basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) /2025 MORALO WA HO RUTA WA SELEMO: SESOTHO MMETSE: MOPHATO 4 (KOTARA YA 1)

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<tr><td>HOURS PER TOPIC
DIHORA BAKENG SA SEHLOOHO KA SENG</td><td colspan="4">21</td><td colspan="2">9</td><td colspan="2">3</td><td colspan="4">18</td><td>3/6</td><td>6/3</td></tr>
<tr><td rowspan="2">TOPICS, CONCEPTS AND SKILLS

DIHLOOHO, MEHOPOLO LE BOKGONI</td><td colspan="2">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 1 000
• 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</td><td colspan="2">Poeletso ya mosebetsi wa mophato 3 (e lokela ho kokahanngwa le dihlooho, ka nepo)

DIHOULUNOMORO

Namba reinje bakeng sa ho khaontha, ho latellanya, ho bapisa le ho emela, hammoho le pleisi velu ya didijiti.
• Khaontha ho ya pele le morao ka 2, 3, 5, 10, 25, 50, 100 pakeng tsa 0 le bonyane 1 000
• Latellanya, bapisa le ho emela dinomoro ho ya bonyane dinomoro tse nang le dijiti tse nne.
• Bontsha di odd le diivene namba ho fihla bonyane ho 1 000
• Lemoha pleisi velu ya dihoulunomoro ho isa bonyane dinomoro tse nang le didijiti tse nne.
• Atametsa ho 10, 100 le 1 000 e haufi</td><td rowspan="2">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</td><td colspan="2" rowspan="2">DIPOLELOPALO
• Ngola dipolelopalo ho hlalosa boemothata
• Rarolla le ho qetella dipolelopalo ka:
○ Ho hlahloba
○ Teko le ntlafatso
○ Ho lekola tharollo ka ho sabstitjhuta

Diprophathi tsa dihoulunomoro
• Lemoha mme o sebedise khomyutheithive, asosieithive le distribyutive prophathi tsa diopereishene ka dihoulunomoro.
• 0 ho ya ka edethive prophathi ya yona</td><td rowspan="2">FORMAL ASSESSMENT
TASK ASSIGNMENT
• Whole numbers
• Number sentences
Note: Assignment must be completed in class within three hours

MOSEBETSI WA TEKOLO YA SEMMUSO
ASAENMENTE
• Dihoulunomoro
• Dipolelopalo
Hlokomela: Asaenmente e lokela ho qetwa ka phaposing dihoreng tse tharo</td><td colspan="2">WHOLE NUMBERS: ADDITION AND SUBTRACTION
Number range for calculations

Addition and subtraction of whole numbers of at least four 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</td><td colspan="2">DIHOULUNOMORO: HO KOPANYA LE HO TLOSA
Nambareinje bakeng sa dikhalkhuleishene
Ho kopanya le ho tlosa dihoulunomoro bonyane dijiti tse nne
Khalkhuleishene thekniki

Sebedisa reinje ya dithekniki le ha e le dife t s e pedi ho phethahatsa le ho lekola dikhalkhuleishene tse ngotsweng le tsa hlooho ka dihoulunomoro, ho kenyelletsa tse latelang:
• Kakanyo
• Ho bopa le ho qhaqha dinomoro
• Ho atametsa le ho buseletsa
• Ho sebedisa molapalo
• Ho sebedisa ho kopanya le ho tlosa e le diinvese opereishene
Hlokomela: Netefatsa hore mawa a sebedisitsweng ha a sekisetse kutlwisiso ya mohopolo.</td><td>REVISION

POELETSO</td><td>FORMAL ASSESSMENT TASK

Test all topics

MOSEBETSI WA TEKOLO YA SEMMUSO
Hlahloba dihlooho tsohle</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">Properties of whole numbers
• Recognize 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</td><td colspan="2">Diprophathi tsa dihoulunomoro
• Lemoha mme o sebedise khomyutheithive le asosieithive prophathi tsa dihoulunomoro.
• 0 ho ya ka edethive prophathi ya yona

