basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1) / NKUNGUHATO WO DYONDZISA WA LEMBE: XITSONGA MATEMATIKI (KOTARA 1)

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<tr><td>TOPICS, CONCEPTS AND SKILLS

TINHLOKOMHAKA, TIKHONSEPE, NA SWIKILI</td>
<td colspan="2">Revision of Grade 3 work (to be integrated into the topics accordingly)
WHOLE NUMBERS: 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.</td>
<td colspan="2">Pfuxeto wa ntirho Giredi ya 3(wu katsanyiwa na tihlokomhaka hi laha swi faneleke)
TIHOLINAMBA: Ku pfuxetiwa ka ntirho wa Giredi ya 3 (wu katsakanyiwa na tinhlokomhaka hi laha swi faneleke) TIHOLINAMBA
Namba rhenji yo hlayela, ku longoloxa, ku fananisisa, ku yimela na pulesi vhelu ya tidijiti
• Hlaya ku ya emahlweni na ku ya endzhaku hi ti 2s, 3s, 5s, 10s, 25s, 50s, 100s exikarhi ka 0 na ku fika kwalomu ka 10 000
• Longoloxa, fananisa na ku yimela tinomboro ku suka kwalomu ka tinomboro ta mune wa tidijiti.
• Kombisa tiodi namba na tiivhini namba ku suka kwalomu ka 1 000.
• Lemuka pulesi vhelu ya tidijiti eka tiholinamba ku ya kwalomu ka tinomboro ta mune wa tidijti.
• Yisa ekusuhi na 10, 100 na 1 000.</td>
<td>NUMBER SENTENCES
• Write number sentences to describe problem situations
• Solve and complete number sentences by:
○ Inspection
○ Trial and improvement.
○ Checking the solution by substitution.
Properties of whole numbers
• Recognize and use the commutative, associative and distributive properties of operations with whole numbers
• 0 in terms of its additive property</td>
<td>SWIVULWA SWA TINHLAYO
• Tsala swivulwa swa tinhlayo ku hlamusela swiyimo swa xiphiqo.
• Ololoxa xiphiqo no hetisa swivulwa swa tinhlayo hi ku:
o Ku kambela
o Ku ringeta na ku antswisa
o Ku kambela xitshunxo hi ku siva .
Tiphurophati ta tiholinamba
• Lemuka na ku tirhisa tiphurophati ta khomuthetivhi,asosiyetivhi, na disitiribyutivhi ya ti oparexini na tiholinamba
• 0 ku ya hi aditivhi phurophati ya yona.</td>
<td>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

XIKAMBELO XA XIFUMO.
NTIRHO
ASAYIMENTE
• Tiholinamba
• Swivulwa swa tinhlayo
XIYA:
Ku nga hundzi tiawa tinharhu Asayimete yi nga si hela.</td>
<td colspan="2">WHOLE NUMBERS: ADDTION 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:</td>
<td colspan="2">TIHOLINAMBA: KU HLANGANISA NA KU SUSA

Namba rhenji ya makhakhuletelo
Ku hlanganisa na ku susiwa ka tiholinamba ta kwalomu ka mune wa tidigiti
Tithekiniki ta makhakhuletelo
Tirhisa tithekiniki tinwana na tinwana timbirhi ku ntirha na ku kambela matsalele na makhakhuletelo ya menthele ku katsa leswi landzelaka:
• Ku kumbetela
• Ku aka na ku ntlhatlha tinomboro
• Ku yisa kusuhi na ku tlherisela
• Ku tirhisa namba layini.
• Ku tirhisa ku hlanganisa na ku susa tanihi inivhese oparexini.
Xiya: Tiyisisa leswaku switirateji leswi tirhisiweke a swi kavanyeti ku twisisa tikhonsepe

Tiphurophati ta tiholinamba
• Ku lemuka na ku tirhisa tiphurophati ta khomuthetivhi, na asosiyetivhi, eka tiholinamba
• 0 hi ku ya hi aditivhi phurpphati ya yona
Ku ololoxa swiphiqo
Ololoxa swiphiqo eka swiyimo leswi katsaka tiholinamba, ku katsa na:</td>
<td>REVISION
PFUXETO</td>
<td>FORMAL ASSESSMENT
TASK

Test all topics

XIKAMBELO XA XIFUMO.

