

## 2021 RECOVERY ANNUAL TEACHING PLAN – FOUNDATION PHASE - CONTENT OVERVIEW: MATHEMATICS: GRADE R – 3

		GRADE R	GRADE 1	GRADE 2	GRADE 3
<b>CONTENT AREA</b>	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>Count concrete objects up to 10.</li> <li>Count forwards and backwards up to 10</li> <li>Read and write number symbols up to 10.</li> <li>Read and write number names up to 5.</li> <li>Compare and order numbers up to 10.</li> <li>Addition and subtraction in context and context free up to 10</li> <li>Money problems up to R10</li> </ul>	<ul style="list-style-type: none"> <li>Count concrete objects up to 100.</li> <li>Count forwards and backwards up to 100</li> <li>Read and write number symbols up to 20.</li> <li>Read and write number names up to 10.</li> <li>Compare and order objects up to 20.</li> <li>Compare and order numbers up to 20.</li> <li>Place value: Tens and Ones up to 20</li> <li>Number bonds up to 10</li> <li>Mental Maths up to 20</li> <li>Addition and subtraction in context and context free up to 20</li> <li>Addition and subtraction facts up to 20</li> <li>Repeated addition leading to multiplication up to 20.</li> <li>Grouping and sharing up to 20</li> <li>Money problems up to R20</li> </ul>	<ul style="list-style-type: none"> <li>Count concrete objects up to 200.</li> <li>Count forwards and backwards up to 200</li> <li>Read and write number symbols up to 200.</li> <li>Read and write number names up to 100.</li> <li>Compare and order numbers up to 200.</li> <li>Place value: Hundreds, Tens and Ones up to 200</li> <li>Number bonds up to 20</li> <li>Addition and subtraction in context and context free up to 100</li> <li>Multiplication up to 100</li> <li>Grouping and sharing up to 100</li> <li>Sharing leading to fractions</li> <li>Money problems up to R100</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards up to 1000</li> <li>Read and write number symbols up to 1000.</li> <li>Read and write number names up to 1000.</li> <li>Compare and order numbers up to 1000.</li> <li>Place value: Thousands, Hundreds, Tens and Ones up to 1000</li> <li>Number bonds up to 30</li> <li>Addition and subtraction of 3-digit numbers by 3 digits with crossing over to 10s and 100s up to 1000 in context and context free calculations</li> <li>Money (solve money problems and convert between rands and cents)</li> <li>Multiplication: 1-9 times tables 1×10 to 100</li> <li>Grouping and sharing leading to division up to 100 (with and without remainders)</li> <li>Sharing leading to fractions</li> </ul>
	<b>PATTERNS, FUNCTIONS AND ALGEBRA</b>	<ul style="list-style-type: none"> <li>Geometric patterns</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 200</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 1 000</li> </ul>
	<b>SPACE AND SHAPE</b>	<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> <li>Position, orientation and views</li> </ul>	<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> <li>Position, orientation and views</li> </ul>	<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> <li>Position, orientation and views</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> <li>Position, orientation and views</li> <li>Symmetry</li> </ul>
	<b>MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> <li>Length</li> <li>Capacity / Volume</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> <li>Length</li> <li>Capacity / Volume</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> <li>Length</li> <li>Capacity / Volume</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> <li>Length</li> <li>Capacity / Volume</li> <li>Perimeter and Area</li> </ul>
	<b>DATA HANDLING</b>	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections (integrated with Time; Birthday calendar, Helpers chart, Height chart, Weather chart)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections (integrated with Time; Birthday calendar)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections: (pictographs with one-to-one correspondence)</li> <li>Analyse and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects. (Tallies, Tables)</li> <li>Represent sorted objects: (Bar graphs)</li> <li>Discuss sorted collections.</li> <li>Analyse and interpret data</li> </ul>

