

2021 Annual Teaching Plan – Term 1: **MATHEMATICS: Grade 1**

Mathematics time allocation: 7 hours per week.

1 hr 24 min × 5 = 7 hours OR (1hr 30 min lessons × 4 plus one, 60 min lesson = 7hours).

1. Whole Class Activity:

- Counting, Mental Maths (consolidation of concepts)
- New Concept teaching
- Classroom Management (allocation of independent activities)

5 min +10 min
20 min

2. Independent group teaching and independent work

(inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily)

The teacher must be mindful to plan well, for effective assessment (for learning and of learning). This will inform the remediation and teaching.

24 × 2 groups = 48 min

See a suggested group teaching plan below.

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 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9(4 days)	Week 10(3 days)
CAPS Topic	First 3 days are used to do orientation and administer the Grade 1 Readiness Assessment (RA).	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	REVISION of Term 1
		<ul style="list-style-type: none"> • Count objects • Count forwards and backwards • number symbols and number names • Describe, order and compare objects • Solve Problems in context 	<ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects • Describe, compare and order numbers • Solve Problems in context • Grouping and Sharing (in context) • Addition and Subtraction context free 	<ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects • Describe, compare and order numbers • Solve Problems in context • Grouping and Sharing (in context) • Addition and Subtraction context free 	<ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects • Describe, compare and order numbers • Solve Problems in context • Grouping and Sharing (in context) • Addition and Subtraction context free 	<ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects. • Describe, compare and order numbers. • Grouping and Sharing (in context) • Addition and Subtraction context free 				
Core Concepts, Skills and Values	Orientation and Administer Readiness Assessment (RA)	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS	NUMBERS, OPERATIONS AND RELATIONSHIPS
		<ul style="list-style-type: none"> • Estimate and count concrete objects to 5 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10 	<ul style="list-style-type: none"> • Estimate and count concrete objects to 10

Mental Maths Number range 5. This is a daily activity for 10 minutes. Be vigilant and ascertain via learner response where to remediate and provide more practice opportunities for development.

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9(4 days)	Week 10(3 days)
<ul style="list-style-type: none"> Record the teaching and learning gaps from the gleaned data at hand i.e. on the grade specific spread sheet. Work at remediating the gaps. Use the data analysed to influence and strengthen teaching. <p>Revise the Grade R TERM 3 and 4 knowledge and skills.</p>	<ul style="list-style-type: none"> Order a given set of numbers (1-5). Order from smallest to biggest and biggest to smallest; <i>ascending and descending.</i> 	<ul style="list-style-type: none"> Order a given set of numbers (1-5). Order from smallest to biggest and biggest to smallest; ascending and descending. 	<ul style="list-style-type: none"> Order a given set of numbers (1-5). Order from smallest to biggest and biggest to smallest; ascending and descending. Line up a few learners and ask who is first and last. 	<ul style="list-style-type: none"> Order a given set of numbers (1-5). Order from smallest to biggest and biggest to smallest; ascending and descending. Line up a few learners and ask who is first and last. 	<ul style="list-style-type: none"> Compare numbers (1-5) say which is one more and less. Show 3, ask – what comes before, after; one more, one less than 3, etc. 	<ul style="list-style-type: none"> Compare numbers (1-5) say which is one more and less. Show 4, ask - count forward to 10. 	<ul style="list-style-type: none"> Compare numbers (1-5) say which is one more and less. 	<ul style="list-style-type: none"> Order a given set of numbers. Compare numbers (1-5) say which is one more and less. 	<ul style="list-style-type: none"> Order a given set of numbers. Compare numbers (1-5) say which is more and less. 	<ul style="list-style-type: none"> Recognise, identify, read number symbols 1-20. Write number symbols 1-5. Compare numbers 1-5. Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.
	<p>Recognise, identify, read number symbols 1-5.</p>	<p>Recognise, identify, read number symbols 1-10.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-10.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-10.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-15.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-15.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-15.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-20.</p> <p>Write number symbols and names to 5.</p>	<p>Recognise, identify, read number symbols 1-20.</p> <p>Write number symbols and names to 5.</p>	
	<p>Describe, compare and order up to 5 objects</p> <ul style="list-style-type: none"> Compare collection of objects according to big circles and small circles; many and fewer. 	<p>Describe, compare and order up to 5 objects</p> <ul style="list-style-type: none"> Compare collection of objects according to more than, less than. 	<p>Describe, compare and order up to 5 objects.</p> <ul style="list-style-type: none"> Compare collection of objects according to just as many, the same as, different. Order collection of objects from most to least and least to most. 	<p>Describe, compare and order up to 5 objects.</p> <ul style="list-style-type: none"> Order collection of objects from most to least and least to most. 	<p>Describe, compare and order numbers to 5.</p> <ul style="list-style-type: none"> Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to. Use the number line 1-5. 	<p>Describe, compare and order numbers to 5.</p> <ul style="list-style-type: none"> Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to. Describe and order number: smallest to greatest and greatest to smallest. Use the number line 1-5. 	<p>Describe, compare and order numbers to 5.</p> <ul style="list-style-type: none"> Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to. Describe and order number: smallest to greatest and greatest to smallest. Use the number line 1-5. 	<p>Describe, compare and order numbers to 5.</p> <ul style="list-style-type: none"> Describe and order number: smallest to greatest and greatest to smallest. Use the number line 1-5. 	<p>Describe, compare and order numbers to 5.</p> <ul style="list-style-type: none"> Describe and order number: smallest to greatest and greatest to smallest. Use the number line 1-5. 	
	<p>Practically solve Addition and Subtraction word problems in context, explain own solutions with answers to 5</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use the number line. 	<p>Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use the number line. 	<p>Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use the number line. 	<p>Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use the number line. 	<p>Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use the number line. 	<p>Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use number line. 	<p>Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use number line. 	<p>Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use number line. 	<p>Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use number line. 	<p>Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders.</p> <p>Techniques (methods/ strategies)</p> <ul style="list-style-type: none"> use concrete counters, beads draw pictures use number line.
<ul style="list-style-type: none"> Bonds of 3 	<p>PATTERNS FUNCTIONS AND ALGEBRA</p> <p>Geometric Patterns</p> <ul style="list-style-type: none"> Copy and extend simple patterns using: <ul style="list-style-type: none"> physical objects drawings (use colours and shapes). 	<p>PATTERNS FUNCTIONS AND ALGEBRA</p> <p>Number Patterns (integrated with counting)</p> <ul style="list-style-type: none"> Copy, extend and describe simple number sequences to 10. 	<p>PATTERNS FUNCTIONS AND ALGEBRA</p> <p>Number Patterns</p> <ul style="list-style-type: none"> Copy, extend and describe simple 	<p>PATTERNS FUNCTIONS AND ALGEBRA</p> <p>Number Patterns</p> <ul style="list-style-type: none"> Copy, extend and describe simple number sequences to 20 						

