basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

2024/25 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) / 2024/25 THULAGANYO YA GO RUTA YA NGWAGA LE NGWAGA: SETSWANA MATHEMATIKI: MOPHATO 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 **DIURA KA SETLHOGO**	**21 Hrs** **21 Diura**		**9 Hrs** **9 Diura**		**3 Hrs** **3 Diura**	**18 Hrs** **18 Diura**		**3/6 Hrs** **3/6 Diura**	**6/3 Hrs** **6/3 Diura**
TOPICS, CONCEPTS AND SKILLS **DITLHOGO, DIKGOPOLO LE BOKGONI**	**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	**Poeletso ya tiro ya Mophato wa 3 (go tsenngwa mo ditlhogong ka tshwanelo)** **DIHOLE NAMBA** **Nambarenje ya go balela, rulaganya, bapisa le go emela ga mmogo le bolengkemo jwa didijite** • Balela kwa pele le kwa morago ka di-2, di-3, di-5, di-10, di-25, di-50, di-100 fa gare ga 0 le bonnye jwa 10 000 • Rulaganya, bapisa le go bontsha dipalo go fitlha go bonnye jwa dijite di le 4 • Emela dipalo tse di oto le ibene-namba go fitlha go bonnye jwa 1 000 • Lemoga bolengkemo mo dihole nambeng go fitlha go bonnye jwa dijite di le nne. • Kgaufetso go fitlha go 10, 100 le 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** **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	**DIPOLELOPALO** Kwala dipolelopalo go tlhalosa maemo a bolepa • Rarabolola le go feleletsa dipolelopalo ka go: Tlhatlhoba Teko le tokafatso le tokafatso Go tlhola tharabololo ka go emisetsa **Diporophati tsa dihole namba** **Diporophati tsa dihole namba** • Lemoga o dirise diponagalo tsa khomutheitifi, asosieitifi le diseteribuitifi porophathi ya ditiragatsi tsa dihole namba • 0 go ya ka aditifi poropathi	**FORMAL ASSESSMENT TASK** **ASSIGNMENT** • Whole numbers • Number sentences **Note:** Assignment to be completed in class within 3 hrs **be completed in class within three hours must be completed in class within 3 hrs** **TIRO YA TLHATLHOBO YA FOMALE** **TIRO** **ASAENEMENTE** • Dihole namba • Dipolelopalo **Tlhokomela:** **Asaenemente e tshwanetswe go fetswa mo phaposing mo diureng tse 3**	**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 and associative properties of whole numbers • 0 in terms of its additive property	**DIHOLE NAMBA:** **TLHAKANYO LE NTSHO** **Nambarenje ya go balela** Tlhakanyo le ntsho ya dihole namba tsa bonnye jwa dijite tse nne **Dithekenikipalelo** Dirisa dithekeniki epe ya tse **pedi** tsa mefuta e e farologaneng go dira le go tlhola dipalelo tse di kwadilweng le dihole namba tsa go balela mo tlhaloganyong, go akaretsa le tse di latelang: • Fopholetso • Go aga le go tlhatlhamolola dipalo • Kgaufetso le pusetso • Go dirisa molapalo • Go dirisa tlhakanyo le ntsho jaaka diinvese opereišene **Tlhokomela: Netefatsa gore dithekiniki tse di dirisitsweng ga di kgoreletse go sa tlhaloganyesegeng ga mogopolo** **Diporophati tsa dihole namba** • Lemoga o dirise diporophati tsa khomutheitifi le asosieitifi tsa dihole namba • 0 go ya ka aditifi poropathi	**REVISION** **POELETSO**	**FORMAL ASSESSMENT TASK** **Test all topics** **TIRO YA TLHATLHOBO YA FOMALE** **TEKO** Tlhatlhoba ditlhogo tsotlhe

