basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) / 2025 TINHLELO TEMNYAKA TEKUFUNDZISA: SISWATI METAMETIKSI: LIBANGA 4 (ITHEMU 1)

TERM 1/ ITHEMU 1	WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10	WEEK 11/ LIVIKI 11
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	**21**				**9**	**3**	**18**			**3/6**	**6/3**
TOPICS, CONCEPTS AND SKILLS **TIHLOKO, EMAKHONSEPTHI NEMAKHONO**	**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	**Kubuyeketwa kwemsebenti weLibanga 3 (kutawufakwa etihlokweni ngendlela lefanele)** **EMAHOLINAMBA** **Inambarenji yekubala, kuhlela, kucatsanisa, kubonisa kanye nemapleysivelu emadijithi** • Bala uye embili nasemuva, nga-2, 3, 5, 10, 25, 50, 100 emkhatsini wa-0 nalokungenani ne-10 000. • Hlela, catsanisa, ubuye ubonise tinombolo lokungenani tibe tinombolo letinemadijithi lamane. • Bonisa ema-odinamba nema-ivininamba kuya lokungenani ku-1 000. • Bona emapleysivelu emadijithi kumaholinamba kuya lokungenani kumadijithi lamane. • Sondzeta budzebudvute ne-10, 100 kanye ne-1 000.			**NUMBER SENTENCESNUMBER 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	**INAMBASENTENSI** • Bhala inambasentensi kuchaza timo tetinkinga letehlukene. • Sombulula uphindze ucedzele inambasentensi ngekusebentisa: ○ Kuhlola (ku-inspektha) ○ Kulinga nekutfutfukisa ○ Kuhlola sisombululo ngeku-sabstishutha **Emaprophathi emaholinamba** • Bona uphindze usebentise ikhomyuthethivu i-asosiyethivu nedistribhuthivu prophathi kumaholinamba nema-ophareshini. • I-edithivu prophathi ya-0	**FORMAL ASSESSMENT TASK ASSIGNMENT** • Whole numbers • Number sentences **Note: Assignment to be completed in class within three hours be completed in class within three hours** **ITHASKI YELUHLOLO LOLUHLELEKILE I-ASAYINMENTHI** • Emaholinamba • Emanambasen tensi **Caphela: I-asayinmenthi kufanele yentiwe ekilasini icedvwe ngema-awa lamatsatfu**	**WHOLE NUMBER: ADDITION AND SUBTRACTION 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 **Solving problems** Solve problems in contexts involving whole numbers, including: • Financial contexts	**EMAHOLINAMBA: KUHLANGANISA NEKUKHIPHAEMAHOLINAMBA: KUHLANGANISA NEKUKHIPHA** **Inambarenji yekukhalkhuletha** Kuhlanganisa nekukhipha emaholinamba lokungenani abe nemadijithi lamane. **Emasu ekukhalkhuletha** Sebentisa noma nguwaphi emasu **lamabili** ekukhalkhuletha kwenta nekuhlola emakhalkhuleshini labhaliwe newementhali kumaholinamba, kufaka ekhatsi loku lokulandzelako: • Ku-estimeytha • Kwakha nekuhlahlela tinombolo • Kusondzeta nekukhomphenseytha • Usebentisa inambalayini. • Usebentisa kuhlanganisa nekukhipha njengema-invesi ophareshini **Caphela: Cinisekisa kutsi emastratheji lasetjentisiwe akalahlekisi kuvisisa umcondvo**. **Emaprophathi emaholinamba** • Bona uphindze usebentise ikhomyuthethivu ne-asosiyethivu prophathi kumaholinamba • i-edithivi prophathi ya-0 **Kusombulula tinkinga** Sombulula tinkinga kutimo letifaka ekhatsi emaholinamba kunaku lokulandzelako:	**REVISION** **KUBUYEKETA**	**FORMAL ASSESSMENT TASK** **Test all topics** **ITHASKI YELUHLOLO LOLUHLELEKILE UMSEBENTI Sivivinyo** **Hlola tonkhe tihloko**

TERM 1/ ITHEMU 1	WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10	WEEK 11/ LIVIKI 11
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	**21**				**9**	**3**	**18**			**3/6**	**6/3**
