

TERM 1	WEEK 1 AND 2 READINESS ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	NUMBERS, OPERATIONS AND RELATIONSHIPS				
	Counting – integrate with number patterns and mental maths				
	Count forwards and backwards in 1s, from any number between 1-10 and describe the sequence	- Count forwards and backwards in 1s, from any number between 1-10 and describe the sequence: - link addition when counting forwards, add one more and subtraction when counting backwards, <i>make one less</i>	- Count forwards and backwards in 1s, from any number between 1-20 and describe the sequence: - link addition when counting forwards, add one more and subtraction when counting backwards, make one less	- Count forwards and backwards in 1s, from any number between 1-20 and describe the Sequence: - link addition when counting forwards and subtraction when counting backwards, also add one more, make one less	- Count forwards and backwards in 1s, from any number between 1-20 and describe the sequence: - link addition when counting forwards, add one more and subtraction when counting backwards, make one less
	Mental maths number range 5: Ask quick maths questions to promote quick thinking (techniques: put large number first in order to count on, number line, doubling and halving, build up and break down)				
	- Order a given set of numbers 1-5: - first, last, in the middle - Compare numbers to 5 say which is more, less: - use relationship between adding on, taking away - subitise (immediate recognition of how many objects in a group without counting, e.g. use the dot cards)	- Order a given set of numbers 1-5: - first, last, in the middle - Compare numbers to 5 say which is more, less: - use relationship between adding on, taking away - subitise (immediate recognition of how many objects in a group without counting) - big, small	- Order a given set of numbers 1-5: - first, last, in the middle - Compare numbers to 5 say which is more, less: - use relationship between more & less (+, -) - one more, one less, two more, two less - subitise (immediate recognition of how many objects in a group without counting) - what number comes after, before, between - position: after, before, between	- Order a given set of numbers 1-5: - first, last, in the middle - Compare numbers to 5 say which is more, less: - use relationship between more & less (+, -) - one more, one less, two more, two less - subitise (immediate recognition of how many objects in a group without counting) - what number comes after, before, between - position: after, before, between	- Order a given set of numbers 1-5: - first, last, in the middle - Compare numbers to 5 say which is more, less: - use relationship between more & less (+, -) - one more, one less, two more, two less - what number comes after, before, between - subitise (immediate recognition of how many objects in a group of without counting)
	Count objects reliably to 10				
	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting
	Number symbols and number names				
	- Recognise, identify, read number symbols from 1-20 - Write number symbols and number names to 10				
	Describe, compare and order up to 5 objects				
- Compare collection of objects according to: - many, fewer; most, least - Order collection of objects from: - most to least and least to most	- Compare collection of objects according to: - most, least; more than, less than - Order collection of objects from: - most to least, and least to most	- Compare collection of objects according to: - the same as, just as many; different - Order collection of objects from: - most to least, and least to most	- Compare 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	- Compare collection of objects according to: - more than, less than; - Order collection of objects according to: - most to least and least to most	