NTIRHO
Kambela tinhlokomhaka hinkwato</td></tr>
</table>

TERM 1 KOTARA 1	WEEK 1 VHIKI 1	WEEK 2 VHIKI 2	WEEK 3 VHIKI 3	WEEK 4 VHIKI 4	WEEK 5 VHIKI 5	WEEK 6 VHIKI 6	WEEK 7 VHIKI 7	WEEK 8 VHIKI 8	WEEK 9 VHIKI 9	WEEK 10 VHIKI 10	WEEK 11 VHIKI 11
HOURS PER TOPIC **TIAWARA HI NHLOKOMHAKA**	21				9	3	18			3/6	6/3

						• Financial contexts • Measurement contexts	• Swiyimo swa timali • Swiyimo swa ku pima		
PREREQUISITE SKILL OR PRE KNOWLEDGE **VUTSHILA KUMBE VUTIVI LEBYI NGA KONA**	• 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.	• Ku hlayela, ku longoloxa, ku fananisa na ku kombisa pulesi vhelu ya tidijiti tinharhu ku fika eka 800. • Lemuka pulesi vhelu ya tidigiti eka tiholinamba ku ya kwalomu ka tidijiti tinharhu ku fika eka 800. • Yisa kusuhi na 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 (+, −, ×, ÷, =).	• Andzisa 2, 3, 4, 5 na 10 ku ya kwalomu ka 100. • Ava tinomboro ku ya eka 100 hi 2, 3, 4, 5 na 10. • Ku tirhisa mimfungho leyi faneleke (+, -, ×, ÷, =).		• 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. • Counting, ordering, comparing and representing the place value of three-digit numbers up to 800.	• Ku hlayela, Ku longoloxa, ku fananisa na ku kombisa pulesi vhelu ya tinomboro ta tidijiti tinharhu ku ya ka 800 • Ku hlanganisa ku ya ka 800 • Susa ku suka eka 800 • Lemuka pulesi vhelu ya tijiditi ta tiholinamba ku ya kwalomu ka 800 • Ku yisa ekusuhi na 10;100;1 000. • Ku hlanganisa na ku susa tiyuniti, timulitipuli ta 100 ku ya eka/suka eka tidijiti tinwana na tin'wana ku fika eka 800 nomboro ya tidijiti tinharhu ku suka ka 800. • Ku hlayela, ku longoloxa, na ku fananisa na ku kombisa ti pulesi vhelu ta tidijiti tinharhu ku feka 800.		

2025/26 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2) / NKUNGUHATO WO DYONDZISA WA LEMBE XITSONGA MATEMATIKI (KOTARA YA 2)