							• Measurement contexts		• Timo tetimali. • Timo tekukala / tekulinganisa		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **EMAKHONO NELWATI LWAPHAMBILINI**	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	Kubala, kuhlela, kucatsanisa kanye nekumelela i-pleyisivelu yetinombolo letinemadijithi lamatsatfu kuya ku-800 • Bona i-pleysivelu yemadijithi kumaholinamba lokungenani etinombolweni letinemadijithi lamatsatfu kuya ku-800. • Sondzeta budzebudvute ne-10	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 (+, −, ×, ÷, =)	Phindzaphindza 2, 3, 4, 5 ne-10 kuya kulokungenani ku-100 • Hlukanisa tinombolo letifika e-100 nga-2, 3, 4, 5 ne-10 • Kusentjetiswa kwemasimboli ngalokufanele (+, −, ×, ÷, =)		• Counting, ordering, comparing and representing 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	• Kubala, kuhlela, kucatsanisa nekubonisa emapleysivelu etinombolo letinemadijithi lamatsatfu kuya ku-800 • Hlanganisa kuze kufike ku-800. • Khipha ku-800. • Bona i-pleysivelu yemadijithi kumaholinamba lokungenani kuya ku-800 . • Sondzeta budzebudvute ne-10,100 kanye ne-1 000 • Kuhlanganisa nekukhipa emayunithi, emamaltipuli e-10 kanye nemamaltiipuli e-100 kuya/kusuka kunobe nguyiphi inombolo lenemadijithi lamatsatfu kuze kufike ku-800		

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2)/ 2025 TINHLELO TEMNYAKA TEKUFUNDZISA: SISWATI METAMETIKSI: LIBANGA 4 (ITHEMU 2)

TERM 2/ ITHEMU 2		WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10		WEEK 11/ LIVIKI 11
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	3	18				15			9		6	2	6
TOPICS, CONCEPTS AND SKILLS TIHLOKO, EMAKHONSEPTHI NEMAKHONO	**FORMAL ASSESSMENT TASK INVESTIGATION** **Note: Administer an investigation on any ONE of the Term 2 topics before teaching the topic** **ITHASKI YELUHLOLO LOLUHLELEKILE** **LUCWANINGO** **Caphela: Bhalisa lucwaningo nganoma ngasiphi sihloko SINYE seThemu 2 ngembi kwekusifundzisa**	**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** **Multiples and factors** Factors of one-digit whole numbers to at least 10	**EMAHOLINAMBA: KUPHINDZAPHINDZA** **Inambarenji yekukhalkhuletha.** • Kuphindzaphindza tinombolo letinedijithi yinye ngetinombolo letifika ku-10. • Kuphindzaphindza lokungenani inombolo lenemadijithi lamabili ngenombolo lenedijithi yinye . • Kuphindzaphindza lokungenani iholinamba lenemadijithi lamabili ngetinombolo letinemadijithi lamabili **Emasu ekukhalkhuletha**. Sebentisa noma nguwaphi emasu **lamabili** ekukhalkhuletha kwenta nekuhlola emakhalkhuleshini labhaliwe newementhali kumaholinamba, kufaka ekhatsi loku lokulandzelako: • Ku-estimeytha • Kwakha nekuhlahlela tinombolo • Kuphindza kabili nekuhhafula • Usebentise kuphindzaphindza nekuhlukanisa njengema-invesi ophareshini. **Caphela: Cinisekisa kutsi emastratheji lasetjentisiwe akalahlekisi kuvisisa umcondvo.** **Emamaltipuli nemafektha**	**WHOLE NUMBERS: DIVISION** **Number range for calculations** • Division of at least a two-digit number by a one-digit number Division of at least a whole three-digit number by one-digit numbers **Calculation techniques** Use **any two** of the range of techniques to perform and check written and mental calculations of whole numbers, including the following: • Estimation • Building up and breaking down numbers • Using multiplication and division as inverse operations **Note: Ensure that the strategies used do not compromise conceptual understanding** **Multiples and factors** Multiples of one-digit numbers to at least 100 **Properties of whole numbers** Recognise and use the distributive properties of whole numbers **Solving problems**	**EMAHOLINAMBA: KUHLUKANISA** **Inambarenji yekukhalkhuletha.