basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 / 2025/26 PUḼANE YA U FUNZA YA ṄWAHA 2025/26 THEMO 1

TERM/ THEMO 1	WEEK /VHEGE 1 · WEEK /VHEGE 2	WEEK /VHEGE 3 · WEEK / VHEGE 4	WEEK / VHEGE 5		WEEK / VHEGE 6	WEEK / VHEGE 7	WEEK / VHEGE 8 · WEEK / VHEGE 9	WEEK / VHEGE 10	WEEK / VHEGE 11
HOURS PER TOPIC/THOHO NGA AWARA	21		9		3	18		3/6	6/3
TOPICS, CONCEPTS AND SKILLS/ ṰHOHO, KHONTSEPHUTHI NA ZWIKILI	**REVISION OF GRADE 3 WORK (To be intergraded into the topics accordingly)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.	**U VUSULUDZWA HA MUSHUMO WA GIREIDI 3 (hu ḓo ṱanganyiswa na ṱhoho dzo teaho)** **U vusuludzwa ha mushumo wa Gireidi 3 (u ṱanganyiswa na ṱhoho dzo teaho)** **HOUḼU NAMBA** **Muelo wa nomboro dza u vhalela, u vhekanya, u vhambedza na u imela, khathihi na veḽu ya vhuimo ha didzhithi** • Vhalelani u ya phanda na u ya murahu nga dzi 2, 3, 5, 10,25, 50, 100 vhukati ha 0 na u swika zwaho kha 10 000. • Vhekanyani , vhambedzani na u imelela nomboro u swikela kha nomboro dza didzhithi nṋa. • Imelelani nomboro dza odo na nomboro dza ivini u swikela zwaho kha 1 000 • Ḓivhani vhuimo ha didzhithi kha houḽu namba u swikela kha nomboro ya didzhithi nṋa. • Isani tsini kha 10, 100 na 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.	**FHUNGOMBALO** • Ṅwalani fhungombalo u ṱalutshedza tshiimo tsha mbalo. • Tandululani na u fhedzisa fhungo mbalo nga: ○ U ṱoḓisisa ○ U linga na u khwinisa ○ U sendedza phindulo nga u dzhenisa vhudzuloni. **Phurophathi dza houḽu namba** • Ḓivha na u shumisa khomuthethivi, asosiyethivi, na disiṱiributhivi phurophathi dza opharesheni ya houḽu namba. • 0 zwi tshi ya nga edithivi phurophathi.	**FORMAL ASSESMENT** **TASK** **ASSIGNMENT** • Whole number • Number sentence **Note:** Assignment to be completed in class within 3 hours. **FOMAḼA ASASIMENTHE THASIKI** **THESITEASAINIMENTHE** • Houḽu namba • Fhungo mbalo. **Dzhielaninzhele:** Asainimenthe i tea u shumelwa kiḽasini nga awara 3.	**WHOLE NUMBERS** **ADITION 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 • Measurement contexts	**HOUḼU NAMBA** **U ṰANGANYA NA U ṰUSA** **Muduba wa nomboro wa u khaḽikhuḽeitha.** U ṱanganya na u ṱusa ha houḽu namba u swikisela zwaho kha nomboro ya didzhithi nṋa. **Thekeniki dza u khalikhuleitha** Shumisani thekiniki dziṅwe na dziṅwe **mbili** u shuma na u lavhelesa khaḽikhuḽesheni dza u tou ṅwala na dza menthaḽa dza dzi houḽu namba, hu tshi katela na dzi tevhelaho: • U anganya • U fhaṱa na u kwashekanya nomboro • U i sa kha na u ḓadzisa. • U shumisa mutala mbalo • U shumisa u ṱanganya na u ṱusa sa invese opharesheni. **Dzhielanizhele: Khwaṱhisedzani uri zwiṱirathedzhi zwe na shumisa a zwi fhungudzi kupfesesele kwa khontseputi.** **Phurophathi dza houḽu namba** • Ḓivhani na u shumisa phurophathi dza khomuthethivi na asosiethivi opharesheni dza houḽu namba 0 zwi tshi ya nga edithivi phurophathi. **U tandulula mbalo** Tanduluani mbalo kha nyimele i kwamanaho na houḽu namba, zwi tshikatela: • nyimele ya masheleni • nyimele ya muelo	**REVISION** **U VUSULUDZA**	**FORMAL ASSESSMENT** **TASK** **TEST** All topics **FOMAḼA ASASIMENTHE THASIKI** **THESITE** Ṱhoho dzoṱhe **Ṱhoho dzoṱhe**

