

2021 RECOVERY ANNUAL TEACHING PLAN – CONTENT OVERVIEW: MATHEMATICS: GRADE R – 3

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

GRADE R		GRADE R CONTENT OVERVIEW PER TERM			
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)	TERM 4 (10 WEEKS)
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> Number range 1 to 5 One to one correspondence Counting in 1s (concrete objects) to 5 Rote counting Counting forwards and backwards up to 5 Songs and rhymes, body movement Compare collections of objects Orally solve problems 1 to 5 Money -Rands (notes and coins); Cents(coins) 	<ul style="list-style-type: none"> Number range 1 to 7 One to one correspondence Counting in 1s (concrete objects) to 7 Rote counting Counting forwards and backwards up to 7 Songs and rhymes, body movement Compare collections of objects Orally solve problems 1 to 7 Money -Rands (notes and coins); Cents(coins) 	<ul style="list-style-type: none"> Number range 1 to 9 One to one correspondence Counting in 1s (concrete objects) to 9 Rote counting Counting forwards and backwards up to 9 Songs and rhymes, body movement Compare collections of objects Orally solve problems 1 to 9 Money -Rands (notes and coins); Cents(coins) 	<ul style="list-style-type: none"> Number range 1 to 10 One to one correspondence Counting in 1s (concrete objects) to 10 Rote counting Counting forwards and backwards up to 10 Songs and rhymes, body Compare collections of objects Orally solve problems 1 to 10 Money -Rands (notes and coins); Cents(coins)
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns
	SPACE AND SHAPE	<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation, and views 	<ul style="list-style-type: none"> 3-D objects 2-D shapes 		<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views
	MEASUREMENT	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Time Mass 	<ul style="list-style-type: none"> Time Length 	<ul style="list-style-type: none"> Time Capacity/Volume
	DATA HANDLING	<ul style="list-style-type: none"> Collect and sort objects Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Discuss sorted collections Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday calendar)
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Repertoire of Rhymes and Songs NCF pp. 51-56 (ELDA 4) 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-5 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-6 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-6 	
RESOURCES to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i>	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	
INFORMAL ASSESSMENT	Assessment in Grade R is informal and continuous. Learners are assessed best in small groups (Helper groups) Teachers must record informal observations of the learners. This will serve as evidence of learners achievement and support the teacher's professional judgement in the final analyses.				
ASSESSMENT	TERMS 1 - 3	<ul style="list-style-type: none"> Observation and continuous assessment (record observations daily) integrated into lesson time per DBE directive 			
	TERM 4	<ul style="list-style-type: none"> Observation and continuous assessment (record observations daily) integrated into lesson time. Final formative assessment at the end of term (recording and progression meetings-2 weeks) 			

2021 Recovery Annual Teaching Plan – Term 2: MATHEMATICS: Grade R

Mathematics time allocation: 7 hours per week. (MAY 3- 9 JULY)

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

- The Grade R approach to learning is based on the principles of integration and play based learning. The teacher must be proactive and make the most of incidental learning opportunities throughout.
- In Grade R the timetable is called the Daily Programme. See a suggested Grade R Daily Programme on page 15 in the Grade R CAPS document.
- There are three teacher guided activities mapped out on the daily programme for the day. Each of these have a:
 1. Language,
 2. Mathematics and
 3. Life Skills component.
- It is imperative that at a strong Mathematics teaching focus must emanate from each during the day.