GRADE 2		GRADE 2 CONTENT OVERVIEW			
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (10 WEEKS)	TERM 4 (10 WEEKS)
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> <li>Baseline</li> <li>Count concrete objects up to 50.</li> <li>Count forwards and backwards to 100</li> <li>Read and write number symbols up to 100,</li> <li>Compare and Order numbers to 50,</li> <li>Place value to Ten and Ones up to 30</li> <li>Number bonds to 10</li> <li>Addition and subtraction in context and context free up to 20</li> <li>Repeated addition leading to multiplication with answer up to 20,</li> <li>Grouping and sharing leading to division up to 20</li> <li>Money up to R50</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic 1</li> <li>Count concrete objects up to 100.</li> <li>Count forwards and backwards to 100</li> <li>Read and write number symbols up to 100.</li> <li>Write number symbols up to 100.</li> <li>Compare and Order numbers to 100.</li> <li>Place value to Ten and Ones up to 50</li> <li>Number bonds to 15</li> <li>Addition and subtraction in context and context free up to 50</li> <li>Repeated addition leading to multiplication up to with answer up to 30.</li> <li>Grouping and sharing leading to division up to 30</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic 2</li> <li>Count concrete objects up to 150.</li> <li>Count forwards and backwards to 150</li> <li>Read number symbols up to 150.</li> <li>Write number symbols up to 150.</li> <li>Compare and Order numbers to 150</li> <li>Place value Hundred Tens and Ones up to 100</li> <li>Number bonds to 20</li> <li>Addition and subtraction in context and context free up to 75</li> <li>Repeated addition leading to multiplication up to with answer up to 40.</li> <li>Grouping and sharing leading to division up to 40</li> <li>Money up to R100</li> </ul>	<ul style="list-style-type: none"> <li>Endline/ Preparing for Grade 3</li> <li>Count concrete objects up to 200.</li> <li>Place value Hundred, Tens and Ones up to 100</li> <li>Number bonds to 20</li> <li>Compare and Order numbers to 200.</li> <li>Addition and subtraction in context and context free up to 100</li> <li>Multiplication 100</li> <li>Group and Share up to 100.</li> <li>Repeated addition leading to multiplication up to with answer up to 50.</li> <li>Money up to R100</li> <li>Grouping and Sharing leading to division up to 50</li> <li>Share leading to fractions</li> </ul>
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns (integrated into 2-D shapes)</li> </ul>	<ul style="list-style-type: none"> <li>Number patterns up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number patterns (integrated into counting) 200</li> </ul>
	SPACE AND SHAPE	<ul style="list-style-type: none"> <li>3-D objects (integrated into Data handling)</li> </ul>	<ul style="list-style-type: none"> <li>2-D shapes (integrated with Data handling)</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Position and directions (around the classroom)</li> </ul>	
	MEASUREMENT	<ul style="list-style-type: none"> <li>Time</li> <li>Length (cm, metre)</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass (g, kilograms)</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Volume and capacity (ml, litre)</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Length, Mass and Capacity - Integrated into 4 basic operations through word problems</li> </ul>
	DATA HANDLING	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections (pictographs with one-to-one correspondence)</li> <li>Analyse and interpret data</li> </ul>	Integrated with other content areas	<ul style="list-style-type: none"> <li>(Integrated with other content areas)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections (pictographs with one-to-one correspondence)</li> <li>Analyse and interpret data</li> </ul>