** • Kuhlukanisa lokungenani inombolo lenemadijithi lamabili ngenombolo lenedijithi yinye . Kuhlukanisa lokungenani iholinamba lenemadijithi lamatsatfu ngenombolo lenedijithi yinye. **Emasu ekukhalkhuletha**. Sebentisa noma nguwaphi emasu **lamabili** ekukhalkhuletha kwenta nekuhlola emakhalkhuleshini labhaliwe newementhali kumaholinamba, kufaka ekhatsi loku lokulandzelako: • Ku-estimeytha • Kwakha nekuhlahlela tinombolo • Usebentise kuphindzaphindza nekuhlukanisa njengema-invesi ophareshini. **Caphela: Cinisekisa kutsi emastratheji lasetjentisiwe akalahlekisi kuvisisa umcondvo.** **Emamaltipuli nemafektha** Emamaltipuli etinombolo letinedijithi yinye kuya lokungenani ku-100. **Emaprophathi emaholinamba** Bona uphindze usebentise idistribhuthivu prophathi kumaholinamba	**NUMERIC PATTERNS:** **Investigate and extend patterns** Investigate and extend numeric patterns looking for relationships or rules of patterns: ○ sequences involving a constant difference or ratio ○ Of learner's own creation • Describe observed relationships or rules for sequences involving constant difference or ratio in learners' own words **Input and output values** Determine input values, output values and rules for patterns and relationships: • Flow diagrams • Tables **Equivalent forms** Determine the equivalence of different descriptions of the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • In a table • By a number sentence	**EMANYUMERIKHI PHETHINI:** **Phenya uphindze uchube emaphethini** Phenya uphindze uchubekise emanyumerikhi phethini ufune budlelwane noma imitsetfo yemaphethini: ○ emasikhwensi lafaka ekhatsi umehluko longagucuki nobe ireysho lengagucuki. ○ emaphethini lakhiwe bafundzi • Chaza budlelwane lobubonwako noma imitsetfo yemasikhwensi lokufaka ekhatsi umehluko longagucuki noma ireysho lengagucuki ngemagama ebafundzi. **Ema-inphuthivelu nema-awthiphuthivelu.** Tfola ema-inphuthivelu nema-awthiphuthivelu kanye nemitsetfo nebudlelwane bemaphethini: • Emaflowudayagramu • Emathebula. **Ema-ikhwivalenthi fomu** Tfola ema-ikhwivalensi kutinchazelo letehlukene tebudlelwane lobufanako noma umtsetfo lowetfulwe ngaletindlela letilandzelako: • Ngekukhuluma • Kumaflowudayagramu • Kulithebula • Ngenambasentensi.	**GEOMETRIC PATTERNS:** **Investigate and extend patterns** Investigate and extend geometric patterns looking for relationships or rules of patterns that are: ○ represented in physical or 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	**EMAJIYOMETHRIKHI PHETHINI:** **Phenya uphindze uchubekise emaphethini** Phenya uphindze uchubekise emajiyomethrikhi phethini ufune budlelwane noma imitsetfo yemaphethini: ○ Laboniswe ngendlela lekhombisako noma yemidvwebo. ○ Isikhwensi lefaka ekhatsi umehluko longagucuki nereysho lengagucuki. ○ Emaphethini lakhiwe bafundzi • Chaza budlelwane lobubonwako noma imitsetfo ngemagama lacabangwa bafundzi. **Ema-inphuthivelu nema-awthiphuthivelu.** Tfola ema-inphuthivelu nema-awthiphuthivelu kanye nemitsetfo nebudlelwane bemaphethini usebentise emaflowudayagramu . **Ema-ikhwivalenthi fomu** Tfola ema-ikhwivalensi kutinchazelo letehlukene tebudlelwane lobufanako noma umtsetfo	**REVISION OF TERM 1 AND 2's WORK** **KUBUYEKETEKA KWEMSEBENTI WETHEM 1 NA 2**	**ASSESSMENT TASK TEST All Term 1 and 2's topics** **ITHASKI YELUHLOLO LOLUHLELEKILE SIVIVINYO Tonkhe tihloko teThemu 1 na-2**