						Solving problems Solve problems in contexts involving whole numbers, including: • Financial contexts • Measurement contexts	**Rarabolola malepa** Rarabolola malepa a akaretsang dihole namba,go akaretsa le: • Makaelo matloleng • Makaelo a dilekanyo		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **BOKGONI JO BO TLHOKEGANG PELE KGOTSA KITSO 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 • Round off to the nearest 10	• Balela, rulaganya, bapisa le go kwala bolengkemo jwa dijite tse tharo go fitlha go 800. • Lemoga bolengkemo jwa didijite mo dihole nambeng go fitlha go bonnye jwa dijite tse tharo go ya go 800 • Kgaufetso ya go fitlha go 10	• Multiply 2, 3, 4, 5 and 10 to at least 100 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 (+, −, ×, ÷, =)	• Atisa 2, 3, 4, 5 le 10 go fitlha go bonnye jwa 100 • Arola dipalo go fitlha go 100 ka 2, 3, 4, 5 le 10 • Tiriso ya matshwao a a maleba (+, −, ×, ÷, =)		• Counting, ordering, comparing and representing 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	• Balela, rulaganya, bapisa le go kwala bolengkemo jwa dijite tse tharo go fitlha go 800. • Tlhakanya go fitlha go 800 • Ntsha gotswa mo go 800 • Lemoga bolengkemo jwa didijite mo dihole nambeng go fitlha go bonnye jwa dijite tse tharo go ya go 800 • Kgaufetso go fitlha go 10, 100 le 1 000Garela gaufi go fitlha go 10, 100 le 1 000 • Go tlhakanya le go ntsha diyuniti, dikatiswa tsa 10 le dikatiswa tsa 100 go tswa mo dijite tse tharo go fitlha go 800		

2024/25 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2)/ 2024/25 THULAGANYO YA GO RUTA YA NGWAGA LE NGWAGA: SETSWANA MATHEMATIKI: MOPHATO WA 4 (KOTARA 2)

Fopholetso

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 **DIURA KA SETLHOGO**	**3 Hrs** **3 Diura**	**18 Hrs** **18 Diura**		**15 Hrs** **15 Diura**		**9 Hrs** **9 Diura**		**6 Hrs** **6 Diura**		**2 Hrs** **2 Diura**	**6 Hrs** **6 Diura**
TOPICS, CONCEPTS AND SKILLS **DITLHOGO, DIKGOPOLO LE BOKGONI**	**FORMAL ASSESSMENT** **TASK** **INVESTIGATION** **Note: Administer an investigation on any ONE of the Term 2 topics before teaching the topic** **TIRO YA TLHATLHOBO YA FOMALE** **PATLISISO** **Tlhokomela: Dira patlisiso ka NNGWE ya ditlhogo tsa Kotara 2 pele ga o e ruta**	**WHOLE NUMBERS: Multiplication** **Number range for calculations** • Multiplication of one-digit numbers by numbers up to 10 • Multiplication of at least a whole two-digit number by 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	**DIHOLE NAMBA: Katiso** **Nambarenje ya go balela** • Go atisa palo ya dijite e le nngwe ka dipalo tse di fitlhang go 10 • Go atisa bonnye palo ya dijite tse pedi ka palo ya dijite e le nngwe. • Go atisa bonnye palo ya dijite tse pedi ka palo ya dijite tse pedi **DithekenikipaleloDithe kenikipalelo** Dirisa dithekeniki epe ya tse **pedi** tsa mefuta e e farologaneng go dira le go tlhola dipalelo tse di kwadilweng le dihole namba tsa go balela mo tlhaloganyong, go akaretsa le tse di latelang: • FoopholetsoFophol etso • Go aga le go tlhatlhamolola dipalo • Go dabola le go hafola hafola • Go dirisa katiso le karolo jaaka diopereišene invese	**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**	**DIHOLE NAMBA: Karolo** **Nambarenje ya go balela** • Karolo go bonnye palo ya dijite tse pedi ka palo ya dijite e le nngwe • Karolo go bonnye palo ya dijite tse tharo ka palo ya dijite e le nngwe **Dithekenikipalelo** Dirisa dithekeniki epe ya **tse pedi** tsa mefuta e e farologaneng go dira le go tlhola dipalelo tse di kwadilweng le dihole namba tsa go balela mo tlhaloganyong, go akaretsa le tse di latelang: • Fopholetso • Go aga le go tlhatlhamolola dipalo • Go dirisa katiso le karolo jaaka diopereišene invese **Tlhokomela: Netefatsa gore dithekiniki tse di dirisitsweng ga di kgoreletse go sa tlhaloganyesegeng ga mogopolo** **Dikatiswa le dikatisi** Dikatiswa tsa palo go dijite e le nngwe go ya go bonnye 100 **Diporopathi tsa dihole namba**	**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	**DINUMERIKI PATERONE: Tlhotlhomisa le go atolosa dipaterone** • Tlhotlhomisamle gonatolosa dinumeriki paterone o batla dikamano kgotsa melawana ya dipaterone • Tatelano e e akaretsang pharologanyo e e tlhomameng kgotsa rašio ya boitlhamedi jwa morutwana. • Thadisa dikamano tse di lemogilweng kgotsa melawana ya tatelano e e akaretsang pharologano e e tlhomameng kgotsa rašio ya boitlhamedi jwa morutwana **Boleng jwa tsenyo le dipholo** Tlhomamisa boleng jwa tsenyo, boleng jwa dipholo le melawana ya dipaterone le dikamano: • Flou-daekeramo • Ditheibole **Ikwuivalentefomo** Tlhomamisa ikwuivalense ya dithadiso tse di farologaneng tsa kamano e e tshwanang kgotsa molawana o o	**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	**DIJIOMETERIKI PATERONE: Batlisisa le go atolosa dipaterone** • Batlisisa le go atolosa sejiometeriki paterone o batle dikamano kgotsa melawana ya dipaterone tse di: emetsweng ka sebopego sa nnete kgotsa ka daekeramo-fomo tatelano e e sa lekanyediwang go pharologanyo e e tlhomameng kgotsa rašio ya boitlhamedi jwa morutwana • Tlhalosa dikamano tse di lemogilweng kgotsa melawana ka mafoko a morutwana **Boleng jwa tsenyo le dipholo** Tlhomamisa boleng jwa tsenyo, boleng jwa dipholo le melawana ya dipaterone le dikamano ka go dirisa difolou-daekeramo **Diikwuivalente-fomo** Tlhomamisa ikwuivalense ya ditlhaloso tse di farologaneng tsa kamano e e tshwanang kgotsa	**REVISION OF TERM 1 AND 2's WORK** **POELETSO YA TIRO YA KOTARA 1 LE 2**	**ASSESSMENT** **TASK** **TEST** **All Term 1 and 2's topics** **TIRO YA TLHATLHOBO** **TEKO** Ditlhogo tsotlhe tsa Kotara 1 le 2