PREREQUISITE SKILL OR PRE-KNOWLEDGE **TSHIKILITHANGELI KANA NḒIVHOTHANGELI**	• 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	• Vhalelani, vhekanyani vhambedzani na u imelela vhuimo ha didzhithi tharu u swika kha 800 • Ḓivhani vhuimo ha didzhithi kha houḽu namba u swikela zwaho kha nomboro ya didzhithi tharu u swika kha 800 • Isani tsini kha 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 (+, −, ×, ÷, =)	• Andisani nga 2, 3, 4, 5 na 10 u swikela zwaho kha 100 • Kovhekanyani nomboro u swika kha 100 nga 2, 3,4, 5 na 10 • Shumisani besiki ophereshini dzo teaho (+, −, ×, ÷, =)		• 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	• Vhalelani, vhekanyani, vhambedzani na u imelela vhuimo ha didzhithi tharu u swika kha 800 • Ṱanganyani u swika kha 800 • Ṱusani u bva kha 800 • Ḓivhani vhuimo ha didzhithi kha houḽu namba u swika zwaho kha 800 • Isani tsini kha 10, 100 na 1 000 • U ṱanganya na u ṱusa yuniti, maḽithipuḽu dza 10, na maḽithipuḽu dza 100 u ya /u bva kha nomboro iṅwe na iṅwe ya didzhithi tharu u swika kha 800		

TERM/ THEMO 2		WEEK/ VHEGE 1 WEEK/ VHEGE 2 WEEK/ VHEGE 3	WEEK / VHEGE 4	WEEK/ VHEGE 5 WEEK / VHEGE 6	WEEK/ VHEGE 7	WEEK / VHEGE 8	WEEK/ VHEGE 9		WEEK / VHEGE 10		WEEK / VHEGE 11
HOURS PER TOPIC/ **ṰHOHO NGA AWARA**	3	18		15		9		6		2	6
TOPICS, CONCEPTS AND SKILLS **ṰHOHO, KHONTSEPHUTHI NA ZWIKILI**	**FORMAL ASSESSMENT** **TASK** **INVESTIGATION** **Note:** Administer an investigation on any ONE of the Term 2 topics before teaching the topic. **FOMAḼA ASASIMENTHE THASIKI** **INIVESITHIGESHENI** **Dzhielaninzhele:** Kha vha shumise ṱhoho nthihi kha mushumo wa themo ya 2 u sa athu funziwaho	**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** • Multiples of one-digit numbers to at least 100	**HOUḼU NAMBA: MUANDISO** **Muduba wa nomboro wa u khaḽikhuḽeitha.** • Muandiso wa nnomboro ya didzhithi nthihi nga nomboro u swika kha 10 • Muandiso wa nomboro ya didzhithi mbili nga mbalo ya didzhithi nthihi. • Muandiso wa mbalo ya didzhithi mbili nga mbalo dza didzhithi mbili. **Thekiniki dza u khaḽikhuḽeitha** Shumisani thekiniki dziṅwe na dziṅwe mbili u shuma na u lavhelesa khaḽikhuḽesheni dza u tou ṅwalwa na khaḽikhuḽesheni dza menthaḽa dza houḽu namba, hu tshi katela na dzi tevhelaho: • U anganyela • U fhaṱa na u kwashekanya nomboro. • U davhula na u hafula. • U shumisa muandiso na mukovho sa invese opharesheni. **Dzhielanzhele:** **Khwaṱhisedzani uri zwiṱirathedzhi zwe na shumiswa a zwi fhungudzi kupfesesele kwa khontseputhi** **Mathipuḽu na fekithasi.** • Nyandiso ya mbalo ya didzhithi-nthihi u swikela kha ya 100.	**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 whole numbers** Recognise and use the distributive properties of whole numbers	**HOUḼU NAMBA: MUKOVHO** **Muduba wa nomboro wa u khaḽikhuḽeitha.