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								number sequences to 20 <ul style="list-style-type: none"> Sequence and show counting forwards and backwards in 1s from any number between 1 and 20 (integrated with Numbers, Operations and Relationships). 	<ul style="list-style-type: none"> Sequence and show counting forwards and backwards in 1s from any number between 1 and 20 (integrated with Numbers, Operations and Relationships). 	
		SPACE AND SHAPE Position Orientation and views <ul style="list-style-type: none"> describe position of one object in relation to another e.g. on top of, under; 3-D Objects <ul style="list-style-type: none"> recognise and name ball shapes and box shapes describe, sort, compare 3-D objects in terms of size and colour 		SPACE AND SHAPE Position Orientation and views <ul style="list-style-type: none"> describe position of one object in relation to another e.g. in front of, behind 3-D Objects <ul style="list-style-type: none"> recognise and name ball shapes and box shapes describe, sort, compare 3-D objects in terms of size and colour 		SPACE AND SHAPE Position Orientation and views <ul style="list-style-type: none"> describe position of one object in relation to another e.g. left, right, up, down, next to 3-D Objects <ul style="list-style-type: none"> recognise and name ball shapes and box shapes describe, sort, compare 3-D objects in terms of size and colour 				
		MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Compare lengths of time using language e.g. longer, shorter, faster, slower. Sequence events using language yesterday, today, tomorrow. Telling the time <ul style="list-style-type: none"> Describe when something happens, using language morning, afternoon, evening. Name and sequence days of week. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Compare lengths of time using language e.g. longer, shorter, faster, slower. Sequence events using language yesterday, today, tomorrow. Telling the time <ul style="list-style-type: none"> Place birthdays for month on calendar. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Sequence events using language yesterday, today, tomorrow. Telling the time <ul style="list-style-type: none"> Describe when something happens, using language morning, afternoon, evening. Name and sequence days of week. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Sequence events using language yesterday, today, tomorrow. Telling the time <ul style="list-style-type: none"> Describe when something happens, using language morning, afternoon, evening. Name and sequence days of week & months of year. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Compare lengths of time using language e.g. longer, shorter, faster, slower. Telling the time (integrated into Data handling) <ul style="list-style-type: none"> Place birthdays for month on calendar. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Sequence the days of week, today is; tomorrow will be and yesterday was. 	MEASUREMENT Time Passing of time <ul style="list-style-type: none"> Sequence the days of week, today is; tomorrow will be and yesterday was. Telling the time <ul style="list-style-type: none"> Describe when something happens, using language morning, afternoon, evening. Name and sequence days of week & months of year. Mass: informal measuring <ul style="list-style-type: none"> Estimate, measure and compare, order and record using non-standard measures. 		
						DATA HANDLING Data Handling <ul style="list-style-type: none"> Collect and sort objects. Draw pictures of sorted objects. Talk about the collection process and product. Record a class birthday calendar accordingly. 				

