2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) / 2025/26 ISICWANGCISO SOKUFUNDISA SONYAKA:IMATHEMATIKA :IBANGA 4 (ITHEM 1)

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TERM / ITHEMA1	WEEK /IVEKI-1	WEEK / IVEKI-2	WEEK / IVEKI- 3	WEEK /IVEKI -4	WEEK /IVEKI -5	WEEK / IVEKI -6		WEEK / VEKI -7	WEEK / IVEKI -8	WEEK / IVEKI -9	WEEK / IVEKI -10	WEEK / IVEKI-11
HOURS PER TOPIC/ IIYURE NGOKWESIHLOKO	**21**				**9**	**3**		**18**			**3/6**	**6/3**
TOPICS, CONCEPTS AND SKILLS **IZIHLOKO, IIKHONSEPTHI NEZAKHONO**	**REVISION OF GRADE 3 WORK (to be integrated into the topics accordingly)** **WHOLE NUMBERS** **Number range for counting, ordering, comparing and representing, as well as place value of digits** • Count forwards and backwards in 2s, 3s, 5s, 10s, 25s, 50s, 100s between 0 and at least 10 000 • Order, compare and represent numbers to at least four-digit numbers • Represent odd and even numbers to at least 1 000. • Recognise the place value of digits in whole numbers to at least four-digit numbers • Round off to the nearest 10, 100 and 1 000	**UHLAZIYO LOMSEBENZI WEBANGA 3 (mawudityaniswe nezihloko ngokufanelekileyo)** **IIHOWULINAMBA** **Ireyinji yamanani okubala, ukulandelelanisa, ukuthelekisa nokubonisa, kunye nepleysivelyu yeedijithi** • Bala usiya phambili nasemva ngoo2,3; 4, 5, 25, 50,100 phakathi kuka0 no10 000 ubuncinane. • Landelelanisa, thelekisa, ze ubonise amanani ukuya kwii4 dijithi ubuncinane. • Bonisa iiodi neeivini namba ukuya ku1 000 ubuncinci. • Rikhognayiza ipleysivelyu yeedijithi kwihowulinamba ukuya kwii4 dijithi namba ubuncinci. • Sondeza kufuphi ku10; 100 no1 000.			**NUMBER SENTENCES** • Write number sentences to describe problem situations • Solve and complete number sentences by: ○ Inspection ○ Trial and improvement ○ Checking the solution by substitution **Properties of whole numbers** • Recognize and use the commutative, associative and distributive properties of operations with whole numbers • 0 in terms of its additive property	**IINAMBASENTENSI** • Bhala iinambasentensi ukuchaza iimo zengxaki • Sombulula ze ugqibezele iinambasentensi nge: ○ Inspekhshini ○ Trayali neimpruvmenti ○ Jonga impendulo ngesabstityushini. **IiProphathi zeehowulinamba** • Rikhognayiza uze usebenzise ikhomyuteythivu,iasosiyethivu nedistribhyuthivu propathi zeeophareyshini kwiihowulinamba. • 0 ngokwe edithivuprophathi yakhe.	**FORMAL ASSESSMENT** **TASK** **ASSIGNMENT** • Whole numbers • Number sentences **Note: Assignment to be completed in class within three hours** **UMSEBENZI WOVAVANYO OSESIKWENI** **ASAYNIMENTI** • Iihowu-linamba • Iinambasentensi **Qaphela: IAsaynimenti mayigqitywe eklasini ngeeyure ezi3**	**WHOLE NUMBERS: Addition and subtraction** **Number range for calculations** Addition and subtraction of whole numbers of at least 4-digits **Calculation techniques** Use any **two** of the range of techniques to perform and check written and mental calculations with whole numbers, including the following: • Estimation • Building up and breaking down numbers • Rounding off and compensating • Using a number line • Using addition and subtraction as inverse operations **Note: Ensure that the strategies used do not compromise conceptual understanding** **Properties of whole numbers** • Recognise and use the commutative and associative properties of whole numbers • 0 in terms of its additive property **Solving problems** Solve problems in contexts involving whole numbers, including: • Financial contexts • Measurement contexts	**IIHOWULINAMBA:** **Ukudibanisa nokuthabatha** **Ireyinji yamanani okukhaltyhuleytha** Ukudibanisa nokuthabatha iihowlinamba