

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

MATHEMATICS

GRADE R-5

Curriculum and Assessment Policy Statement Grade R-5 for learners with Severe Intellectual Disability 2018 Orientation Learning programme

Acronymns

AAC	Augmentative Alternative Communication
CDW	Community Development Worker
DCAPS	National Curriculum Statement: Grade R - 5 for learners with Severe
	Intellectual Disability
NCS	National Curriculum Statement
SID	Severe Intellectual Disabilities

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2. SECTION 2

INTRODUCTION TO MATHEMATICS

2.1 Introduction

The National Curriculum Statement (NCS) Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This National Curriculum Statement: Grade R - 5 for learners with Severe Intellectual Disability aims to ensure that all children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. It also serve the purpose of equipping all learners irrespective of their socio economic background, race, gender, disability, sexual orientation, with the knowledge, skills and necessary values necessary for self-fulfilment and meaningful participation in society as citizen of a free country that provides access to Higher Education, facilitate the transition of learners from education institutions to the work place and providing employers with a sufficient profile of the learner's competences.

2.2 What is Mathematics?

Mathematics is a language that makes use of symbols and notations to describe numerical, basic geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships, in physical and social phenomena, and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving techniques that will contribute in decision-making.

2.3 Specific Aims

To use mathematical knowledge and skills learnt in the classroom and to apply them in the real world; to equip the learners, irrespective of their socio background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in the society as a citizen of the free country. Facilitating the transition of learners from educational institution to work in the community e.g. Community Development Worker (CDW) or a sheltered workplace. It helps the teacher to be able to:

- create a leaner's profile of competences the profile will bridge the gap between the home and the school;
- identify what the learner knows, can do and demonstrate in the teaching and learning situation;
- work effectively as individuals in/or a member of a team;
- Communicate effectively or by using Augmentative Alternative Communication (AAC) and other communicative devices (Sign language, Braille, etc.)

2.4 Specific Skills

The curriculum is aimed at equipping the learner with mathematical skills to:

- manage their own budget (grants and income, living expenses) under supervision
- apply and utilise in the work situation; and
- utilise numerical data accordingly

2.5 Focus of Content Areas

Mathematics covers five content areas. Each content aread contributes to the acquisition of specific skills. The content areas are:

- Number Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shapes
- Measurement
- Data handling

Content Area	General Content Focus	Grade R to 5 content Focus		
Numbers, Operations	Development of number sense that includes to:	• The number range developed by the end of Grade 5 includes		
and Relationships	Count objects	whole numbers to at least 1000.		
	Count forwards and backwards	• Counting enables learners to develop number concept, menta		
	• Know number symbols, number values and number names	Mathematics, estimation, calculation skills and recognition or		
	Describe, compare and order numbers	patterns		
	Recognise place value of numbers	• Number concept development helps learners to learn about		
	Solve problems in context	properties of numbers and to develop strategies that can make		
	Complete context free calculations	calculations easier		
	Represent numbers in different ways	• Learners build an understanding of basic operations of addition		
	Know South African coins and bank notes	subtraction, multiplication and division with support		
		• Learners develop fraction concept through solving problem		
		involving the sharing of physical quantities and by using		
		drawings		
		• Solving problems in context enables learners to communicate		
		their own thinking orally and visually		
Patterns, Functions and	Expositor to patterns, develops a sense of order and	• Use concrete objects, drawings and symbolic forms to copy		
Algebra	sequencing	extend, describe and create patterns		
	• Copy and extend simple geometric and number patterns	• Describing the pattern helps learners to follow simple order and		
	using concrete objects and drawings	sequence		
		Number patterns support number concept development		

Space and Shape	The main progression in Space and Shape is achieved	Learners recognise and name objects in their environment		
(Geometry)	by:	 Learners describe the features 3D objects and 2D shapes 		
	• Focus on new properties and features of shapes and objects.	• Learners match and sort 3D objects and 2D shapes according		
	• Move from learning the language of position and matching	to their shape and size		
	different views of the same objects to reading and following	 Learners follow and give directions 		
	directions	 Learners build models using 3D objects 		
		• Learners can describe their own positions and the positions of		
		others and objects in the environment		
Measurement	Measurement focuses on informal and formal ways of	• The concept of measurement is developed by working		
	measuring. It enables the learner to:	practically with different concrete objects and shapes which		
	Make sensible measurement estimates	facilitates learning the properties of time, length, capacity, mass,		
	 Measure using non-standard and standardised measuring 	and area		
tools		Activities related to time should include days of week, months of		
		the year, reading a calendar and know how to tell and read time		
		(analogue and digital clocks)		
		 Learners learn concepts of capacity and mass 		
Data Handling	Through the study of data handling the learner develops	The data handling focus is on sorting objects according to		
	the skills to:	features such as shape, size and colour. Learners are expected		
	• Collect	to:		
	• Organise	 Collect objects in the immediate environment 		
	Represent	 Sort objects with similar features 		
	Analyse and interpret	 Identify objects that are similar in a set 		
	Record and report	Represent data collected		

2.6 Age appropriate grading

Learners with Severe Intellectual Disabilities (SID) are progressed and promoted on age and not according to their scholastic performance. The suggested Grades according to age are as follows:

Age	Suggested Grade
5, 6, 7 years	Grade R
8-9 years	Grade 1
10-11 years	Grade 2
12-13 years	Grade 3
14-15 years	Grade 4
16, 17, 18 years	Grade 5

2.7 Weighting of content areas in Grades R-5

The weighting of the Mathematics content areas, serves two primary purposes: firstly the weighting gives guidance on the amount of time needed to address the concepts within each content area adequately; secondly the weighting gives guidance on the spread of content for assessment purposes. The suggested weighting of the Mathematics content areas for Grades R to 5:

Content Areas	Grade R-3	Grade 4&5	
	Weightings	Weightings	
Numbers, Operations and Relationships	55%	50%	
Patterns, Functions and Algebra	10%	10%	
Space and Shape (Geometry)	10%	10%	
Measurement	15%	20%	
Data handling	10%	10%	

2.8 Mathematics for learners with Severe Intellectual Disabilities

The Mathematics programme has been adapted to accommodate learners with Severe Intellectual Disabilities (SID). The pedagogy and methodology should support activity based learning.

2.8.1 Time Allocation

The suggested time allocation for Mathematics in **Grades R to 3** is **5 hours** per week which works out to at least 1 hour per day. For in **Grades 4-5** the suggested time allocation is **3 hours** per week which calculates to a minimum of 30 minutes per day over five days. Table reflecting the distribution of time between the subjects

SUBJECT	5-14 YEARS	14-18 YEARS	
Home Language	10 hours per week	6 hours per week	
First additional language		2 hours per week	
Mathematics	5 hours per week 3 hours per week		
Life Skills	8 hours per week	5 hours per week	
Physical Education	1 hour per week	1 hour per week	
Natural sciences		1 hour 30 minutes per week	
Creative arts	3 hours 30 minutes / week	1 hour per week	

2.8.2 Suggested guidelines for classroom management

The programme must accommodate each individual learner. Each individual should be taught and supported according to their level of support needed (high, moderate, low). Small group focussed teaching should be encouraged, to facilitate individual support.

Small group teaching

"Teaching and Learning in small groups has a valuable part to play in the all-round education of learners. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with the teacher, than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading" (Jacques, 1991). It helps the learner to express his/her ideas and thoughts in a small group, where there is trust and confidentiality.

Independent activities

Teacher chooses independent activities to suit the level of each individual learner. Independent activities are given to learners especially those that can work for short periods of time on their own.

Visual stimulating classroom

Simmons (1995) stated that colour, in the learning environment improves visual processing, reduces stress, and challenges brain development. Visual stimulation rewires the brain, making stronger connections while nurturing visual thinking, problem solving, and creativity. Therefore the colours we use in a learning environment should maximize information retention and stimulate learner participation.

2.9 Differentiatied Approach to teaching Mathematics

Use a Differentiated Approach to teach Mathematics in Grades R to 5 to support learners experiencing barriers to learning. Teacher must know the learners in the class and differentiate the activity to suit each learner's learning style (Auditory, Visual, and Kinesthetic). Differentiate the content; from known to the unknown, using concrete, visual and auditory learning resources. Concepts must be introduced from the concrete, semi-concrete to the abstract. In other words, the acquisition of emergent Mathematics and related mathematical concepts should, adhere to the following learning principles where children move through three stages of learning namely the:

- Kinesthetic stage (experience concepts with the body and senses);
- Concrete stage (3D, using a variety of different objects such as blocks, bottle tops, twigs and other objects in the environment); and
- Semi-concrete stage (paper and pencil representations using drawings, matching cards etc.)