TERM 2/ ITHEMU 2		WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9		WEEK 10/ LIVIKI 10		WEEK 11/ LIVIKI 11
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	**3**	**18**				**15**			**9**	**6**			**2**	**6**
		• 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)			• Emamaltipuli etinombolo letinedijithi yinye kuya lokungenani ku-100. • Emafektha emaholinamba lanedijithi yinye kuya lekungenani ku-10. Emafektha emaholinamba lanemadijithi lamabili kuya lekungenani ku-100. **Emaprophathi emaholinamba** Bona uphindze usebentise ikhomyuthethivu, i-asosiyethivu, nedistribhuthivu prophathi kumaholinamba **Kusombulula tinkinga** Sombulula tinkinga kutimo letifaka ekhatsi emaholinamba kunaku lokulandzelako: • Timo tetimali. • Timo tekukala / tekulinganisa • Kucatsanisa emakhwantithi lamabili noma langetulu eluhlobo lolufanako (ireysho)Kucatsanisa emakhwantinti lamabili lehlukile (ireysho)	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	**Kusombulula tinkinga** Sombulula tinkinga kutimo letifaka ekhatsi emaholinamba kunaku lokulandzelakoi: • Timo tetimali. • Timo tekukala / tekulinganisa • Kucatsanisa emakhwantithi lamabili noma langetulu eluhlobo lolufanako (ireysho) • Kucatsanisa emakhwantithi lamabili noma langetulu eluhlobo lolungafani (ireythi) • Kubutsanisa nekwabelana ngekulingana lekune-rimeynda.			relationship or rule presented in the following ways: • Verbally • In a flow diagram • By a number sentence	lowetfulwe ngaletindlela letilandzelako: • Ngekukhuluma • Kumaflowudayagramu • Ngenambasentensi .		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **EMAKHONO NELWATI LWAPHAMBILINI**		• 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.		.	• Phindzaphindza 2, 3, 4, 5 ne-10 kuye lokungenani ku-100. • Phindzaphindza 1 ngemaholinamba langu 1-dijithi • Kuphindza kabili nekuhhafula • Emaciniso ekuphindzaphindza emayunithi nemamaltiipuli eli-10 ne-100 • Kwakha nekuhlahlela emaholinamba lanemadijithi lamatsatfu.	• 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	• Hlukanisa tinombolo kuya ku-100 nga-2, 3, 4, 5 ne-10 • Kuphindza kabili nekuhhafula • Kwakha nekuhlahlela emaholinamba lanemadijithi lamatsatfu • Kusebentisa kuphindzaphindza nekuhlukanisa njengema-invesi ophareshini. • Sondzeta budzebudvute ne-10 bese u-estimeytha timphendvulo	• Investigate and extend patterns • Describe patterns in own words	• Phenya uphindze uchubekise emaphethini • Chaza emaphethini ngemagama akho .	• Investigate and extend patterns • Describe patterns in own words	• Phenya uphindze uchubekise emaphethini • Chaza emaphethini ngemagama akho		

TERM 2/ ITHEMU 2		WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10	WEEK 11/ LIVIKI 11
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	3	18				15			9	6	2	6