ezineedijithi ezi4 ubuncinane **Ubuchule bokukhaltyhuleytha** Sebenzisa naziphi na iindlela **ezimbini** ukwenza nokujonga iikhaltyhuleyshini ezibhaliweyo nezementali ngeehowlinamba, kuquka nezi zilandelayo: • Uqikelelo • Ukwakha nokwahlukanisa amanani • Ukusondeza nokukhompenseyitha • Ukusebenzisa umgcamanani • Ukusebenzisa ukudibanisa nokuthabatha njengee invesi ophareyshini **Qaphela: Qiniseka ukuba izitratheji ezisetyenzisiweyo aziyitshintshi intsingiselo yekhonsepthi** **Iipropathi zeehowulinamba** • Rikhognayiza usebenzise iipropathi ze khomyutheythivu,neasosiy ethivu yeehowulinamba. • 0 ngokwe edithivuprophathi **Sombulula iimo** Sombulula iingxaki kwiimo ezidibanisa ihowulinamba kuquka: • Iimo zeemali • Iimo zokumeta	**REVISION** **UHLAZIYO**	**FORMAL ASSESSMENT** **TASK** **Test all topics** **UMSEBENZI WOVAVANYO OSESIKWENI.** **Ithesti yezihloko zonke zethem 1**
PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Counting, ordering, comparing and representing the place value of 3-digit numbers up to 800	• Bala, landelelanisa,thelekisa ubonakalise ipleyisi velyu yamanani azi3-dijithi ukuyakuma ku800	• Multiply 2, 3, 4, 5 and 10 to at least 100	• Phindaphinda ngoo2, 3, 4, 5 noo10 ukuya ku100 ubuncinane. • Yahlulahlula amanani ukuya ku100 ngoo2,3,5 noo10		• Counting, ordering, comparing and representing	• Bala, landelelanisa,thelekisa ubonakalise ipleyisivelyu zamanani azi3 dijithi ukuyaku ku800 • Dibanisa uyekuma ku800				

ISAKHONO ESIYIMFUNEKO NOLWAZI OLUYIMFUNEKO	• Recognise the place value of digits in whole numbers to at least 3-digit numbers up to 800 • Round off to the nearest 10	• Rikhognayiza ipleysi velyu yeedijithi kwiihowlinamba, kwii3-dijithi namba ubuncinane ukuyakuma ku800 • Sondeza kufuphi no10	• Divide numbers up to 100 by 2, 3, 4, 5 and 10 • Use of appropriate symbols (+, −, ×, ÷, =)	• Ukusetyenziswa kweesimboli ezichanekileyo (+, -, ×, ÷, =)		the place value of three-digit numbers up to 800 • Add up to 800 • Subtract from 800 • Recognise the place value of digits in whole numbers to at least 800 • Round off to the nearest 10, 100 and 1 000 • Adding and subtracting units, multiples of 10 and multiples of 100 to/from any three-digit number up to 800	• Thabatha ku800 • Qaphela ipleysi velyu yeedijithi kwiiwholi namba ukuya ku800 ubuncinane • Sondeza kufuphi ku10,100 no1000 • Ukudibanisa nokuthabatha ii-yunithi,iimaltipuli zika10 neemaltipuli zika100 ukusuka/ukuya kulo naluphi inani elineedijithi ezintathu uye ku800		

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2) / 2025/26 ISICWANGCISO SOKUFUNDISA SONYAKA:IMATHEMATIKA : IBANGA 4 (ITHEM-2)

TERM /ITHEM 2		WEEK /IVEKI-1	WEEK / IVEKI-2	WEEK /IVEKI - 3	WEEK /IVEKI-4	WEEK / IVEKI-5	WEEK /IVEKI 6	WEEK /IVEKI -7	WEEK / IVEKI-8		WEEK / IVEKI -9		WEEK / IVEKI -10		WEEK / IVEKI -11
HOURS PER TOPIC /IIYURE NGOKWESIHLOKO	3	18				15			9		6		2		6
TOPICS, CONCEPTS AND SKILLS IZIHLOKO, IIKHONSEPTHI NEZAKHONO	FORMAL ASSESSMENT TASK INVESTIGATION Note: Administer an investigation on any ONE of the Term 2 topics before teaching the topic UMSEBENZI WOVAVANYO OSESIKWENI UPHANDO Qaphela: Nika abafundi uphando omalwenziwe kwisihloko ESINYE kuThem 2 phambi kokuba usifundise	**WHOLE NUMBERS: Multiplication** **Number range for calculations** • Multiplication of one-digit numbers by numbers up to 10 • Multiplication of at least a two-digit number by a one-digit number • Multiplication of at least a whole two-digit number by two-digit numbers **Calculation techniques** Use any **two** of the range of techniques to perform and check written and mental calculations of whole numbers, including the