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CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	Describe, compare and order numbers to 5 (use a number line)				
	- Describe compare numbers: - smaller than, greater than - Order numbers: - smallest to greatest, greatest to smallest	- Describe and compare numbers: - more than, less than, 1 more, 1 less - Order numbers: - use the number line 1-5, first, last - greatest to smallest, smallest to greatest	- Describe and compare numbers: - greater than, smaller than - more than, less than, is equal to - Order numbers: - before, after, between, in the middle - use the number line, position first and last	- Describe and compare numbers: - one more, one less 2 more, 2 less than - Order numbers: - use the number line, show position - ascending, descending order - link to more and less	- Compare numbers - which is more, less: 1, 2 more, 1, 2 less - Identify, read, write numbers symbols and number names up to 5: - on the number line, (1st- 5th) - Describe, compare numbers
	Solve problems in context and explain solutions to problems. Techniques: Use concrete counters, draw pictures, number lines with concrete beads				
	- Practically solve problems in context and explain solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders	- Practically solve problems in context and explain solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders	- Practically solve problems in context and explain solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders	- Practically solve problems in context and explain solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders	- Practically solve problems in context and explain solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders
	Context-free calculations to 5. Techniques: Use concrete counters, draw pictures, number lines with concrete beads				
	- Addition and subtraction up to 3 - Practise number bonds up to 3 (+, -, =, □)	- Addition and subtraction up to 3 - Practise number bonds up to 3 (+, -, =, □)	- Addition and subtraction up to 4 - Practise number bonds up to 4 (+, -, =, □)	- Addition and subtraction up to 5 - Practise number bonds up to 5 (+, -, =, □)	- Do context-free calculations up to (+, -, =, □) - Practise number bonds up to 5
	MEASUREMENT			DATA HANDLING (integrates with NOR)	
	Time: Passing of time - Compare lengths of time using language e.g. longer, shorter, faster, slower - Sequence events using language - yesterday, today, tomorrow Telling the time - Describe when something happens, using language - morning, afternoon, evening - Name and sequence days of week, months of year. Vocabulary: Today is, yesterday was, tomorrow will be		Mass - Estimate, measure and compare, order and record - Know relational and connected vocabulary: Heavy and light, more less, big, small, etc. - Use non-standard measures	- Collect and sort and describe objects (2s, 5s) - Answer questions of sorting process - Draw picture of sorted objects	
	SPACE AND SHAPE		PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE	
	Position, orientation and views Describe position of one object in relation to another e.g. right, left, on top of next to, in the middle, up, down		Geometric patterns - Copy and extend simple patterns using: - physical objects - drawings (use colours and shapes) Number patterns: - Copy, extend and describe number sequences in 1s to 50 forwards and backwards	Position, orientation, views and direction (vocabulary) - In front of, behind, left, right, next to, in the middle, up, down - Relevant vocabulary for comparing number. - Follow directions, move around classroom - Follow simple instructions, put the ball next to the box	
PREVIOUS KNOWLEDGE	- Count objects, sort, match according to attributes - Describe the sorted collections - Vocabulary: more, less, big, small 3D objects, boxes and balls - Days of the week, today is, tomorrow will be, yesterday was... - Build a 20-piece puzzle	- Count beads, abacus to at least 5 - Compare big, small - Position first, last, in the middle on the number line - Left hand, right hand - Share at least 4 objects equally - Thread a bead pattern according colours - Match number names, objects and number symbols to at least 3	- Order numbers 1-5 on a number line - Stand next to, behind, on top of chair - Tell a story of 2, 3, and know what comes after, before - Position on the number line, left, right, - Patterns of 3 - Match number cards and objects to 4	- Position in the line, race, on the number line: First, last, left, right - Days of the week, today is, tomorrow will be, yesterday was... - Numerosity of 4, one more, one less, after, before - Count forwards and backwards in 1s to 5 and link counting to making more and making less	3D objects, position vocabulary - Position first, last, middle, before, after, left, right, on the number line - Vocabulary heavy and light, more, less - Count forwards and backwards in ones - Number bonds of 3 and 4 - Make more and take away
SUGGESTED DBE WORKBOOK ACTIVITIES	DBE workbook practice activities - Matching, the same as, pg. 3 - Practical sorting, matching, pg. 4 - Left to right pattern movement, pg. 5 - Match the clothing colours, pg. 6 - Left to right patterns, big, small, pg. 7 - Sorting, matching shapes. Link number, pp. 8-9 - Find, sort, count, pp.10-11 - Matching, linking patterns: Positions, pg. 12 - Revision: Shape, colour, size, pp. 16-17	DBE workbook practice activities - Trace from top to bottom, pg. 13 - Time: A long time and a short time, pg. 14 - Trace pattern from left to right, pg. 15 - Revision: Shape, size, colour, pg. 16 - Circle the objects of the same colour, pg. 17 - Count two (2), trace, draw 2 more, pp. 20-21 - Count three (3), trace, draw 3 more, pp. 23-24 - Learn about 1 and add 1 more, pp. 18-19 - Bigger and smaller, pp. 58-59	DBE workbook practice activities - Measurement comparing shortest, longest by using unifix cubes and vocabulary: In front of, on top, behind, pp. 24-27 - Comparing numbers 1-3, pp. 28-29 - Sorting patterns, pg. 4 - Four, pp. 30-31 - Left and right, pp. 50-51 - Direction, pp. 52-53 - Count and match 4, pp. 30-31 - Making 4, add and subtract to 4, pp. 32-33	DBE workbook practice activities - Time of day: Which is fastest, growth order, pp. 34-35 - Five (5) trace and match, pp. 36-37 - Balls and boxes, pp. 48-49 - Revise numbers 1-5 count objects, pg. 38-39 - Add up to 5, pp. 40-41 - Draw 1, 2, 3, 4 more, add to 5, pp. 40-41 - Draw 1, 2, 3, 4, less, take away from 5, number line method, pg. 42	DBE workbook practice activities - Take away and add: Number line method, pg. 43 - Add and subtract up to 5, pg. 44 - Draw more to make 5, problem solving, pg. 45 - Colour beads to show addition, show take away from 5, pg. 46 - Show addition and subtraction on number line to 5, pg. 47 - Left and right views, orientations and left, right directions, pp. 50-53

TERM 1	WEEK 1 AND 2 READINESS ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
	REMEDIATION Supporting learning gaps Reteaching using another strategy for improved learning. Record all findings in the event of further support required		CONSOLIDATION Reinforcing more of the same (practise) to embed knowledge and skills Provide opportunity 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 practise takes place before any new concepts can be taught Revision of work strengthens the learner’s knowledge and supports further learning.
INFORMAL ASSESSMENT (AFL)	Assessment for Learning (AfL) is strategically planned for and completed alongside teaching. The teacher is always cognisant of the learning taking place and keeps a record of the learner’s progress				
	ORAL, PRACTICAL, WRITTEN: Assess core concepts, skills and values above - Continuous assessment prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred. Can the learner communicate his, her understanding of the concepts learnt and can the learner apply his, her knowledge of the concepts learnt aptly - The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive				
SBA (FORMAL ASSESSMENT) (AOL) ONE FAT PER TERM		Oral & practical - Space and shape Practical - Patterns, functions and algebra	Written - Patterns, functions and algebra Oral, practical, written - Numbers, operations and relationships	Oral & practical - Measurement Written - Data handling	
	Formal assessment must be fair, reliable and valid . The assessment must reveal what the learner knows, the onus is on the teacher to: - Teach and assess well for learning gains (AfL) - Use an appropriate form of assessment so that the learner’s knowledge and skills can be gauged and the evidence of the learner’s achievement can be justified at all times				

