

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 1

Weeks 9 & 10

Date: _____

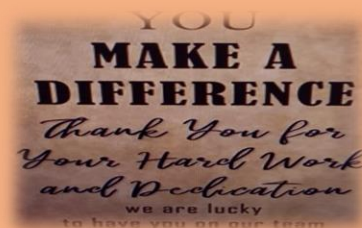
✚ Please Note:

- The different Content Areas **NOR, 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*

- **COUNTING: INTEGRATED WITH NUMBER PATTERNS AND MENTAL MATHS.**
- 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
- **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 - 20):
 - ascending, descending order, left to right
- Compare numbers to 19 & 20, 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.
- **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 the collection of objects according to: - more than, less than.
 - 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>	• <i>DESCRIBE, COMPARE, AND ORDER NUMBERS TO 20</i> - Describe compare numbers: - smaller than, greater than, - 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 • <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 ten, and ones e.g., 20 are 2 tens and 0 ones. • <i>SOLVE PROBLEMS IN CONTEXT AND EXPLAIN SOLUTIONS TO PROBLEMS to at least 20. 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.</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 10. - Repeated Addition, use (+, =, □)
 Space and Shapes Same as Week 7 & 8	• Recognise and name 3D Ob jects (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 ob ject 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 - geometrical shapes.
 Measurement Same as Week 7 & 8	• 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.

CONTENT AREAS	TOPICS/ACTIVITIES
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
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 order Descending order
 Suggested DBE workbook activities.	DBE workbook 2 practice activities - Twos - pattern up to 100 counting on the number line, pg. 110-111 - More counting in groups of 2 linking to repeated addition, pg. 112-113 - Mass: Heavy and light, informal measuring of objects at hand, pg. 114-115 - Doubling, pg. 116-117 - Halving, pg. 118-119 - Geometric patterns, pg. 126-127



PLEASE NOTE:

- Reflect on any successes and any challenges experienced during the fourth term.
- Continue with the Assessment that has been prescribed according to the ATPs for weeks 7 & 8 and consult the Assessment Hints and Guidelines where possible.
- Continue with Teaching and Learning to ensure that learners do not fall behind with work.
- Do consolidation, revision, and remediation of concepts that the learners are struggling with.
- Kindly use the remaining week to do catch-up work to ensure that no work would be carried over to the following year.

MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 2

Weeks 9 & 10

Date: _____

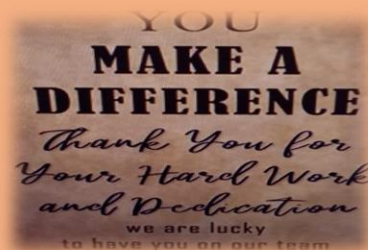
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Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 & 3	Group 2 & 3	Group 1 & 3	Group 2 & 3	Whole class teaching

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:
- *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 10s, 5s, 2s, 3s, 4s 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 0-100
- **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 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: - 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 3,4 (×, =, □)

CONTENT AREAS	TOPICS/ACTIVITIES
 Space & Shapes Same as Week 7 & 8	• <i>SPACE & SHAPES INTEGRATE WITH DATA HANDLING.</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 Same as Week 7 & 8	• <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> • 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> - More addition & subtraction, one, ten more, less pg. 88 - Make own + and - sums, problem solving pg. 89 - More multiplication $\times 2$, $\times 3$, $\times 4$, $\times 5$ pg. 108-109 - Equal sharing leading to fractions pg. 116-117 - More sharing leading to fractions, fraction wall pg. 122-127 - Symmetry pg. 128 - Arrays and fractions pg. 130-131 - A fraction of a collection of objects pg. 132-133
 Maths Vocabulary	• Number Sequence • forwards, backwards, more, less, many, fewer, • Ascending & Descending order • Decompose, Multiples, Repeated Addition • biggest/ smallest, greatest, longer/ shorter, • Analogue Clock



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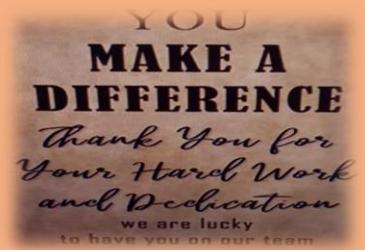
MATHEMATICS: WEEKLY TEACHING PLAN TERM 4, _____
GRADE 3

Weeks 9 & 10

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CONTENT AREAS	TOPICS/ACTIVITIES
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⚡ 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 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
- *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 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 999. - 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>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: • 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. - 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$ 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 Same as Week 7 & 8	LENGTH, MASS, CAPACITY: 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 7 & 8	- 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	- Add and subtract 3-digit numbers. - Problem solving • Check multiplication using multiplication. - Number bonds to 30 - Link counting in multiples to multiplication. - Can tell analogue and digital time • Unitary and non-unitary fractions link to division
 Suggested DBE workbook activities.	DBE WORKBOOK 2 PRACTICE ACTIVITIES - What makes 1000? Addition and subtraction, add and take away 10s and 100s, pg. 95. - Measurement puzzles: pg. 96-97 - Multiplication and division: 2s to 100, grid for $\times 2$, break down method, solving problems, pg. 110-111 - Multiplication and division: 3s to 100, grid for $\times 2$, break down method, solving problems, pg. 112-113 - Multiplication and division: 4s to 100, grid for $\times 4$, break down method, solving problems, pg. 116-117 - Tangram fraction: solving problems, pg. 130-131 - Measuring capacity, grids adding $\frac{1}{4}$, making a litre, how many ml, $\frac{1}{2}$, $\frac{1}{4}$, litres, pg. 132-135
 Maths Vocabulary	- Estimate, - Value & two-digit numbers - Ascending & Descending order - Decompose, - Multiples & Smallest to greatest. - Unitary Fractions - Analogue & Digital



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