following: • Estimation • Building up and breaking down numbers • Doubling and halving • Using multiplication and division as inverse operation **Note: Ensure that the strategies used do not compromise conceptual understanding** **Multiples and factors** • Multiples of one-digit numbers to at least 100 • Factors of one-digit whole numbers to at least 10	**IIHOWULINAMBA: Uphindaphindo** **Inambareyinji yokukhaltyhuleyitha** • Uphindaphindo lwamanani angoononye ngamanani aphela ku10. • Uphindaphindo lwamanani aneedijithi ezimbini ubuncinane ngenani elinedijithi enye • Uphindaphindo lwehowulinamba eneedijithi ezimbini ubuncinane ngenani elineedijithi ezimbini **Ubuchule bokukhaltyhuleyitha** Sebenzisa naziphi na iindlela **ezimbini** kuluhlu lobuchule, ukwenza nokujonga iikhaltyhuleyishini ezibhaliweyo nezementali yeehowulinamba, kuquka ezi zilandelayo: • Ukuqikelela. • Ukwakha nokwahlukanisa amanani • Ukuphinda kabini nokwahlula embindini • Ukusebenzisa uphindaphindo nolwahlulwahlulo njengeeinvesi ophareyshini. **Qaphela: Qiniseka ukuba izitratheji ezisetyenzisiweyo aziyitshintshi intsingiselo yekhonsepthi** **liMaltipuli neefekhtha** • Iimalitipuli zamanani anedijithi enye ukuya ku100 ubuncinane • Iifektha zehowulinamba zamanani anedijithi enye ukuya ku10 ubuncinane	**WHOLE NUMBERS: Division** **Number range for calculations** • Division of at least a two-digit number by a one-digit number • Division of at least a whole three-digit number by one-digit numbers **Calculation techniques** Use **any two** of the range of techniques to perform and check written and mental calculations of whole numbers, including the following: • Estimation • Building up and breaking down numbers • Using multiplication and division as inverse operations **Note: Ensure that the strategies used do not compromise conceptual understanding** **Multiples and factors** • Multiples of one-digit numbers to at least 100 **Properties of whole numbers** Recognise and use the distributive properties of whole numbers	**IIHOLIWULINAMBA: Ukwahlulahlula/** **Ulwahlulwahlulo** **Nambareyinji yokukhaltyhuleyitha** • Ukwahlulahlula amanani aneedijithi ezimbini ubuncinane ngenani elinedijithi enye • Ukwahlulahlula amanani aneedijithi ezintathu ubuncinane nge nani elinedijithi enye **Ubuchule bokukhaltyhuleyitha** Sebenzisa naziphi na iindlela **ezimbini** kuluhlu lobuchule, ukwenza nokujonga iikhaltyhuleyishini ezibhaliweyo nezementali yeehowulinamba, kuquka ezi zilandelayo: • Ukuqikelela. • Ukwakha nokwahlukanisa amanani • Ukusebenzisa uphindaphindo nolwahlulwahlulo njengeeinvesi ophareyishini. **Qaphela: Qiniseka ukuba izitratheji ezisetyenzisiweyo aziyitshintshi intsingiselo yekhonsepthi** **limalitipuli neefekhtha** • limalitipuli zamanani anedijithi enye ukuya ku100 ubuncinane **liprophathi zeehowulinamba.** Rikhognayiza ze usebenzise iidistribhyuthivu prophathi zeehowulinamba.	**NUMERIC PATTERNS: Investigate and extend patterns** • Investigate and extend numeric patterns looking for relationships or rules of patterns: ○ sequences involving a constant difference or ratio ○ of learner's own creation • Describe observed relationships or rules for sequences involving constant difference or ratio in learners' own words **Input and output values** Determine input values, output values and rules for patterns and relationships: • Flow diagrams • Tables **Equivalent forms** Determine the equivalence of different descriptions of the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • In a table • By a number sentence	**IIPATENI ZAMANANI:** **Phanda ze wandise iipateni** • Phanda ze wandise iipateni zamanani ukhangela unxibelelwano, okanye imigaqo yeepateni: ○ Iisikhwensi ezichaphazela umahluko ongatshintshiyo okanye ireyisho ○ ubuchule bokuzenzela komfundi • Chaza unxibelelwano okanye imigaqo oyiqapheleyo yeesikhwensi ezinomahluko kuchaphazela ongatshintshiyo okanye ireyishiyo ngamazwi omfundi. **Ii-inphuthi nee-awthiphuthi velyu.