TERM 2 KOTARA 2		WEEK 1 VHIKI 1 WEEK 2 VHIKI 2 WEEK 3 VHIKI 3	WEEK 4 VHIKI 4	WEEK 5 VHIKI 5	WEEK 6 VHIKI 6 WEEK 7 VHIKI 7	WEEK 8 VHIKI 8		WEEK 9 VHIKI 9	WEEK 10 VHIKI 10		WEEK 11 VHIKI 11
HOURS PER TOPIC TIAWARA HI NHLOKOMHAKA	3	18		15		9		6		2	6
TOPICS, CONCEPTS AND SKILLS TINHLOKO MHAKA, TIKHONSEPE NA SWIKILI	**FORMAL ASSESSMENT TASK** **INVESTIGATION** **Note: Administer an investigation on any ONE of the Term 2 topics before teaching the topic** **XIKAMBELO XA XIFUMO NTIRHO** **Xiya:** **Tsarisa dzavisiso eka yinwe ya tinhlokomhaka ta Kotara 2 u nga se yi dyondzisa.**	**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**	**TIHOLINAMBA: ANDZISO** **Namba rhenji ya makhakhuletelo.** • Andziso wa tinomboro ta digiti yin'we hi tinomboro leti fikaka eka 10. • Andziso wa ku suka kwalomu ka tiholinamba ta tidigiti timbirhi hi nomboro ya digiti yin'we. • Andziso wa ku ya kwalomu ka tiholinamba ta tidigiti timbirhi hi tinomboro ta tidigiti timbirhi. **Tithekiniki ta makhakhuletelo** Tirhisa tithekiniki timbirhi tin'wana na tinwana ku tirha na ku kambela matsalelo na makhakhuletelo ya menthele ya tiholinamba, ku katsa leswi landzelaka: • Ku kumbetela. • Ku aka na ku tlhatlha tinomboro. • Mbirihata na ku hafula. • Ku tirhisa andziso na ku ava tanihi inivhese oparexini. **Xiya: Tiyisisa leswaku switirateji leswi tirhisiweke a swi kavanyeti ku twisisa khonsepe**	**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 technique** 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** MulMultiples of one-digit numbers to at least 100.	**TIHOLINAMBA: KU AVA** **Namba rhenji ya makhakhuletelo** • Ku ava ka nomboro ya kwalomu ka tidjiti timbirhi hi nomboro ya dijiti yin'we • Ku ava ka nomboro ya kwalomu ka tidijiti tinharhu hi tinomboro ta dijiti yin'we **Xithekiniki xa makhakhuleto** Tirhisa tithekiniki **timbirhi tin'wana na tin'wana** ku tirha na ku kambela matsalelo na makhakhuletelo ya menthele ya tiholinamba, ku katsa leswi landzelaka: • Kumbetela • Ku aka na ku tlhathla tinomboro • Ku tirhisa andziso na ku ava tanihi tinivhese oparexini **Xiya: Tiyisisa leswaku switirateji leswi tirhisiweke a swi kavanyeti ku twisisa khonsepe** **Timalitipuli na Tifekitara** Timalitipuli ta dijiti yin'we ku ya kwalomu ka 100.	**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 learners' 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.	**TINYUMERIKI PHETENI:** **LAVISISA NA KU ENGETELA TIPHETENI** • Lavisisa Na ku ndlandlamuxa tinyumeriki phetheni ku lava vuxak kumbe milawu ya tipheteni. • Tisikhwense leti katsaka khositente diferese kumbe rhexiyo ya vutumbuluxi bya mudyondzi hi yexe. • Hlamusela vuxaka lebyi xiyiweke kumbe khositete diferese kumbe rhexiyo eka marito ya vadyondzi hi voxe. **Tiiniphuti na Tiawutiphuti vhelu** Kumisisa tiiniphuti na tiawutiphuti vhelu na milawu ya tipheteni na vuxaka: • Tifulowu dayagramu. • Tithyebulu.	**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 learner's own creation. • Describe observed relationships or rules in learners' own words **Input and output values** Examine input values, output values and rules for the patterns and relationships using flow diagrams **Equivalent forms** Determine equivalence of different descriptions	**TIPHATHENI TA JOMETIRIKI: LAVISISA NA KU ENGETELA TIPHETENI** • Lavisisa no ndlandlamuxa tijometiriki pheteni ku lava vuxaka kumbe milawu ya tipheteni leti nga: ○ yimeriweke hi xivumbeko xa mapela kumbe dayagiramu fomo ○ Tisikhwense leti nga pimiwangiki ka khomoni diferense na khomoni rhexiyo. ○ ya vutumbuluxi bya vadyondzi hi voxe. • Hlamusela vuxaka lebyi xiyiweke kumbe milawu hi marito ya vadyondzi. **Tiiniphuti na Tiawutiphuti vhelu** Kambela tiiniphuti , awutiphuti vhelu na milawu ya tipheteni na vuxaka hi ku tirhisa ti fulowu dayagiramu. **Tiikhwivhalente fomo** Kumisisa ikhwivhalente ya tinhlamuselo to hambana ta vuxaka	**REVISION OF TERM 1 AND 2's WORK** **MPFUXETO WA NTIRHO WA KOTARA 1 NA 2's**	**ASSESSMENT** **TASK TEST** **All Term 1 and 2's topics** **KU HLELA NTIRHO XIKAMBELWA NA** **Tinhlokomhaka hinkwato ta Kotara 1 na 2's**

