basic education

REPUBLIC OF SOUTH AFRICA

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) / 2025 LENANEOPEAKANYO LA NGWAGA (ATP) LA GO RUTA: MMETSE KA SEPEDI MPHATO WA 4 (KOTARA 1)

TERM 1/ KOTARA 1	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 HLOGOTABA KA DIIRI	21				9	3	18			3/6	6/3
TOPICS, CONCEPTS AND SKILLS DIHLOGOTABA, DIKGOPOLOKGOLO LE MABOKGONI	**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	**POELETŠO YA MOŠOMO WA MPHATO 3 (GO TLA HLAKANTŠWA GO DIHLOGOTABA KA MALEBA)** **DIHOULONAMPA** Mollwane wa dinomoro wa go balela, go beakanya, go bapetša, le go bontšha, gammogo le kemapalo ya dititšiti. • Balela pele le morago ka: 2, 3, 5, 10, 25, 50, 100 magareng ga 0 le bonnyane bja 10 000 • Beakanya, bapetša, o bontšhe dinomoro go fihla ka dititšiti tše nne. • Bontšha diotenampa le diebininampa go fihla ka bonnyane bja 1 000 • Lemoga kemapalo ya dititšiti go dihoulunampa go fihla ka bonnyane bja dinomoro tša dititšiti tše nne. • Batametša kgauswi le 10, 100, 1 000			**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	**MAFOKOPALO** • Ngwala mafokopalo go hlatholla tlhagišo lefokopalo • Rarolla o feleletše mafokopalo ka: ○ Tekolo. ○ Teko le kaonafatšo ○ Lekola tharollo ka kemelo. **Diphorophathi tša dihoulunampa** • Lemoga o šomiše diphoraphathitša khomutheithife, asosiethife le disetireputhife go dihoulunampa . • 0 go ya ka etethife phorophathi ya yona .	**FORMAL ASSESSMENT** **TASK** **ASSIGNMENT** • Whole numbers • Number sentences **Note**: Assignment to be completed in class within three hours **Mošomotekolowa semmušo/** ASAENEMENTE • Dihoulunampa • Mafokopalo **Temošo**: asaenemente e ngwalelwa ka phaphošing ka diiri tše tharo.	**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 **Properties of whole numbers** • Recognise and use the commutative, associative and distrirbutive 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	**DIHOULUNAMPA:TLHAKANYO LE NTŠHO** **Mollwane wa dinomoro** Tlhakanyo le ntšho ya dihoulunampa tša dinomoro tša bonnyane bja dititšiti tše nne. **Dithekiniki palelo** Šomiša mehuta e mebedi efe goba efe ya dithekiniki go phethagatša le go lekola palelo menagano ya dihoulunampa, go akaretšwa tšeo di latelago: • Kakanyetšo • Kago le karoganyo ya dinomoro • Batametša kgauswi o nolofatše • Tšhomišo ya mothalopalo • Šomiša go hlakantšha le go ntšha bjalo ka inibese ophareišene. **Temošo**: Netefatša gore maano ao a šomišitšwego ga a beye kwešišo ya kgopolo kotsing **Diphorophathi tša dihoulonampa** • Lemoga o šomiše khomutheithife, asosiethife le disetireputhife tša ditšhupetšo tša tšhomišo ya dihoulonampa. • 0 go ya ka etethife phorophathi ya yona **Tharollorara** Rarolla dipalo tša dihoulunampa, tšeo di akaretšago tše di latelago: • Dikamano tša tšhelete • Dikamano kelo	**REVISION** PUŠELETŠO POELETŠO YA MOŠOMO	**FORMAL ASSESSMENT** **TASK** **Test all topics** **TLHAHLOBO YA SEMMUŠO** **MOŠOMO** **Leka dihlogo ka moka**
PREREQUISITE SKILL OR PRE-KNOWLEDGE BOKGONI BJA SENYAKWA SA PELE GOBA TSEBO YA PELE	• Counting ordering, comparing and representing 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	• Balela, beakanya, bapetša o bontšhe kemapalo ya dinomoro tša dititšiti tše tharo go fihla go 800 • Lemoga kemapalo ya dititšiti go dihoulunampa tša bonnyane bja dinomoro tša dititšiti tše tharo go fihla go 800	• Multiply 2, 3, 4, 5 and 10 to at least 100 • Divide numbers to 100 by 2, 3, 4, 5 and 10 • Use of appropriate symbols (+, −, ×, ÷, =)	• Atiša 2, 3, 4, 5 le 10 go fihla go bonnyane bja 100 • Arola dinomoro go fihla go 100 ka 2, 3, 4, 5 le 10		Counting, ordering, comparing and representing the place value of three-digit numbers up to 800 • Add up to 800 • Subtract from 800	Go bala, go beakanya, go bapetša le go bontša kemapalo ya dititšiti tše tharo go fihla go 800 • Hlakantšha go fihla go 800 • Ntšha go 800		