** • Mukovho wa mbalo ya didzhithi mbili nga mbalo ya didzhithi nthihi • Mukovho wa mbalo ya didzhithi tharu nga mbalo dza didzhithi nthihi. **Thekiniki dza u khaḽikhuḽeitha** U shumisa thekiniki dziṅwe na dziṅwe mbili u shuma na u lavhelesa khaḽikhuḽesheni dza u tou ṅwalwa na dza menthaḽa nga dzi houḽu namba, hu tshi katela na zwi tevhelaho • U anganyela • U fhaṱa na u kwashekanya nomboro. • U shumisa muandiso na mukovho sa invese. **Dzhielaninzhele:** **Khwaṱhisedzani uri zwiṱirathedzhi zwe na shumiswa a zwi fhungudzi kupfesesele kwa khontseputhi.** **Maḽitipuḽu na fekithasi** Maḽitipuḽu ya mbalo ya didzhithi-nthihi u swikela kha ya 100. **Phurophathi dza houḽu namba.** U divha na u shumisa milayo ya disiṱiributhivi phurophathi ya houḽu 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 rule presented in the following ways: • Verbally • In a flow diagram • In a table	**NYUMERIKI PHETHENI:** **U ṰOḒISISA NA U ENGEDZA PHETHENI.** • Ṱoḓulusani ni engedza phetheni u itela u ṱodana na vhushaka kana milayo ya phetheni. • Sikhwentsi i kwamaho khonsiṱenthe difarethe kana reshio ya zwithu zwo itwaho nga vhana vhone vhaṋe. • Ṱalutshedzani vhushaka he na vhu vhona kana mulayo wa thevhekano u kwamaho khonsiṱenthe difarenthe kana reshio nga mafhungo a vhana vhone vhaṋe. **Iniphuthu na authuphuthu. veḽu** Wanulusani veḽu dza iniphuthu, authuphuthu na milayo ya phetheni na vhushaka: • Fuḽou dayagiramu • Thebuḽu **Ikhwivalenthe fomo** U wana u lingana ha ṱhalutshedzo dzo fhambananaho dza vhushaka vhufanaho kana mulayo wo sumbedziwaho nga ṋdila dzi tevhelaho: • Nga maipfi. • Nga fuḽou. dayagiramu. • Nga thebuḽu.	**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	**DZHIOMEṰIRIKI PHETHENI:** **U ṰOḒISISA NA U ENGEDZA PHETHENI.** • Ṱoḓulusani ni engedza dzhiomeṱiriki phetheni u itela u ṱodana na vhushaka kana milayo ya phetheni ine ya vha: • Yo imelwaho nga tshivhumbeo tsha tshifanyiso kana dayagiramu fomo • Thevhekano i songo gumaho kha khonsiṱenthe difarentsi kana reshio ya zwo itwaho nga vhana vhone vhaṋe. • Ṱalutshedzani vhushaka he ha vhonala kana mulayo kha mafhungo a vhana vhone vhaṋe **Iniphuthu na authuphuthu veḽu** Wanani iniphuthu, authuphuthu veḽu na milayo ya phetheni na vhushaka ho shumiswa fuḽou dayagiramu. **Zwivhumbeo zwilinganaho** Wanani ikhwivaḽenthe dzo fhambananaho dza vhushaka vhufanaho kana mulayo yo sumbedziwaho nga ṋdila dzi tevhelaho:	**REVISION OF TERM 1 AND 2's WORK** **U VUSULUDZA MUSHUMO WA THEMO YA 1 NA YA 2**	**FORMAL ASSESSMENT** **TASK** **TEST** All Term 1 and 2's topics **FOMAḼA ASASIMENTHE THASIKI** **THESITE** Ṱhoho dzoṱhe dza themo ya 1 na ya 2

		• 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) • Grouping and equal sharing with remainder Comparing two quantities of different kinds (rate)	• Fekithasi dza houḽu namba ya didzhithi nthihi u swika zwaho kha 10. • Fekithasi dza houḽu namba dza mbalo ya didzhithi mbili u swika zwaho kha ya 100 **Phurophathi dza houḽu namba.