Term 2 (49 days)	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7(4 days) & 8	Week 9 & 10	
CAPS Topic	NUMBERS, OPERATIONS & RELATIONSHIPS					
	<ul style="list-style-type: none"> • Number range 1 to 7 • One to one correspondence • Helpers Chart • Counting in 1s (concrete objects) to 7 • Rote counting • Counting forwards and backwards up to 7 • Songs and rhymes, body movement • Compare collections of objects. • Orally solve problems 1 to 7 • Money – Rands (coins and notes) and Cents(coins) 					
				PATTERNS, FUNCTIONS AND ALGEBRA		
	SPACE AND SHAPE			<ul style="list-style-type: none"> • Geometric Patterns 		
	<ul style="list-style-type: none"> • 3D objects • 2D shapes • Position, orientation and views 					
	MEASUREMENT					
	Time					
					MEASUREMENT	
						Length
	DATA HANDLING integrated with all other content areas. The Grade R teacher must plan well for the natural integration to happen.					
DAILY: The teacher must plan well and note the potential these charts allow for data handling activities as well. DATA SOURCES: <ul style="list-style-type: none"> • Helpers Chart, • Height chart, • Weather chart • Birthday Chart 						
	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7(4 days) & 8	Week 9 & 10	
	<ul style="list-style-type: none"> • Count objects up to 5 • Count forwards and backwards up to 5 • One -to one correspondence • Count in 1s up to 5 <ul style="list-style-type: none"> ○ Uses concrete apparatus. ○ Body parts ○ Rote counting using number rhymes and songs. • Orally solve problems up to 5 	<ul style="list-style-type: none"> • Count objects up to 6 • Count forwards and backwards up to 6 • One -to one correspondence • Count in 1s up to 6 <ul style="list-style-type: none"> ○ Uses concrete apparatus. ○ Body parts ○ Rote counting using number rhymes and songs. • Orally solve problems up to 6 	<ul style="list-style-type: none"> • Count objects up to 6 • Count forwards and backwards up to 6 • One -to one correspondence • Count in 1s up to 6 <ul style="list-style-type: none"> ○ Uses concrete apparatus. ○ Body parts ○ Rote counting using number rhymes and songs. • Orally solve problems up to 6 • Awareness of bank notes and coins 	<ul style="list-style-type: none"> • Count objects up to 7 • Count forwards and backwards up to 7 • One -to one correspondence • Count in 1s to 7 <ul style="list-style-type: none"> ○ Uses concrete apparatus. ○ Body parts ○ Rote counting using number rhymes and songs. • Orally solve problems up to 7 	<ul style="list-style-type: none"> • NCF pp. 51-56 (ELDA4) • Days of the week, calendar • Daily programme • Numbers 1-5 	

	SPACE AND SHAPE		SPACE AND SHAPE		PATTERNS FUNCTIONS & ALGEBRA		PATTERNS FUNCTIONS AND ALGEBRA		SPACE AND SHAPE	
	<ul style="list-style-type: none"> Sort 3-D objects according to similarities and difference <ul style="list-style-type: none"> Size, colour, shape 2-D shapes <ul style="list-style-type: none"> Reinforce triangle Puzzles, +6 pieces Position, orientation and views <ul style="list-style-type: none"> Vocabulary on to, in, under, inside, Infront, next to 		<ul style="list-style-type: none"> Sort 3-D objects according to similarities and difference <ul style="list-style-type: none"> Size, colour, shape 2-D shapes <ul style="list-style-type: none"> Reinforce triangle Puzzles, + 6 pieces Position, orientation and views <ul style="list-style-type: none"> Vocabulary on, under, in an out. 		<ul style="list-style-type: none"> Copy, extend and create own patterns 		<ul style="list-style-type: none"> Copy a given pattern using coins. 		<ul style="list-style-type: none"> Sort 3-D objects according to similarities and difference <ul style="list-style-type: none"> size, colour, shape Position, Orientation and views <ul style="list-style-type: none"> In front of, behind, on, under and below. 	
	MEASUREMENT									
Time: dealt with during whole class teaching time.										
									Length	
									- Long and short	
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 		<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 		<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 		<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 		<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 	
	DBE Workbook Activity 17 Pg. 10 Activity 1.8 Pg. 11 Activity 1.9 Pg. 12		DBE Workbook Activity 2.3 Pg.18 Activity 2.5 Pg. 20 Activity 2.6 Pg.21 Activity 2.8 Pg.23 Activity 3.6 Pg.31		DBE Workbook Activity 3.5 Pg. 30 Activity 4.5 Pg. 40 Activity 4.6 Pg.41 Activity 5.4 Pg. 47		DBE Workbook Activity 5.5 Pg. 48 Activity 5.6 Pg.49 Activity 5.9 Pg.52		DBE Workbook	
RESOURCES to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i>	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Blocks 		<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting, blocks. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 		<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting, blocks. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 		<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 		<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards 	
INFORMAL ASSESSMENT	ORAL, PRACTICAL <ul style="list-style-type: none"> Continuous assessment prevails through observations. The onus is on the teacher to be cognisant of learner progress and vigilant about whether the learner learns meaningfully and with understanding. The teacher must observe and record the observations made by using an assessment tool. This will serve as evidence of the learner's achievement which is further used to inform the assessment codes given to the learner in indicate progress made. The teacher has to observe all assessment criteria as per DBE directive. 									