	• Round off to the nearest 10	• Batametša kgauswi le 10		• Tšhomišo ya maswao a maleba (+, -, ×, ÷, =) .		• 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, malithipole of 10 and malithipole of 100 to/from any three-digit number up to 800	• Lemoga kemapalo go dihoulunampa go fihla go bonnyane bja 800 • Batametša kgauswi le 10, 100 le 1 000 • Go hlakantša le go ntša diyuniti, dimalithipole tša 10 le dimalithipole tša 100 go ya /go tšwa go dititšiti tše tharo dife goba dife go fihla go 800		

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2)/ 2025 TSHEDI YA NGWAGA KAMOKA YA GO RUTA: DIPALO KA SEPEDI GO MOPHATO WA 4 (KOTARA 2)

TERM 2 KOTARA 2		WEEK 1/ BEKE YA 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 DIHLOGO KA DIIRI	3	18				15			9		6		2		6
TOPICS, CONCEPTS AND SKILLS DIHLOGOTABA, DIKGOPOLO LE MABOKGONI	**FORMAL ASSESSMENT** **TASK** **INVESTIGATION** **Note:** Administer an investigation on any ONE of the Term 2 topics before teaching the topic TLHAHLOBO YA SEMMUSO MOŠOMO PHATIŠIŠO **Temošo:** laola phatišišo go efe goba efe ya dihlogotaba tša Kotara ya 2 pele o ruta hlogotaba	**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 operations **Note:** Ensure that the strategies used do not compromise conceptual understanding	**DIHOULONAMPA: MALETHIPHOLEKHEŠENE** **Mollwane wa dinomoro tša palelo** • Malethipholekheišene ya nomoro ya titšiti e tee ka dinomoro tša go fihla go 10. • Malethipholekheišene ya bonnyane bja nomoro ya dititšiti tše pedi ka nomoro ya titšiti e tee. Malethipholekheišene ya bonnyane bja houlo ya nomoro ya dititšiti tše pedi ka nomoro ya titšiti tše pedi. **Dithekniki palelo** Šomiša mohuta wa dithekiniki dife goba dife tše pedi go lekola dipalo tšeo di ngwadilwego le tša monagano palelo tša dihoulonampa, go akaretšwa tše di latelago: • Kakanyetšo • Kago le karoganyo ya dinomoro • Pedifatšo le go ripagare • Tšhomišo ya malethipholekheišene le go arola bjalo ka inibese ophareišene **Temošo**: Netefatša gore mekgwa yeo e šomišitšwego ga a beye kwešišo ya kgopolo kotsing	**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** • Multiple of one-digit numbers to at least 100 **Properties of whole numbers** Recognise and use the distributive properties of whole numbers	**HOULONAMPASE: GO AROLA** **Dipalelo tša Namparentše** • Karolo ya bonyane bja nomoromro ya dititšiti tše pedi ka nomoro ya titšiti e tee. • Karolo ka bonyane bja houle ya 3 – titšiti nomoro ka 1- titšiti nomoro **Dithekiniki tša palelo** Šomiša mohuta wa dithekiniki dife goba dife tše pedi go lekola dipalo tšeo di ngwadilwego le tša monagano palelo tša dihoulonampa, go akaretšwa tše di latelago: • Kakanyetšo Kago le karoganyo ya dinomoro • Tšhomišo ya malethipholekheišene le go arola bjalo ka inibese ophareišene. **Temošo**: Netefatša gore mekgwa yeo e šomišitšwego ga a beye kwešišo ya kgopolo kotsing **Dimalethipole le difeketha** • Dimalithipole tša titšiti e tee go bonyane bja 100. **Diporophathi tša houlonampa** Lemoga o šomiše phorophathi ya	**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	**PHETHENEPALO: GO FATIŠIŠA OBE O OKATOLOŠE DIPHETHENE** • Fatiišiša obe o katološa diphethenepalo o lebeletše dikamano goba melawana ya diphethene • Disikhwentshe go akaretša palotshwano goba rešio yeo morutwana a ithlametšego • Hlatholla dikamano tše di hlokometšwego goba melawana ya tatelano yeo e akaretšago palotshwane goba rešio yeo morutwana a itlhametšego ka mantšu a gagwe **Boleng bja tsenyo le setšweletšwa** Hwetša boleng bja tsenyo, setšweletšwa le melawana ya diphethene le dikamano • Difolootaekeramo • ditheipole **Dibopegotekano** Hwetša tekanyo ya dihlalošo tše di fapanego tša dikamano le melawana ye e tšweleditšwego ka ditsela tšeo di latelago: • Molomo • folootaekramo	**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 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:	**PHETHENE YA TŠEOMETIRKI: FATIŠIŠA OBE O OKATOLOŠE DIPHETHENE** • Fatišiša obe o katološe diphethene tša tšeometiriki o lebeletše dikamano goba melawana ya diphethene tšeo elego: • Emetšwe ka foromo ya sebopego goba taekeramo • Disikhwentshe go sa lebelelwe feela palotshwano goba rešio yeo morutwana a itlhametšego yona • Hlatholla dikamano tše di hlokometšwego goba melwana yeo morutwana a itlhametšego ka mantšu a gagwe **Boleng bja tsenyo le setšweletšwa** Hwetša boleng bja tsenyo, setšweletšwa le melawana ya diphethene le dikamano ka go šomiša folootaekeramo **Dibopegotekano** Hwetša tekanyo ya dihlalošo tše di fapanego tša dikamano le melawana ye e tšweleditšwego ka ditsela tšeo di latelago: •	**REVISION OF TERM 1 AND 2's WORK** POELETŠO YA MOŠOMO WA KOTARA YA 1 LE YA 2	**ASSESSMENT TASK** **Test** **All Term 1 and 2's topics** TEKOLO MOŠOMO Molekwana Dihlogotaba ka moka tša kotara ya 1 le ya 2.