		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 • 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)	**Tlhokomela: Netefatsa gore dithekeniki tse di dirisitsweng ga di kgoreletse go sa tlhaloganyesegeng ga mogopolo** **Dikatiswa le dikatisi** • Dikatiswa tsa dipalo tsa dijite e le nngwe go ya go bonnye 100 • Dikatisi tsa dipalo tsa dijite e le nngwe ya go bonnye 10 • Dikatisi tsa dipalo tsa dijite tse pedi go fitlha go bonnye 100 **Diporopathi tsa dihole namba** Lemoga o dirise khomuthatife, diasošiatife le diseteributifi porophathi tsa dihole namba **Go rarabolola malepa** Rarabolola malepa a a akaretsang dihole namba, go akaretsa le tse di latelang: • makaelo a matlole • makaelo a dilekanyo • go bapisa dilekanyo di le pedi kgotsa go feta tsa mofuta o o tshwanang (rašio) • Go bapisa dilekanyo di le pedi tse di farologanyeng (kelo/reite)	Recognise and use the 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) • Grouping and equal sharing with remainders	Lemoga o dirise diseteributifi porophathi ya dihole namba **Go rarabolola malepa** Rarabolola malepa mo mabakeng a a akaretsang dihole namba, go akaretsa le tse latelang: • makaelo a matlole • makaelo a dilekanyo • go bapisa dilekanyo di le pedi kgotsa go feta tsa mofuta o o tshwanang (rašio) • go bapisa dilekanyo di le pedi tse di farologaneng (kelo/reite) • Go tlhaola le go abelana ka go lekana le masalela	rule presented in the following ways: • Verbally • In a flow diagram • In a table • By a number sentence	tlhagisiwang ka ditsela tse di latelang: • Ka molomo • Mo flou daekeramong • Mo theiboleng • Ka polelopalo	rule presented in the following ways: • Verbally • In a flow diagram • By a number sentence	molawana o o tlhagisiwang ka ditsela tse di latelang: • Ka molomo • Mo folou-daekeramo • Ka polelopalo		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **BOKGONI JO BO TLHOKEGANG PELE KGOTSA KITSO 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	• Atisa 2, 3, 4, 5 le 10 go fitlha go bonnye 100 • Atisa 1 ka dijite e le nngwe ya dihole namba • Go hafola le go dabola • Dikatisontlha tsa diyuniti ka dikatiswa tsa 10 le 100	• 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	• Arola dipalo go fitlha go 100 ka 2, 3, 4, 5 le 10 • Go hafola le go dabola • Go aga le go tlhatlhamola dihole namba tsa dijite tse tharo. • Go dirisa go atisa le go arola jaaka diopereišene invese	• Investigate and extend patterns • Describe patterns in own words	• Tlhotlhomisa le go atolosa dipaterone • Tlhalosa dipaterone ka mafoko a gago	• Investigate and extend patterns • Describe patterns in own words	• Tlhotlhomisa le go atolosa dipaterone • Tlhalosa dipaterone ka mafoko a gago		