** Funa ii-inphuthi velyu, ii-awthiputhi velyu kunye nemigaqo yepateni nobudlelwane: • Iiflowudayagram • Iitheyibhile **liekhwivalentifom** Funa iiekhwivalensi zeenkcaza ezahlukileyo zobudlelwane obufanayo okanye umgaqo oboniswe kwezi ndlela zilandelayo: • Ngamazwi • Kwiflowudayagram • Kwitheyibhile • Ngenambasentensi	**GEOMETRIC PATTERNS: Investigate and extend patterns** • Investigate and extend geometric patterns looking for relationships or rules of patterns that are: ○ represented in physical or diagrammatic form ○ sequences not limited to a constant difference or ratio ○ of the learners' own creation • Describe observed relationships or rules in learners' own words **Input and output values** Determine input values, output values and rules for the patterns and relationships using flow diagrams. **Equivalent forms** Determine equivalence of different descriptions of the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • By a number sentence	**IIPATENI ZEJIYOMETRI: Phanda ze wandise iipateni** • Phanda wandise iipateni zejiyometri ukhangela ukuzalana, umgaqo weepateni: ○ eziboniswe ngesiqu okanye ngedayagram ○ iisikhwensi ezingaphelelanga kumahluko okhonstenti okanye ireyshiyo. ○ Ubuchule bokuzenzela komfundi ngamnye. • Chaza unxibelelwano okanye imigaqo ngamazwi omfundi ngokokwakhe **Ii-inphuthi nee-awthiphuthi velyu** Funa ii-inphuthi velyu, ii-awuthiphuthi velyu kunye nemigaqo yeepateni nobudlelwane usebenzisa iiflowudayagram **liekhwivalenti Fom** Funa iiekhwivalensi zeenkcaza ezahlukileyo zobudlelwane obufanayo okanye umgaqo oboniswe kwezi ndlela zilandelayo: • Ngamazwi • Kwiflowudayagram • Ngesivakalisi manani	**REVISION OF TERM 1 AND 2's WORK** **UHLAZIYO LOMSEBENZI KATHEM 1 KATHEM 2**	**ASSESSMENT** **TASK TEST All Term 1 and 2's topics** **UMSEBENZI WOVAVANYO** **ITHESTI Kuzo zonke izihloko zekota 1 no 2**

		• Factors of two-digit whole numbers to at least 100 **Properties of whole numbers** Recognise and use the commutative, associative and distributive properties of whole numbers **Solving problems** Solve problems in contexts involving whole numbers, including the following: • Financial contexts • Measurement contexts • Comparing two or more quantities of the same kind (ratio) • Comparing two quantities of different kinds (rate)	• Iifektha zehowulinamba zamanani aneedijithi ezimbini uya ku100 ubuncinane **Iiprophathi zeehowulinamba.** Rikhognayiza ze usebenzise ikhomyuthethivu; asosiyethivu nedistribhyuthivu propathi zeehowulinamba. **Ukusombulula iingxaki** Sombulula iingxaki kwiimo eziquka iihowulinamba,kuquka ezi zilandelayo: • Iimo zemali • Iimo zokumeta • Ukuthelekisa ubungakanani bezinto ezifanayo ezimbini nangaphezulu (ireyishiyo). • Ukuthelekisa ubungakanani bezinto ezimbini ezingafaniyo (ireyithi).	**Solving problems** Solve problems in contexts involving whole numbers, including the following: • Financial contexts • Measurement contexts • Comparing two or more quantities of the same kind (ratio) • Comparing two quantities of different kinds (rate) • Grouping and equal sharing with remainders	**Ukusombulula iingxaki** Sombulula iingxaki kwiimo zeehowulinamba, kuquka: • Iimo zemali • Iimo zokumeta • Ukuthelekisa ubungakanani bezinto ezifanayo ezimbini nangaphezulu (ireyishiyo). • Ukuthelekisa ubungakanani bezinto ezimbini ezingafaniyo (ireyithi). • Ukwenza amaqela nokwabelana ngokulinganayo neentsalela						