2025 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 1: TERM 2

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs				
Whole class activity - Counting, mental math (consolidation of concepts already taught) - New concept teaching - Classroom management (allocation of independent activities) Independent group-guided teaching and independent work (inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily) The teacher is also mindful to plan well for effective teaching and assessment for learning , to inform any remediation and further teaching			5 mins + 10 mins 20 mins	
			24 × 2 groups = 48 mins	
			<i>Third group does substantial independent written work</i>	
Suggested group teaching plan:				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

TERM 2	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 1	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>building number sense</i>	NUMBERS, OPERATIONS AND RELATIONSHIPS				
	Counting – integrate with number patterns and mental maths				
	– Count forwards and backwards in 1s, from any number between 1-20 – Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 20 – <i>see the relationship with addition</i> – <i>emphasise more than</i> – <i>ascending order</i>	– Count forwards and backwards in 1s, from any number between 1-30 – Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 30 – <i>see the relationship with addition</i> – <i>emphasise more than</i> – <i>ascending order</i>	– Count forwards and backwards in 1s, from any number between 1-40 – Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 40 – <i>see the relationship with addition</i> – <i>emphasise more than</i> – <i>ascending order</i>	– Count forwards and backwards in 1s, from any number between 1-50 – Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 50 – <i>see the relationship with addition</i> – <i>emphasise more than</i> – <i>ascending order</i>	– Count forwards and backwards in 1s, from any number between 1-50 – Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 50 – <i>see the relationship with addition</i> – <i>emphasise more than</i> – <i>ascending order</i>
	Mental maths number range 10: Ask quick maths questions to promote quick thinking (techniques: put large number first in order to count on, number line, doubling and halving, build up and break down)				
	• Order a given set of numbers: – <i>smallest to greatest, greatest to smallest</i> • Compare numbers to 5 say which is more, less: – <i>use relationship between more & less (+, -)</i> – <i>recognition of dot formation 1-5</i> – <i>position: after, before, between first, last, in the middle</i>	• Order a given set of numbers: – <i>smallest to greatest, greatest to smallest</i> • Compare numbers to 7 say which is more, less: – <i>use relationship between more and less (+, -)</i> – <i>recognition of dot formation 1-7</i> – <i>position: after, before, between first, last, in the middle, use number line</i>	• Order a given set of numbers: – <i>ascending, descending order, left to right</i> • Compare numbers to 9 say which is more, less: – <i>use relationship between more & less (+, -)</i> – <i>recognition of dot formation 1-9</i> – <i>position: after, before, between, first, last, in the middle, use number line</i>	• Order a given set of numbers • Compare numbers to 10 say which is more, less: – <i>use relationship between more & less (+, -)</i> – <i>recognition of dot formation 1-10</i> – <i>position: after, before, between, first, last, in the middle, left, right, use number line</i>	• Order a given set of numbers • Compare numbers to 10 say which is more, less: – <i>use relationship between more & less (+, -)</i> – <i>recognition of dot formation 1-10</i> – <i>position: after, before, between, to the left, to the right of, use number line</i>
	Count objects reliably to 20				
	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-50 • Write number symbols and number names to 10				
	Describe, compare and order up to 10 objects				
• Compare collection of objects according to: – many, fewer; most, least • Order collection of objects from: – most to least and least to most	• Compare collection of objects according to: – most, least; more than, less than • Order collection of objects from: – most to least, and least to most	• Compare collection of objects according to: – the same as, just as many; different • Order collection of objects from: – most to least, and least to most	• Compare 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	• Compare collection of objects according to: – more than, less than; • Order collection of objects according to: – most to least and least to most	