Tharollopalo
Rarolla dipalo maemong a kenyelletsang dihoulunomoro, ho kenyelletsa:
• Maemong a ditjhelete
• Maemong a ho metha</td><td></td><td></td></tr>
<tr><td>PREREQUISITE SKILL OR PRE-KNOWLEDGE</td><td colspan="2">• Counting ordering, comparing, and representing</td><td colspan="2">• Ho khaontha, ho latellanya, ho bapisa le ho emela pleisi velu tsa dinomoro tsa</td><td>• Multiply 2, 3, 4, 5 and 10 to at least 100</td><td colspan="2">• Atisa 2, 3, 4, 5 le 10 ho fihlela bonyane ho 100</td><td></td><td colspan="2">• Counting, ordering, comparing, and representing</td><td colspan="2">• Ho khaontha, ho latellanya, ho bapisa le ho emela pleisi velu tsa dinomoro tsa</td><td></td><td></td></tr>
</table>

TLHOKAHALO YA BOKGONI KAPA TSEBO YA SETHATO	the place value of three- digit numbers up to 800 • Recognise the place value of digits in whole numbers to at least three-digit numbers up to 800 • Round off to the nearest 10	didijiti tse tharo ho fihla ho 800. • Lemoha pleisi velu ya dijiti tsa dihoulunomoro ho isa bonyane dinomoro tse nang le didijiti tse tharo ho fihla ho 800 • Atametsa ho 10 e haufi	• Divide numbers to 100 by 2, 3, 4, 5 and 10 • Use of appropriate symbols $(+, -, \times, \div, =)$	• Arola dinomoro ho fihla ho 100 ka 2, 3, 4, 5 le 10 • Tshebediso ya disimbole tse loketseng $(+, -, \times, \div, =)$		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	didijiti tse tharo ho fihla ho 800. • Kopanya ho fihla ho 800 • Tlosa ho 800 • Lemoha pleisi velu ya didijiti tsa dihoulunomoro ho fihla bonyane ho 800 • Atametsa ho 10, 100 le 1 000 e haufi • Ho kopanya le ho tlosa diyuniti, dimalthipole tsa 10 le dimalthipole tsa 100 ho ya ho/ho tloha ho nomoro efe kapa efe ya didijiti tse tharo ho fihla ho 800		

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2)/ 2025 MORALO WA HO RUTA WA SELEMO: SESOTHO MMETSE: MOPHATO 4 (KOTARA YA 2)