Creative Arts activities should also have a mathematical emphasis, for example, using geometric shapes such as circles and squares to make a collage, or designing a pattern to frame a picture. The weather chart, calendar and birthday charts provide opportunities for exploring mathematical concepts. It is the teacher's knowledge and initiative that can maximise learning potential.

Routines where children participate actively, such as snack time, arrival, home time and toilet routines, can also be given a Mathematics focus.

Counters	 Play money- coins and notes 		
• Abacus	Birthday chart/calendar		
• Legos	Weather chart		
Large and small (dice)	Bathroom scale		
Board games	Balancing scale		
Height chart	Kitchen scale		
Metre stick	Building blocks		
Measuring stick	 Chalk boards/ white boards for children 		
Measuring cups	Modelling clay		
Big counting frame/mat	 Large analogue and digital wall clock 		

2.10 Recommended Resources for the teaching of Mathematics in Grades R to 5

Big 1-10 and 1-100 number grid posters	• Flard cards		
Number lines	Calculator		
Number cards	• 3D objects: sphere (ball), a rectangular prism		
A calendar for the current year	(box), cube, cone, pyramid and cylinder		
Boxes of different shapes and sizes	Mathematical games, e.g. Ludo, Snake and		
• Empty containers (recycled material) of different	Ladder, Jigsaw Puzzles, Dominoes, Tangrams		
shapes and sizes	etc		
A variety of plastic or cardboard shapes			

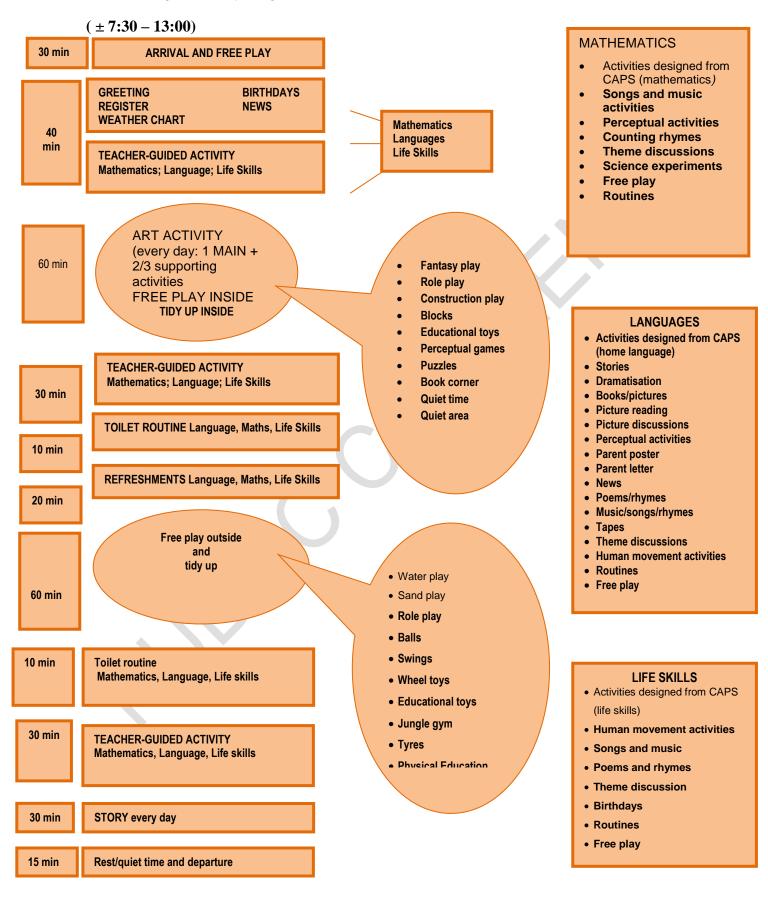
Essentials:

- Areas for sand and water play
- Apparatus for climbing, balancing, swinging and skipping
- A Mathematics corner/centre in the classroom with mathematical games etc.

Other Resources

• DBE Workbooks

2.11 Intergrated Daily Programme for Grade R and 1



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3. SECTION 3:

CURRICULUM OVERVIEW FOR MATHEMATICS SKILLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITIES IN GRADES R TO 5

3.1 Introduction

The National Curriculum Statement: Grade R - 5 for learners with Severe Intellectual Disability (DCAPS) for learners with **Severe Intellectual Disabilities** has a compulsory teaching time of **5 hours** for **Grades R-3** and **3 hours** for **Grades 4-5 per 27,5 hour week**. The curriculum overview gives a breakdown of:

- GRADE OVERVIEW
- TERM OVERVIEW
- ASSESSMENT PLAN

3.2 Specification of content to show progression

The **Grade Overview** shows the progression of concepts and skills across Grade R - 5 and the **Term overview** shows the progression over the four terms of the year. However, in certain topics the concepts and skills are similar in two or three successive Grades. The **Assessment Plans** gives specific gidelines on formal assessment to be done per week and term. The **Lesson Plan Tracker and clarification notes** (in a separate document) give guidelines on how progression should be addressed. The specification notes.

3.2.1 Progression in Numbers, Operations and Relationships

- The main progression in Numbers, Operations and Relationships happens in three ways:
 - The number range increases.
 - Different kinds of numbers are introduced.
 - The calculation strategies change.
- As the number range for doing calculations increases up to Grade 5, learners should develop more efficient strategies for calculations.
- Contextual problems should take account of the number range for the grade as well as the calculation competencies of learners.

- 3.2.2 Progression in Patterns, Functions and Algebra
 - In Patterns, Functions and Algebra, learners get opportunities to:
 - Complete and extend patterns represented in different forms
 - Identify and describe patterns.
 - Describing patterns lays the basis for learners in the work environment.
- 3.2.3 Progression in Space and Shape
 - The main progression in Space and Shape is achieved by:
 - focussing on new properties and features of shapes and objects in each grade: and
 - moving from learning the language of position and matching different views of the same objects to reading and following directions on informal maps.
- 3.2.4 Progression in Measurement
 - The main progression in measurement across the grades is achieved by the introduction of :
 - new forms of measuring;
 - new measuring tools, starting with informal tools and moving to formal measuring instruments.
 - Calculations and problem-solving with measurement should take cognisance of the number work that has already been covered.
- 3.2.5 Progression in Data Handling
 - The main progression in Data Handling across the grades is achieved by:
 - moving from working with objects to working with data;and
 - working with new forms of data representation.
 - Learners should work through the full data cycle at least once a year- this involves collecting and organising data, representing data, analysing, interpreting and reporting data.
 - Some of the above aspects of data handeling can also be dealt with as discrete activities.

The following tables indicate the Grade Overview of the content areas.

3.3 GRADE OVERVIEW: Grade R - 5

GRADE OVERVIEW GRADES R TO 5							
			RS, OPERATIONS AN				
	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	
1.1 Count objects	Count concrete objects to at least	Estimate and count concrete	Estimate and count concrete objects to	Estimate and count concrete	• Estimate and count to at least 500	• Estimate and count to at least 1000	
	1-10 reliably	objects to at least	at least 1-50 reliably	objects to at least 1- 200 reliably	everyday objects reliably	everyday objects reliably	
			Count by grouping is encouraged	Count by grouping is encouraged	 Count by grouping is encouraged 	 Count by groupin is encouraged 	
1.2	Recite counting	Recite counting	Count forwards	Count forwards	Count forwards and	•Count forwards an	
Count forwards	rhymes and songs	rhymes and song	from 0-50	from 0-200	backwards from 0-	backwards from 0-	
and backwards					500	1000	
	• Count forwards from 0 to 5	• Count forwards and backwards from 0-10	 Count forwards and backwards in multiples of: 2s from 0-20 10s between 0- 50 	 Count forwards and backwards from any number between 0-100 in multiples of: 2s from 0-200 5s from 0-200 10s from 0-200 	 Count forwards and backwards in multiples of: 2s from 0-500 5s from 0-500 10s from 0-500 	 Count forwards an backwards in multiples of: 2s from 0-500 5s from 0-500 10s from 0-1000 3s from 0-100 4s from 0-100 50s and 100s to 1000 and beyond 	

