAL ASSESSMENT 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 ASSESSMENT OF LEARNING (AOL)</i> - NOR (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		