		• Round off to the nearest 10 and estimate answers		• Sondzeta budzebudvute ne-10 bese u-estimeytha timphendvulo								

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3) / 2025 TINHLELO TEMNYAKA TEKUFUNDZISA: SISWATI METAMETIKSI: LIBANGA 4 (ITHEMU 3)

TERM 3/ ITHEMU 3	3	WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7		WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10	WEEK 11/ LIVIKI 11
HOURS PER TOPIC/ EMA-AWA ESIHLOKO NGASINYE		21				9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **TIHLOKO, EMAKHONSEPTHI NEMAKHONO**	**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** **LUHLOLA LOLUHLELEKILE** **ITHASKI** **IPHROJEKTHI** **Caphela: i-phrojekthi kumele ifake ekhatsi inhlanganisela yetihloko kusukela kuThemu 1 kuya ku 3 futsi kumele iphele ngaphambi kwekuphela kweThemu 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)	**EMAKHOMONI FRAKSHINI** **Kuchaza nekuhlela emafrakshini** • Catsanisa futsi uhlele emakhomoni frakshini lanemadinomineytha lahlukile (emahhafu, ema-third, emakota, ema-fifth, ema-sixth, ema-seventh, nema-eighth) • Chaza uphindze ucatsanise emakhomoni frakshini lakumadayagramu . **Kukhalkhuletha ngemafrakshini** • Bona, uchaze uphindze usebentise i-ikhwivalensi yekwehlukanisa nemafrakshini • Kuhlanganisa emakhomoni frakshini lanemadinomineytha lafanako. **Kusombululula tinkinga** Sombulula tinkinga kutimo letifaka emafrakshini kufaka ekhatsi kubutsanisa nekwabelana ngekulingana. **Ema-ikhwivalenthi fomu** Bona uphindze usebentise ema-ikhwivalenthi fomu emakhomoni frakshini (emadinomineytha langemamaltipuli alenye)	**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	**SIKHATSI** **Kufundza sikhatsi nemathulusi esikhatsi.** • Kufundza, kukhuluma nekubhala sikhatsi kumafomathi langema-awa la-12 nala-24 kumathulusi e-analogu newedijithali kuloku lokulandzelako: ○ ema-awa ○ emaminitsi ○ emasekhondi • Emathulusi esikhatsi lafaka ekhatsi emaklokhi nemawashi **Kufundza emakhalenda** **Emakhalkhuleshini nekusombululula tinkinga letiphatselene nesikhatsi letifaka ekhatsi loku lokulandzelako** • Sombulula tinkinga kutimo letifaka sikhatsi • Kukhalkhuletha emalanga emkhatsini wanoma ngumaphi emalanga lamabili eminyakeni lefanako nobe lelandzelanako • Kukhalkhuletha ema-inthavali esikhatsi lapho khona sikhatsi siniketwe ngemaminitsi noma ngema-awa kuphela .	**LENGTH** **Practical measuring** • Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as the following: ○ Rulers ○ Metre sticks ○ Tape measures ○ Trundle wheels • Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m) and kilometres (km) **Solving problems** • Solve problems in contexts involving length • Convert between the following: Millimetres (mm) and centimetres (cm) Centimetres (cm) and metres (m) Metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions	**BUDZE** **Linganisa ngekweliciniso** • Estimeytha uphindze ukale ema-2D sheyiphu nema-3D objekthi, usebentise emathulusi ekukala njenganankha: ○ Emarula ○ Emamithastikhi ○ Emathephumeja ○ ithrandli wili (trundle wheel) • Rekhoda, catsanisa uphindze uhlele budze bemasheyiphu nema-objekthi ngemamilimitha (mm), emasentimitha (cm), emamitha (m) kanye nemakhilomitha (km) **Sombulula tinkinga** • Sombulula tinkinga kutimo letifaka budze • Khonvetha emkhatsini waloku lokulandzelako Emamilimitha (mm) kanye nemasentimitha (cm) Emasentimitha (cm) kanye nemamitha (m) Emamitha kanye nemakhilomitha • Emakhonveshini akabe nemaholinamba nemafrakshini.	