	CORE CONCEPTS, SKILLS AND VALUES	<ul style="list-style-type: none"> <li>Count concrete object up to 50.</li> <li>Count forwards and backwards up to 100</li> <li>Read and write number symbols up to 100.</li> <li>Compare and Order numbers up to 50.</li> <li>Place value Tens and ones up to 50</li> <li>Number Bonds to 10</li> <li>Repeated addition leading to multiplication.</li> <li>Copy, extend and describe simple geometric and number patterns.</li> <li>Identify, recognise and name 3-D objects.</li> <li>calculate elapsed time and interpret calendar.</li> <li>Estimate, measure, compare, order, and record length</li> <li>Analyse and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Read and write number symbols up to 100.</li> <li>Compare and Order numbers up to 100.</li> <li>Identify Place value to 100.</li> <li>Add and subtract up to 50.</li> <li>Repeated addition leading to multiplication.</li> <li>Copy, extend and describe simple geometric and number patterns.</li> <li>Identify and name 2-D shapes.</li> <li>Draw and identify symmetry in shapes.</li> <li>Calculate and elapsed time.</li> <li>Estimate, measure, compare, order, and record Mass</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards up to 200</li> <li>Identify Place value up to 150.</li> <li>Add and subtract up to 75.</li> <li>Multiply two digits by a single digit</li> <li>Recognise SA currency</li> <li>Copy, extend and describe simple geometric and number patterns.</li> <li>Interpret and answer questions about simple maps.</li> <li>Calculate elapsed time and interpret calendar.</li> <li>Estimate, measure, compare, order, and record Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards up to 200</li> <li>Identify Place value to 200.</li> <li>Add and subtract up to 100.</li> <li>Multiply two digits by single digit</li> <li>Solve money problems up to R50.</li> <li>Copy, extend and describe simple geometric and number patterns.</li> <li>Tell and calculate elapsed time, interpret calendar.</li> </ul>
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> <li>Compare collections of objects according to many, fewer, most, least, the same as, less than, more than etc.</li> <li>Describe and order numbers in a number line up to 10 (from smallest to greatest, from greatest to smallest, before, after, between)</li> <li>Read and write number symbols up to 25.</li> <li>Copy and extend simple Geometric patterns using physical objects and drawings.</li> <li>Addition and subtraction in context and context free up to 10</li> <li>Bonds to 10</li> <li>Grouping and Sharing up to 20</li> <li>Repeated addition leading to multiplication up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Compare collections of objects according to many, fewer, most, least, the same as, less than, more than etc.</li> <li>Describe and order numbers in a number line up to 10 (from smallest to greatest, from greatest to smallest, before, after, between)</li> <li>Addition and subtraction in context and context free up to 20</li> <li><b>Solve word problems in context</b> and explain own solutions to problems that involve equal sharing and grouping up to 10 with answers that may include remainders.</li> <li>Bonds to 15</li> <li>Grouping and Sharing up to 30</li> <li>Copy and extend simple Geometric patterns using physical objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>Read number symbols up to 50.</li> <li>Write number symbols up to 50.</li> <li>Compare and Order numbers to 50.</li> <li>Place value to 100</li> <li>Number bonds to 20</li> <li>Grouping and Sharing up to 40</li> <li>Addition and subtraction in context and context free up to 50</li> <li>Multiplication 20</li> </ul>	<ul style="list-style-type: none"> <li>Place value to 100</li> <li>Number bonds to 20</li> <li>Addition and subtraction in context and context free up to 50</li> <li>Multiplication 50</li> <li>Grouping and Sharing up to 40</li> <li>Money (integrated into word problem solving)</li> </ul>	