TERM 2	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 1	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10	
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	Describe, compare and order numbers to 10					
	- Describe and compare numbers: - smaller than, greater than; is equal to - Order numbers from - smallest to greatest and greatest to smallest	- Describe and compare numbers: - more than, less than (1 more, 1 less) - Order numbers: - before, after, between/ in the middle - use the number line 1-10	- Describe and compare numbers: - greater than, smaller than - more than, less than (2 more, 2 less) - is equal to - Order numbers: - before, after, between, in the middle - use the number line	- Describe and compare numbers: 2 more, 2 less than - Order numbers: - before, after, in the middle - use the number line - ascending, descending order	- Compare numbers- which is more, less: 1, 2 more, 1, 2 less - Identify, read, write numbers, symbols and number names: - on the number line, (1st-10th) - Describe, compare numbers - before, after, in the middle	
	Solve problems in context and explain solutions to problems. Techniques: Use concrete counters, draw pictures, building up and breaking down, doubling and halving, number lines supported by counting beads. <i>See pp. 45-46 in CAPS for problem types.</i>					
	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency - Solve money problems involving totals, change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - repeated addition - equal sharing and grouping that may include remainders - Recognise SA currency - Solve money problems involving totals, change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - repeated addition - equal sharing and grouping that may include remainders - Recognise SA currency - Solve money problems involving totals, change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - repeated addition - equal sharing and grouping that may include remainders - Recognise SA currency - Solve money problems involving totals, change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - repeated addition - equal sharing and grouping that may include remainders - Recognise SA currency - Solve money problems involving totals, change	
	Context-free calculations to 10. Techniques: Use concrete counters, draw pictures, building up and breaking down, doubling and halving, lines with counting beads					
	- Addition and subtraction up to 6 (+, -, =, □) - Practise number bonds up to 5 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 7 (+, -, =, □) - Practise number bonds up to 6 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 8 (+, -, =, □) - Practise number bonds up to 7 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 9 (+, -, =, □) - Practise number bonds up to 7 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 10 (+, -, =, □) - Practise number bonds up to 7 - Repeated addition, use (+, =, □)	
	MEASUREMENT					
	Time: During 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.					
				Length - Compare length of objects. - Talk about comparisons: Long, short, longer - Estimate and compare lengths: Shorter, taller		
			PATTERNS, FUNCTIONS & ALGEBRA Geometric patterns: - Copy, extend, describe simple patterns - Pack out objects		PATTERNS, FUNCTIONS & ALGEBRA - Create and describe own patterns - Use physical objects - Draw own simple patterns	
			SPACE AND SHAPE 3D objects: Position and directions Follow directions: Right, left, etc. 2D shapes: Recognise and name: Circles, triangles, squares			
	DATA HANDLING IS INTEGRATED WITH ALL CONTENT AREAS WHERE POSSIBLE. Collect and sort objects; draw picture of sorted objects; answer questions of sorting process; describe sorted collections					
- Collect and organise data – e.g. make class “birthday calendar”. - Answer questions about data in pictograph						
PREVIOUS KNOWLEDGE	- Days of the week - Count at least 5 objects reliably - Number bonds of 4, 5 - Know big and small, more and less - Addition and subtraction to 5	- Sharing of at least 4 objects between 2 equally - Equally grouping of 4 3D objects: boxes, balls - Left hand, right hand - Count in multiples of 5, 2 to 10	- One, two more and one, two less and linking it to addition and subtraction - Number bonds to 5 - Follow directions: Left, right.. - Problem solving: Build up and break down, number line - Days of the week, current month	- Number bonds to 6 - Grouping and sharing up to 6 - Days of the week, current month - Numerosity of numbers 1-6 - Addition and subtraction to 6	- Number bonds to 7 - Grounded understanding of adding on and taking away, making less - Grouping and sharing up to 7 - Comparing: more than, less than, position in the line, race, on the number line to 7	

TERM 2	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 1	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
SUGGESTED DBE WORKBOOK ACTIVITIES	DBE workbook practice activities – Building up and breaking down of numbers to 5, pp. 54-55 – Doubles up to 2 and on number line, pg. 56-57 – Sort and match up to 5 like objects according to attributes, pp. 60-61 – Equal sharing up to 4 objects, pp. 62-63 – Problem solving: Sharing and grouping, pp. 64-65 – Building towers with 3D objects, pp. 66- 67 – Telling time: months of the year, days of week, pp. 68-69	DBE workbook practice activities – Draw, match and trace 6, pg. 70 – Colour 6, draw 6 more, pg. 71 – Draw, match and trace 7, draw 7 more, pp. 72-73 – Adding, pg. 90 – Collect and sort collections, pg. 92 – Sort leaves accordingly, draw collections, pg. 93 – 2D shapes, data handling, pp. 100-103 – Shape orientation and position, pp. 134-135 – Patterns with geometric shapes, pp. 136-137 – 2D shapes, 3D objects, geometric patterns, pp. 138-139	DBE workbook practice activities – Draw, match and trace 8, pg. 74 – Colour 8, draw 8 more, pg. 75 – Draw, match and trace 9, pg. 76 – Colour 9, draw 9 more, pg. 77 – Addition: Using counting on, pg. 94 – Doubling and halving, pg. 98 – Groups of two (2), pg. 104 – Groups of 4 up to 8 problem solving, repeated addition, pp. 114-117 – More, equal and less, pp. 88-89	DBE workbook practice activities – Numbers 1-10, pg. 84 – Numbers, grouping, smallest to biggest on the number line, one, 2 more, 1, 2 less, pg. 86 – Bead line: Fill in missing numbers, pg. 87 – Addition, pg. 91 – Making addition sentences and using the number line method, pg. 97 – Groups of 3s up to 9, repeated addition of 3s, pp. 112-113 – Groups of two (2) to 10, pg. 105	DBE workbook practice activities – Count fingers on both hands, pg. 80 – Colour 10, draw 10 more, pg. 81 – Count on fingers 1-10 and draw, pg. 82 – Revise numbers 6-10, pg. 83 – Addition using the number line method, pg. 95 – Grouping, repeated addition, pp. 104-107 – Counting groups of 2, pp. 108-109 – Five patterns to 20, pp. 122-123 – Ten patterns of 10, number board, pp. 124-125 – Money, values, addition, change, pp. 126-133
	REMEDIATION Supporting learning gaps Reteaching using another strategy for improved learning. Record all findings in the event of further support required		CONSOLIDATION Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions		REVISION Repeat of the knowledge and skills taught to establish if learning has taken place and understood This practise takes place before any new concepts can be taught. Revision of work strengthens the learner’s knowledge and supports further learning
INFORMAL ASSESSMENT (AFL)	Assessment for Learning (AfL) is strategically planned for and completed alongside teaching. The teacher is always cognisant of the learning taking place and keeps a record of the learner’s progress				
	ORAL, PRACTICAL, WRITTEN: Assess core concepts, skills and values above • Continuous assessment prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred. Can the learner communicate his, her understanding of the concepts learnt and can the learner apply his, her knowledge of the concepts learnt aptly • The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive				
SBA (FORMAL ASSESSMENT) AOL ONE FAT PER TERM		Oral & practical • Data handling • Measurement • Patterns functions & algebra	Written • Number operations & relationships • Patterns functions & algebra	Written • Space & shape • Data handling	Oral & practical • Number operations & relationships Written • Length
	Formal assessment must be fair, reliable and valid . The assessment must reveal what the learner knows, the onus is on the teacher to: • Teach and assess well for learning gains (AfL) • Use an appropriate form of assessment so that the learner’s knowledge and skills can be gauged and the evidence of the learner’s achievement can be justified at all times				