TERM 2 KOTARA 2		WEEK 1 BEKE 1 / WEEK 2 BEKE 2	WEEK 3 BEKE 3 / WEEK 4 BEKE 4	WEEK 5 BEKE 5 / WEEK 6 BEKE 6	WEEK 7 BEKE 7	WEEK 8 BEKE 8		WEEK 9 BEKE 9		WEEK 10 BEKE 10	WEEK 11 BEKE 11
HOURS PER TOPIC **DIHORA BAKENG SA SEHLOOHO KA SENG**	3	18		15		9		6		2	6
TOPICS, CONCEPTS AND SKILLS **DIHLOOHO, MEHOPOLO LE BOKGONI**	**FORMAL ASSESSMENT** **TASK** **INVESTIGATION** **Note:** Administer an investigation on any ONE of the Term 2 topics before teaching the topic **MOSEBETSI WA TEKOLO YA SEMMUSO** **PHUPUTSO** **Hlokomela:** Ngodisa phuputso ka se le SENG sa dihlooho tsa Kotara 2 pele o ruta sehloohohou	**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	**DIHOULUNOMORO: HO ATISA/KATISO** **Namba reinje bakeng sa dikhalkhuleishene** • Ho atisa dinomoro tsa dijiti e le nngwe ka dinomoro ho fihla ho 10 • Ho atisa bonyane nomoro ya dijiti tse pedi ka nomoro ya dijiti e le nngwe • Ho atisa bonyane houlunomoro ya dijiti tse pedi ka dijiti tse pedi **Dikhalkhuleishene thekniki** Sebedisa reinje ya dithekniki le ha ele dife tse **pedi** ho phethahatsa le ho lekola dikhalkhuleishene tse ngotsweng le tsa hlooho ka dihoulunomoro, ho kenyelletsa tse latelang: • Kakanyo • Ho bopa le ho qhaqha dinomoro • Daboling le halving	**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	**DIHOULUNOMORO: HO AROLA/ DIVIJINE** **Namba reinje bakeng sa dikhalkhuleishene** • Ho arola bonyane nomoro ya dijiti tse pedi ka nomoro ya dijiti e le nngwe • Ho arola bonyane nomoro ya dijiti tse tharo ka dinomoro tsa dijiti e le nngwe **Dikhalkhuleishene thekniki** Sebedisa reinje ya dithekniki le ha e le dife tse **pedi** ho phethahatsa le ho lekola dikhalkhuleishene tse ngotsweng le tsa hlooho ka dihoulunomoro, ho kenyeletsa tse latelang: • Kakanyo • Ho bopa le ho qhaqha dinomoro • Ho sebedisa ho atisa le ho arola e le diinvese opereishene **Hlokomela:** Netefatsa hore mawa a sebedisitsweng ha a fetole kutlwisiso ya mohopolo.	**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	**DINYUMERIKI PHETHENE: FUPUTSA LE HO ATOLOSA DIPHETHENE/ DIPATERONE** • Fuputsa le ho atolosa dinyumeriki pethene o sheba dikamano kapa melao ya diphethene/ dipaterone: ○ tatelano e kenyelletsang khonstente diferense kapa reshiyo ○ tsa boipopelo ba morutwana • Hlalosa dikamano tse lemohilweng kapa melao ya tatellano/ sikhwense e kenyeletsang khonstente diferense kapa reshiyo ka mantswe a morutwana **Diinphute le Diaotphute velu** Fumana diinphute velu, diautiphute velu le melao bakeng sa diphethene le dikamano: • Diflo daegramo • Ditheibole **Diekhwivalente fomo** fumana ekhwivalense ya ditlhaloso tse fapaneng tsa kamano e tshwanang kapa molao o hlahisitsweng ka ditsela tse latelang: • Ka molomo • Ka flodaegramo • Ka theibole	**GEOMETRIC PATTERNS: INVESTIGATE AND EXTEND PATTERNS** • Investigate and extend geometric patterns looking for relationships or rules of patterns that are: ○ represented in physical or diagram 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 patterns and relationships using flow diagrams **Equivalent forms** Determine equivalence of different descriptions of the same relationship or rule presented in the following ways:	**DIJIOMETRIKI PHETHENE/ DIPATERONE/ TSE JIOMETRIKI: HO FUPUTSA LE HO ATOLOSA DIPHETHENE /DIPATERONE** • Fuputsa hape o atolose dipaterone tse jiometriki o sheba dikamano kapa melao ya diphethene: ○ Tse emetsweng ka sebopeho se fisikhale kapa sa daegramo. ○ Tse tatelano e sa lekanyetswang feela ka khonstente diferense kapa reshiyo ○ tsa boipopelo ba morutwana • Hlalosa dikamano tse lemohilweng kapa melao ka mantswe a barutwana **Diinphute le Diaotphute velu** Fumana diinphute velu, diaotphute velu le melao bakeng sa diphethene le dikamano ka ho sebedisa diflo daegramo **Diekhwivalente fomo** Bolela ekhwivalense ya ditlhaloso tse fapaneng tsa kamano e tshwanang kapa molao o hlahiswang ka ditsela tse latelang:	**REVISION OF TERM 1 AND 2's WORK** **POELETSO YA MOSEBETSI WA KOTARA YA 1 LE YA 2**	**ASSESSMENT TASK** **TEST** All Term 1 and 2's topics **MOSEBETSI WA TEKOLO YA SEMMUSO** **TEKO** Dihlooho tsohle tsa kotara 1 le 2
		• 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	• Ho sebedisa ho atisa le ho arola e le diinvese opereishene **Hlokomela:** Netefatsa hore mawa a sebedisitsweng ha a fetole kutlwisiso ya mohopolo. **Dimalthipole le difektha** • Dimalthipole tsa dijiti e le nngwe ho fihla bonyane ho 100	**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	**Dimalthipole le difektha** Dimalthipole tsa dijiti e le nngwe ho fihla bonyane ho 100 **Diprophathi tsa dihoulunomoro** Lemoha mme o sebedise distribyutive prophathi ya dihoulunomoro						