		Multiples and factors • Multiple of one-digit numbers to at least 100 • 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)	**Dimalethipole le difeketha** • Dimalithipole tša titšiti e tee go bonyane bja 100. • **Difeketha tša titšiti e tee go fihla go bonyane bja 10** • **Difeketha tša titšiti tše pedi go fihla go bonyane bja 100** **Diphorophathi tša dihoulonampa** Lemoga o šomiše diphorophathi tša khomutheithife, asosiethife le disetireputhife tša dihoulonampa. **Tharollorara** Rarolla dipalo tša dihoulunampa, tšeo di akaretšago tše di latelago • dikamano tša ditšhelete • Dikamano tša kelo • Papetšo ya bontši bja tše pedi goba go feta tša mohuta o tee (rešio) • Go papetšo bontši bja tše pedi tša mehuta ye e fapanego (kelopapišo/ 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	tisetireputhife go dihoulunampa **Tharollorara** Rarolla dipalo tša dihoulunampa, tšeo di akaretšago tše di latelago: • dikamano tša ditšhelete • Dikamano tša kelo • Papetšo ya bontši bja tše pedi goba go feta tša mohuta o tee (rešio • Go papetšo bontši bja tše pedi tša mehuta ye e fapanego (kelopapišo/ reiti) • go hlopha le go abela ka golekana le tšhaledi	• In a table • By a number sentence	• ditheipole • Lefokopalo	• Verbally • In a flow diagram • By a number sentence	• Molomo • Folootaekramo • Lefokopalo		
PREREQUISITE SKILL OR PRE-KNOWLEDGE BOKGONI BJA SENYAKWA SA PELE GOBA TSEBO YA PELE		• 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	• Atiša 2, 3, 4, 5 le 10 go fihla go bonnyane bja 100 • Atiša 1 ka 1 titšiti houlonampa • Repaganya le pedifatšo • Nepagalo ya malethipolekheišene ya diyuniti ka dimalethipole tša 10 le 100 • Kago le karoganyo ya 3-titšiti houlonampa • Batametsa kgauswi le 10 go o akanyetše 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 go 100 ka 2, 3, 4, 5 le 10 • Repaganya le pedifatšo • Kago le karoganyo ya 3-titšiti houlonampa • Tšhomišo ya malethipholekheišene le go arola bjalo ka inibese ophareišene • Batametsa kgauswi le 10 go o akanyetše dikarabo	• Investigate and extend patterns • Describe patterns in own words	• Fatišiša o katološe diphethene • Hlatholla diphathene ka mantšu a gago	• Investigate and extend patterns • Describe patterns in own words	• Fatišiša o katološe diphethene • Hlatholla diphathene ka mantšu a gago		