2025 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 1: TERM 3

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs				
Whole class activity - Counting, mental math (consolidation of concepts already taught) - New concept teaching - Classroom management (allocation of independent activities) Independent group-guided teaching and independent work (inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily) The teacher is also mindful to plan well for effective teaching and assessment for learning , to inform any remediation and further teaching			5 mins + 10 mins 20 mins	
			24 × 2 groups = 48 mins <i>Third group does substantial independent written work</i>	
Suggested group teaching plan:				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

TERM 3	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	NUMBERS, OPERATIONS AND RELATIONSHIPS				
	Counting – integrate with number patterns and mental maths				
	- Count forwards and backwards in 1s, from any number between 1-50 - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 50 - see the relationship with addition - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-60 - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 60 - see the relationship with addition - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-70 - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 70 - see the relationship with addition - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-80 - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 80 - see the relationship with addition - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-80 - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 and 80 - see the relationship with addition - emphasise more than - ascending order
	Mental maths number range 15. Ask quick maths questions to promote quick thinking (techniques: Put large number first in order to count on, number line, doubling and halving, build up and break down)				
	- Order a given set of numbers 1-10: - smallest to greatest, greatest to smallest - Compare numbers to 10 say which is more, less: - use relationship between more, less (+, -) - position: after, before, between first, last, in the middle - Rapid recall of number bonds - Practise addition and subtraction facts to 5	- Order a given set of numbers 1-12: - smallest to greatest, greatest to smallest - Compare numbers to 12 say which is more, less: - use relationship between more, less (+, -) - position: after, before, between first, last, in the middle, use number line - Rapid recall of number bonds - Practise addition and subtraction facts to 5	- Order a given set of numbers 1-15: - ascending, descending order - Compare numbers to 15 say which is more, less: - use relationship between more, less (+, -) - position: after, before, between, first, last, in the middle, use number line - Rapid recall of number bonds to 5 - Practise addition and subtraction facts to 5	- Order a given set of numbers 1-15 - Compare numbers to 15 say which is more, less: - use relationship between more, less (+, -) - position: after, before, between, first, last, in the middle, left, right, use number line - Rapid recall of number bonds to 5 - Practise addition and subtraction facts to 5	- Order a given set of numbers 1-15 - Compare numbers to 15 say which is more, less: - use relationship between more and less (+, -) - position: after, before, between, to the left, to the right of..., use number line - Rapid recall of number bonds to 5 - Practise addition and subtraction facts to 5
	Count objects reliably to 40				
	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting	Give a reasonable estimate, check by counting out objects reliably encourage group counting
	Number symbols and number names				
	- Recognise, identify, read number symbols from 1-80 - Write number symbols and number names to 15				
	Describe, compare and order up to 15 objects				
	- Compare collection of objects according to: - many, fewer; most, least - Order collection of objects from: - most to least and least to most	- Compare collection of objects according to: - most, least; more than, less than - Order collection of objects from: - most to least, and least to most	- Compare collection of objects according to: - the same as, just as many; different - Order collection of objects from: - most to least, and least to most	- Compare 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	- Compare collection of objects according to: - more than, less than; - Order collection of objects according to: - most to least and least to most