		• Factors of one-digit whole numbers to at least 10 • 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)	• Difektha tsa dijiti e le nngwe ho isa bonyane ho 10 • Difektha tsa dijiti tse pedi ho isa bonyane ho 100 **Diprophathi tsa dihoulunomoro** Lemoha mme o sebedise khomyutheithive, asosieithive le distribyutive prophathi tsa diopereishene ka dihoulunomoro. **Tharollopalo** Rarolla dipalo maemong a kenyelletsang dihoulunomoro ho kenyelletsa tse latelang: • Maemo a ditjhelete • Maemo a ho metha • Papiso ya bongata ba dintho tse pedi kapa ho feta tse tshwanang (reshiyo) • Papiso ya bongata ba dintho tse pedi tsa mefuta e fapaneng (reiti)	**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	**Tharollopalo** Rarolla dipalo maemong a kenyelletsang dihoulunomoro, ho kenyelletsa tse latelang: • Maemo a ditjhelete • Maemo a ho metha • Papiso ya dikhwnthithi tse pedi kapa ho feta tse tshwanang (reshiyo) • Papiso ya dikhwanthithi tse pedi tsa mefuta e fapaneng (reiti) • Ho hlopa le ho arolelana ka ho lekana le diremeinda	• By a number sentence	• Ka polelopalo	• Verbally • In a flow diagram • By a number sentence	• Ka molomo • Ka flo daegramo • Ka polelopalo		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **TLHOKOMELO BOKGONI KAPA TSEBO YA SETHATO**		• 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	• Atisa 2, 3, 4, 5 le 10 ho fihla bonyane ho 100 • Atisa 1 ka dihoulunomoro tsa dijiti e le nngwe • Halving le daboling • Dintlha tsa ho atisa bakeng sa diyuniti ka dimalthipole tsa 10 le 100 • Ho bopa le ho qhaqha dihoulunomoro tsa dijiti tse tharo • Atametsa ho 10 e haufi mme o akanye dikarabo	• 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	• Arola dinomoro ho fihla ho 100 ka 2, 3, 4, 5 le 10 • Halving ledaboling • Ho bopa le ho qhaqha dihoulunomoro tsa dijiti tse tharo • Sebedisa ho atisa le ho arola e le diinvese opereishene • Atametsa ho 10 e haufi mme o akanye dikarabo	• Investigate and extend patterns • Describe patterns in own words	• Fuputsa le ho atolosa diphethene/ dipaterone • Hlalosa diphethene/ dipaterone ka mantswe a hao	• Investigate and extend patterns • Describe patterns in own words	• Fuputsa le ho atolosa diphethene/ dipaterone • Hlalosa diphethene/ dipaterone ka mantswe a hao		

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3) / 2023/24 MORALO WA HO RUTA WA SELEMO LE SELEMO: SESOTHO MATHEMATIKA: KEREITI 4 (KOTARA YA 3)