<b>RESOURCES</b> (other than textbooks) to enhance learning.  <i>See pg. 16 in CAPS for more ideas.</i>			<ul style="list-style-type: none"> <li>• DBE Workbook</li> <li>• Worksheets/classwork book</li> <li>• Counters, Abacus, Number board</li> <li>• Play money, Flard cards, Number line.</li> <li>• 3-D objects</li> <li>• Calendar, clock</li> <li>• Strings, pencil,</li> <li>• Maths charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE Workbook</li> <li>• Worksheets/classwork book</li> <li>• Counters, Abacus, Number board</li> <li>• Fraction board, strips, and circles</li> <li>• Flard cards</li> <li>• Cut-out 2-D shapes</li> <li>• Bricks, blocks, books, scale</li> <li>• Number Line</li> <li>• Clock, Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• DBE Workbook</li> <li>• Worksheets/classwork book</li> <li>• Counters, Abacus, Number board, Number Line</li> <li>• Play money, Flard cards.</li> <li>• Simple maps</li> <li>• Bottles, cups, teaspoons</li> <li>• Clock, Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• DBE Workbook</li> <li>• Worksheets/classwork book</li> <li>• Counters, Abacus, Number board, Number Line</li> <li>• Play money, Flard cards.</li> <li>• Clock, Calendar</li> </ul>
<b>INFORMAL ASSESSMENT</b>			<ul style="list-style-type: none"> <li>• Daily activities as in the Core Concepts</li> </ul>			
<b>SBA</b> (Formal Assessment)	CONTENT AREA	NO. OF TASKS	WEIGHTING			
	NOR	ONE formal task per term	% AS PER CAPS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS
	PFA		58%	10	13	16
	SS		10%	1	2	3
	M		13%	2	2	3
	DH		14%	1	2	2
			5%	1	1	1
	<b>TOTAL: 100%</b>	15	20	25		
<b>ASSESSMENT</b>			<ul style="list-style-type: none"> <li>• Oral, Practical and Written</li> <li>• Observation and continuous assessment (record observations daily) integrated into lesson time per DBE directive</li> <li>• Observation and continuous assessment (record observations daily) integrated into lesson time.</li> <li>• Final formative assessment at the end of term (recording and progression meetings-2 weeks)</li> </ul>			

## 2021 Annual Teaching Plan – Term 3: MATHEMATICS: Grade 2

### Mathematics Time Allocation:

7 hours per week is allocated for Mathematics. the following break down for the daily lesson is suggested.

<b>PER WEEK: 7 hrs</b>	
PER DAY 1 hr. 24 min × 5 = 7 hrs. (or 1hr 30 min x 4 days plus one 1hour lesson per week) The prescribed time of 7 hours for Maths per week must be observed.	
<b>1. Whole Class Activity:</b> <ul style="list-style-type: none"> <li>Count, Mental Maths (consolidation of concepts)</li> <li>New Concept teaching</li> <li>Classroom Management (allocation of independent activities)</li> </ul>	5 min +10 min 20 min
<b>2. Independent group teaching and independent work</b> (inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily) The teacher is also mindful to plan well for effective for assessment for learning to inform the remediation and teaching.	24 × 2 groups = 48 min
See a suggested group teaching plan below.	
<b>MONDAY</b>	<b>TUESDAY</b>
Group 1 and 3	Group 2 and 3
<b>WEDNESDAY</b>	<b>THURSDAY</b>
Group 1 and 3	Group 2 and 3
<b>FRIDAY</b>	
	Whole class teaching

Term 3 49 days	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 & 10
<b>CAPS Topic</b>	<b>NUMBERS OPERATIONS RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>
	<ul style="list-style-type: none"> <li>Money (integrated into word problem solving)</li> <li>Grouping and sharing leading to division to 40</li> </ul>	<ul style="list-style-type: none"> <li>Count objects to 100</li> <li>Count forwards and backwards to 100</li> <li>Number names and symbols to 50</li> <li>Sharing leading to fractions</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction up to 75</li> <li>Place value</li> <li>Number bonds to 20</li> </ul>	<ul style="list-style-type: none"> <li>Repeated addition</li> <li>Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Read and write number symbols.</li> <li>Comparing and ordering numbers to 150</li> <li>Place value</li> </ul>