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers								
1.3	Recognise, identify	 Recognise, identify 	 Recognise, identify 	Recognise, identify	Recognise, identify	 Recognise, identify 		
Number	and read number	and read number	and read number	and read the	and read the	and read the		
symbols and	symbols from 1-5	symbols from 1-10	symbols from 1-	number symbols	number symbols 1-	number symbols 1-		
number names		• Write number	100	from 1-200	500	1000		
		symbols 1-10	 Know the number 	Know the number	 Know the number 	 Know the number 		
			names 1-5	names 1-10	names 1-20	names 1-1000		
			 Know number 	Know number	 Know number 	 Know number 		
			names in multiples	names in multiples	names in multiples	names in multiples		
			of 10s up to 50	of 10s up to 100	of 100s up to 1000	of 10s and 100s up		
						to 1000		
			• Write number	• Write number	• Write number	Write number		
			symbols 1-20	symbols 1-50	symbols 1-100	symbols 1-1000		
	PT DEVELOPMENT: D			1	1	1		
1.4	Use ordinal	Order, compare	Order, compare	Order, compare	Order, compare	Order , compare		
Describe,	numbers to show	and represent	and represent	and represent	and represent	and represent		
compare and	order, place or	numbers to 5	numbers to 10	numbers to 50	numbers to 100	numbers to 1000		
order numbers	position:	Order and	 Order and 	Order and	Order and	 Order and compare 		
	Develop an	compare whole	compare whole	compare whole	compare whole	whole numbers		
	awareness of	numbers	numbers according	numbers	numbers according	according to more		
	ordinal numbers	according to more	to more than and	according to more	to more than and	than and less than,		
	e.g. first, second,	than and less than	less than, equal to	than and less	less than, equal to,	equal to, greater		
	third		Order numbers	than, equal to, and	greater than and	than and smaller		
			from smallest to	greater than	smaller than	than		

			DE OVERVIEW GRADE RS, OPERATIONS AN			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			biggest up to 1-5			
			 Compare whole 	Compare whole	 Compare whole 	Compare whole
			numbers according	numbers	numbers according	numbers according
		Use ordinal	to big, small,	according to, more	to more than, less	to more than, less
		numbers to show	smaller than,	than, less than, is	than, is equal to,	than, equal to,
		order, place or	bigger than, up to	equal up to 50	most, least, fewer	most, least, fewer
		position	10		up to 100	up to 1000
		 Position objects in 				
		a line from first to				
		fifth	tenth or first to last	20 th or first to last	50 th or first to last	100 th or first to last
				(ordinal numbers)	(ordinal numbers)	(ordinal numbers)
					 Use, read and 	 Use, read and
					write ordinal	write ordinal
					numbers, including	numbers, including
					abbreviated form	abbreviated form
					first to 30 th	first to 100 th
	PT DEVELOPMENT: P	LACE VALUE				
1.5			Begin to recognise	Begin to recognise	Begin to recognise	Begin to recognise
Place value			the place value of			
			two-digit numbers to	two-digit numbers to	three-digit numbers	three and four-digit
			20	99	to 200	numbers to 1000
			 Decompose two- 	 Decompose two- 	Decompose	•Decompose three
			digit numbers into	digit numbers into	three-digit	and four-digit
			multiples of tens	multiples of tens	numbers into	numbers into

	GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS									
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5				
			and units	and units	multiples of	multiples of				
					hundreds, tens	thousands,				
					and units	hundreds, tens and				
						units				
			 Identify and state 	Identify and state	 Identify and state 	 Identify and state 				
			the value of each	the value of each	the value of each	the value of each				
			digit	digit	digit	digit				
SOLVE PROBLEM	IS IN CONTEXT		I							
1.6	 Use concrete 	 Use concrete 	Use concrete	 Building up and 	 Building up and 	 Building up and 				
Problem solving	apparatus e.g.	apparatus e.g.	apparatus e.g.	breaking down	breaking down	breaking down				
techniques	counters and	counters and	physical number	numbers	numbers	numbers				
	physical number	physical number	ladders; counters	 Practise doubling 	 Practise doubling 	 Practise doubling 				
	ladder	ladder	and pictures	and halving	and halving	and halving				
		Practise doubling	 Practise doubling 	• Use number lines	• Use number lines	 Use number lines 				
			and halving	Use 100 chart	• Use 100 chart	 Use 100 chart 				
			• Use number lines	Rounding off in	Rounding off in 10s	 Rounding off to the 				
			supported by	tens		nearest 5, 10, and				
			concrete apparatus	 Calculators 	Calculators	100				
1.7	Solve verbally	Use concrete	Solve word	Solve word	Solve word	Solve word				
Addition and	stated problems	objects to solve	problems (story	problems (story	problems (story	problems (story				
subtraction	with answers up to	problems involving	sums) in context	sums) in context	sums) in context	sums) in context				
	5	addition and	and explain own	and explain own	and explain own	and explain own				
		subtraction with	solution to	solution to	solution to	solution to				

	GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
		answers up to 10	problems involving	problems involving	problems involving	problems involving			
			addition and	addition and	addition and	addition and			
			subtraction with	subtraction with	subtraction with	subtraction with			
			answers up to 20	answers up to 100	answers up to 250	answers up to 500			
1.8			 Solve addition 	Solve addition	Solve addition	Solve addition			
Repeated			problems of 2s and	problems of 2s, 5s	problems of 2s, 5s	problems of 2s, 5s			
addition leading			10s with answers	and 10s with	and 10s with	and 10s with			
to multiplication			up to 50	answers up to 100	answers up to 250	answers up to 500			
1.9	 Solve and explain 	 Solve and explain 	Solve and explain	Solve and explain	Solve and explain	Solve and explain			
Grouping and	solutions to word	solutions to word	solutions to word	solutions to word	solutions to	solutions to			
sharing leading	problems in context	problems in context	problems in context	problems in context	practical problems	practical problems			
to division	(story sums) that	(story sums) that	(story sums) that	(story sums) that	involving equal	involving equal			
	involve equal	involve equal	involve equal	involve equal	sharing and	sharing and			
	sharing and	sharing and	sharing and	sharing and	grouping with	grouping with			
	grouping with	grouping with	grouping with	grouping with	whole numbers up	whole numbers up			
	whole numbers up	whole numbers up	whole numbers up	whole numbers up	to 100 and with	to 500 and with			
	to 5	to 10	to 20	to 50	answers that may	answers that may			
					include remainders	include remainders			
	MS IN CONTEXT								
1.10	 Introduction to half 	 Introduction to half 	 Introduction to half 	 Solve and explain 	 Solve and explain 	 Solve and explain 			
Sharing leading	using concrete	using halving of	using halving of	solutions to	solutions to	solutions to			
to fractions	objects	concrete objects	concrete objects	practical problems	practical problems	practical problems			
				that involve equal	that involve equal	that involve equal			
				sharing leading to	sharing leading to	sharing leading to			

			DE OVERVIEW GRADE RS, OPERATIONS AN			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				solutions that	solutions that	solutions that
				include unitary	include unitary and	include unitary and
				fractions e.g. half,	non-unitary	non-unitary
				quarter	fractions e.g. half,	fractions e.g. half,
					quarter, third	quarter, third, fifth
1.11	Develop an	Recognise and	Recognise and	Recognise and	Recognise and	Recognise and
Money	awareness of and	identify South	identify South	identify South	identify South	identify South
	recognise South	African coins like	African coins like	African coins like	African coins like	African coins like
	African coins	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,
		R5.00	R5.00 and notes	R5.00 and notes	R5.00 and notes	R5.00 and notes
			like R10.00,	like R10.00,	like R10.00,	like R10.00,
			R20.00, R50.00,	R20.00, R50.00,	R20.00, R50.00,	R20.00, R50.00,
			R100.00, R200.00	R100.00, and	R100.00, and	R100.00 and
				R200.00	R200.00	R200.00
				Solve money	Solve money	Solve money
				problems involving	problems involving	problems involving
				totals and change	totals and change	total and change in
				up to R100.00	up to 90c and	Rand and cents up
					R200.00	to R500.00
						Conversions
						between Rand and
						cents
CONTEXT FREE		J	I	I	I	I
1.12	Use concrete	Use concrete	Use concrete	Use the following	Use the following	Use the following