TERM 3 KOTARA 3		WEEK 1 BEKE 1 WEEK 2 BEKE 2 WEEK 3 BEKE 3	WEEK 4 BEKE 4	WEEK 5 BEKE 5	WEEK 6 BEKE 6	WEEK 7 BEKE 7		WEEK 8 BEKE 8	WEEK 9 BEKE 9	WEEK 10 BEKE 10	WEEK 11 BEKE 11
HOURS PER TOPIC **DIHORA BAKENG SA SEHLOOHO KA SENG**	3	21		9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **SEHLOOHO, MEHOPOLO LE BOKGONI**	**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** **MOSEBETSI WA TEKOLO YA SEMMUSO** **PROJEKE** **Hlokomela: Projeke e tlameha ho akaretsa dihlooho tse kopaneng ho tloha ho Kotara 1 ho ya ho 3 mme e tlameha ho qetwa pele Kotara 3 e fela**	**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)	**DIKHOMONO FRAKSHENE** **Ho hlalosa le ho latellanya difrakshene** • Bapisa le ho latellanya dikhomono frakshene tse nang le didinomineitha tse fapaneng (dihalofo, boraro, kotara, bohlano, botshelela, bosupa le borobedi) • Hlalosa le ho bapisa dikhomono frakshene ka daegramo fomo . **Dikhalkhuleishene ka difrakshene** • Lemoha, hlalosa le ho sebedisa ekhwivalense ya ho arola le difrakshene • Ho kopanya dikhomono frakshene tse nang le didinomineitha tse tshwanang. **Tharollopalo** Rarolla dipalo maemong a kenyelletsang difrakshene ho kenyelletsa ho hlopha le ho arolelana ka ho lekana **Diekhwivalente fomo** • Lemoha le ho sebedisa diekhwivalente fomo tsa dikhomono frakshene (didinomineitha tseo e leng dimalthipole tsa tse ding)	**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: o hours o Minutes o 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	**NAKONAKO** **Ho bala nako le disebediswa tsa nako** • Bala, bolela le ho ngola nako ka difomate tsa dihora tse 12 le dihora tse 24 ka disebediswa tsa analoko le tsa dijithale ho tse latelang: o Dihora o Metsotso o Metsotswana • Disebediswa di kenyelletsa ditleloko le ditshupanako/diwatjhe **Ho bala dikhalendara** **Dikhalkhuleishene le palotharollo mabapi le nako ho kenyelletsa tse latelang:** • Rarolla dipalo maemong a kenyelletsang nako • Khalkhuleishene ya palo ya matsatsi pakeng tsa mehla le ha ele efe e mebedi dilemong tse tshwanang kapa tse latellanang • Khalkhuleishene ya diinthevale tsa nako moo nako e fannweng ka metsotso kapa dihora feela	**LENGTH** **Practical measuring** • Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as the following: o Rulers o Metre sticks o Tape measures o 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: o Millimetres (mm) and centimetres (cm) o Centimetres (cm) and metres (m) o Metres (m) and kilometres (km) • Conversions limited to whole	**BOLELELEBOLELELE** **Prakthikhale mejaring** • Akanya le ho metha prakthikhale di2D sheipi le di3D objekte o sebedisa mejaring instrumente jwalo ka tse latelang: o Dirula o Dimitha stiki o Ditheipe meja o Tretlelewili • Rekota, bapisa le ho latellanya bolelele ba disheipi le diobjekte ka dimilimithara/dimilimitha (mm), disentimithara/disentimitha(cm), dimithara/dimitha (m) le dikilomithara/dikilomitha (km) **Tharollopalo** • Rarolla dipalo maemong a kenyelletang bolelele • Fetolela pakeng tsa tse latelang: o Dimilimithara/ dimilimitha (mm) le disentimithara/ disentimitha (cm) o Disentimithara/ disenimitha(cm) le dimithara/dimitha (m) o Dimithara/dimitha (m) le dikhilomithara/ dikhilomitha (km) • Dikhonveshene di lekanyeditswe ho	**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: o Triangles o Squares o Rectangle o Other quadrilaterals o Pentagons o Hexagons o Heptagons • Recognise, visualise and name 2D shapes in the environment and geometric setting, focusing on circles. Recognise, visualise and name 2D shapes in the environment and geometric	**DIPROPHATHI TSA DI2D DISHEIPI : REINJI YA DISHEIPI** • Lemoha, sheba ka leihlo la kgopolo, le ho fana ka mabitso a di2D disheipi tikolohong le tlhophisong ya jiometriki, o tsepamisitse maikutlo ho diregiula le tse diiregiula pholigone: o Diteraengele o Dikwere o Direktengele oDikhwadrilatherale tse ding o Diphenthagone o Dihekzagone o Dihepthagone • Lemoha, sheba ka leihlo la kgopolo le ho fana ka mabitso a disheipi tsa 2D tikolohong le tlhophisong ya jiometriki, o tsepamisitse maikutlo hodima disekele	**REVISION** **POELETSO**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3 topics** **MESEBETSI YA TEKOLO YA SEMMUSO** **TEKO** **Dihlooho tsohle tsa Kotara 3**