** U ḓivha u shumisa milayo ya opharesheni dza khomuthethivi, asosiethivi na disiṱiributhivi dza houḽu namba. **U tandulula mbalo**. Tandululani mbalo kha mafhungo a kwamaho houḽu namba, na zwi tevhelaho: • Masheleni. • Muelo • U vhambedza khwanthithi mbili na u fhira dza zwithu zwi fanaho (reshio) • U vhambedza khwanthithi mbili dza zwithu zwi sa faniho (reithi) • U vheya nga zwigwada zwa u lingana na u kovhekanya zwo salaho.	**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 equal and sharing remainders	**U tandulula mbalo**. U tandulula mbalo kha mafhungo a kwamaho houḽu namba, na zwi tevhelaho: • masheleni. • muelo • U vhambedza khwanthithi mbili na u fhira dza zwithu zwi fanaho (reshio) • U vhambedza khwanthithi mbili dza zwithu zwi sa faniho (reithi) • U vhea zwigwada zwi linganaho na u kovha remeinda	• By a number sentence	• Nga fhungombalo.	the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • By a number sentence	• Nga maipfi • Nga fuḽou dayagiramu. • Nga fhungombalo.		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **TSHIKILITHANGE LI KANA NḒIVHOTHANGE LI**		• 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	• U andisa 2,3,4,5 na 10 u swika zwaho kha 100. • U andisa 1 nga didzhithi nthihi ya houḽu • U hafula na u davhula. • Mbuno dza muandiso dza yunithi dza maḽithipuḽu ya 10 na 100 • u kwashekanya na u fhaṱa mbalo dza didzhithi tharu dza houḽu namba. • U i sa kha 10 na u anganyela phindulo	• 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	• U kovha nomboro u swika kha 100 nga 2,3,4,5 na 10 • U hafula na u davhula • Fhaṱani na u kwashekanya nomboro dza didzhithi tharu dza houḽu namba. • U shumisa muandiso na mukovho sa inivese opharesheni • U i sa kha 10 na u anganyela phindulo	• Investigate and extend patterns • Describe patterns in own words	• Ṱodulusani na u engedza phatheni. • Ṱaḽuletshedzani phatheni nga maipfi aṋu	• Investigate and extend patterns • Describe patterns in own words	• Ṱoḓulusani na u engedza phetheni. • Ṱaḽuletshedzani phatheni nga maipfi aṋu		

TERM/ THEMO 3	3	WEEK/ VHEG E 1 WEEK/ VHEG E 2 WEEK/ VHEGE 3	WEEK/ VHEGE 4	WEEK/ VHEGE 5	WEEK/ VHEGE 6	WEEK/ VHEGE 7		WEEK/ VHEGE 8	WEEK / VHEGE 9	WEEK/ VHEGE 10	WEEK / VHEGE 11
HOURS PER TOPIC **ṰHOHO NGA AWARA**		21		9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **ṰHOHO, KHONTSEPHUTHI NA ZWIKILI**	**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. **FOMAḼA ASASIMENTHE THASIKI** **PHURODZHEKITHI** **Dzhielani nzhele:** Phurodzhekithi I fanela u katela mushumo wa themo 1 u swika kha themo 3. I tea fhedzwa themo 3 Isa athu fhela.	**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).	**KHOMONO FURAKISHENI** **U ṱalusa na u tevhekanya zwipiḓa** • Vhambedzani na u tevhekanya khomono furakisheni dzi re na dinomineitha dzo fhambanaho (hafu, tshararu, kotara, tshaṱanu, tshaṱahe, tshasumbe na tshamalo) • Ṱalutshedzani ni vhambedze khomono furakisheni nga daigiramu fomo. **U khaḽikhuḽeitha furakisheni** • Ḓivhani, ṱalutshedzani na u shumisa u lingana ha u kovha na furakisheni. • Ṱanganyani khomono furakisheni dzi re na dinomineitha dzi fanaho. **U tandulula mbalo.