TERM 2 KOTARA 2		WEEK 1 VHIKI 1 WEEK 2 VHIKI 2 WEEK 3 VHIKI 3	WEEK 4 VHIKI 4	WEEK 5 VHIKI 5 WEEK 6 VHIKI 6	WEEK 7 VHIKI 7	WEEK 8 VHIKI 8		WEEK 9 VHIKI 9	WEEK 10 VHIKI 10		WEEK 11 VHIKI 11
HOURS PER TOPIC **TIAWARA HI NHLOKOMHAKA**	3	18		15		9		6		2	6
		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)	**Timalitipuli na tifekitara** • Timalitipuli ta dijiti yin'we ku ya kwalomu ka 100. • Tifekitara ta dijiti yin'we ku ya kwalomu ka 10. • Tifekitara ta tiholinamba ta tidijiti timbirhi ku ya kwalomu ka 100. **Tiphurophati ta tiholinamba** Lemuka no tirhisa tiphurophati ta khomuthetivhi, asosiyetivhi na disitiribyutivhi ya tiholinamba. **Ku ololoxa swiphiqo** Ololoxa swiphiqo eka swiyimo leswi katsaka tiholinamba, ku katsa leswi landzelaka: • Swiyimo swa timali • Swiyimo swa mpimo • Ku fananisa mintsengo yimbirhi kumbe ku tlula ta muxaka wun'we (rhexiyo) • Ku fananisa mintsengo yimbirhi ya tinxaka to Habana(rheyiti)	**Properties of whole numbers** 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.	**Swihlawulekisi swa tiholinamba** Lemuka no tirhisa tidisitiribyutivhi phurophati ta tiholinamba. **Ku ololoxa swiphiqo** ololoxa swiphiqo eka swiyimo leswi katsaka tiholinamba, ku katsa na leswi landzelaka: • Swiyimo swa timali. • Swiyimo swa mpimo. • Ku fananisa mintsengo yimbirhi kumbe ku tlula ya muxaka un'we (rhexiyo). • Ku fananisa mintsengo yimbirhi ya tinxaka to hambana (rheyiti). • Tlawahata na ku avelana hi ku ringana na nsalo. .	**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.	**Tiikhwivhalente fomo** Kumisisa ikhwivhalente ya tinhlamuselo to hambana ta vuxaka kumbe nawu wun'we lowu kombisiweke hi tindlela leti landzelaka: • Xanomu. • Tifulowu dayagiramu. • Eka thyebulu. • Hi xivulwa xa tinhlayo.	of the same relationship or rule presented in the following ways: • Verbally. • In a flow diagram. • By a number sentence.	kumbe nawu wun'we lowu kombisiweke hi tindlela leti landzelaka: • Xanomu. • Filowu diyagiramu. • Hi xivulwa xa tinhlayo.		
PREREQUISITE SKILL OR PRE-KNOWLEDGE **VUTSHILA KUMBE**		• 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.	• Andzisa 2, 3, 4, 5 na 10 ku ya kwalomu ka 100 • Andzisa 1 hi tiholinamba ta dijiti yin'we. • Ku hafula na ku mbirihata. • Mintiyiso ya andziso ka tiyuniti hi timalitipuli ta 10 na 100. • Ku aka na ku tlhatlha ka tiholinamba ta tidijiti tinharhu.	• 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.	• Ava tinomboro ku ya eka 100 hi 2, 3, 4, 5 na 10. • Ku hafula na ku andzisa hikambirhi. • Ku aka na ku tlhatlha tinomboro leti tiholinamba ta tidijiti tinharhu. • Tirhisa andziso na ku ava tanihi inivhese oparexini.	• Investigate and extend patterns. • Describe patterns in own words.	• Ku lavisisa na ku engetela tipheteni. • Hlamusela tipheteni hi marito ya wena.	• Investigate and extend patterns. • Describe patterns in own words.	• Lavisisa na ku engetetela tipheteni • Hlamusela tipheteni hi marito ya wena.		