						numbers and common fractions	dihoulunomoro le dikhomono frakshene	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	**Makgetha a disheipi** Hlalosa, hlopha le ho bapisa di2D sheipi ho ya ka tse latelang: • Mahlakore a otlolohileng le a kobehileng • Palo ya mahlakore **Mesebetsi e meng** Taka di2D sheipi pampiring ya griti		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **TLHOKAHALO YA BOKGONI KAPA TSEBO YA SETHATO**		• 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	• Sebedisa le ho fana ka mabitso a difrakshene tse yunithari le tse nan-yunithari maemong a tlwaelehileng ho kenyeletsa dihalofo, dikotara, borobedi, boraro, botshelela le bohlanoSebedisa le hape o rehe mabitso difrakshene tsa bonngwe le tseo e seng tsa bonngwe maemong a tlwaelehileng ho kenyeletsa dihalofo, dikotara, bonngwe robeding, bonngwe tharong, bonngwe tsheleleng le bonngwe hlanong. • Lemoha difrakshene tse ho daegramathik fomo • Lemoha hore dihalofo tse pedi kapa botharo ba bararo di etsa houlu e le nngwe le hore halofo e le nngwe le dikotara tse pedi di a lekana. • Ngola difrakshene e le halofo e le nngwe, botharo ba babedi	• 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 weeks or months, including the following: ○ Converting between days and weeks ○ Converting between weeks and months • Use clocks to calculate length of time in hours, half hours and quarters of an hour	• Bala mehla dikhalendarengBala mehla (dideiti) dikhalendareng • Beha matsatsi a tswalo, mekete ya bodumedi, matsatsi a phomolo a setjhaba, diketsahalo tsa histori le diketsahalo tsa sekolo khalendareng • Sebedisa dikhalendara ho khalkhuleita le ho hlalosa bolelele ba nako ka matsatsi kapa dibeke kapa dikgwedi, ho kenyelletsa tse latelang: ○ Ho fetolela dipakeng tsa matsatsi le dibeke ○ Ho fetolela dipakeng tsa dibeke le dikgwedi • Sebedisa ditleloko ho khalkhuleita bolelele ba nako ka dihora, halofo ya dihora le kotara ya hora	• 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	• Akanya, metha, bapisa, latellanya le ho rekhota bolelele ka ho sebedisa ditekanyo tse sa tlwaelehang, mohlala: matsoho, dipheisi, bolelele ba dipensele, dikhaonta, jj. • Hlalosa bolelele ba diobjekte ka ho khaonta le ho bolela bolelele ka diyuniti tse sa rerwang	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape ○ Straight sides ○ Round sides	Hlwaya disekele, ditraengele, dikwere le direkthengele• Hlwaya disekele, ditraengele, dikwere le direkthengele • Hlalosa, hlopha le ho bapisa di2 D sheipi ho ya ka tse latelang: o Sheipi o Mahlakore a otlolohileng o Mahlakore a tjhitja		

2024/25 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4)/ 24/25 MORALO OA HO RUTA OA SELEMO LE SELEMO: SESOTHO MATHEMATIKA (MMETSE): MOPHATO 4 (KOTARA YA 4)