** Tandululani thaidzo kha nyimele i kwamaho furakisheni, hu tshi katelwa na u vhea zwigwada na u kovhekana nga u lingana. **Zwivhumbeo zwi linganaho** Ḓivhani na u shumisa zwivhumbeo zwi linganaho zwa khomono furakisheni (dinomineitha dzine dza vha maḽithipuḽu ya dziṅwe).	**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 ○ Second s • 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.	**TSHIFHINGA** **U vhala tshifhinga na zwishumiswa zwa tshifhinga** • Vhalani, anetshelani na u ṅwala tshifhinga nga fomathi ya awara dza 12 na awara dza 24 kha zwishumiswa zwoṱhe zwa analogo na zwa didzhithaḽa nga zwi tevhelaho: ○ Awara ○ Minete ○ Mithethe (sekondo) • Zwishumiswa zwi katela watshi. **Vhalani khaḽenda** **Khaḽikhuḽshenie na u tandulula mbalo malugana na tshifhinga zwi katela zwi tevhelaho:** • U tandulula mbalo kha nyimele i katelaho tshifhinga • Khaḽikhuḽesheni dza tshivhalo tsha maḓuvha vhukati ha datumu mbili dziṅwe na dziṅwe kha miṅwaha i fanaho kana i tevhekanaho. • Khaḽikhuḽesheni dza zwikhala zwa tshifhinga hune tshifhinga tsha ṋewa nga mimunithi kana awara fhedzi.	**LENGTH** **Practical measuring** • Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as the following: ○ Rulers ○ Metre sticks ○ Tape measur es ○ 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)	**VHULAPFU** **U kala nga u tou ita** • Anganyelani ni kala zwivhumbeo zwa 2D na zwithu zwa 3D hu tshi shumiswa zwishumiswa zwa u ela zwi ngaho zwi tevhelaho: ○ Ruḽa ○ Zwitanda zwa mitha ○ Theiphimezha ○ Vhili ḽa therendiḽi Rekhodani, vhambedzani ni vhekanye vhulapfu ha zwivhumbeo na zwithu nga milimitha (mm), sentimitha (cm), mith (m) na khiḽomitha (km). **U tandulula mbalo** • Tandululani mbalo kha nyimele i katelaho vhulapfu. • Shandukisani vhukati ha zwi tevhelaho: • Miḽimitha (mm) na senthimitha (cm) • Senthimitha (cm) na mitha (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 quadrilateral s ○ 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.	**PHUROPHATHI DZA ZWIVHUMBEO ZWA 2D:** **MUDUBA WA ZWIVHUMBEO** • Ḓivhani, vhonani nga maṱo a muhumbulo ni ṋea madzina zwivhumbeo zwa 2D kha mupo na tshiimo tsha dzhiomeṱiriki ho sedzwa kha reguḽa na ireguḽa phoḽigoni : ○ Dzithiraiengee ○ Zwikwea ○ Rekithengeḽe ○ Dziṅwe khwadiletheraḽa ○ Phenthagoni ○ Hekizagoni ○ Hephuthagoni • Ḓivhani, vhonani nga maṱo a muhumbulo ni ṋea madzina zwivhumbeo zwa 2D kha mupo na tshiimo tsha dzhiomeṱiri, ho sedzwa kha sekeḽe. **Kharakitharisitiki Dza zwivhumbeo** Ṱalutshedzani, dzudzanyani ni vhambedze zwivhumbeo zwa 2D u ya nga zwi tevhelaho: • Saidi dza tswititi dza kheve (govhea) • nomboro dza saidi **Miṅwe mishumo** Olani zwivhumbeo zwa 2D kha bammbiri ḽa giridi.	**REVISION** **U VUSULUDZA**	**FORMAL ASSESSMENT TASKS** **TEST** All Term 3 topics **FOMAḼA ASASIMENTHE THASIKI** **THESITE** Mushmo woṱhe wa themo ya 3

						• Centimetres (cm), and metres (m) • Metres (m) and, kilometres (km). • Conversions limited to whole numbers and common fractions.	• Mitha (m) na khiḽomitha (km). • Tshanduko dzi gume kha houḽu namba na khomono furakisheni.				