TERM 3	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	Describe, compare and order numbers to 15				
	- Describe and compare numbers: - smaller than, greater than - Describe and order numbers: - smallest to greatest and greatest to smallest - before, after, in the middle / between	- Describe and compare numbers: - more than, less than; is equal to - Describe and order numbers: - smallest to greatest, greatest to smallest - before, after, in the middle / between - use the number line 0-15	- Describe and compare numbers: - smaller than, greater than - Order numbers: - smallest to greatest, greatest to smallest - before, after, in the middle / between - use the number line 0-15	- Describe and compare numbers: - smaller than, greater than - Order numbers: - before, after, in the middle - use the number line 0-15	- Describe and compare numbers: - smaller than, greater than - Order numbers: - before, after, in the middle - use the number line 0-15
	Place Value to 15				
	Decompose 2-digit numbers of multiples of ten and ones e.g. 11 is 10 and 1	Decompose 2-digit numbers of multiples of ten and ones e.g. 12 is 10 and 2	Decompose 2-digit numbers of multiples of ten and ones e.g. 13 is 10 and 3	Decompose 2-digit numbers of multiples of ten and ones e.g. 14 is 10 and 4	Decompose 2-digit numbers of multiples of ten and ones e.g. 15 is 10 and 5
	Solve problems in context, explain solutions to problems. Techniques: use concrete counters, draw pictures, building up and breaking down, doubling and halving, number lines with counting beads; <i>See pp. 45-46 in CAPS for problem types.</i>				
	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - solve money problems involving totals and change
	Context-free calculations to 15. Techniques: Use concrete counters, draw pictures, building up and breaking down, doubling and halving, number lines with counting beads				
	- Addition and subtraction up to 10 (+, -, =, □) - Practise number bonds up to 7 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 10 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 15 (+, -, =, □) - Practise number bonds up to 9 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 15 (+, -, =, □) - Practise number bonds up to 9 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 15 (+, -, =, □) - Practise number bonds up to 9 - Repeated addition, use (+, =, □)
		SPACE AND SHAPE 3D objects: - Position and directions - Follow directions: right, left, etc. 2D shapes: - Recognise & name: circles, triangles, squares	PATTERNS, FUNCTIONS AND ALGEBRA Geometric patterns: - Copy, extend, describe simple patterns - Pack out objects - Draw own simple patterns - Create and describe own patterns		
	MEASUREMENT			Capacity, volume - Estimate, compare, order the amount of liquid that 2 containers can hold if filled - Use language to compare: more than, less than, full, empty (use non-standard measures e.g. spoons, cups)	
	Time During 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 integrated with NOR, S&S (collect, organise data about school, learners' birthdays, etc. show data in pictograph, answer questions). See work in DBE bk2 pg. 28, 29, 31 for more ideas. Section C CAPS Page 182				
PREVIOUS KNOWLEDGE	- Position: in front of, behind, etc. - Number bonds to 5, 6 - Counting in 2s, 5s, - Addition and subtraction	3D objects: boxes, balls - Context-free and problem solving to 10 - Problem solving techniques: building up and breaking down numbers	- Number bonds of 7 - Grouping and sharing to 12 - Repeated addition link to counting - Order and compare numbers to 7	- Number bonds of 8 - Grouping and sharing to 14 - Solve problems with rands and cents - Sharing with remainders	- Number bonds of 8 - Grouping and sharing to 15 - Compare and order numbers - Numerosity of 8

TERM 3	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
SUGGESTED DBE WORKBOOK ACTIVITIES	REMEDIATION Supporting learning gaps. Reteaching using another strategy for improved learning. Record all findings in the event of further support required		CONSOLIDATION Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions		REVISION Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This practise takes place before any new concepts can be taught. Revision of work strengthens the learner's knowledge and supports further learning
	DBE workbook 1 (revise 10) practice activities – Groups of 5 to 10, pp. 118-119 – Adding to 10 (counting on number line), pg. 96 – Counting of 3 to 10, pp. 110-111 – Repeated addition of 5 to 10, pp. 120-122 DBE workbook 2 practice activities – Understand 11 one more, less, pp. 2-3 – Addition and subtraction on number line, pg. 18	DBE workbook 2 practice activities – Understand 12 one more, less, pp. 4-5 – Repeated addition up to 5, pp. 34-35 – 3D objects and their features, pp. 46-47 – Halves, pp. 44-45 – Doubles, pp. 42-43 – Understanding number 11, pp. 2-3 – Data one more, pp. 28-31 – Groups of 5, context-free calculations, repeated addition, pp. 32- 33 – Tallest, shortest, pp. 20-21 – Practise length, pp. 64-65	DBE workbook 2 practice activities – Understand 13 one more, less, pp. 6-7 – Counting in fives up to 15, missing numbers, pp. 36-37 – 3D objects, pp. 48-49 – Addition problem solving, addition on the number line, pp. 12 -13 – Building up and breaking down method to 10 and number line work, pp. 14-15 – Money and change R10, R20, pg. 22 – Calculate, problem solving, pp. 23-24 – Money totals and change, pg. 25	DBE workbook 2 practice activities – Understand 14 one more, less pp. 8- 9 – Geometric patterns, pp. 50-51 – Problem solving, pp. 56-57 – Addition and subtraction, pg. 19 – More money problems, pg. 26 – Subtraction problem solving with money, pg. 27 – Data, pp. 28-31 – Groups of 5 to 15, pp. 32-33 – Repeated addition in 5s to 15, pg. 34 – Use grid boards to draw the other halve, pg. 61	DBE workbook 2 practice activities – Number patterns of 5 up to 50 using counting chart and number lines, pp. 38-39 – More counting patterns of 5s to 80, pp. 40-41 – Number patterns in 2s up to 50, pp. 58-59 – Understand 15 one more, less, pp. 10-11 – Groups of 2 up to 15, pp. 52- 53 – Repeated addition up to 15, pp. 54-55 – Numbers and place value (10+, -), pp. 62-63 – Building up and breaking down method and number line work and views, pp. 16-17
INFORMAL ASSESSMENT (AFL)	Assessment for Learning (AfL) is strategically planned for and completed alongside teaching. The teacher is always cognisant of the learning taking place and keeps a record of the learner's progress				
	ORAL, PRACTICAL, WRITTEN: Assess core concepts, skills and values above Continuous assessment prevails. the onus is on the teacher to teach well and to observe if meaningful learning has occurred, Can the learner communicate his, her understanding of the concepts learnt and can the learner apply his, her knowledge of the concepts learnt aptly - The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive				
SBA (FORMAL ASSESSMENT) (AOL) ONE FAT PER TERM		Written - Numbers, operations & relationships - Measurement Oral: Data handling	Oral & practical - Numbers, operations & relationships - Patterns, functions & algebra - Space & shape	Written - Numbers, operations & relationships - Patterns, functions & algebra - Space & shape	Written Data handling
	Formal assessment must be fair, reliable and valid . The assessment must reveal what the learner knows, the onus is on the teacher to: - Teach and assess well for learning gains (AfL) - Use an appropriate form of assessment so that the learner's knowledge and skills can be gauged and the evidence of the learner's achievement can be justified at all times				