	<b>PATTERNS, FUNCTIONS AND ALGEBRA</b>	<b>MEASUREMENT</b>	<b>MEASUREMENT</b>	<b>SPACE &amp; SHAPE:</b>	
<ul style="list-style-type: none"> <li>Number patterns up to (integrated into counting)</li> </ul>	<ul style="list-style-type: none"> <li>Volume and capacity (litre)</li> </ul>	<ul style="list-style-type: none"> <li>Telling Time</li> </ul>	<ul style="list-style-type: none"> <li>Position and directions (around the classroom)</li> </ul>		
		<b>DATA HANDLING</b>	<b>DATA HANDLING</b>		
		<ul style="list-style-type: none"> <li>(Integrated with time)</li> </ul>	<ul style="list-style-type: none"> <li>(Integrated with capacity)</li> </ul>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>
	<b>Counting:</b> (integrated with number patterns) <ul style="list-style-type: none"> <li>Count forwards and backwards in 2s and 5s from any multiple of 2 between 0 – 100</li> </ul> <b>Mental Maths</b> Compare numbers to 75 and say which is <ul style="list-style-type: none"> <li>2 more/2 less</li> <li>5 more/5 less</li> </ul>	<b>Counting:</b> (integrated with number patterns) <ul style="list-style-type: none"> <li>Count to at least 100 everyday objects reliably</li> <li>Count forwards and backwards in 2s, 5s and 10s from any number between 0 – 100</li> </ul> <b>Mental Maths</b> <ul style="list-style-type: none"> <li>Add/subtract multiples of 10 up to 100.</li> <li>Add/subtract multiples of 5 up to 50.</li> </ul>	<b>Counting:</b> (integrated with number patterns) <ul style="list-style-type: none"> <li>Count forwards and backwards in 2s, 3s, 4s, 5s and 10s from any multiple between 0 – 120</li> </ul> <b>Mental Maths</b> Compare numbers to 75 and say which is <ul style="list-style-type: none"> <li>3 more/3 less</li> <li>4 more/4 less</li> </ul>	<b>Counting:</b> (integrated with number patterns) <ul style="list-style-type: none"> <li>Count forwards and backwards in 4s from any multiple of 4 between 0 – 120</li> <li>Count forwards and backwards in 1s, 2s, 5s, and 10s from any multiple between 0 – 150</li> </ul> <b>Mental Maths</b> <ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Number bonds to 15</li> <li>Number bonds to 20</li> </ul>	<b>Counting:</b> (integrated with number patterns) <ul style="list-style-type: none"> <li>Count forwards and backwards in 3s from any multiple between 0 – 150</li> <li>Count forwards and backwards in 4s from any multiple between 0 – 152</li> </ul> <b>Mental Maths</b> Compare numbers to 75 and say which is <ul style="list-style-type: none"> <li>3 more/3 less</li> <li>4 more/4 less</li> <li>Number bonds to 20</li> </ul>
<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>	<b>NUMBERS OPERATIONS &amp; RELATIONSHIPS</b>
<ul style="list-style-type: none"> <li>Recognise and identify the South African coins (10c, 20c, 50c, R1, R2, R5), and bank notes (R10, R20, R50, R100, R200)</li> <li>Solve money problems involving totals and change in cents up to 75c or Rands to R100.</li> </ul>	<ul style="list-style-type: none"> <li>Use and name unitary fractions including halves, quarters, thirds, and fifths.</li> <li>Recognise fractions in diagrammatic form.</li> <li>Write fractions as 1 half.</li> <li>Solve and explain solutions to practical problems that involve equal sharing leading to</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 75.</li> <li>Add/subtract to 75.</li> <li>Decompose two-digit numbers up to 99 into multiples of 10 and ones/units.</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems using repeated addition and multiplication with answers up to 75.</li> <li>Multiply numbers 1 to 10 by 2, 5, 3, and 4 to a total of 50.</li> <li>Use appropriate symbols (+, -, =, □)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, read, identify, and write number symbols (0-150)</li> <li>Recognise, read, identify, and write number names (0-75)</li> </ul> <b>Order and compare numbers to 75.</b>	