TERM 2 **KOTARA 2**		**WEEK 1** **VHIKI 1**	**WEEK 2** **VHIKI 2**	**WEEK 3** **VHIKI 3**	**WEEK 4** **VHIKI 4**	**WEEK 5** **VHIKI 5**	**WEEK 6** **VHIKI 6**	**WEEK 7** **VHIKI 7**	**WEEK 8** **VHIKI 8**	**WEEK 9** **VHIKI 9**	**WEEK 10** **VHIKI 10**	**WEEK 11** **VHIKI 11**
HOURS PER TOPIC **TIAWARA HI NHLOKOMHAKA**	**3**	**18**				**15**			**9**	**6**	**2**	**6**
VUTIVI LEBYI NGA KONA		• Round off to the nearest 10 and estimate answers.		• Yisa kusuhi na 10 kutani u kumbetela tinhlamulo.		• Round off to the nearest 10 and estimate answers.		• Yisa kusuhi na 10 na ku kumbetela tinhlamulo.				

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3) / NKUNGUHATO WO DYONDZISA WA LEMBE: XITSONGA TINHLAYO GIREDI YA 4 (KOTARA YA 3)

TERM 3 KOTARA 3		WEEK 1 VHIKI 1 / WEEK 2 VHIKI 2 / WEEK 3 VHIKI 3	WEEK 4 VHIKI 4	WEEK 5 VHIKI 5	WEEK 6 VHIKI 6	WEEK 7 VHIKI 7		WEEK 8 VHIKI 8	WEEK 9 VHIKI 9	WEEK 10 VHIKI 10	WEEK 11 VHIKI 11
HOURS PER TOPIC **TIAWARA HI NHLOKOMHAKA**	3	21		9		6		12		6	4
TOPICS, CONCEPTS AND SKILLS **NHLOKOMHAKA,KHONSEPE NA SWIKILI**	**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. **XIKAMBELO XA XIFUMO** **NTIRHO** **PHUROJEKE** **Xiya:** Phurojeke yi fanele ku katsa tinhlokomhaka ku suka eka Kotara 1 ku ya eka 3 naswona yi fanele ku hetiwa ku nga si	**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).	**TIKHOMONI FURAKIXINI** **Ku hlamusela na ku longoloxa Tifurakixini** • Fananisa no longoloxa tikhomoni furakixini leti nga na ti (tihafu, xanharhu, tikotara, xantlhanu, xatsevu, xakombo na swa xavutsevu). • Hlamusela no fananisa tikhomoni furakixini hi dayagiramu fomo. **Makhakhuletelo ya tifurakixini** • Lemuka, hlamusela na ku tirhisa ikhwivhalense ya ku ava tifurakixini. • Ku hlanganisa ka tikhomoni furakixini leti nga tidinominetara to fana. **Ku ololoxa swiphiqo** Ololoxa swiphiqo eka swiyimo leswi katsaka tifurakixini, ku katsa na ku tlawahata na ku ava hi ku ringana. **Tiikhwivhalente fomo** Lemuka no tirhisa tiikhwivhalente fomo ta tikhomoni furakixini (tidinominetara leti nga timalitipuli ta leyin'wana eka yinwana).	**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 about 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.	