PREREQUISITE SKILL OR PRE-KNOWLEDGE/ TSHIKILITHANGELI KANA NḒIVHOTHANGELI		• 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.	• Shumisani na u bula zwipiḓa zwa vhuthihi na zwi si zwa vhuthihi kha mafhungo o ḓoweleaho o katelaho hafu, kotara, vhumalo, vhuraru, vhurathi na vhuṱanu. • Ḓivhani furakisheni dzi re kha tshivhumbeo tsha daigiramu. • Ḓivhani uri hafu mbili kana tharu tshararu zwi ita tshithu tshithihi tsho fhelelaho na uri hafu nthihi na kotara mbili zwi a lingana. • Ṅwalani furakisheni sa hafu nthihi, mblii tshararu.	• 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.	• Vhalani datume kha khalenda • Vheani maḓuvha a mabebo, vhuṱambo ha vhurereli, holodei dza tshitshavha, zwiiteaho zwa ḓivhazwakale na zwiitea zwa tshikolo kha khalenda. • Shumisani khalenda u itela u vhalela na u bula vhulapfu ha tshifhinga nga maḓuvha kana vhege kana miṅwedzi, ho katelwa na zwi tevhelaho: • U shandukisa vhukati ha maḓuvha na vhege. • U shandukisa vhukati ha vhege na miṅwedzi. • U shumisa watshi u khaḽikhuḽetha vhulapfu ha tshifhinga nga awara, hafu ya awara na kotara dza awara.	• 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.	• Anganyelani, kalani, vhambedzani, tevhekanyani ni rekhode vhulapfu ni tshi shumisa zwikalo zwi sa konḓi, tsumbo: vhulapfu ha zwanḓa, zwiga, zwikalo, vhulapfu ha penisela, zwivhalo, na zwiṅwe-vho. • Ṱalutshedzani vhulapfu ha zwithu nga u vhalela na u amba vhulapfu nga yuniti dzi si dza fomaḽa.	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape. ○ Straight sides. ○ Round sides.	• Topolani sekeḽe, thiraiengeḽe, zwikwea na dzi rekithengele • Ṱalutshedzani, dzudzanyani i vhambedze zwivhumbeo zwa 2D u ya nga zwi tevhelaho: ○ Tshivhumbeo. ○ Saidi dza tswititi. ○ Saidi dza raundu.		

<table>
<tr><th>TERM/
THEMO 4</th><th>WEEK /
VHEGE 1</th><th>WEEK/
VHEGE 2</th><th>WEEK/
VHEGE 3</th><th>WEEK/
VHEGE 4</th><th>WEEK/
VHEGE 5</th><th>WEEK/
VHEGE 6</th><th>WEEK /VHEGE 7
WEEK/
VHEGE 8</th><th>WEEK /
VHEGE 9</th><th>WEEK/
VHEGE 10</th></tr>
<tr><td>HOURS PER TOPIC/
ṬHOHO NGA AWARA</td><td colspan="2">12</td><td colspan="2">6</td><td colspan="2">12</td><td>12</td><td>6</td><td>3</td></tr>
<tr><td>TOPICS, CONCEPTS AND SKILLS/
ṬHOHO, KHONTSEPHUTHI NA ZWIKILI</td>
<td>PERIMETER AND AREA
Perimeter
Measure perimeter using rulers or measuring tapes.
Measurement of area
Find areas of regular and irregular shapes by counting squares on grids to develop an understanding of square units.</td>
<td>PHERIMITHA NA ERIA
Pherimitha
Kalani pherimitha nga u shumisa ruḽa kana theiphi dza u ela.
U kala eria
Wanani eria ya zwivhumbeo zwo ḓoweleaho na zwi songo ḓoweleaho nga u vhala zwikwea kha giridi u itela u bveledza u pfesesa yuniti dza zwikwea.</td>
<td>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).</td>
<td>KHAPHASITHI/VOḼUMU
U kala nga u ita
• Anganyelani ni kale zwithu zwa 3D ni tshi shumisa zwishumiswa zwa u ela zwi ngaho zwi tevhelaho:
○ Lebula dza u ela
○ Khaphu dza u ela
○ Dzhege dza u ela
• Rekhodani, vhambedzani ni tevhekanye khaphasithi na voḽumu ya zwithu zwa 3D nga miḽiḽitha (ml) na ḽitha (l).