PREREQUISITE SKILL OR PRE-KNOWLEDGE **ISAKHONO ESIYIMFUNEKO NOLWAZI OLUYIMFUNEKO**		• Multiply 2, 3, 4, 5 and 10 to at least 100 • Multiply 1 by one-digit whole numbers • Halving and doubling • Multiplication facts for units by multiples of 10 and 100 • Building up and breaking down three-digit whole numbers. • Round off to the nearest 10 and estimate answers	• Phindaphinda u2, 3, 4, 5, no10 ukuya ku100 ubuncinane • Phindaphinda ihowulinamba ye 1dijithi ngehowulinamba yedijithi enye • Ukwahlula ngokulinganayo kabini nokuphinda kabini • Iinyaniso zophindaphindo lweeyunithi ngeemalitipuli zika10 no100 • Ukwakha nokwahlukanisa ihowulinamba ezineedijithi ezintathu • Sondeza kufuphi ku10 ze uqikelele iimpendulo	• Divide numbers to 100 by 2, 3, 4, 5 and 10 • Halving and doubling • Building up and breaking down three-digit whole numbers • Use multiplication and division as inverse operations • Round off to the nearest 10 and estimate answers	• Yahlulahlula amanani ukuya ku100 ngoo2, 3, 4, 5 no10. • Ukwahlula ngokulinganayo kabini nokuphinda kabini • Ukwakha nokwahlula ihowulinamba zamanani azidijithi ezintathu • Sebenzisa uphindaphindo nolwahlulwahlulo njenge-invesi ophareyshini. • Sondeza kufutshane ku10 uze uqikelele iimpendulo.	• Investigate and extend patterns • Describe patterns in own words	• Phanda ze wandise iipateni. • Chaza iipateni ngamazwi akho	• Investigate and extend patterns • Describe patterns in own words	• Phanda ze wandise iipateni. • Chaza iipateni ngawakho amazwi.		

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3) / 2025/26 ISICWANGCISO SOKUFUNDISA SONYAKA:IMATHEMATIKA : IBANGA 4 (IKOTA 3)

TERM / ITHEM 3	3	WEEK /IVEKI-1	WEEK /IVEKI - 2	WEEK /IVEKI - 3	WEEK /IVEKI - 4	WEEK / IVEKI -5	WEEK / IVEKI -6	WEEK /IVEKI-7		WEEK / IVEKI -8	WEEK / IVEKI -9	WEEK / IVEKI -10	WEEK / IVEKI -11
HOURS PER TOPIC/ IIYURE NGOKWESIHLOKO		21				9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **IZIHLOKO, IIKHONSEPTHI NEZAKHONO**	**FORMAL ASSESSMENT** **TASK** **PROJECT** **Note: The project must cover a combination of topics from Term 1 to 3 and must be completed before the end of Term 3** **UMSEBENZI WOVAVANYO IPROJEKTHI** **Qaphela: IProjekthi mayiquke izihloko ezisuka kuthem 1 ukuya kuthem 3 kwaye igqitywe phambi kokuba kuphele ithem 3**	**COMMON FRACTIONS** **Describing and ordering fractions** • Compare and order common fractions with different denominators (halves, thirds, quarters, fifths, sixths, sevenths and eighths) • Describe and compare common fractions in diagram form **Calculations with fractions** • Recognise, describe and use the equivalence of division and fractions • Addition of common • fractions with same denominators **Solving problems** Solve problems in contexts involving fractions, including grouping and equal sharing **Equivalent forms** Recognise and use equivalent forms of common fractions (denominators which are multiples of one another)		**IIKHOMONI FREKSHINI** **Ukuchaza nokulandelelanisa iilfrekshin** • Thelekisa ulandelelanise iikhomoni frekshini ezineedinomineyitha ezahlukileyo (iihafu, iithirds, iikota, iififths, iisixths, iisevenths nee-eighths) • Chaza ze uthelekise iIkhomoni frekshini kwimo yedayagram **Iikhaleytyhueyishini ngeefrekshini** • Rikhognayiza, chaza usebenzisa i-ikhwivalensi yokwahlulahlula neefrekshini. • Ukudibanisa iikhomon frekshini • Iifrekhshini ezinee denomineytha ezifanayo **Ukusombulula iingxaki** Sombulula iingxaki ezingeefrekshin,eziquka amaqela nokwabelana ngokulinganayo **Iiekhwivalentifom** Rikhognayiza