**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	**EMAPROPHATHI EMA-2D SHEYIPHU: EMARENJI EMASHEYIPHU** • Bona, vijwalayiza uphindze usho emagama ema-2D sheyiphu emmangweni nakumajiyomethrikhi sethingi, ugcile kumapholigoni laregula nala-iregula: ○ Emathrayengli ○ Tikwele ○ Emarekthengli ○ Nalamanye emakhwadrilatherali ○ Emaphentagoni ○ Emaheksagoni ○ Emahepthagoni • Bona, uvijwalaze uphindze usho ngemagama ema-2D sheyiphu emmangweni nakumajiyomethrikhi sethingi, kugcila kumasekeli **Emakhariktharistikhi emasheyiphu** Chaza, hlunga uphindze ucatsanise ema-2D sheyiphu ugcile kuloku lokulandzelako: • Tinhlangotsi leticondzile naletikhevd. • inombolo yetinhlangotsi **Leminye imisebenti** Dvweba ema-2D sheyiphu ephepheni leliyigridi	**REVISION** **KUBUYEKETA**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3 topics** **ITHASKI YELUHLOLO LOLUHLELEKILE** **SIVIVINYO** **Tonkhe tihloko teThemu 3**

PREREQUISITE SKILL OR PRE-KNOWLEDGE **EMAKHONO NELWATI LWAPHAMBILINI**		• 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	• Sebentisa futsi usho emagama emafrakshini layunithari nalangasiyo iyunithari kutimo letijwayelekile letifaka ekhatsi emahhafu, emakota, ema-eighth, ematedi, ema-sixth kanye nema-fifth • Bona emafrakshini lakudayagramu fomu • Bona kutsi emahhafu lamabili noma-ematedi lamatsatfu enta intfo yinye lephelele nekutsi ihhafu yinye nemakota lamabili a-ikhwivalenthi • Bhala emafrakshini ngalendlela: hhafu munye, ematedi lamabili	• 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	• Fundza tinsuku kumakhalenda. • Faka emalanga ekutalwa, emikhosi yenkholo, emaholide emmango, tintfo letenteka emlandvweni kanye netintfo letenteka esikolweni kukhalenda. • Sebentisa emakhalenda kute ukhalkhulethe uphindze uchaze budze besikhatsi ngemalanga nobe ngemaviki nobe ngetinyanga, lokufaka ekhatsi loku lokulandzelako: ○ Kukhonvetha emkhatsini wemalanga nemaviki ○ Kukhonvetha emkhatsini wemaviki netinyanga • Sebentisa emaklokhi kubala budze besikhatsi ngema-awa, emahhafu ema-awa, kanye nemakota eli-awa	• 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	• Estimeytha, kala, catsanisa, hlela uphindze urekhode budze usebentisa tilinganiso letingakahlolwa, sib. budze besandla, tinyatselo, budze bepenseli, tibali, njll. • Chaza budze bema-objekthi ngekubala bese usho budze ngemayunithi langakahleleki.	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape ○ Straight sides ○ Round sides	• Khomba emasekeli, emathrayengli, tikwele kanye nemarekthengli. • Chaza, uhlunge uphindze ucatsanise ema-2D sheyiphu unake loku lokulandzelako: ○ Isheyiphu ○ Tinhlangotsi leticondzile ○ Tinhlangotsi letiyindilinga		

2025 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4)/ 2025 TINHLELO TEMNYAKA TEKUFUNDZISA: SISWATI METAMETIKSI: LIBANGA 4 (ITHEMU 4)

TERM 4/ ITHEMU 1	WEEK 1/ LIVIKI 1	WEEK 2/ LIVIKI 2	WEEK 3/ LIVIKI 3	WEEK 4/ LIVIKI 4	WEEK 5/ LIVIKI 5	WEEK 6/ LIVIKI 6	WEEK 7/ LIVIKI 7	WEEK 8/ LIVIKI 8	WEEK 9/ LIVIKI 9	WEEK 10/ LIVIKI 10
HOURS PER TOPIC EMA-AWA ESIHLOKO NGASINYE	**12**		**6**		**12**		**12**		**6**	**3**
