

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: <ul style="list-style-type: none"> 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
Group 1 and 3	Group 2 and 3
WEDNESDAY	THURSDAY
Group 1 and 3	Group 2 and 3
FRIDAY	
	Whole class teaching

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	<ul style="list-style-type: none"> Baseline Assessment NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count objects Count forwards and backwards Number symbols and number names Place value 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count objects Count forwards and backwards Number symbols and number names Describe, Order and Compare Place value Addition and Subtraction 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Addition and Subtraction Place value Multiplication 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Addition and Subtraction Place value Multiplication 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Addition and Subtraction Multiplication Money 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Multiplication Grouping and sharing 	REVISION			
			PATTERNS FUNCTIONS & ALGEBRA Geometric Patterns	MEASUREMENT Time	DATA HANDLING <ul style="list-style-type: none"> Collect data Represent data Analyse data 					
Core Concepts, Skills and Values	Counting: <ul style="list-style-type: none"> forwards and backwards in 2s, 5s and 10s up to 100 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> 1 more/1 less 	Counting: (Number patterns integrated) <ul style="list-style-type: none"> forwards and backwards in 1s, 2s, 5s up to 150 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> 1 more/1 less 2 more/2 less 5 more/ 5 less Number bonds of 10 	Counting: (Number pattern integrated) <ul style="list-style-type: none"> forwards and backwards in 2s, 5s, 10s up to 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Order numbers Smallest / biggest Number bonds of 10 Addition facts to 20 	Counting: <ul style="list-style-type: none"> forwards and backwards in 2s, 3s up to 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Which number is between? 3 more/3 less Subtraction facts to 20 	Counting: <ul style="list-style-type: none"> forwards and backwards in 3s & 5s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Addition and subtraction facts to 20 Multiplication (2 times and 5 times table) Doubling and halving 	Counting: <ul style="list-style-type: none"> forwards and backwards in 3s & 10s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Multiplication (3 times table) 3 more/3 less 10 more/ 10 less 	Counting: <ul style="list-style-type: none"> forwards and backwards in 2s & 4s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Addition and subtraction facts to 20 2 more/2 less 4 more/ 4 less Multiplication (4 times table) 	Counting: <ul style="list-style-type: none"> forwards and backwards in 3s & 4s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Addition and subtraction facts to 20 Multiplication (2 - 5 times table) 	Counting: <ul style="list-style-type: none"> Forwards and backwards in 3s, 4s & 10s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Addition and subtraction facts to 20 Multiplication (2 - 5 times table) 	Counting: <ul style="list-style-type: none"> Forwards and backwards in 2s, 3s, 4s up 200 (from any multiples) MENTAL MATHS <ul style="list-style-type: none"> Addition and subtraction facts to 20 Multiplication (2 - 5 times table) Multiples of 10