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
Techniques	apparatus e.g.	apparatus e.g.	apparatus to solve	techniques when	Techniques when	techniques when		
(method or	counters	counters	maths problems	solving problems	solving problems	solving problems		
strategies)			e.g. drawings or	and explain	and explain	and explain		
			concrete objects	solutions to	solutions to	solutions to		
				problems:	problems:	problems:		
				 Building up and 	 Building up and 	 Building up and 		
				breaking down	breaking down	breaking down		
				numbers	numbers	numbers		
		 Practise doubling 	 Practise doubling 	Practise doubling	Practise doubling	Practise doubling		
		and halving	and halving	and halving	and halving	and halving		
		• Use number lines	• Use number lines	• Use number lines	• Use number lines	Use number lines		
		• Use 100 chart	Use 100 chart	• Use 100 chart	Use 100 chart	• Use 100 chart		
				Round off in 10s	Round off in 10s	Round off in 10s		
						and 100s		
1.13	Solve verbally	Solve verbally	Add to 20	Add to 99	• Add to 200	Add to 500 and		
Addition and	stated addition	stated addition and	Subtract from 20	Subtract from 99	Subtract from 200	Subtract from 500		
subtraction	and subtraction	subtraction	Practise number	Practise number	Practise number	Practise number		
	problems with	problems with	bonds up to 5	bonds to 10	bonds to 20	bonds to 30		
	concrete objects	concrete objects	Use appropriate	Use appropriate	Use appropriate	Use appropriate		
	up to 5	up to 10	symbols(+,-,=,□)	symbols(+,-,=,□)	symbols (+,-,=,□)	symbols(+,-,=,□)		
			1	1	1	1		
1.14		 Add the same 	 Add the same 	Add the same				
Repeated		number repeatedly	number repeatedly	number repeatedly				

	GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
addition leading		up to 10	up to 20	up to 50					
to multiplication				Multiply numbers 1	 Multiply numbers 	 Multiply any 			
				to 10 by 2, 10, 5 to	1-10 by 2, 5 ,3, 10	number by 2, 5, 3			
				a total of 50	to a total of 100	,4 and 10 up to			
					P	100			
			 Use appropriate 	Use appropriate	Use appropriate	Use appropriate			
			symbols(+,=)	symbols(+,x,=)	symbols(+, x, =)	symbols(+, x, =)			
1.15					Divide numbers to	Divide numbers to			
Division					50 by 2, 5, 10	100 by 2, 5, 10			
					Use appropriate	Use appropriate			
					symbols (÷, =)	symbols (÷, =)			
1.16	Number concept	Number concept	Number concept	Number concept:	Number concept:	Number concept:			
Mental	range 5Count everyday	range 10Name the number	range 20Name the number	range 100Name the number	range 200Name the number	range 1000Name the number			
Mathematics	objects	before and after a	before and after a	before and after a	before and after a	before and after a			
	Count forwards	given number	given number	given number	given number	given number			
		Compare numbers	Compare numbers	Compare numbers					
		and say which is	and say which is 1	and say which is 1,					
		more or less	or 2 more or less	2 and 3 more or					
				less					
			 Solve addition and 	Solve addition and	Solve addition and	Solve addition and			
			subtraction	subtraction	subtraction	subtraction			
			problems (number	problems to 20	problems (number	problems (number			
			bonds) to 5		bonds) to 30	bonds) to 50			

			DE OVERVIEW GRADI ERS, OPERATIONS AN			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				Order a given set	 Know multiplication 	Know multiplication
				of selected	tables of 5, 10 and	tables of 2, 5,10, 3
				numbers	2	and 4
1.17			• Use and name	Use and name	Use and name	Use and name
Fractions			unitary fractions	unitary fractions	unitary fractions	unitary fractions
			including halves	including halves	including halves,	including halves,
				and quarters	quarters and thirds	quarters, thirds
						and fifths
				Recognise	Recognise	Recognise
				fractions	fractions	fractions
				diagrammatically	diagrammatically	diagrammatically
				Write fractions as 1	Write fractions as	Write fractions as
				half	½, ¼, and ⅓	$\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \text{ and } \frac{1}{5}$
		8	5			

•

	GRADE OVERVIEW GRADES R TO 5 2. PATTERNS, FUNCTIONS AND ALGEBRA								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
2.1	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and			
Geometric	represent	represent	represent	represent	represent	represent			
patterns	 Copy simple 	 Copy simple 	 Copy and extend 	 Copy, extend and 	 Copy, extend and 	 Copy, extend, and 			
	patterns using	patterns using	simple patterns	create simple	create patterns	represent patterns			
	concrete objects;	concrete objects	using concrete	patterns made with	made with	made with drawings			
	e.g. using colours		objects	shapes or objects	drawings of lines,	of lines, shapes or			
	and shapes				shapes or objects	objects			
			Copy patterns made	 Copy and extend 	Copy, extend and	Copy, extend and			
			with drawings of	patterns made with	create complex	create complex			
			lines, shapes or	drawings of lines,	patterns made with	patterns made with			
			objects	shapes or objects	drawings of lines,	drawings of lines,			
					shapes or objects	shapes or objects			
					Patterns around us	Patterns around us			
					 Identify and copy 	 Identify and copy 			
					geometric patterns	geometric patterns			
					in nature and from	in nature and from			
					cultural heritage	cultural heritage			
2.2			Copy and extend	 Copy and extend 	Copy, extend and	Copy, extend and			
Number					describe	describe			
patterns			 Copy and extend 	 Copy and extend 	 Copy, extend and 	 Copy, extend and 			
			simple number	simple number	describe number	describe number			
			sequences to at	sequences to at	sequences to at	sequences to at			
			least 20	least 100	least 500	least 1000 in			

	GRADE OVERVIEW GRADES R TO 5 2. PATTERNS, FUNCTIONS AND ALGEBRA								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
						multiples of 100s,			
						10s, 5s, 2s, 3s, 4s			
						Create, extend and			
						describe own			
						patterns			

	GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
3.1	Language of	Language of	Language of	Language of	Language of	Position and views			
Position,	position	position	position	position	position	 Recognise and 			
orientation	 Describe the 	 Describe the 	 Describe the 	Describe the	 Describe the 	match different			
and views	position of one	position of one	position of one	position of one	position of one	views of the same			
	object in relation to	object in relation to	object in relation to	object in relation to	object in relation to	everyday object			
	another e.g. on top	another e.g. on top	another e.g. on top	another e.g. on top	another e.g. on top				
	of, in front of,	of, in front of,	of, in front of,	of, in front of,	of, in front of,				
	behind, up, down,	behind, up, down,	behind, left, right,	behind, left, right,	behind, left, right,				
	next to	next to	up, down, next to	up, down, next to	up, down, next to				
	Position and	Position and views	Position and views	Position and views	Position and views				
	directions	 Describe the 	Describe the	Describe the	 Describe the 	 Describe the 			
	 Follow directions to 	position of one	position of one	position of one	position of one	position of one			
	move around the	object in relation to	object in relation to	object in relation to	object in relation to	object in relation to			
	classroom	the other e.g. top	another. e. g. top	another. e.g. top	another. e.g. top	another. e.g. top			
		and bottom	and bottom etc.	and bottom, front	and bottom and left	and bottom and left			
				and back etc.	and right etc.	and right etc.			
					 Recognise and 				
					match different				
					views of the objects				
		Position and	Position and	Position and	Position and	Position and			
		directions	directions	directions	directions	directions			
		 Follow directions to 	 Follow directions to 	 Follow directions 	 Follow directions to 	 Follow and give 			
		move around the	move around the	using a map	move around the	directions to move			

	GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
		classroom	classroom		classroom and	around the			
		 Follow instructions 	 Follow instructions 	Follow instructions	school	classroom and			
		to place one object	to place one object	to place one object	 Give directions to 	school			
		in relation to	in relation to	in relation to	move around the	 Follow directions on 			
		another	another	another	classroom and	a map			
					school	 Reading basic co- 			
					 Follow directions 	ordinates			
					from one place to				
					another on an				
					informal map				
3.2	Range of objects	Range of objects	Range of objects	Range of objects	Range of objects	Range of objects			
3D objects	 Recognise and 	 Recognise, name 	Recognise , name	 Recognise and 	Recognise and	 Recognise and 			
	name 3D objects in	and identify 3D	and identify 3D	describe 3D objects	describe 3D objects	describe 3D objects			
	the classroom e.g.	objects in the	objects in the	in the classroom	in the classroom	in the classroom			
	box and ball shapes	classroom e.g. box	classroom e.g.	e.g.	and in pictures e.g.	and in pictures e.g.			
	Focused activities	and ball shapes	- ball shapes,	- ball shapes,	- ball shapes,	- ball shapes,			
	Use 3D objects	Features of objects	(spheres)	(spheres)	(spheres)	(spheres)			
	such as building	Sort 3D objects in	- box shapes	- box shapes	- box shapes	- box shapes (prisms)			
	blocks, recycling	terms of:	(prisms)	(prisms)	(prisms)	- cylinders			
	material etc. to	- size	- cylinders	- cylinders	- cylinders	- pyramids			
	construct objects	- colour			- cones	- cones			
	e.g. towers, bridges		Features of objects	Features of objects	Features of objects	Features of objects			
			 Sort 3D objects in 	•Describe, sort and	 Describe, sort and 	 Describe, sort and 			

	GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)									
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5				
			terms of:	compare 3D objects	compare 3D	compare 3D objects				
			- size	in terms of:	objects in terms of:	in terms of:				
			- colour	- size	- size	- size				
			- shape	- colour	- colour	- colour				
			- objects that roll	- shape	- shape	- objects that are flat				
			- objects that slide	- objects that roll	- objects that roll	- objects that are				
				- objects that slide	- objects that slide	curved				
3.3	 Introduce figure 	Introduce figure	Range of shapes	Range of shapes	Range of shapes	Range of shapes				
2D shapes	ground perception	ground perception	Recognise and name 2D	Recognise and name 2D	 Recognise and name 2D 	Recognise and name 2D				
0.1.ap 00	0 1 1	o 1 1	shapes	shapes	shapes	shapes				
	and identify	and identify	 circles 	• circles	circles	circles				
	geometric shapes:	geometric shapes:	triangles	 triangles 	 triangles 	 triangles 				
	- circle	-circle		 rectangle 	 rectangle 	 rectangle 				
		-triangles	 squares 	 squares 	 squares 	 squares 				
		-squares	Features of shapes	Features of shapes	Features of shapes	Features of shapes				
		oquaroo	 Describe, sort and 	 Describe, sort and 	 Describe, sort and 	 Describe, sort and 				
			compare 2D shapes in	compare 2D shapes in	compare 2D shapes in	compare 2D shapes in				
			terms of:	terms of:	terms of:	terms of:				
			• size	• size	• size	• size				
			• colour	• colour	• colour	• colour				
				 straight sides 	 straight sides 	 straight sides 				
					 curved sides 	 curved sides 				
			Draw shapes	Draw shapes	Draw shapes	Draw shapes				
			• circles	• circles	circles	 circles 				
			 triangles 	 triangles 	 triangles 	 triangles 				
			 squares 	 squares 	 squares 	 squares 				
				 rectangles 	 rectangles 	 rectangles 				

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)								
TOPICS 3.4	GRADE R	GRADE 1	GRADE 2	GRADE 3 Symmetry	GRADE 4 Symmetry	GRADE 5		
Symmetry	Symmetry • Recognise symmetry in own body	Symmetry • Recognise symmetry in own body	Symmetry •Recognise symmetry in own body and draw line of symmetry in shapes	•Recognise symmetry in own body and draw line in geometrical shapes	Recognise symmetry in own body and draw line in geometrical and non-geometrical shapes	 Symmetry Recognise symmetry in own body and draw line in 2D geometrical and non-geometrical shapes Determine line of symmetry through paper folding and reflection 		

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT							
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
4.1	Passing of time	Passing of time	Passing of time	Passing of time	Passing of time	Passing of time		
Time	 Talk about the passing of time Talk about things that happen during the day and night Talk about things that happen: during day and night Class Routine Use weather chart Use birthday chart Use season chart 	 Talk about the passing of time Talk about things that happen: during day and night Class Routine Use weather chart Use birthday chart Use season chart 	 Talk about the passing of time Sequence events that happened to them during the day and night Start to use time concepts: Today, tomorrow Class Routine Use weather chart Birthday cart Season cart 	 Talk about the passing of time Sequence events that happened to them during the day and during the night Know time concepts e.g. today, tomorrow Name and sequence: days of week months of the year Describe when something happens using the language e.g. morning, afternoon, night, early, late Place birthdays on a calendar Read 12 hour time 	 Talk about the passing of time Name and sequence: days of week months of the year Place birthdays, religious festivals, public holidays, historical events, school events on a calendar Read 12 hour time 	 Talk about the passing of time Tell the time Read dates on calendars Place birthdays, religious festivals, public holidays, historical events and school events on a calendar Read 12 hour time in hours, minutes and seconds on digital clocks and watches and cell 		

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT							
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	
				in hours and half	in hours, half hours	phones	
				hours on digital	and quarter hours		
				clocks and watches	and minutes on		
				and Cell phones	digital clocks and		
					watches and cell		
					phones		
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	
Length	Compare the	Compare the length	Compare the length	 Compare the length 			
	length (long and	(long and short),	(long and short),	(long and short),			
	short)	height (tall and	height (tall and	height (tall and			
		short) and width	short) and width	short) and width			
		(narrow and wide)	(narrow and wide)	(narrow and wide)			
			 Estimate, measure 	 Estimate, measure 	• Estimate, measure,	•Estimate, measure,	
			and compare,	and compare, length	compare, order	record, compare, and	
			length using non-	using non-standard	and record length	order, length using	
			standard measures	measures e.g. hand	using non-standard	non-standard	
			e.g. hand spans,	spans, paces, pencil	measures e.g.	measures e.g.	
			paces, pencil	lengths, counters	hands/feet, pencils,	hands/feet, pencils,	
			lengths, counters		string, objects	string and objects	
					Describe the length of	Describe the length of	
					objects by counting and	objects by counting and	
					stating the length in informal units	stating the length in informal units	
					Introducing formal	Formal measuring	

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT							
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
TOPICS 4.3 Mass	GRADE R Informal measuring • Compare and order the mass of two or more objects by feeling them	GRADE 1 Informal measuring • Compare and order the mass of two or more objects by feeling them		GRADE 3 Informal measuring • Estimate, measure, compare and order mass using a balancing scale and nonstandard measures e.g. blocks, bricks • Describe the mass of objects by counting and stating the mass in informal units • Discuss mass e.g. light, heavy, lighter, heavier • Introduce formal measuring • Compare and order the	GRADE 4 Measuring • Estimate, measure, compare order and record length using: • Metres (m) • Centimetres (cm) • Centimetres (cm) Informal measuring • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures • Describe the mass of objects by counting and stating the mass in informal units • Discuss mass e.g. light, heavy, lighter, heavier • Formal measuring • Compare, order and	 Estimate, measure, compare, order and record length using: Centimetres (cm) Metres (m) Kilometres (km) Informal measuring Estimate, measure, compare, order and record mass using a balancing scale and non- standard measures Describe the mass of objects by counting and stating the mass in informal units Formal measuring 		
				mass of commercially packaged objects which have their mass stated only in kilograms (kg) e.g. 2kg rice and 1 kg flour	record the mass of commercially packaged objects which have their mass stated in kilograms (kg) and grams (g)	 Compare, order and record the mass of commercially packaged objects which have their mass stated in: 		

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT							
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
				Measure own mass in	Measure own mass in	Kilograms (kg)		
				kilograms using a	kilograms using a	Grams (g)		
				bathroom scale	bathroom scale			
				Measure the mass of	Measure the mass of	Measure own mass in		
				different items using a kitchen scale in kg	different items using a kitchen scale in kg	kilograms using a bathroom scale		
				Kitchen Scale in Ky	Kitchen Scale in Ky	Measure the mass of		
						different items using a		
						kitchen scale in kg and g		
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Capacity	• Fill cups, bottles,	• Fill cups, bottles,	Compare and order	Compare and order	• Estimate, measure,	• Estimate, measure,		
/volume	buckets with water	buckets with water	the amount of liquid	the amount of liquid	compare, order and	compare, order and		
		• Use vocabulary e.g.	(volume) in two	(volume) in two	record the capacity	record the capacity		
		full, empty	containers placed	containers placed	of containers by	of containers by		
			next to each other	next to each other	using non-standard	using non-standard		
					measures e.g.	measures e.g.		
					spoons and cups	Spoons and cups		
					Formal measuring	Formal measuring		
			Compare and order	Compare and order	Compare and	Compare and order		
			the amount of liquid	the amount of liquid	order the volume of	the volume of		
			that two containers	that two containers	commercially	commercially		
			can hold if filled	can hold if filled	packaged objects	packaged objects		
			(capacity)	(capacity)	which have their	which have their		
			 Use vocabulary e.g. 	• Use vocabulary e.g.	volume stated in	volume stated in		
			more than, less	more than, less than,	litres (I) and	litres (I) and millilitre		