		• Building up and breaking down three-digit whole numbers. Round off to the nearest 10 and estimate answers	• Go aga le go tlhatlhamola dihole namba tsa didijite tse tharo. Kgaufetso go fitlha go 10 o be o phopholetse dikarabo	• Round off to the nearest 10 and estimate answers	• Kgaufetso go fitlha go 10 o be o phopholetse dikarabo						

2024/25 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3) /2024/25 THULAGANYO YA GO RUTA YA NGWAGA LE NGWAGA: SETSWANA MATHEMATIKI: MOPHATO WA 4 (KOTARA 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 DIURA KA SETLHOGO	3 Hrs 3 Diura	21 Hrs 21 Diura		9 Hrs 9 Diura		6 Hrs 6 Diura		12 Hrs 12 Diura		6 Hrs 6 Diura	4 Hrs 4 Diura
TOPICS, CONCEPTS AND SKILLS DITLHOGO, DIKGOPOLO 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 TIRO YA TLHATLHOBO YA FOMALE POROJEKE Tlhokomela: Porojeke e tshwanetse go akaretsa ditlhogo tse di kopantsweng go simolola ka Kotara 1 go ya go ya 3 mme e tshwanetswe go fetswa pele ga bokhutlo jwa Kotara 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)	DIKHOMONO FORAKEŠENE /DIPALOPHATLHO TSA TLWAELO **Go tlhalosa le go rulaganya diforakešene / dipalophatlo** • Bapisa le go rulaganya dikhomono forakešene /dipalophatlo tsa tlwaelo, tse di naleng didinomineitha tse di farologaneng (dihalofo, boraro, dikotara, botlhano, borataro, bosupa le borobedi) • Tlhalosa le go bapisa dikhomono forakešene ka daekramo fomo **Dipalelo tsa diforakešene** • Lemoga, tlhalosa le go dirisa ikwivalense ya karolo le ya diforakešene. • Tlhakanyo ya dikhomono forakešene tse di naleng didinomineitha tse di tshwanang. **Go rarabolola malepa** Rarabolola malepa mo bokaong jo bo akaretsang diforakešene, go akaretsa go baya ka ditlhopha le go abelana ka go lekana **Diikhwivalente fomo** Lemoga le go dirisa diikhwivalente fomo tsa dikhomono forakešene (forakešene e dinomineitha e	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	NAKO **Go buisa nako le didiriswa tsa nako** • Buisa, bolela le go kwala nako ka dipopego ka bobedi tsa diura di le 12 le diura di le 24 mo didirisweng tsa analoko le tsa dijithale mo go tse di latelang: o Diura o Metsotso o Metsotswana • Didiriswa di akaretsa ditleloko le ditshupanako/ diwatšhe **Go buisa dikhalendara** **Dipalelo le go rarabolola malepa mabapi le nako di akaretsa tse di latelang:** • Rarabolola malepa mo bokaong jo bo akaretsang nako malepa mo bokaong jo bo akaretsang nako • Go balela palo ya malatsi fa gare ga matlha ape a mabedi	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 numbers and	BOLEELE **Tiriso tekanyetso** • Fopholetsa le go lekanya tiriso ya di 2D dipopego le di 3D objekte o dirisa didirisiwa tsa go lekanya jaaka tse di latelang: o Dirula o Dimitara setiki o Ditheipi tsa go lekanya o Diterantlelewili • Rekota, bapisa le go rulaganya boleele jwa dipopego le diobjekte ka dimilimitara (mm), disentimitara (cm), dimitara (m) le dikilomitara (km) **Rarabolola malepa**Go rarabolola malepa • Rarabolola malepa mo bokaong jo bo akaretsang boleele • Fetolela magareng ga tse di latelang: o Dimilimitara (mm) le disentimitara (cm) o Disentimitara (cm) le dimitara (m) o Dimitara (m) le dikilomitara (km) Diphetolelo tse di lekanyeditsweng	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 Rectangles o Other quadrilaterals o Pentagons o Hexagons o Heptagons	DIPOROPATHI TSA DI 2D SHEIPI / POPEGO: Renje ya dipopego • Lemoga, bona ka leitlho la mogopolo le go naya dipopego tsa 2D maina mo tikologong le mo thulaganyong ya sejiometeriki, o tlhomile mogopolo mo diphologhone tse di tlhomameng le tse di sa tlhomamang: o diteraenkele / dikhutlotharo, o disekwere /dikhutlonnetsepa, o direkethenkele /dikhutlonne, o dikhutlonne tse dingwe o diphentaghone /dikhutlotlhano o dihekesaghone /dikhutlotharo o dihepetheghone/d	REVISION POELETSO	FORMAL ASSESSMENT TASKS TEST All Term 3 topics TIRO YA TLHATLHOBO YA FOMALE TEKO Ditlhogo tsotlhe tsa Kotara 3