usebenzise ii-ekhwivalenti fomu zeekhomon frekshini (iidinomineyitha mazibe ziimalitipuli ezinobudlelwane)		**TIME** **Reading time and time instruments** • Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in the following: ○ Hours ○ Minutes ○ Seconds • Instruments include clocks and watches **Reading calendars** **Calculations and problem-solving with regard to time include the following:** • Solve problems in contexts involving time • Calculation of the number of days between any two dates within the same or consecutive years • Calculation of time intervals where time is given in minutes or hours only	**IXESHA** **Ukufunda ixesha nezixhobo zexesha** • Funda,xela kwaye ubhale ixesha kwiifomathi zeeyure ezi12 nezi24 usebenzisa izixhobo zee-analogu needijithali kwezi zilandelayo: ○ iiyure ○ imizuzu ○ imizuzwana • Izixhobo ziquka iikloki newotshi **Ukufunda iikhalenda** **Ikhaltyhuleyishini nokusombulula iimo zexesha kuquka okulandelayo:** • Sombulula iingxaki ngokweemo eziquka ixesha • Ukukhaltyhuleytha inani leentsuku eziphakathi kwe mihla emibini kunyaka omnye okanye elandelelanayo. • Ukukhaltyuleytha ii-intavali zexesha apho ixesha linikwe ngemizuzu okanye iiyure kuphela	**LENGTH** **Practical measuring** • Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as the following: ○ Rulers ○ Metre sticks ○ Tape measures ○ Trundle wheels • Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m) and kilometres (km) **Solving problems** • Solve problems in contexts involving length • Convert between the following: ○ Millimetres (mm) and centimetres (cm) ○ Centimetres (cm) and metres (m) ○ Metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions	**UBUDE** **Ukumeta** • Qikelela ze umete ii2D sheyphu nee3D obhjekthi usebenzisa izixhobo ezifana nee: ○ Rula ○ Mithastikhi ○ Teyiphu yokumeta ○ Amavili okumeta • Rekhoda, thelekisa ze ulandelelanise ubude beesheyiphu neeobhjekthi ngee millimitha (mm), sentimitha (cm), imitha (m) neekhilomitha (km) **Ukusombulula iingxaki** • Sombulula iingxaki ezikwimo equka ubude. • Guqulela phakathi kwemilinganiselo yokumeta elandelayo. ○ Iimilimitha (mm) neesentimitha (cm) ○ Iisentimitha (cm) neemitha (m) ○ Iimitha (m) neekhilomitha (km) • Iinguqulelo eziphelela kwiihowulinamba neekhomoni frekshini.	**PROPERTIES OF 2D SHAPES** **Range of shapes** • Recognise, visualise and name 2D shapes in the environment and geometric setting, focusing on regular and irregular polygons: ○ Triangles ○ Squares ○ Rectangles ○ Other quadrilaterals ○ Pentagons ○ Hexagons ○ Heptagons • Recognise, visualise and name 2D shapes in the environment and geometric setting, focusing on circles **Characteristics of shapes** Describe, sort and compare 2D shapes in terms of the following: • Straight and curved sides • Number of sides **Further activities** Draw 2D shapes on grid paper	**IIPROPATHI ZEE2D SHEYIPHU** **Ireyinji yeesheyiphu** • Rikhognayiza, fanekisa ze uthiye ii2D sheypu ezikungqongileyo ngokwesimo sejiyometri ujolise kwiipholigoni eziredyula nezi-iredyula: ○ iitrayengile ○ izikwere ○ iirekthengile ○ ezinye iikhwadrilatherali ○ iipentagoni ○ iiheksagoni ○ iihepthagoni ○ iisekile • Rikhognayiza, ufanekise uthiye ii2D sheypu ezikungqongileyo ngokwesimo sejiyometri ujolise kwiisekile: **Iimpawu zeesheyiphu** Chaza,hlela ze uthelekise ii2D sheyphu ngokweempawu ezilandelayo: • Amacala astreyithi nagophe • Inani lamacala **Eminye imisebenzi** Zoba ii2D sheyiphu kwiphepha legridi.	**REVISION** **UHLAZIYO**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3 topics** **UMSEBENZI WOVAVANYO** **ITHESTI** **Kuzo zonke izihloko zethem 3**