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT								
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			
			than, full, empty	full, empty	millilitre (ml) e.g.	(ml) e.g. 500ml of			
			 Compare and order 	• Estimate, measure,	500ml of cool drink	cool drink and 1litre			
			the volume of	compare, order and	and1 <i>l</i> itre of milk	of milk			
			commercially	record the capacity	Measuring cups	Measuring cups and			
			packaged objects	of containers by	and jugs	jugs			
			which have their	using non-standard	Spoons e.g.	Spoons e.g.			
			volume stated only	measures e.g.	teaspoons,	teaspoons,			
			in litres e.g. 2litre of	spoons and cups	tablespoons	tablespoons			
			cool drink and 1litre	Introduction of	Millilitre (ml)	Millilitre (ml)			
			of milk	formal measuring	Litre (I)	Litre (I)			
				Compare and order					
				the volume of					
				commercially					
				packaged objects					
				which have their					
				volume stated in					
				litres (I) and millilitre					
				(ml) e.g. 500mł cool					
				drink and 1litre milk					
4.5						Perimeter			
Perimeter						Measure perimeter using			
and area						rulers and measuring			
						tape			
						Area			

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	TOPICS GRADE R GRADE 1 GRADE 2 GRADE 3 GRADE 4 GRADE 5						
						 Investigate the area of 	
						regular and irregular	
						shapes by counting	
						squares on grids	

		GF	RADE OVERVIEW GRA 5. DATAHANDLI			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
5.1	 Collect and sort everyday 	Collect sort everyday	 Collect and sort 	Collect data on the	Collect data on the	 Collect and sort data
Collect and	concrete objects	concrete objects according to certain	concrete objects	theme	theme	in the environment
sort objects		characteristics	and draw pictures of	 Answer question 	 Answer question 	according to stated
			the collected objects	posed by the	posed by the	features e.g. (colour,
				teacher	teacher	shape and length)
5.2	 Collect and sort objects 	 Collect and sort objects 	 Collect and sort 	Collect and sort	Collect and sort own	 Collect, sort and
Represent	according to size e.g. big	according to size e.g. big	objects according to	objects according to	data according to	organise own data
sorted	and small	and small, colour, and shape	criteria	criteria	different	according to
collection			 Draw a picture of 	Draw a picture of	characteristics	different
of objects			collected objects	collected objects	 Draw a picture of 	characteristics
					collected objects	 Draw a bar graph
5.3			 Give reasons for 	 Answer questions 	 Answer questions 	 Make predictions
Discuss			how collection was	about how the	about how the	based in the data
and report			sorted	sorting was done	sorting was done	
on sorted			 Answer questions 	(process)	(process)	
collection			about how the	 Answer questions 	 Answer questions 	
of objects			sorting was done	on what the sorted	on what the sorted	
			(process)	collection looks like	collection looks like	
				(product)	(product)	
				 Draw collections 	Draw collections	
5.4				Answer questions	Answer questions	Discuss data
Collect and				about data collected	about data collected	collected

	GRADE OVERVIEW GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	
organise				with assistance from	independently	independently	
data				the teacher	 Organise data in 	 Organise data in 	
					tables	tables	
5.5	Use concrete	Use concrete	Use pictures to	Represent data in	 Represent data in 	 Represent data in 	
Represent	objects to represent	objects to represent	represent data in	pictograph	pictographs and bar	pictographs and bar	
data	data on a graph	data on a graph	pictograph		graphs	graphs	
5.6			Answer questions	Answer questions	 Discuss data 	 Discuss and 	
Analyse			about data in	about data in	presented in	compare data	
and			pictograph	pictograph	pictographs and bar	presented in	
interpret					graphs	pictographs and bar	
data						graphs	

3.4 TERM OVERVIEW AND ASSESSMENT PLANS FROM GRADE R – 5

The following tables show the progression over the terms in the different content area.

3.4.1 TERM OVERVIEW GRADE R

	GRADE R OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS							
TOPICS	Term 1	Term 2	Term 3	Term 4				
COUNTING								
1.1	Number range: 1 to 2	Number range 1 to 5	Number range 1 to 7	Number range 1 to 10				
Count objects	Count concrete objects	Count concrete objects	Count concrete objects	Count concrete objects				
	One- to- one	One- to- one	One- to- one	One- to- one				
	correspondence	correspondence	correspondence	correspondence				
	Count in ones	Count in ones	Count in ones	Count in ones				
	Clapping hands	Clapping hands	Clapping hands	Clapping hands				
	Stamping feet	Stamping feet	Stamping feet	Stamping feet				
	Climbing stairs	Climbing stairs	Climbing stairs	Climbing stairs				
	Body parts	Body parts	Body parts	Body parts				
	Rote counting using number	 Rote counting using 	Rote counting using	 Rote counting using 				
	rhymes and songs	number rhymes and songs	number rhymes and songs	number rhymes and songs				
1.2	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5				
Count forwards and	Practise incidental counting	Practise incidental counting	Practise incidental counting	Practise incidental counting				
backwards	using number rhymes and	using number rhymes and	using number rhymes and	using number rhymes and				
	songs, concrete objects	songs, concrete objects	songs, concrete objects	songs, concrete objects				
	Count in: ones	Count in: ones	Count in: ones	Count in: ones				

GRADE R OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS						
TOPICS	Term 1	Term 2	Term 3	Term 4		
1.3	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Number symbols and	 Identify number symbols: 1 	Identify number symbols: 1	 Identify number symbols: 1 	 Identify number symbols: 1 		
number names	to 2	to 3	to 4	to 5		
	Kinesthetic (experience with body)	Kinesthetic (experience with body)	 Kinesthetic (experience with body) 	 Kinesthetic (experience with body) 		
	Recognise concrete 3D	Recognise concrete 3D	Recognise concrete 3D	Recognise concrete 3D		
	objects that involve the	objects that involve the	objects that involve the	objects that involve the		
	numbers 1 to 2	numbers 1 to 3	numbers 1 to 4	numbers 1 to 5		
	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge	 Reinforce the knowledge 		
	gained that involves	gained that involves	gained that involves	gained that involves		
	numbers from 1 to 2	numbers from 1 to 3	numbers 1 to 4	numbers 1 to 5		
NUMBER RECOGNITION						
NUMBER SENSE (RELATIC	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Describe and order	Identify whole numbers up	Identify whole numbers up	 Identify whole numbers up 	 Identify whole numbers up 		
numbers	to 2	to 3	to 4	to 5		
	 Compare which of the two given collection of objects are small and big Incidental clapping, stamping during number rhymes and songs Incidentally develop an 	 Compare which of the two given collection of objects are: small and big Incidental clapping, stamping during number rhymes and songs Incidentally develop an 	 Compare which of the two given collection of objects are: small and big Incidental clapping, stamping during number rhymes and songs Incidentally, develop an 	 Compare which of the two given collection of objects are: small and big Incidental clapping stamping during number rhymes and songs Incidentally develop an 		