TERM 4 KOTARA 4	WEEK 1 BEKE 1	WEEK 2 BEKE 2	WEEK 3 BEKE 3	WEEK 4 BEKE 4	WEEK 5 BEKE 5	WEEK 6 BEKE 6	WEEK 7 BEKE 7	WEEK 8 BEKE 8	WEEK 9 BEKE 9	WEEK 10 BEKE 10
HOURS PER TOPIC **DIHORA BAKENG SA SEHLOOHO KA SENG**	12		6		12		12		6	3
TOPICS, CONCEPTS AND SKILLS **SEHLOOHO, MEHOPOLO LE BOKGONI**	**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 to develop an understanding of square units	**PHERIMETHA LE ERIYA** **Pherimetha** Metha pherimetha o sebedisa dirula kapa dimejaring theipi **Mejamente ya eriya** Fumana dieriya tsa disheipi tse regula le tse iregiula ka ho khaontha dikwere hodima griti e le ho ntlafatsa kutlwisiso ya dikwere yuniti..	**CAPACITY/VOLUME** **Practical measuring** • Estimate and practically measure 3D objects using measuring instruments such as the following: o Measuring spoons o Measuring cups o 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)	• **KHAPASITHI/VOLU MUKHAPHASITHI / VOLUMU** **Prakthikhale mejamente** • Akanya le ho metha prakthikhale di3D objekte o sebedisa dimejaring instrumente jwalo ka tse latelang: o Dikgaba tse methang o Dikopi tse methang o Dijeke tse methang • Rekhota, bapisa le ho latellanya khapasithi le volumu ya di3D objekte ka dimililithara /dimilitha (ml) le dilithara / dilitha(ℓ) **Dikhalkhuleishene le palotharollo** • Rarolla dipalo maemong a kenyelletsang khaphasithi/ volumu • Fetolela pakeng tsa dimililithara / dimililitha le dilithara / dilitha (e lekanyeditswe ho mehlala e nang le dihoulunomoro le difrakshene)	**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)	**Sebedisa dibeisiki opereishene tse nne ho rarolla dipalo boemong** **Sebedisa mekgwa e mene ya beziki oporeishene ho rarolla didipalo ka kakaretso** **DIPOLELODIPALO** Ngola dipolelodipalo ho hlalosa bothata ba diketsahalo **THAROLLOPALO** **Rarolla dipalo maemong a kenyelletsang dihoulunomoro le difrakshene, ho kenyelletsa tse latelang:** • Maemo a ditjhelete • Maemo a ho metha • Difrakshene, tse kenyelletsang ho hlopha le ho arolelana ka ho lekana • Ho bapisa khwanthiti tse pedi kapa ho feta tsa mofuta o tshwanang (reshiyo) • Ho bapisa khwanthithi tse pedi tsa mefuta e fapaneng (reiti)	**REVISION** **POELETSO**		**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **MESESBETSI YA TEKOLO YA SEMMUSO** **TEKO** **Dihlooho tsohle tsa Kotara 3 le 4 le dihlooho tse ka sehlohong ho tswa ho Kotara 1 le 2**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Solve problems in contexts involving length • Convert between the following:	• Rarolla dipalo maemong a kenyelletsang boleleleRarolla dipalo maemong a amang bolelele • Fetolela pakeng tsa tse latelang:	• Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using the following:	Akanya, metha, bapisa, latellanya le ho rekhota khaphasithi ya diobjekte ka ho metha ka dilitha, halofo ya dilitha le kotara ya dilitha o sebedisa tse latelang: Akanya, metha,	• Number sentences • All operations with whole numbers and common fractions	• Dipolelopalo • Diopereishene kaofela ka dihoulunomoro le dikhomono fraksheneDioppreishene				

THOKAHALO YA BOKGONI LE TSEBO YA SETHATO	○ Millimetres (mm) and centimetres (cm) ○ Centimetres (cm) and metres (m) ○ Metres (m) and kilometres (km) • Counting in any interval	o Dimilimithara / Dimilimitha (mm) le disenthimithara / disenthimitha (cm) o Disenthimithara / disenthimitha (cm) le dimithara dimithara (m) o Dimithara / Dimithara(m) le dikilomithara / dikilomithara (km) • Ho khaonta ka inthenale le ha ele efe.	○ 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 line using almost/ nearly/close to/a bit more than/more or less than/exactly the number of litres read on the jug	bapisa, latellisa le ho rekhota khaphasithi ya diobjekte ka ho metha ka dilithara / dilitha, halofo ya lithara / litha le kotara ya lithara ka ho sebedisa tse latelang: o Dibotlolo tsa khaphasithi ya lithara / litha e le nngwe • o Jeke ya ho metha e nang le mela e khaliboreithuweng (dilithara / dilitha, halofo ya dilithara / dilitha le kotara ya dilithara / dilitha) • Dikopi le dikgaba tsa ho metha tse bontshang khaphasithi • Bala ditshwantsho tsa dihlahiswa le khaphasithi ya tsona e ngotsweng ka tatellano mme o di latellanye • Hlalosa volumu ya dijeke moo volumu e leng haufi le kradeishene laene e nomoruweng ya dimililithara / dimililitha o sebedisa hoo e ka bang/ /haufi le/hanyenyane ho feta/ho feta kapa ka tlase ho/hantle dipalo tsa dilithara / dilitha tse balwang moo jekeng..		kaofela ka dihoulunomoro le khomono frakshene		