PREREQUISITE SKILL OR PRE-KNOWLEDGE **ISAKHONO ESIYIMFUNEKO NOLWAZI OLUYIMFUNEKO**		• Use and name unitary and non-unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths and fifths • Recognise fractions in diagrammatic form • Recognise that two halves or three thirds make one whole and that one half, and two quarters are equivalent • Write fractions as one half, two thirds	• Sebenzisa unike amagama eyunithari neenaniyunithari frekshini kwiimeko eziqhelekileyo (uquka iihafu, iikota, eighths, thirds, sixths neefifths) • Rikhognayiza iifrekshini ezikwimo yeedayagram • Rikhognayiza ukuba iihafu ezimbini okanye ii-three thirds zenza ihowuli kwaye iihafu kunye neekota ezi2 ziekhwivalenti. • Bhala iifrekshin njengehafu enye, two thirds	• Read dates on calendars • Place birthdays, religious festivals, public holidays, historical events and school events on a calendar • Use calendars to calculate and describe lengths of time in days or months, including the following: ○ Converting between days and weeks ○ Converting between week and months • Use clocks calculate length of time in hours, half hours and quarters of an hour	• Ukufunda imihla kwiikhalenda • Ukugcina iintsuku zokuzalwa,iifestivali zeeNkolo,iiholide zikawonkewonke,izigigaba zeMbali, imibhiyozo yezikolo kwikhalenda • Sebenzisa iikhalenda ukuchaza ubude bexesha ngeentsuku okanye iiveki okanye iinyanga kuquka oku kulandelayo: ○ Ukuguqula phakathi kweentsuku neeveki ○ Ukuguqula phakathi kweeveki neenyanga • Sebenzisa iwotshi ukukhaltyhul eyitha ubude bexesha ngeeyure, icala emva kweyure nemikhono yeyure	• Estimate, measure, compare, order and record length using non-standard measures, e.g. hand spans, paces, pencil lengths, counters, etc. • Describe the length of objects by counting and stating the length in informal units	• Qikelela ,meta, thelekisa, landelelanisa wandule urekhode ubude usebenzisa izixhobo zokumeta ezingekho mthethweni; umzekelo:ukumeta ngesandla;ukugxanya; ubude beepensile;izixhobo zokubala; njalonjalo. • Chaza ubude bezinto ngokubala nokuchaza ubude ngeeyunithi ezingekho mthethweni	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape ○ Straight sides ○ Round sides	• Chonga iisekile, iitrayengile,izikwere neerekthengile • Chaza, hlelaa ze uthelekise ii2D sheyphu ngoku kulandelayo: ○ Isheyiphu ○ Amacala aflethi/mcaba ○ Amacala arawundi		

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4) / 2025/26 ISICWANGCISO SOKUFUNDISA SONYAKA:IMATHEMATIKA : IBANGA 4 (IKOTA 4)

TERM / ITHEM -4	WEEK / IVEKI-1	WEEK / IVEKI -2	WEEK / IVEKI -3	WEEK / IVEKI -4	WEEK / IVEKI -5	WEEK / IVEKI -6	WEEK /IVEKI -7	WEEK / IVEKI-8	WEEK / IVEKI -9	WEEK / IVEKI -10
HOURS PER TOPIC/ IYURE NGOKWESIHLOKO	**12**		**6**		**12**		**12**		**6**	**3**
TOPICS, CONCEPTS AND SKILLS **IZIHLOKO, IIKHONSEPTHI NEZAKHONO**	**PERIMETER AND AREA** **Perimeter** Measure perimeter using rulers or measuring tapes **Measurement of area** Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	**IPHERIMITHA NE-ERIYA** **Ipherimitha** Meta ipherimitha usebenzisa iirula okanye iiteyiphu yokumeta. **Ukumetwa kwe-eriya** Funa iieriya zeesheyiphu ezi redyula nezi-iredyula ngokubala izikwere kwiigridi ukuze wazi ngokubanzi ngeezikwe yunithi.	