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TERM 3 KOTARA 3	3	BEKE YA 1	BEKE YA 2	BEKE YA 3	BEKE YA 4	BEKE YA 5	BEKE YA 6	BEKE YA 7		BEKE YA 8	BEKE YA 9	BEKE YA 10	BEKE YA 11
HOURS PER TOPIC **DIHLOGO KA DIIRI**		21				9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **DIHLOGO, DIKGOPOLO LE MABOKGONI**	**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** **TLHAHLOBO YA SEMMUSO** **MOŠOMO** **PROJEKE** **Temošo: Projeke e swanetše go akaretša kopanyo ya dihlogo go tloga go kotara ya 1 go fihla go 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)	**DIPALOPHATLO TŠA GO SWANA** **Go hlaloša le go beakanya dikarolwana** • Bapetša le go laela dipalophatlo tša go swana le tše di nago le dikarolo tše di fapanego (dihalofo, boraro, dikotara, bohlano, botshelela, bošupa le boseswai) • Hlaloša le go bapetša dipalophatlo tša go swana ka mokgwa wa seswantšho **Dipalelo ka dipalophatlo** • Lemoga, hlaloša le go šomiša go lekana ga karoganyo le dipalophatlo • Go hlakantša ga **dipalophatlo** tša go swana tšeo di nago le dilekanyo tša go swana . **Go rarolla palo** Rarolla palo ka diteng tšeo di akaretšago **d**ipalophatlo, go akaretšwa go hlopha le go abelana ka go lekana **Dibopego tše di lekanago** Lemoga le go šomiša dibopego tše di lekanago tša dipalophatlo tša go swana (dilekanyo tšeo e lego di dikatitšanetšwa tša tšdingwe)	**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	**NAKO** **Didirišwa tša nako le go bala nako** • Bala, bolela le go ngwala nako ka difomete tša diiri tše 12 le diiri tše 24 go Didirišwa tša analoge le tša dijithale ka tše di latelago: ○ Diiri ○ Metsotso ○ Metsotswana • Didirišwa di akaretša dišupanako le diwatšhe **Go bala tšhupamabaka (khalentara)** **Dipalelo le tharollo ya dipalo mabapi le nako di akaretša tše di latelago:** • Rarolla dipalo maemong ao a akaretšago nako • Palelo ya palo ya matšatši magareng ga matšatšikgwedi afe goba afe a mabedi mo mengwageng ye e swanago goba ye e latelanago • Palelo ya dikgao tša nako moo nako e filwego ka metsotso goba diiri fela	**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)	**BOTELELE** **Go ela mo go šomago** • Akanyetša le go ela ka mo go šomago dibopego tša 2D le dilo tša 3D o šomiša didirišwa tša go ela tša go swana le tše di latelago: ○ Dirula ○ Diphatana tša metara ○ Theipitekanyo ○ Maotwana a trundle • Rekota, bapetša le go laela botelele bja dibopego le dilo ka dimilimetara (mm), disenthimithara (cm), dimithara (m) le dikhilomithara (km) . **Go rarolla dipalo** • Rarolla dipalo maemong ao a akaretšago botelele • Fetolela magareng ga tše di latelago: ○ Millimetres (mm) and centimetres (cm) ○ Disenthimithara (cm) le dimithara (m)	**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	**DINOMOROTŠUPETŠO (DIPOROPHATHI) TŠA DIBOPEGO TŠA 2D: TLHATLAMANO YA DIBOPEGO** • Lemoga, bona ka leihlo la kgopolo le go fa dibopego tša 2D maina tikologong le lefelong la tšeometriki, o lebeletše kudu dipholikhone tša sebopego sa tlwaelo le tšeo di sa tlwaelegago: ○ Ditheraenkele ○ Disekwere ○ Direkethenkele ○ Dibopego tše dingwe ○ DiPhenthakone ○ Dihekesakone ○ Dihephothakone • Lemoga, bona ka leihlo la kgopolo le go fa dibopego tša 2D maina tikologong le lefelong la tšeometriki, o lebeletše kudu go disekhele **Dika tša dibopego** Hlalo ša, hlopha le go bapetša dibopego tša 2D go ya ka tše di latelago: • Mahlakore a setereite le go kobega • Palo ya mahlakore **Mešongwana e mengwe** Thala dibopego tša 2D pampiring ya keriti	**REVISION** **POELETŠO**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3 topics** **MEŠOMO YA KELO YA SEMMUŠO** **LEKA** **Dihlogo ka moka tša Kotara ya 3**