2025 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 1: TERM 4

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs				
Whole class activity - Counting, mental math (consolidation of concepts already taught) - New concept teaching - Classroom management (allocation of independent activities) Independent group-guided teaching and independent work (inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily) The teacher is also mindful to plan well for effective teaching and assessment for learning , to inform any remediation and further teaching			5 mins + 10 mins 20 mins	
			24 × 2 groups = 48 mins <i>Third group does substantial independent written work</i>	
Suggested group teaching plan:				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

TERM 4	WEEK 1 AND 2: END-LINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	NUMBERS, OPERATIONS AND RELATIONSHIPS				
	Counting – integrate with number patterns and mental maths				
	- Count forwards and backwards in 1s, from any number between 1-80: - link to one more, one less (+, -) - Count forwards in multiples of 10s, 5s, 2s from any multiple of 10, 5, 2 between 0 & 80 - see the relationship with addition - emphasise more than - ascending order	- Count 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 - emphasise more than, less than - ascending order	- Count 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 & 90 - see the relationship with addition - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-100: - link to make 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 - emphasise more than - ascending order	- Count forwards and backwards in 1s, from any number between 1-100: - link to make 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 - emphasise more than - ascending order
	Mental maths number range 20. Ask quick maths questions to promote quick thinking (Techniques: Put large number first in order to count on, number line, doubling and halving, build up and break down)				
	- Order a given set of numbers 1-16: - smallest to greatest, greatest to smallest - Compare numbers to 16 say which is more, less: - use relationship between more, less - position: after, before, between first, last, in the middle - Rapid recall of number bonds to 8 - Recall addition and subtraction facts to 8	- 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, use number line - Rapid recall of number bonds to 8 - Recall addition and subtraction facts to 8	- 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	- Order a given set of numbers 1-20 - Compare numbers to 15 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	- Order a given set of numbers 1-15 - Compare numbers to 15 say which is more, less: - use relationship between more, less (+, -) - position: after, before, between, to the left, to the right of..., use number line - Number bonds to 5 - Recall addition and subtraction facts to 10
	Count objects reliably to 50				
	Give a reasonable estimate, check by counting out objects encourage group counting	Give a reasonable estimate, check by counting out objects encourage group counting	Give a reasonable estimate, check by counting out objects encourage group counting	Give a reasonable estimate, check by counting out objects encourage group counting	Give a reasonable estimate, check by counting out objects encourage group counting
	Number symbols and number names				
	- Recognise, identify, read number symbols from 1-100 - Write number symbols and number names to 20				
	Describe, compare and order up to 20 objects				
	- Compare collection of objects according to: - many, fewer; most, least - Order collection of objects from: - most to least and least to most	- Compare collection of objects according to: - most, least; more than, less than - Order collection of objects from: - most to least, and least to most	- Compare collection of objects according to: - the same as, just as many; different - Order collection of objects from: - most to least, and least to most	- Compare 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	- Compare collection of objects according to: - more than, less than; - Order collection of objects according to: - most to least and least to most