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Requisite Pre-Knowledge		<ul style="list-style-type: none"> Know numbers 1-5 Maths vocabulary: <ul style="list-style-type: none"> - more, less; - big, small; Matching objects. 3-D objects: boxes, balls Days of the week 	<ul style="list-style-type: none"> Know numbers 1-5 Maths vocabulary: <ul style="list-style-type: none"> - more, less; - big, small; - more than, less than; Matching objects. 3-D objects: boxes, balls Days of the week Months of the year 	<ul style="list-style-type: none"> Count on beads / abacus to 10 Maths Vocabulary: <ul style="list-style-type: none"> - many and fewer - before, after, between Colours Days of the week Position <ul style="list-style-type: none"> - left, right Numerosity of 3 	<ul style="list-style-type: none"> Count on beads / abacus to 10 Maths Vocabulary <ul style="list-style-type: none"> - most and least - before, after, between 3-D objects: <ul style="list-style-type: none"> - boxes, balls Numerosity of 3 Days of the week Position in the line/ race/ on the number line 	<ul style="list-style-type: none"> Count on beads / abacus to 20 Maths Vocabulary <ul style="list-style-type: none"> - before, after, between Story of 3 3-D objects: <ul style="list-style-type: none"> - boxes, balls Days of the week Position first and last in the line/ race/ on the number line Vocabulary heavy and light 	<ul style="list-style-type: none"> Count on beads / abacus to 20 Maths Vocabulary <ul style="list-style-type: none"> - before, after, between Ordinal numbers 1st-3rd Numerosity of 4 Days of the week Position in the line/ race/ on the number line 	<ul style="list-style-type: none"> Count on beads / abacus to 20 Ordinal numbers 1st-5th Position in the line/ race <ul style="list-style-type: none"> - Before, after, between Numerosity of 4 Days of the week 	<ul style="list-style-type: none"> Count on beads / abacus to 20 Ordinal numbers 1st-6th Position in the line/ race/ on the number line Numerosity of 5 Days of the week 	
Resources (other than textbook) to enhance learning <i>See pg. 16 in CAPS for more ideas</i>		Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 4: Sorting Shapes - Act. 5: Counting - Act. 7: Time - Act. 9: One - Act. 27: Bigger and smaller 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 10: Two - Act. 12: Vocabulary - Act. 13: Comparing numbers 1-3 - Act. 23: Balls and boxes - Act. 32: Telling time 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 1: Patterns - Act. 11: Three - Act. 23: Balls and boxes - Act. 32: Telling time 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 2: Patterns - Act. 14: Four - Act. 24a: Left and Right - Act. 24b: Direction - Act. 6: Positions 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 15: Add and subtract to 4 - Act. 24b: Direction - Act. 16: Time 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 5: Find and count - Act. 17: Five - Act. 18: Revise numbers 1-5 - Act. 19: Add up to 5 - Act. 28: Sorting objects 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 6: Positions - Act. 20: Subtract from 5 and add up to 5 - Act. 25: Building up and breaking down of numbers - Act. 29: Grouping and sharing 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook: <ul style="list-style-type: none"> - Act. 21: Addition and subtraction up to 5 - Act. 22: Addition and subtraction 1 to 5 - Act. 29: Grouping and sharing - Act. 25: Building up and breaking down of numbers 	Concrete counters Abacus/ beads on string Weather chart Number cards Calendar Flash cards Number frieze Number line DBE Workbook <ul style="list-style-type: none"> - Act. 21: Addition and subtraction up to 5 - Act. 22: Addition and subtraction 1 to 5 - Act. 29: Grouping and sharing
Informal Assessment		Oral	Oral	Practical	Practical	Practical	Written	Written	Practical	
SBA (Formal Assessment)	SBA suggested- taken from exemplar booklet			SPACE AND SHAPE <ul style="list-style-type: none"> Oral Practical 	PATTERNS FUNCTIONS AND ALGEBRA <ul style="list-style-type: none"> Written 	NOR <ul style="list-style-type: none"> Oral Practical Written (Talk, show / do, write)	MEASUREMENT <ul style="list-style-type: none"> Oral & Practical 	DATA HANDLING <ul style="list-style-type: none"> Written 		