	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems that involve equal sharing and grouping up to 75 with answers that can include remainders.</li> </ul> <p><b>PATTERNS, FUNCTIONS AND ALGEBRA</b> (to be integrated to counting forwards and backwards)</p> <ul style="list-style-type: none"> <li>Copy, extend and describe simple number sequences to at least 100.</li> <li>Sequences should show counting forwards and backwards in: 1s, 10s, 5s, between 0 – 100.</li> </ul>	<p>solutions that include unitary fractions.</p> <p><b>MEASUREMENT</b></p> <p><b>Informal measuring:</b></p> <ul style="list-style-type: none"> <li>Volume and capacity (litre)</li> <li>Estimate, measure, compare, order and record the capacity of containers by using non-standard measures.</li> </ul> <p><b>Introducing formal measuring:</b></p> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record the capacity of commercially packaged objects.</li> </ul> <p><b>Solve word problems in context and explain own solution to problems involving capacity.</b></p> <p><b>DATA HANDLING</b></p> <ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Analyse and Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Identify and state the value of each digit.</li> <li>Use appropriate symbols (+, -, =, &lt;math&gt;\square&lt;/math&gt; )</li> </ul> <p><b>MEASUREMENT</b></p> <p><b>Telling time:</b></p> <ul style="list-style-type: none"> <li>Name and sequence days of week and months of the year</li> <li>Tell 12-hour time in hours, half hours and quarter hours.</li> <li>Use clocks to <b>calculate length of time</b> in hours and half hours.</li> </ul> <p><b>DATA HANDLING</b></p> <ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Analyse and Interpret data</li> </ul>	<p><b>SPACE &amp; SHAPE</b></p> <p><b>Position, Orientation, and views:</b></p> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another.</li> <li>Recognise and match different views of the same everyday objects.</li> <li>Follow directions to move around the classroom.</li> </ul> <p><b>DATA HANDLING:</b></p> <ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Analyse and Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Order whole numbers from smallest to greatest, and greatest to smallest</li> <li>Compare whole numbers using smaller than, greater than, more than, less than and is equal to</li> </ul> <p><b>Use ordinal numbers to show order, place, or position.</b></p> <ul style="list-style-type: none"> <li>Position objects on a line from first to twentieth or first to last</li> </ul> <p><b>DATA HANDLING:</b></p> <ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Analyse and Interpret data</li> </ul>
<p><b>CALCULATION STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>Drawings or concrete apparatus</li> <li>Building up and breaking down</li> <li>Number line</li> <li>Jump strategy.</li> <li>Rounding off</li> <li>Bridging through the 10</li> <li>Use the relationship between addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Drawings or concrete apparatus</li> <li>Building up and breaking down</li> <li>Number line</li> </ul>	<ul style="list-style-type: none"> <li>Drawings or concrete apparatus</li> <li>Building up and breaking down</li> <li>Number line</li> <li>Jump strategy.</li> <li>Rounding off</li> <li>Bridging through the 10</li> <li>Use the relationship between addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Drawings or concrete apparatus</li> <li>Building up and breaking down</li> <li>Doubling and halving</li> <li>Number line</li> <li>Jump strategy.</li> <li>Rounding off</li> <li>Bridging through the 10</li> <li>Use the relationship between addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Building up and breaking down</li> <li>Number line</li> <li>Rounding off</li> <li>Bridging through the 10</li> </ul>