TOPICS, CONCEPTS AND SKILLS **TIHLOKO, EMAKHONSEPTHI NEMAKHONO**	**PERIMETER AND AREA** **Perimeter** Measure perimeter using rulers or measuring tapes **Measurement of area** Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	**IPHERIMITHA NE-ERIYA** **Ipherimitha** Kala ipherimitha usebentisa emarula noma emathephumeja **Kukala i-eriya** Tfola ema-eriya emasheyiphu laregula nala-iregula ngekubala tikwele kumagridi kute utfutfukise kuvisisa emaskwe yunithi.	**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)	**IKHAPHASITHI/IVOLUMU** **Linganisa ngekweliciniso** • Estimeytha uphindze ulinganise ngekweliciniso ema-3D objekthi, usebentise emathulusi ekukala njenganankha: ○ Tipuni tekukala ○ Tinkomishi tekukala ○ Emajeke ekukala • Rekhoda, catsanisa futsi uhlele ikhaphasithi nevolumu yema-3D objekthi ngemamililitha (mℓ) nangemalitha (ℓ) **Emakhalkhuleshini nekusombulula tinkinga** • Sombulula tinkinga kutimo letifaka ikhaphasithi nevolumu • Khonvetha emkhatsini wemamililitha nemalitha (tibonelo atibe nemaholinamba nemafrakshini)	**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)	**Sebentisa onkhe ema-ophareshini lamane kusombulula tinkinga kutimo letehlukene.** **INAMBASENTENSI** Bhala inambasentensi kuchaza timo tetinkinga letehlukene. **SOMBULULA TINKINGA** Sombulula tinkinga kutimo letifaka ekhatsi emaholinamba nemafrakshini, kunaku lokulandzelako: • Timo tetimali. • Timo tekukala • Emafrakshini kufaka kubutsanisa nekwabelana ngekulingana. • Kucatsanisa emakhwantithi lamabili noma langetulu eluhlobo lolufanako (ireysho) • Kucatsanisa emakhwantithi lamabili noma langetulu eluhlobo lolungafani (ireythi) .	**REVISION** **KUBUYEKETA**	**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **ITHASKI YELUHLOLO LOLUHLELEKILE SIVIVINYO** **Tihloko teThemu 3 na 4 kanye netihloko letisisekelo kusukela ku Themu 1 na-2**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE **EMAKHONO NELWATI LWAPHAMBILINI**	• Solve problems in contexts involving length • Convert between the following: Millimetres (mm) and centimetres (cm) Centimetres (cm) and metres (m) Metres (m) and kilometres (km) • Counting in any interval	• Sombulula tinkinga kutimo letifaka budze • Khonvetha emkhatsini waloku lokulandzelako: Emamilimitha (mm) kanye nemasentimitha (cm) Emasentimitha (cm) kanye nemamitha (m) Emamitha (m) kanye nemakhilomitha (km) • Kubala nganoma ngumaphi ema-inthavali.	• 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	• Estimeytha, kala, catsanisa, hlela uphindze urekhode ikhaphasithi yema-objekthi ngekukala ngemalitha, hhafu wemalitha kanye nekota yemalitha usebentisa loku lokulandzelako: ○ Emabhodlela lanekhaphasithi yelitha yinye .	• Number sentences • All operations with whole numbers and common fractions	• Emanambasentensi • Onkhe ema-ophareshini nemaholinamba kanye nemakhomoni frakshini.			

			○ 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	○ Lijeke lekukala lelinemigca lekhalibreythedi (emalitha, hhafu wemalitha kanye nekota yemalitha) ○ Tinkomishi tekukala netipuni letincane letikhombisa ikhaphasithi. • Fundza titfombe temikhicito nemakhaphasithi ato labhalwe phansi kute uyisikhwense uphindze uyihlele. • Chaza ivolumu kumajeke lapho khona ivolumu isedvute nemugca we gradeshini wemamililitha lenetinombolo usebentisa cishe/sedvute/ngetulu kancane/ngetulu noma ngaphansi/ngco linani lemalitha lafundvwa ejekeni .				