	1. NUM	GRADE R OVERVIEW IBER, OPERATIONS AND REL	ATIONSHIPS	
TOPICS	Term 1	Term 2	Term 3	Term 4
	awareness of ordinal	awareness of ordinal	awareness of ordinal	awareness of ordinal
	numbers e.g. first, second,	numbers e.g. first, second,	numbers e.g. first, second,	numbers e.g. first, second,
	third, last.(games, races)	third, last .(games, races)	third, last	third, last
	 Introduce during 	 Introduce during 	Introduce during	 Introduce during
	refreshment/breakfast and	refreshment/breakfast and	refreshment/breakfast and	refreshment/breakfast and
	Toilet routine- 1st, 2nd, last,	Toilet Routine- 1st, 2nd,	Toilet routine- 1st, 2nd,last,	Toilet Routine- 1st,2nd,last,
	next	last, next	next	next
1.5 Place Value	Instruction in place value com	mences in grade 2		
SOLVE PROBLEMS IN CON	TEXT USING THE FOLLOWING	TECHNIQUES	, ,	
1.6	Use the following	Use the following	Use the following	Use the following
Problem solving	techniques:	techniques:	techniques:	techniques:
techniques	Concrete apparatus e.g.	Concrete apparatus e.g.	Concrete apparatus e.g.	Concrete apparatus e.g.
(Uses concrete objects and	counters or any concrete	counters or any concrete	counters or any concrete	counters or any concrete
strategies)	objects available	objects available	objects available	objects available
1.7	Use concrete objects to	Use concrete objects to	Use concrete objects to	Use concrete objects to
Addition and subtraction	solve problems that involves	solve problems that	solve problems that	solve problems that
(Orally solve word problems)	numbers 1 and 2	involves numbers 1 to 3	involves numbers 1 to 4	involves numbers 1 to 5
1.9	Share objects equally	Share objects equally	Share objects equally	Share objects equally
Grouping and sharing	between 2 people up to 2	between 2 people up to 4	between 2 people up to 4	between 2 people up to 6
leading to division (Equal	(practically)	(practically)	(practically)	(practically)
sharing and grouping with			Group objects in 2s up to 5	• Group objects in 2s up to 5
whole numbers up to 5			(practically)	(practically)
1.10 Sharing leading to				Practise halving with real

GRADE R OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS						
TOPICS	Term 1	Term 2	Term 3	Term 4		
fractions				things e.g. fruit or cake etc.		
1.11	Use play or real money	 Use play or real money to 	 Use play or real money 	Use play or real money		
Money	(coins) to develop	develop an awareness of	develop an awareness of	develop an awareness of		
	awareness of South African	South African coins 50c,	South African coins 50c,	South African coins 50c,		
	coins R1, R2, R5	R1, R2, R5	R1, R2, R5	R1, R2, R5		
CONTEXT FREE CALCULAT	IONS					
1.12	• Use concrete apparatus e.g.	Use concrete apparatus	 Use concrete apparatus 	Use concrete apparatus		
Techniques (method or	counters in the classroom to	e.g. counters in the	e.g. counters in the	e.g. counters in the		
strategies)	count from 1-2	classroom to count from 1-3	classroom to count from 1-4	classroom to count from 1-5		
1.13	Solve addition and	Solve addition and	 Solve addition and 	Solve addition and		
Addition and subtraction	subtraction problems orally	subtraction problems orally	subtraction problems orally	subtraction problems orally		
	with answers up to 2	with answers up to 3	with answers up to 4	with answers up to 5		
1.14 Repeated addition			 Add the same number 	Add the same number		
leading to multiplication			repeatedly up to 4	repeatedly up to 4		
1.16	Count 1-2 concrete objects	Count 1-3 concrete objects	 Count 1-4 objects daily 	Count 1-5 objects daily		
Mental Mathematics	daily	daily	 Tell number that comes 	• Tell number that follow 1-2-		
		Tell number that comes	after 1-2-3	3 etc.		
		after 1-2	• Tell number 1 more than 1-	• Tell number 1 more than 2-		
		• Tell number 1 more than 2-	2-3	3-4-5 etc.		
		3	• Tell number 1 less than 2-	• Tell number 1 less than 2-		
			3-4	3-4-5		

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1	Copy and extend simple	Copy and extend simple	Copy and extend simple	Copy and extend simple
Geometric patterns	patterns using concrete	patterns using concrete	patterns using concrete	patterns using concrete
(Creates own repeating	objects	objects	objects	objects
patterns)	 Copy and extend simple 	Copy and extend simple	 Follow simple patterns 	 Follow simple patterns
	patterns using body	patterns using body	using body	using body
	percussion (clapping,	percussion (clapping,	percussion(clapping,	percussion(clapping,
	stamping)	stamping)	stamping)	stamping)
			Make simple patterns using	Make simple patterns using
			2D geometric shapes	2D geometric shapes

		GRADE R OVERVIEW		
ТОРІС	TERM 1	SPACE AND SHAPE(GEOMI TERM 2	TERM 3	TERM 4
3.1	Language of position	Language of position	Language of position	Language of position
Position, orientation and views	 Tell the position of two or more objects in relation to the learner In front of and behind In and out Up and down 	 Tell the position of two or more objects in relation to the learner, on and under In front of and behind In and out Up and down On, on top, under and below 	 Tell the position of two or more objects in relation to the learner In front of and behind Left and right Up and down On, on top, under and below 	 Tell the position of two or more objects in relation to the learner In front of and behind Top and bottom On top, under or below Left and right
Follows directions (alone and/or as a member of a group or team)	 Practise: Directionality forwards/ backwards Games such as tracking the train Physical education and musical activities Obstacle course-following a direction 		 Practise: Forward /backwards Games such as tracking the train Physical education and musical activities Obstacle course-following a direction 	 Practise: Forwards and backwards Up and down Upwards and downward Left and right Where does the sound come from Physical education and music activities Obstacle course-following a direction
3.2 3D objects Recognise, identify and name three dimensional objects in the classroom	 Balls: Introduce and explore balls(discuss shape e.g. round) Boxes: Introduce and explore boxes(discuss shape and sides) 	 Balls: Introduce and explore balls(discuss shape e.g. round) Boxes: Introduce and explore boxes(discuss shape and sides) 	 Balls: Introduce and explore balls(discuss shape e.g. round) Boxes: Introduce and explore boxes(discuss shape and sides) 	 Balls: Introduce and explore balls(discuss shape e.g. round) Boxes: Introduce and explore boxes(discuss shape and sides)

.

	GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
3D objects	Objects that roll	Sort 3D objects according	 Sort 3D objects according 	Sort 3D objects according		
Describe, sort and compare	Identify and explore objects that	to similarities and	to similarities and	to similarities and		
3D objects	rollReinforce objects that roll	differences (size)	differences (size and	differences (size and		
	Sort 3D objects according to size	- Identify and explore	shape)	shape)		
		- Objects that roll	- Identify and explore	- Identify and explore		
		- Objects that slide	- Objects that roll	- Objects that roll		
			- Objects that slide	- Objects that slide		
Build 3D objects using concrete materials (e.g. building blocks)	 Provide building blocks and construction materials during free play on a daily basis Explore with building blocks 	 Provide building blocks and construction materials during free play on a daily basis Explore with building blocks 	 Provide building blocks and construction materials during free play on a daily basis Explore with building blocks 	 Provide building blocks and construction materials during free play on a daily basis Explore with building blocks 		
3.3	Identify own photo and symbol	Identify own photo and symbol	Identify photo and symbol of self	Identify photo and symbol of self		
2D shapes		Build Puzzles (3 pieces)	and class mates	and class mates		
Recognise, identify and name			Build Puzzles (4 pieces)	Build Puzzles (5 pieces)		
two dimensional shapes	(
2D shapes	Introduce figure-ground	Reinforce figure-ground	Reinforce figure-ground	Reinforce figure-ground		
Figure-ground perception	perception (identify objects)	perception through sorting	perception through sorting	perception through sorting		
	Recognise different shapes	activities, matching and	activities, matching shapes	activities, matching and		
		grouping shapes according	according to colour, size	grouping shapes according		
		to colour, size and shape	and shape	to colour, size and shape		
		Introduce: circle	Reinforce: circle	Reinforce: circle		
3.4	Tell rhymes and sing songs	• Tell rhymes and sing songs	• Tell rhymes and sing songs	• Tell rhymes and sing songs		
Symmetry	Identify body parts (under	 Practise crossing the 	 Practise crossing the 	Develop the awareness that		
(recognise line of symmetry in	counting)	midline-performing actions	midline-chalkboard	there is symmetry in objects		

GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
self, and own environment)	 Identify head, eyes, nose, 	Creative art activities	activities			
	mouth, chin, necks,	 Understand one's body has 	 Understand one's body has 	 Understand one's body has 		
	shoulders, arm, hand,	two sides	two sides	two sides		
	fingers, chest, leg, knee,		• Reinforce the awareness	Reinforce the awareness		
	foot, toes		that one's body has two	that one's body has two		
			sides e.g. left and right	sides e.g. left and right		
			Cross the midline	Cross the midline		
			incorporated with counting	incorporated with counting		