**NKARHI** **Ku hlaya nkarhi na switirhisiwa swa nkarhi** • Ku hlaya, vula na ku tsala nkarhi hi tifomati ta 12 awara na 24 awara eka switirisiwa hi swimbirhi swa analogo na dijitali eka leswi landzelaka: ○ Tiawara. ○ Timinete. ○ Tisekoni. • Switirhisiwa swi katsa titliloko na tiwachi. **Ku hlaya tikhalendara** **Makhakhuletelo na ku ololoxa swiphiqo swa mayelana na nkarhi ku katsa leswi landzelaka:** • Ku ololoxa swiphiqo eka swiyimo leswi katsaka nkarhi. • Makhakhuletelo ya nomboro ta masiku exikarhi ka masiku yan'wana na yan'wana mambirhi eka malembe yo fana kumbe lama landzelelanaka.	**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).	**VULEHELATLHELO / LENTHE** **Ku pima hi ku endla** • Kumbetela, na ku pima swivumbeko swa 2D na minchumu ya 3D hi ku tirhisa swithisiwa swo pima swo fana na leswi landzelaka: ○ Tirhula. ○ Timitara sitiki. ○ Tithepimejara. ○ Tithirandlili whili. • Rekhoda, fananisa na ku longoloxa vulehelatlhelo bya swivumbeko na minchumu hi timilimitara (mm), tisentimitara (cm), timitara (m) na tikhilomitara (km). **Ku ololoxa swiphiqo** • Ku ololoxa swiphiqo eka swiyimo leswi katsaka ku vulehelatlhelo. • Hundzuluxa exikarhi ka leswi landzelaka: ○ Timilimitara (mm) na tisentimitara (cm).	**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. ○ Hexagon. ○ Heptagon. • 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**	**TIPHUROPHATI TA SWIVUMBEKO SWA 2D:** **RHENJI YA SWIVUMBEKO** • Ku lemuka, ku vona hi mahlo ya miehleketo na ku boxa swivumbeko swa 2D eka mbango na xiyimo xa jometiriki, ku kongomisa eka tipholigoni ta rhegula na ta irhegula: ○ Tithirayiengele. ○ Swikwere. ○ Tirhekithengele. ○ Tikhwadirilaterali tin'wana. ○ Tiphentagoni. ○ Tihekizagoni. ○ Tihepitagoni. • Lemuka, vona hi mahlo ya mianakanyo na ku boxa mavito ya swivumbeko swa 2D eka mbango na xiyimo xa jometiriki, u kongomisa eka tisekele. **Swihlawulekisi swa swivumbeko** Hlamusela, hlela/sota na ku fananisa swivumbeko swa 2D hi ku ya hi leswi landzelaka: • Matlhelo yo lulama na yo goveka • Nomboro ya matlhelo **Switoloveto ku yisa emahlweni**	**REVISION** **PFUXETO**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3 topics** **SWIKAMBELO SWA XIFUMO** **XIKAMBELWANA** **Tinhlokomhaka hinkwato ta Kotara 3**