						○ Metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions	○ Dimithara (m) le dikhilomithara (km) • Diphetošo tše di lekanyeditšwego tša dipalomoka le dipalophatlo tša go swana				
PREREQUISITE SKILL OR PRE-KNOWLEDGE **DIHLOGO, DIKGOPOLO LE MABOKGONI**		• 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	• Šomiša le go bolela maina a dikarolwana tša botee le tšeo e sego tša botee ka gare ga maemo ao a tlwaelegilego go akaretšwa dihalofo, dikotara, dikarolo tša seswai, boraro, botshelela le bohlano • Lemoga dikarolwana ka mokgwa wa seswantšho • Lemoga gore dihalofo tše pedi goba tše tharo-tharong di dira selo se tee se se feletšego le gore seripa se tee le dikotara tše pedi di a lekana • Ngwala dikarolwana bjalo ka seripa se tee, pedi-tharong	• 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 weeks and months • Use clocks to calculate length of time in hours, half hours and quarters of an hour	• Bala matšašikgwedi dikhalentareng • Bea matšatši a matswalo, menyanya ya bodumedi, matšatši a maikhutšo a setšhaba, ditiragalo tša histori le ditiragalo tša sekolo seša • Šomiša dikhalentara go bala le go hlaloša botelele bja nako ka matšatši goba dibeke goba dikgwedi, go akaretšwa tše di latelago: ○ Go fetola magareng ga matšatši le dibeke ○ Go fetola magareng ga dibeke le dikgwedi • Šomiša se dišupanako go bala botelele bja le nako, sephatlo sa iri le kotare ya iri	• 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	• Akanyetša, ela, bapetša o beakanye le go rekota botelele ka go šomiša dikelo tšeo e sego tša maemo, e.g. disepane tša diatla, dikgato, botelele bja phensele, dibadi, etc (bjwalobjwalo). • Hlaloša botelele bja dilo ka go bala le go bolela botelele ka diyuniti tšeo e sego tša semmušo	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape ○ Straight sides ○ Round sides	• Hlaola didiko,diteraenkele disekwere le direkethenkele • Hlaloša, hlopha le go bapetša dibopego tša 2D go ya ka tše di latelago: ○ Sebopego ○ Mahlakore a otlologileng ○ Mahlakore a nkgokolo		

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4)/ 2025 LENANEOPEAKANYO LA NGWAGA (ATP) LA GO RUTA: MMETSE KA SEPEDI MPHATO WA 4 (KOTARA 4)