<p><b>Requisite Pre Knowledge</b></p>	<ul style="list-style-type: none"> <li>Count in multiples of 2, 5 and 10 to 50</li> <li>Copy and extend simple Geometric patterns using physical objects and drawings.</li> <li>Bonds to 10</li> <li>Grouping and Sharing up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Count in multiples of 2, 5 and 10 to 50</li> <li>Bonds to 10</li> <li>Grouping and Sharing up to 20</li> <li>Number names and symbols to 20</li> </ul>	<ul style="list-style-type: none"> <li>Count in multiples of 5 and 10 to 60</li> <li>Bonds to 10</li> <li>Sharing up to 20 with remainders</li> <li>Fractions: Half and quarters</li> </ul>	<ul style="list-style-type: none"> <li>Addition to 50</li> <li>Grouping to 50</li> </ul>	<ul style="list-style-type: none"> <li>Relationship of addition and subtraction</li> <li>Bonds to 10</li> <li>Order, compare and describe numbers to 50</li> </ul>

Term 3 49 days	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 & 10
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<b>DBE WORKBOOK</b> Activity 78, More Money Activity 79, Note Money Activity 89, Number Patterns Activity 95, Geometric Patterns	<b>DBE WORKBOOK</b> Activity 90, Fractions: Halves Activity 91, Fractions: More halves Activity 94a, Fractions: Quarters Activity 94b, Fractions: More Quarters Activity 67, Full, Empty Activity 68, More Capacity Activity 71, More Data	<b>DBE WORKBOOK</b> Activity 72, Addition 0 to 50 Activity 73, Addition 0 to 75 Activity 74, More Addition: 0 to 75 Activity 77, More addition and subtraction 0 to 75 Activity 85a, Time: Quarter past Activity 85b, Time passes. Activity 80, Time-patterns Activity 81a, Hours and Minutes Activity 81b, Minutes and Hours Activity 93, More and More data Activity 96, Data sorting	<b>DBE WORKBOOK</b> Activity 75, Balls, Boxes and Cylinders Activity 76 Slide roll and Build with 3D objects Activity 82, Repeated Addition Activity 83, Multiply by 5 Activity 84, Multiply by 2 Activity 88, More Multiplication Activity 92, Position and Views	<b>DBE WORKBOOK</b> Activity 65, Number 50 to 99 Activity 66, Numbers 100 to 150 Activity 69, Numbers 150 to 170
	<ul style="list-style-type: none"> <li>• DBE workbook</li> <li>• Number Line</li> <li>• Place Value Cards/Flash cards</li> <li>• Abacus, Counters</li> <li>• 100 Grid</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• DBE workbooks</li> <li>• Number line</li> <li>• Place Value Cards/ Flash cards</li> <li>• Measuring cups, bottles</li> <li>• Abacus/Counters</li> <li>• 100 Grid</li> <li>• Fractions: fraction wall, halves, Quarters</li> </ul>	<ul style="list-style-type: none"> <li>• DBE workbooks</li> <li>• Number Line</li> <li>• 100 Grid</li> <li>• Place Value /Flash cards</li> <li>• Clock and calendars</li> </ul>	<ul style="list-style-type: none"> <li>• DBE workbooks</li> <li>• Number Line</li> <li>• 3D object, netts,</li> <li>• 100 Grid</li> <li>• Place Value /Flash cards</li> <li>• Abacus, Counters</li> <li>• Informal maps, empty grids</li> </ul>	<ul style="list-style-type: none"> <li>• DBE workbooks</li> <li>• 100 Grid</li> <li>• Place Value /Flash cards</li> <li>• Abacus, Counters</li> <li>• Flard cards, base 10</li> </ul>
<b>Informal Assessment</b>	Assess Core Concepts, Skills and Values above				
<b>SBA (Formal Assessment)</b>	<b>ORAL:</b> <ul style="list-style-type: none"> <li>• NUMBERS, OPERATIONS &amp; RELATIONSHIPS</li> </ul>	<b>WRITTEN:</b> <ul style="list-style-type: none"> <li>• PATTERNS, FUNCTIONS &amp; ALGEBRA</li> <li>• NUMBERS, OPERATIONS &amp; RELATIONSHIPS</li> </ul>	<b>PRACTICAL:</b> <ul style="list-style-type: none"> <li>• MEASUREMENT:</li> </ul>	<b>WRITTEN:</b> <ul style="list-style-type: none"> <li>• DATA HANDLING</li> <li>• MEASUREMENT:</li> </ul>	<b>WRITTEN:</b> <ul style="list-style-type: none"> <li>• NUMBERS, OPERATIONS &amp; RELATIONSHIPS</li> <li>• SPACE AND SHAPE</li> </ul>