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	<p>NUMBER OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Counting concrete objects by grouping up to 100 (estimate and count reliably) Complete number sequence up to 100 Read and write number symbol up to 100 Write number names 1 to 30 Know what each digit represents Decompose two-digit numbers up to 99 into multiples of tens and ones/units Identify and state the value of each digit. <p>DBE Workbook: Act 1, 2, 3</p>	<p>NUMBER OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Recognise, identify, read and write number symbols up to 200 Write number names up to 100 Order and compare (<, >, =) whole numbers up to 99 Arrange from greatest to smallest, less than and is equal to up to 99 Decompose two-digit numbers into multiples of tens and units/ones up to 99 Identify and state the value of each digit Solve addition and subtraction problems up to 20 in context Use appropriate symbols (+, -, =, □) <p>DBE Workbook: Act 4, 17, 18, 19</p>	<p>NUMBER OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Decompose two-digit numbers into multiples of tens and units/ones up to 99 Add and subtract problems of 2-digit numbers with the answer up to 99 in context and context free calculations. Solve number problems in context and context free, explain own solution to problems involving multiplication with answers up to 50.(5 times and 2 times table) Relationships between repeated addition and multiplication Use appropriate symbols (+, =, x, □) <p>DBE Workbook: Act 20 a & b, 24.</p> <p>PATTERNS FUNCTIONS & ALGEBRA</p> <p>GEOMETRIC PATTERN:</p> <ul style="list-style-type: none"> Copy, extend and describe in words simple patterns made with physical objects. Build own pattern using concrete objects. <p>DBE Workbook: Act 9, 29</p> <p>SPACE & SHAPE</p> <p>3-D objects:</p> <ul style="list-style-type: none"> Recognise and name 3-D objects in the classroom and in pictures <ul style="list-style-type: none"> ball shapes, (spheres) box shapes (prisms) cylinders <p>DBE Workbook: Act 10</p>	<p>NUMBER OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Add and subtract up to 99 context free calculations Solve number problems in context and context free, explain own solution to problems involving multiplication with answers up to 50. (5, 2, 3 and 4 times table) <p>Money: (integrated into addition and subtraction, multiplication)</p> <ul style="list-style-type: none"> Recognise, identify SA money (5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50), and solve money problems up to R20. <p>DBE Workbook: Act 21 a & b, 26</p> <p>MEASUREMENT</p> <p>TIME:</p> <ul style="list-style-type: none"> Tell 12 hr time in hours, half hours, quarter hours and minutes in analogue clocks and digital clocks Calculate length of time and passing of time <ul style="list-style-type: none"> converting between days and weeks converting between weeks and months use clocks to calculate length of time in hours, half hours and quarter hours. <p>DBE Workbook: Act 12, 32</p>	<p>NUMBER OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Context free multiplication with answers up to 50.(5, 2, 3 and 4 times table) <p>Grouping and sharing leading to division:</p> <ul style="list-style-type: none"> Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 by 2, 5 and 10 with answers (without remainder) Use appropriate symbols (÷, -, =, □) <p>DBE Workbook: Act 23, 30 a & b,</p> <p>DATA HANDLING</p> <ul style="list-style-type: none"> Collect data about the class or school to answer questions posed by the teacher. Use tallies to record data in categories provided. Represent data in <ul style="list-style-type: none"> tables bar graphs Talk about and answer questions about data in tables and bar graphs (Drawing a conclusion-interpretation of data). <p>DBE Workbook: Act 16, 22</p>	<p>REVISION of Term 1</p> <ul style="list-style-type: none"> Addition and subtraction Multiplication and division <p>DBE Workbook: Act 27, 28</p>				
Strategies	Counting objects in more than 1 way: Clever counting (grouping): Counting in multiples: Number line	Expanded Notation, Breaking down and building up Number line	Number line Breaking down and building up Array diagram Multiplication tables	Number line Breaking down and building up Array diagram Multiplication tables, Doubling and halving Counting in 2s, 3s, 4s 5s, 10s	Array diagram Multiplication tables Counting in 5s-Tally tables					
Requisite Pre-Knowledge	In Grade 2, the learners should have learnt how to: <ul style="list-style-type: none"> Count forwards and backwards from 0 to 200. Recognise, read and write number symbols to 200. Write number names to 100 	In Grade 2, the learners should have learnt how to: <ul style="list-style-type: none"> Copy, extend and describe simple number sequences to at least 200, which should include counting forwards and backwards in ones. Counting forwards in 10s, 5s, 4s, 3s and 2s up to 200. Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations. 	<ul style="list-style-type: none"> Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations. Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 20. Number bonds to 10 as well as using the appropriate symbols: +, -, x, =, □ Use language to talk about 3-D objects. 	<ul style="list-style-type: none"> Tell 12 hr time in hours and half hours Name and sequence days of the week Name and sequence months of the year Number bonds to 10 Knowledge of morning, afternoon, and evening Knowledge of SA money 	<ul style="list-style-type: none"> Solve and explain solutions to practical problems that involve equal sharing and grouping Addition and subtraction for interpretation of graphs Represent data in pictographs with one-to-one correspondence 					

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		<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers to 99. Number bonds to 10 as well as using the appropriate symbols: +, -, =, □ 								
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Worksheets /classwork book Concrete apparatus 100 board per learner Activity cards DBE Workbook 	<ul style="list-style-type: none"> 100 board Worksheets / classwork book Counters, abacus, DBE Workbook 	<ul style="list-style-type: none"> Counters, abacus Array diagram Worksheets/classwork book Paper, scissors, pencils, sticks, bottle tops. Empty matchboxes, strings, rulers, measuring tape DBE Workbook 	<ul style="list-style-type: none"> Array diagram Calendars Analogue clock Worksheets / classwork book DBE Workbook 	<ul style="list-style-type: none"> Counters, plastic plates, circles drawn on the floor Worksheets / classwork book DBE Workbook 	<ul style="list-style-type: none"> DBE Workbook Worksheets / classwork book 				
Informal Assessment	Assess as Core Concepts, Skills and Values above									
SBA (Formal Assessment)			NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Oral 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Written 	PATTERNS FUNCTIONS & ALGEBRA SPACE & SHAPE <ul style="list-style-type: none"> Practical 	NUMBER OPERATIONS & RELATIONSHIPS SPACE & SHAPE <ul style="list-style-type: none"> Written 	MEASUREMENT <ul style="list-style-type: none"> Oral 	NUMBER OPERATIONS & RELATIONSHIPS MEASUREMENT DATA HANDLING <ul style="list-style-type: none"> Written 	NUMBER OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Practical 	