			leng nngwe ya katiswa ya yone)	within the same or consecutive years Calculation of time intervals where time is given in minutes or hours only	mo dingwageng tse di tshwanang kgotsa tse di latelanang Go balela dikgaotso tsa nako mo nakong e neetsweng ka metsotso kgotsa diura fela	common fractions	go dihole namba le dikhomono forakešene	• 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	ikhutlosupa • Lemoga, bona ka leitlho la mogopolo le go naya dipopego tsa 2D maina mo tikologong le mo thulaganyong ya sejiometeriki, o tlhomile mogopolo mo didikong **Dipharologantsho tsa dipopego/ disheipi** Tlhalosa, tlhopha le go bapisa dipopego tsa 2D go ya ka tse di latelang: • Matlhakore a a tlhamaletseng le a akobegileng • Palo ya matlhakore **Ditiro tse dingwe** Thala dipopego tsa 2D mo pampiring ya keriti		

PREREQUISITE SKILL OR PRE-KNOWLEDGE
 	
BOKGONI JO BO TLHOKEGANG PELE KGOTSA KITSO YA PELE
		• 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
			• Dirisa le go bitsa diforakešene /dipalophatlo tse di kopaneng le tse di sa kopaneng mo mabakeng a a tlwaelegileng a a akaretsang dihalofo, dikotara, borobedi, boraro, borataro le botlhano
			• Lemoga diforakešene ka sebopego sa setshwantsho
			• Lemoga gore dihalofo tse pedi kgotsa tharotharong di dira selo se le sengwe se se feletseng le gore halofo e le nngwe le dikotara tse pedi di a lekana.
			• Kwala diforakešene jaaka halofo e le nngwe, peditharong
				• 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
					• Buisa matlha mo dikhalendareng
					• Baya malatsi a botsalo, meletlo ya sedumedi, malatsi a boikhutso a setšhaba, ditiragalo tsa hisetori le ditiragalo tsa sekolo mo khalendareng.
					• Dirisa dikhalendara go bala le go tlhalosa boleele jwa nako ka malatsi kgotsa dibeke kgotsa dikgwedi, go akaretsa le tse di latelang:
					  ○ Go fetola magareng
						• 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
							• Fopholetsa, lekanya, bapisa, rulaganya le go rekota boleele o dirisa ditekanyo tse di seng tsa maemo, sk. diphatlha tsa diatla, dikgato, boleele jwa pensele, dibadi, jj.
							
							Tlhalosa boleele jwa diobjekte ka go bala le go bolela boleele ka diyuniti tse di sa tlhomamang
								• Identify circles, triangles, squares and rectangles
								• Describe, sort and compare 2D shapes in terms of the following:
								  ○ Shape
								  ○ Straight sides
								  ○ Round sides
									• Bontsha didiko, diteraenkele, disekwere le direkethenkele
									• Tlhalosa, tlhopha le go bapisa dipopego tsa 2D go ya ka tse di latelang:
									  ○ Popego
									  ○ Matlhakore a a tlhamaletseng
									  ○ Matlhakore a a sediko		

				days and weeks ○ Converting between weeks and months • Use clocks to calculate length of time in hours, half hours and quarters of an hour	ga malatsi le dibeke ○ Go fetola magareng ga dibeke le dikgwedi • Dirisa ditshupanako go bala boleele jwa nako ka diura, halofo ya diura le dikotara tsa ura						