**CAPACITY AND VOLUME** **Practical measuring** • Estimate and practically measure 3D objects using measuring instruments such as the following: ○ Measuring spoons ○ Measuring cups ○ Measuring jugs • Record, compare and order the capacity and volume of 3D objects in millilitres (ml) and litres (ℓ) **Calculations and problem-solving** • Solve problems in contexts involving capacity/volume • Convert between millilitres and litres (limited to examples with whole numbers and fractions)	**IKHAPHASITHI/IVOLYUM** **Ukumeta** • Qikelela uze umete ii3D obhjekthi usebenzisa izixhobo zokumeta ezifana nezi: ○ Amacephe okumeta ○ iikomityi zokumeta ○ iijagi zokumeta • Rekhoda, thelekisa ze ulandelelanise ikhaphasithi nevolyum yee3D obhjekhthi ngeemilimitha(ml) neelitha (ℓ) **likhaltyhuleyishini nokusombulula iingxaki** • Sombulula iingxaki kwiimo eziquka ikhaphasithi/volyum • Guqula phakathi kweemililitha neelitha uphele kwimizekelo yeehowulinamba neefrekshini	**Use all four basic operations to solve problems in context** **NUMBER SENTENCES** Write number sentences to describe problem situations **SOLVING PROBLEMS** Solve problems in contexts involving whole numbers and fractions, including the following: • Financial contexts • Measurement contexts • Fractions, including grouping and equal sharing • Comparing two or more quantities of the same kind (ratio) • Comparing two quantities of different kinds (rate)	**Sebenzisa zone iiopareyishini ukusombulula iingxaki ngokweemo ezisingqongileyo** **IZIVAKALISIMANANI** Bhala iinambasentensi ukuchaza iimo zeengxaki. **UKUSOMBULULA IINGXAKI** Sombulula iingxaki kwimo ezidibanisa iihowulinamba neefrekshini ugxile koku kulandelayo: • iimo zemali • iimo zokumeta • lifrekshini kuquka ukwenza amaqela nokwabelana ngokulinganayo. • ukuthelekisa iikhwantithi ezimbini nangaphezulu zohlobo olufanayo (ireshiyo). • Ukuthelekisa iikhwantithi ezimbini ezahlukileyo (ireyithi)	**REVISION** UHLAZIYO		**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **UMSEBENZI WOVAVANYO** **ITHESTI** **Kuzo zonke izihloko zikathem 3 no 4** **nezihloko eziziifandamentali zikat1 no 2**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE **ISAKHONO ESIYIMFUNEKO NOLWAZI OLUYIMFUNEKO**	• Solve problems in contexts involving length • Convert between the following: ○ Millimetres (mm) and centimetres (cm) ○ Centimetres (cm) and metres (m) ○ Metres (m) and kilometres (km) • Counting in any interval	• Sombulula iingxaki kwiimeko ezibandakanya ubude • Guqula phakathi kokulandelayo: ○ iimilimitha(mm) neesentimitha(cm) ○ iisentimitha(cm) neemitha(m) ○ iimitha(m) neekhilomitha (km) • Ukubala nangeyiphi i-intavali	• Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using the following: ○ Bottles with a capacity of one litre ○ A measuring jug with calibrated lines (litres, half litres and quarter litres) ○ Measuring cups and teaspoons that indicate capacity • Read pictures of products with their capacity written in order to sequence and order them • Describe the volume on jugs where the volume is near to a numbered millilitre gradation	• Qikelela, meta, thelekisa, landelelanisa ze urekhode ikhaphasithi yeeobjekthi ngokumeta ngeelitha, ihafu yelitha nekota yeelitha usebenzisa oku kulandelayo: ○ ibhotile enekhaphasithi yelitha enye ○ ijagi yokumeta enemigca yokumeta (ilitha,isiqingatha selitha nekota yelitha) ○ ikomityi zokumeta namatispuni abonakalisa ikhaphasithi • Funda imifanekiso yeemveliso ezinekhaphasithi yazo ebhaliweyo ukuze uzilandelelanise ngokobungakanani • Chaza ivolyum kwiijagi apho ivolyum ikufuphi kumgca obhalwe amanani	• Number sentences • All operations with whole numbers and common fractions	• linambasentensi • Sebenzisa zonke iiopareyishini kwiihowulinamba neefrekshini eziqhelekileyo			

			line using almost/ nearly/close to/a bit more than/more or less than/exactly the number of litres read on the jug	okulinganisa ngeemililitha usebenzisa phantse/kufuphi/sondeleyo/ngaphezulu nje kancinci/ngaphezulu okanye ngaphantsi/ukulingana ngqo kweelitha ngokuba kufundwa kwijagi				