	hela Kotara 3.			• Calculation of time intervals where time is given in minutes or hours only	• Makhakhuletelo ya thayimi inthavhali laha nkarhi wu nyikiwaka hi timinete kumbe tiawara ntsena	○ Centimetres (cm) and metres (m) ○ Metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions • 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.	○ Tisentimitara (cm) na timitara (m). ○ Timitara (m) na tikhilomitara (km). • Hundzuluxo/khonivhexini lowu pimiweke eka tinomboro tati tiholinamba na tikhomoni furakixini • Kumbetela,pima, fananisa,longoloxa na ku rhekhoda vulehelatlhelo / lenthe hi ku tirhisa mimpimo leyi nga riki ya ntolovelo, e.g. swipene swa voko, magoza, ku leha ka penisele, tikhawutara, na swin'wana. • Hlamusela vulehelatlhelo/lenthe ya minchumu hi ku hlayela na ku boxa ku leha hi tiyuniti leti nga riku ta xifumo.	Draw 2D shapes on grid paper.	Dirowa swivumbeko swa 2D eka phepha ra giridi.		
PREREQUISITE SKILL OR PRE KNOWLEDGE **VUTSHILA KUMBE VUTIVI LEBYI NGA KONA**		• 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.	• Tirhisa no boxa mavito ya tiyunitari na tinaniyunitari furakixini eka swiyimo leswi tolovelekeke ku katsa tihafu, tikotara, xanhungu, xanharhu, xatsevu na xantlhanu. • Lemuka furakixini ka dayagiramu fomo. • Lemuka leswaku tihafu timbirhi kumbe tinharhu ta nharhu ti endla holinamba yinwe na leswaku hafu yin'we na tikotara timbirhi ta ringana. • Tsala tifurakixini tanihi hafu yin'we, timbirhi-xa-nharhu.	• 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.	• Hlaya masiku eka tikhalendara. • Vekela masiku ya ku velekiwa, minkhuvo ya vukhongeri, tiholideyi ta mani na mani, minkhuvo ya matimu na minkhuvo ya xikolo eka khalendara. • Tirhisa tikhalendara ku khakhuleta na ku hlamusela vulehelatlhelo bya nkarhi hi masiku kumbe mavhiki kumbe tinhweti, ku katsa na leswi landzelaka: ○ Ku hundzuluxa exikarhi ka masiku na mavhiki. ○ Ku hundzula exikarhi ka	• 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.	• Kumbetela, pima, fananisa, longoloxa na ku rhekhoda vulehhelatlhelo/lenthe hi ku tirhisa mimpimo leyi nga riki ya ntolovelo, e.g. swipene swa voko, magoza, vulehi bya penisele, tikhawutara, na swin'wana. • Hlamusela vulehelatlhelo/lenthe bya minchumu hi ku hlayela na ku boxa vulehi hi tiyuniti leti ti nga riku ta xifumo.	• Identify circles, triangles, squares and rectangles. • Describe, sort and compare 2D shapes in terms of the following: ○ Shape. ○ Straight sides. ○ Round sides.	• Kombisa swirhendzevutani/tisekele, tithirayiengele, swikwere na tirhekithengula. • Hlamusela, sota na ku fananisa swivumbeko swa 2D hi ku ya hi leswi landzelaka: ○ Xivumbeko. ○ Matlhelo yo lulama. ○ Matlhelo ya xirhendzevutani.		

				• Use clocks to calculate length of time in hours, half hours and quarters of an hour.	mavhiki na tinhweti. • Tirhisa titliloko ku khakhuleta vulehelathlelo bya nkarhi hi tiawara, hafu ya tiawara na tikotara ta awara.						

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4) / NKUNGUHATO WO DYONDZISA WA LEMBE: XITSONGA TINHLAYO (KOTARA YA 4)