2024/25 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4)/ 2024/25 THULAGANYO YA GO RUTA YA NGWAGA LE NGWAGA: SETSWANA MATHEMATIKI: MOPHATO WA 4 (KOTARA 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 **DIURA KA SETLHOGO**	**12 Hrs** **12 Diura**		**6 Hrs** **6 Diura**		**12 Hrs** **12 Diura**		**12 Hrs** **12 Diura**		**6 Hrs** **6 Diura**	**3 Hrs** **3 Diura**
TOPICS, CONCEPTS AND SKILLS **DITLHOGO, DIKGOPOLO 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 in order to develop an understanding of square units	**PERIMETA LE ERIA** **Pherimeta** Lekanya perimeta o dirisa dirula kgotsa ditheipi tsa go lekanya **Tekanyo ya aria** Batla diaria tsa dipopego tse di thomameng le tse di sa tlhomamang ka go bala disekwere mo dikeriting gore o kgone go tlhaloganya diyuniti tsa disekwere	**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)	**KHAPASITHI/VOLUMU** **Tiriso tekanyetso** • Phopholetsa le go lekanyetsa tiriso ya diobjekte tsa 3D o dirisa didirisiwa tsa go lekanya tse di jaaka tse di latelang: ○ Mantsho a go lekanya ○ Dikopi tsa go lekanya ○ Dijeke tsa go lekanya • Rekota, bapisa le go rulaganya khapasithi le volumu ya diobjekte tsa 3D ka dimililitara (ml) le dilitara (ℓ) **Dibalelo le tharabololo ya malepa** • Rarabolola malepa mo bokaong jo bo akaretsang khapasithi/volumu • Fetola magareng ga dimililitara le dilitara (e lekanyeditswe go dikao tse di nang le dihole namba le difokakešene)	**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)	**Dirisa ditiragatsi tsotlhe tse nne tsa motheo go rarabolola malepa bokaong** **DIPOLELOPALO** Kwala dipolelopalo go tlhalosa maemo a bolepa **GO RARABOLOLA MALEPA** Rarabolola malepa mo bokaong jo bo akaretsang dihole namba le diforakešene go akaretsa le tse di latelang: • Makaelo matloleng • Makaelo tekanyetso • Diforakešene, go akaretsa tlhophafatso le kgaoganyo e lekalekanang • Go bapisa dikhwanthiti /dilekanyo tse pedi kgotsa go feta tsa mofuta o o tshwanang (rašio) • Go bapisa dikhwanthiti/dilekanyo tse pedi tsa mefuta e e farologaneng (reite)	**REVISION** **POELETSO**		**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **TIRO YA TLHATLHOBO YA FOMALE** **TEKO** **Ditlhogo tsa kotara 3 le 4 le ditlhogo tsa motheo go tswa go kotara 1 le 2**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE **BOKGONI JO BO TLHOKEGANG PELE KGOTSA KITSO YA PELE**	• Solve problems in contexts involving length • Convert between the following: ○ Millimetres (mm) and centimetres (cm) ○ Centimetres (cm) and metres (m)	• Marabella malepa mo makaelong a a akaretsang boleele • Fetola magareng ga tse di latelangFetola magareng ga tse di latelang: ○ Dimilimitara (mm) le disentimetara (cm) ○ Disentimitara (cm) le dimitara (m)	• 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	• Phopholetsa, lekanya, bapisa, rulaganya le go rekota khapasithi ya diobjekte ka go lekanya ka dilitara, halofo ya dilitara le kotara ya dilitara o dirisa tse di latelang: ○ Mabotlolo a a nang le khapasithi ya litara e le nngwe	• Number sentences • All operations with whole numbers and common fractions	• Dipolelopalo • Ditiragatsi tsotlhe tse di nang le dihole namba le diforakešene				

	○ Metres (m) and kilometres (km) • Counting in any interval	○ Dimitara(m) le dikilomitara (km)Dimitara (m) le dikhilomitara (km) • Go bala mo kgaotsong epe fela	○ 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	○ Jeke ya go lekanya e e nang le mela e e lekanyeditsweng (dilitara, halofo ya dilitara le kotare ya dilitara) ○ Dikopi tsa go lekanya le maswana a a supang khapasithi • Buisa ditshwantsho tsa dikuno tse di nang le khapasithi ya tsona e e kwadilweng ka tatelano le go di rulaganya • Tlhalosa volumu mo dijekeng fa volumu e leng gaufi le mola wa tekanyetso ya dimililitara o o nang le dinomoro o dirisa mo e ka nnang/ batlile go/gaufi le/go feta/go feta kgotsa kwa tlasenyana ga/tota palo ya dilitara tse di buisitsweng mo jekeng .				