Khaḽikhuḽesheni na u tandulula mbalo
• Tandululani mbalo kha nyimele i katelaho khaphasithi/voḽumu.
• Shandukisani vhukati ha miḽiḽitha na ḽitha (zwo fhungudzwa kha tsumbo dzi re na nomboro dza houḽu namba na furakhisheni).</td>
<td>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).</td>
<td>Shumisani besiki opharesheni dzoṱhe nṋa u tandulula nyimele mbalo
MBALO MAFHUNGO
Ṅwalani fhungo mbalo u ṱalutshedza nyimele dza mbalo.
U TANDULULA MBALO
Tandululani mbalo kha nyimele i katelaho houḽu namba na furakisheni, hu tshi katelwa zwi tevhelaho:
• Nyimele ya masheleni.
• Nyimele ya u ela
• Furakisheni hu tshi katelwa na u vhea nga zwigwada na u kovhekana nga u lingana.
• U vhambedza zwithu zwivhili kana u fhira zwa mufuda muthihi (rashio).
• U vhambedza zwithu zwivhili zwa tshaka dzo fhambanaho (reithi).</td>
<td>REVISION
U VUSULUDZA</td>
<td colspan="2">FORMAL ASSESSMENT TASK
TEST
Term 3 and 4's topics and the fundamental topics from Term 1 and 2
FOMAḼA ASASIMENTHE THASIKI
THESITE
Ṱhoho dza themo ya 3 na ya 4 na ṱhoho dza ndeme dza themo ya 1 na 2</td></tr>
</table>

PREREQUISITE SKILL OR PRE-KNOWLEDGE **TSHIKILITHANGELI KANA NḒIVHOTHANGELI**	• 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.	• Tandululani thaidzo kha mafhungo a katelaho vhulapfu. • Shandukisani vhukati ha zwi tevhelaho: ○ Miḽimitha (mm) na senthimitha (cm), ○ Senthimitha (cm) na mithara (m), ○ Mitha (m) na khiḽomitha (km), ○ U vhalalela nga tshikhala tshiṅwe na tshiṅwe.	• Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using the following: ○ Bottles with a capacity of one litre ○ A measuring jug with calibrated lines (litres, half litres and quarter litres) ○ Measuring cups and teaspoons that indicate capacity • Read pictures of products with their capacity written in order to sequence and order them • Describe the volume on jugs where the volume is near to a numbered millilitre gradation line using almost/ nearly/close to/a bit more than/more or less than/exactly the number of litres read on the jug.	• Anganyelani, kalani, vhambedzani, vhekanyani ni rekhode khaphasithi ya zwithu nga u ela nga ḽitha, hafu ya ḽitha na kotara ya ḽitha hu tshi shumiswa zwi tevhelaho: ○ Maboḓelo ane avha na khaphasithi ya ḽitha nthihi. ○ Dzhege ya u ela ine ya vha na ḽaini dzo khalibareithiwaho (ḽitha, hafu ya ḽitha na kotara ya ḽitha) ○ Khaphu dza u ela na lebula zwine zwa sumbedza khaphasithi. • Vhalani zwifanyiso zwa zwibveledzwa na khaphasithi yazwo u itela u zwi vheya nga mutevhe na u zwi dzudzanya. • Ṱalutshedzani voḽumu dza dzhege hune voḽumu i tsini na miḽiḽitha dzo nomboriwaho kha mutalo wa giradashini ni tshi shumisa u ṱoḓa u/tsini tsini na/ tsini na/ nṱha nyana ha/ nṱha nyana kana fhasi nyana ha/u fana ha nomboro dza ḽitha dzo vhalwaho kha dzhege.	• Number sentences • All operations with whole numbers and common fractions.	• Fhungo mbalo • Ophareshini dzoṱhe dzire na houḽu namba na khomono furakisheni.		