TERM 4	WEEK 1 AND 2: END-LINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS NUMBER CONCEPT DEVELOPMENT: <i>Building number sense</i>	Describe, compare and order numbers to 20				
	- Describe and compare numbers: - smaller than, greater than - Describe and order numbers: - from smallest to greatest and greatest to smallest - Use ordinal numbers to show order, place, position: - position objects in a line from first, second, third... tenth, last	- Describe and 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	- Describe and 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 numbers from first to tenth / 1st-10th	- Describe and 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 numbers from first to tenth / 1st-10th	- Describe and 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 numbers from first to tenth / 1st-10th
	Place value to 20				
	Decompose two-digit numbers into multiples of ten and ones, e.g. 16 is 10 and 6	Decompose two-digit numbers into multiples of ten and ones, e.g. 17 is 10 and 7	Decompose two-digit numbers into multiples of ten and ones, e.g. 18 is 10 and 8	Decompose two-digit numbers into multiples of ten and ones, e.g. 19 is 1 ten and 9 ones	Decompose two-digit numbers into multiples of tens and ones, e.g. 20 is 2 ten and 0 ones
	Solve problems in context, explain solutions to problems to at least 20. Techniques: Use concrete counters, draw pictures, building up and breaking down, doubling and halving, lines with counting beads; <i>See pp. 45-46 in CAPS for problem types.</i>				
	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - Solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - Solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - Solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - Solve money problems involving totals and change	- Solve problems in context and explain own solutions to problems involving: - addition and subtraction - equal sharing and grouping that may include remainders - Recognise SA currency: - Solve money problems involving totals and change
	Context-free calculations to 20. Techniques: Use concrete counters, draw pictures, building up and breaking down, doubling and halving, lines with counting beads				
	- Addition and subtraction up to 16 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 16 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 16 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 16 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)	- Addition and subtraction up to 16 (+, -, =, □) - Practise number bonds up to 8 - Repeated addition, use (+, =, □)
	MEASUREMENT				
	Time: During 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				
	Collect and sort objects, discuss sorted collections, represent sorted objects				
			PATTERNS, FUNCTIONS AND ALGEBRA Geometric Patterns - Copy, extend and describe simple patterns - pack out objects - Draw own simple patterns - Create and describe own pattern Number patterns are integrated with counting		
PREVIOUS KNOWLEDGE	- Counting in multiples of 10, 5, 2 - Position: In front of, behind, between, first, last - Problem solving with money, sort and discuss coins - Build up, break down, number line strategies - Addition and subtraction - Number bonds of 7	- 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	- 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	- 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	

TERM 4	WEEK 1 AND 2: END-LINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
SUGGESTED DBE WORKBOOK ACTIVITIES	DBE workbook 2 practice activities - Understand number 16, pp. 66-67 - Number patterns 2-50, number line, pp. 58-59 - Number patterns of 5 up to 50, pp. 37-38 - Bigger number and addition - 10 +, pg. 76 - Addition filling the 10, pg. 77 - Problem solving +, -, number line method strategy, one, two more, pp. 80-81 - Shapes and objects, pp. 84-85	DBE workbook 2 practice activities - Understanding number 17, pp. 68-69 - Subtraction - breaking down, doubles, pp. 78-79 2D shapes sorting, smallest, largest, draw the shape in the grid, pp. 90-93 - Names of 2D shapes, draw the other half of the shape, pp. 94-95 - Ordinal numbers 1st-10th, pp. 82-83 - Money: Matching, addition and subtraction, problem solving: Totals and change, pp. 86-89	DBE workbook 2 practice activities - Understand number 18, pp. 70-71 - 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 - Understanding number 19, pp. 72-73	DBE workbook 2 practice activities - Geometric patterns, pp. 50-51 - Problem solving, pp. 56-57 - Addition, pg. 77 - Sharing up to 20, pp. 100-101 - Make groups of 2 up to 20, write the number sentence, pp. 106-107 - Twos - repeated addition up to 20, pp.108-109 - Understanding number 20, pg. 74 - Numbers and number names, before and after more and less, pg. 75 - Position, views and direction, pp. 104-105	DBE workbook 2 practice activities - Twos - pattern up to 100 counting on the number line, pp. 110-111 - More counting in groups of 2 linking to repeated addition, pp. 112-113 - Mass: Heavy and light, informal measuring of objects at hand, pp. 114-115 - Doubling, pp. 116-117 - Halving, pp. 118-119 - Geometric patterns, pp. 126-127
	REMEDIATION Supporting learning gaps Reteaching using another strategy for improved learning. Record all findings in the event of further support required	CONSOLIDATION Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions			REVISION Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This practise takes place before any new concepts can be taught. Revision of work strengthens the learner’s knowledge and supports further learning
INFORMAL ASSESSMENT (AFL)	Assessment for Learning (AfL) is strategically planned for and completed alongside teaching. The teacher is always cognisant of the learning taking place and keeps a record of the learner’s progress				
	ORAL, PRACTICAL, WRITTEN: Assess core concepts, skills and values above - Continuous assessment prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred. Can the learner communicate his, her understanding of the concepts learnt and can the learner apply his, her knowledge of the concepts learnt aptly - The teacher is vigilant and records the observations made, this is integrated in the lesson time as per DBE directive				
SBA (FORMAL ASSESSMENT) (AOL) ONE FAT PER TERM		Written & practical - Numbers operations & relationships - Data handling	Written - Numbers operations & relationships - Measurement - Space and shape	Oral & written - Numbers, operations & relationships - Patterns functions & algebra - Space & shape	
	Formal assessment must be fair, reliable and valid . The assessment must reveal what the learner knows, the onus is on the teacher to: - Teach and assess well for learning gains (AfL) - Use an appropriate form of assessment so that the learner’s knowledge and skills can be gauged and the evidence of the learner’s achievement can be justified at all times				