TERM 4 KOTARA 4	WEEK 1 VHIKI 1	WEEK 2 VHIKI 2	WEEK 3 VHIKI 3	WEEK 4 VHIKI 4	WEEK 5 VHIKI 5	WEEK 6 VHIKI 6	WEEK 7 VHIKI RA 7	WEEK 8 VHIKI RA 8	WEEK 9 VHIKI RA 9	WEEK 10 VHIKI RA 10
HOURS PER TOPIC TIAWARA HI NHLOKOMHAKA	12		6		12		12		6	3
TOPICS, CONCEPTS AND SKILLS **TINHLOKOMHAKA, KHONSEPE NA SWIKILI**	**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.	**PERIMITARA NA ERIYA** **Perimitara** Pima perimitara hiku tirhisa ti rhula kumbe tithepi mejara. **Mpimo wa eriya** Kuma eriya ya swivumbeko swa rhegula na irhegula hi ku hlayela swikwere eka tigiridi leswaku u tumbuluxa ku twisisa mayelana na tiyuniti ta swikwere.	**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).	**KHAPASITI/VHOLUMU** **Ku pima hi ku endla.** • Kumbetela u tlhela u pima minchumu ya 3D hi ku tirhisa switirhisiwa swo pima swo fana na leswi landzelaka: ○ Malepula yo pima. ○ Tikhapu to pima. ○ Tijeke to pima. • Rekhoda, fananisa na ku longoloxa khaphasiti, na vholumu ya minchumu ya 3D hi timililitara (ml) na tilitara (l). **Makhakhuletelo na ku ololoxa swiphiqo** • Ku ololoxa swiphiqo eka swiyimo leswi katsaka khaphasiti/vholumu. • Hundzuluxa exikarhi ka timililitara na tilitara (swi pimiwile eka swikombiso swa tiholinamba na tifurakixini).	**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).	**Tirhisa tioperexini ya mune ku ololoxa swiphiqo eka swiyimo** **SWIVULWA SWA TINOMBORO** Tsala swivulwa swa tinomboro ku hlamusela swiyimo swa swiphiqo. **KU OLOLOXA SWIPHIQO** Ololoxa swiphiqo eka swiyimo leswi katsaka tiholinamba na tifurakixini, ku katsa na leswi landzelaka: • Swiyimo swa timali. • Swiyimo swa mpimo. • Tiifurakixini, ku katsa na ku tlawahata na ku ava hi ku ringana. • Ku fananisa mintsengo yimbirhi kumbe ku tlula ta muxaka wun'we (rhexiyo). • Ku fananisa mintsengo yimbirhi ya tinxaka to hambana (rheyiti).	**REVISION** **PFUXETO**		**FORMAL ASSESSMENT TASK** **TEST** **Term 3 and 4's topics and the fundamental topics from Term 1 and 2** **XIKAMBELO XA XIFUMO** **XIKAMBELWANA** **Tinhlokomhaka ta Kotara ya 3 na 4's na tinhlokomhaka ta nkoka ku suka eka Kotara ya 1 na 2**	
PREREQUISITE SKILL OR PRE KNOWLEDGE **VUTSHILA KUMBE VUTIVI LEBYI NGA KONA**	• Solve problems in contexts involving length. • Convert between the following:	• Ku ololoxa swiphiqo eka swiyimo leswi katsaka vulehelatlhelo/lenthe. • Hundzuluxa exikarhi ka leswi landzelaka:	• Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using the following:	• Kumbetela, pima, fananisa, longoloxa na ku rhekhoda khaphasiti ya minchumu hi ku pima hi tilitara, hafu ya tilitara na kotara ya	• Number sentences. • All operations with whole numbers and common fractions.	• Swivulwa swa tinhlayo. • Tioparexini hinkwato hi ku tirhisa tiholinamba na tikhomoni furakixini.				

	○ Millimetres (mm) and centimetres (cm). ○ Centimetres (cm) and metres (m). ○ Metres (m) and kilometres (km). • Counting in any interval.	○ Timilimitara (mm) na tisentimitara (cm). ○ Tisentimitara (cm) na timitara (m) ○ Timitara (m) na tikhilomitara (km) • Ku hlayela eka ithavhali yin'wana na yin'wana.	○ 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.	tilitara hi ku tirhisa leswi landzelaka: ○ Mabodlhela lama nga na khaphasiti ya litara yin'we. ○ Jeke yo pima leyi nga na milayeni leyi kalibiritiweke (tilitara, hafu ya tilitara na kotara ya tilitara). ○ Jeke na swipunu swo pima leswi kombisaka khaphasiti. • Hlaya swifaniso swa swiendliwa na khaphasiti ya swona leyi tsariweke leswaku u longoloxa hi ku landzelelana. • Hlamusela vholumu eka tijeke laha vholumu yi nga kusuhi na layini ya giradexini leyi nambariweke milimitara hi ku tirhisa kwalomu ka/ ekusuhi/kusuhi na/ku tlula nyana/ku tlula kumbe ehansi ka/kwatsa ka nomboro ya tilitara leti hlayiweke eka jeke.				