TERM 3 KOTARA 3	WEEK 1 BEKE YA 1	WEEK 2 BEKE YA 2	WEEK 3 BEKE YA 3	WEEK 4 BEKE YA 4	WEEK 5 BEKE YA 5	WEEK 6 BEKE YA 6	WEEK 7 BEKE YA 7	WEEK 8 BEKE YA 8	WEEK 9 BEKE YA 9	WEEK 10 BEKE YA 10
HOURS PER TOPIC **DIHLOGO KA DIIRI**	**12**		**6**		**12**		**12**		**6**	**3**
TOPICS, CONCEPTS AND SKILLS **DIHLOGO, DIKGOLO LE MABOKGONI**	**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	**PHERIMITHA LE EREYA** **Pherimetha** Ela pherimitha o diriša dirula goba ditheipi tša go ela. **Tekanyo ya ereya** Hwetša ereya ya dibopego tša ka tlwaelo le tše di sa tlwaelegago ka go bala dikwere godimo ga dikiriti ka nepo ya go hlabolla kwešišo ya diyuniti tša sekwere.	**CAPACITY/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)	**KHAPHASITHI/BOLUMO** **Go ela mo go šomago** • Akanyetša le go ela ka mo go šomago dilo tša 3D ka go šomiša didiriŝwa tša go ela tša go swana le tše di latelago ○ Malepola a go ela ○ Dikomiki tša go ela ○ Dijeke tša go ela • Rekota, bapetša le go laela bokgoni le bophagamo bja dilo tša 3D ka dimililitara (ml) le dilitara (l) **Dipalopalo le tharollo ya dipalo** • Rarolla dipalo maemong ao a akaretšago khaphasiti le bolumu • Fetolela magareng ga dimililitara le dilitara (e lekanyeditšwe go mehlala yeo e nago dipalomoka le dipalophatlo)	**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)	Šomiša maswao ka moka a mane a motheo go rarolla dipalo ka kamano **MAFOKOPALO** Ngwala mafokopalo go hlaloša tharollo ya maemo **GO RAROLLA DIPALO** Rarolla dipalo ka dikamano tšeo di akaretšago dipalomoka le dipalophatlo, go akaretšwa tše di latelago: • Kamano ya ditšhelete • Kamano ya go ela • Dikarolwana, go akaretšwa go hlopha le go abelana ka go lekana • Gobapetša nomoro tše pedi goba go feta tša boleng bja go swana (Kabo) • Gobapetša nomoro tše pedi tša boleng bja go fapana (tekanyo). .	**REVISION** **PUŠELETŠO**	**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **MOŠOMO WA KELO LEKA** **Dihlogo tša Kotara ya 3 le 4's le dihlogo tša motheo go tšwa go Kotara ya 1 le 2**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE **DIHLOGO, DIKGOPOLO LE MABOKGONI**	• 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	• Rarolla palo ka diteng tšeo di akeratšago botelele • Fetolela magareng ga tše di latelago: ○ Dimilimetara (mm) le disenthimithara (cm) ○ Disenthimithara (cm) le dimithara (m) ○ Dimithara (m) le dikhilomithara (km) • Go bala ka nako efe goba efe	• 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	• Akanyetša, ela, bapetša, o laela le go rekota bokgoni bja dilo ka go ela ka dilitara, seripa sa dilitara le kotara ya dilitara o šomiša tše di latelago: ○ Mabotlelo ao a nago le bokgoni bja litara e tee ○ Nkgo ya ya go ela yeo e nago le mela	• Number sentences • All operations with whole numbers and common fractions	• Mafokopalo • Maswao ka moka a palomoka le dipalophatlo tša go swana		

			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	ye e lekantšwego (dilitara). ○ Dikomiki tša go ela le dikgabana tšeo di laetšago Bokgoni • Bala diswantšho tša ditšweletšwa ka bokgoni bja tšona bjo bo ngwadilwego ka nepo ya go di tatelano le go di otara • Hlaloša bophagamo godimo ga dijuki moo bolumo e lego kgauswi le mothaladi wa go oketša wa mililitara wo o nago le dinomoro o šomiša mo e nyakilego go ba/ kgauswi le/kgauswi le/go feta gannyane go feta/go feta goba ka fase ga/tlwa palo ya dilitara tše di badilwego godimo ga jeke.				