	GRADE R OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
4.1	Conscious of time.g.	 Conscious of time.g. 	 Conscious of time.g. 	 Conscious of time.g. 			
Time:	morning and night	morning and night	morning and night	morning and night			
Sequence recurring events in	 Introduce the daily 	Daily programme (on-going)	 Daily programme (on-going) 	Daily programme (on-going)			
own daily life	programme with pictures	• Reinforce the sequencing of	Reinforce the sequencing of	Reinforce the sequencing of			
	showing daily classroom	recurring events in one day	recurring events in one day	recurring events in one day			
	routines (snack, toilet, rest,	through the daily	through the daily	through the daily			
	free play, brushing teeth	programme	programme	programme			
	etc.)	 Identify weather on chart 	 Talk about things that 	 Talk about things that 			
	 Identify weather on chart 	(daily)	happen during the night	happen during the night			
	(daily)	 Use Birthday Chart (daily) 	 Identify weather on chart 	 Identify weather on chart 			
	Use Birthday Chart (daily)	 Use calendar(daily) 	chart (daily)	chart (daily)			
			 Use birthday Chart (daily) 	 Use birthday Chart (daily) 			
			 Use calendar (daily) 	Use calendar (daily)			
4.2	Conscious of length	Conscious of length	 Conscious of length 	Conscious of length			
Length	(long/short)	(long/short)	(long/short)	(long/short)			
	Compare and order	Compare and order	 Compare and order 	 Compare and order 			
	concrete objects according	concrete objects according	concrete objects according	concrete objects according			
	to short, long	to short, long	to short, long	to short, long			
4.3		Consciousness of mass	Consciousness of mass	Consciousness of mass			
Mass		e.g. heavy/light	heavy/light	heavy/light			
		Compare and weigh objects	Compare and weigh objects	Compare and weigh objects			
		physical, understanding the	physically, understanding	physically, understanding the			
		following: light, heavy	the following: light, heavy	following: light, heavy			

GRADE R OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
4.4		Conscious of volume e.g.	Conscious of volume e.g.			
Capacity/Volume		full/empty	full/empty			
		Compare and order objects	Compare and order objects			
		to understand the following:	to understand the following:			
		- empty	- empty			
		- full	- full			

		GRADE R OVERVIEW 5. DATA HANDLING		
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1	Collect and sort concrete	Collect and sort concrete	Collect and sort different	Collect and sort different
Collect and sort objects	objects of a similar kind	objects of a similar kind	objects 2D shapes, toys,	objects, 2D shapes toys,
	(individually and /or in a	individually alone and /or in	utensils	utensils
	group)	a group)		Collect and sort different
				objects according to size,
				shape and colour

3.4.2 ASSESSMENT PLANS: GRADE R

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

	(1		GESTED ASSESSMEN ENT AND SUMMATIVE		
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	Count concrete objects			Sequence recurring	
	up to 2			events in own daily life	
Week3		Copy and extend simple patterns using body percussion			
Week4	Awareness of his/her age by the show of fingers		Identify body parts		
Week5	 Identify him or herself in a photograph 	. (Collect and sort concrete objects
Week6	Identify whole numbers up to 2		Introduce figure-ground		
Week7			Language of position		
			 Identify the position of 		
			two or more objects in		
			relation to the learner		
			In front of and behind		
			In and out		
			Up and down		

	GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)						
Week8		Copy and extend simple					
		patterns					
Week9			Recognise line of				
			symmetry in self				
Week 10	Use concrete objects to						
	solve problems that						
	involve numbers 1 and 2						
	(orally and practically)						

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	Count concrete objects		Sort, match and group		
	up to 5		shapes according to		
	Count in ones up to 5		colour, size and shape		
Week3	Solve addition and			Consciousof time e.g.	
	subtraction problems			morning and night	
	orally up to 3				
Week4	 Identify, recognise and 				Collect and sort concrete
	read number symbols 1-				objects
	3				
Week5	Identify whole numbers		Cross midline		
	up to 3				
Week6			Build Puzzles (3 pieces)	Compare objects by	
				feeling them	
Week7	Share concrete objects		Sort, match and group		
	equally between 2		shapes according to		
	people up to 3		colour, size and shape		
Week8				Compare and order e.g.: empty, full	
Week9	Use concrete objects to		Sort according to		
	solve problems number		similarities and		
	range 1 to 3		differences		
Week 10				Compare and order	
				concrete objects	

			according to short, long	
		COV		
Q	S			

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	Count concrete objects up to 7		Describe, sort and		
	Count in ones up to 7		compare 3D objects		
Week3		Copy and extend simple patterns using concrete objects			
Week4	Identify, recognise and read		Identify body parts		
	number symbols 1-4		Introduce figure-ground		
Week5	Compare which of the two		Recognise line of		
	given collection of objects are:		symmetry in self		
	small and big				
Week6			Build Puzzles (4 pieces)	Compare objects according to	
				their weight (heavy; light)	
Week7	Share concrete objects equally				
	between 2 people up to 4				
Week8			Recognise line of	Compare and order objects to	
			symmetry in self, and	understand the following:	
			own environment	empty, full	
Week9	Solve addition and subtraction		Sort 3D objects according to		Collect and sort 2D shapes or
	problems orally with answers		size and shape		pictures
	up to 4				
Week 10				Compare and order concrete	Collect and sort 2D shapes or
				objects according to light and	pictures
				heavy	

GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	Count concrete objects		Follow directions	Conscious of time.g.	
	up to 10		Forwards and backwards	morning and night	
	Count in ones up to 10		Up and down		
			Upwards and downward		
			Left and right		
Week3	Orally solve addition and subtraction problems up to 5		Describe, sort and compare 3D objects		
Week4	Identify, recognise and		Identify circle		
	read number symbols 1-		Awareness that one's		
	5		body has two sides e.g.		
			left and right		
Week5	Add the same number	Make simple patterns			Collect and sort 2D
	repeatedly up to 4	using 2D geometric			shapes or pictures
		shapes			
Week6	Identify whole numbers		Build Puzzles (5 pieces)		
	up to 5				
Week7	Share concrete objects		Awareness that one's		
	equally amongst 2		body has two sides e.g.		
	people up to 5		left and right		
Week8	Recognition and an		Sort 3D objects		
	awareness of South		according to size		
	African coins 50c, R1,				

	GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
	R2, R5					
Week9	Solve addition and					
	subtraction problems					
	orally with answers up to					
	5					
Week 10	Finalise assessment					

3.4.3 TERM OVERVIEW GRADE 1

The following tables show the progression over the terms within GRADE 1 in the different content area:

GRADE 1 OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS									
TOPICS	Term 1	Term 2	Term 3	Term 4					
COUNTING WITH WHOLE NUMBERS									
1.1	Number range: 1 to 10	Number range 1 to 13	Number range 1 to 15	Number range 1 to 20					
Count objects	One to one correspondence	One to one correspondence	One to one correspondence	One to one correspondence					
	Count in ones	Count in ones	Count in ones	Count in ones					
	Clapping hands	Clapping hands	Clapping hands	Clapping hands					
	Count concrete objects	Count concrete objects	Count concrete objects	Count concrete objects					
	Count body parts	Count body parts	Count body parts	Count body parts					
	Stamping feet	Stamping feet	Stamping feet	Stamping feet					
	Practise rote counting using	Practise rote counting using	Practise rote counting using	Practise rote counting using					
	number rhymes and songs	number rhymes and songs	number rhymes and songs	number rhymes and songs					
1.2	Number range: 1 to 5	Number range: 1 to 7	Number range: 1 to 8	Number range: 1 to 10					
Count forwards	Incidental counting using number	 Incidental counting using number 	Incidental counting using number	• Incidental counting using number					
	rhymes and songs, concrete objects,	rhymes and songs, concrete objects	rhymes and songs, concrete objects	rhymes and songs, concrete objects					
and backwards	counters, counting with body	counters, counting with body	counters, counting with body	counters, counting with body					
	movements	movements	movements	movements					
	Count in ones, forwards and	Count in ones, forwards and	Count in ones, forwards and	Count in ones, forwards and					
	backwards from any given number	backwards from any given number	backwards from any given number	backwards from any given number					
	between 1-5	between 1-7	between1-8	between1-10					

		GRADE 1 OVERVIEV 1. NUMBER, OPERATIONS AND	-	
TOPICS	Term 1	Term 2	Term 3	Term 4
NUMBER CONC	EPT DEVELOPMENT: Represe	nt whole numbers		
1.3	Number range: 1 to 5	Number range: 1 to 7	Number range: 1 to 8	Number range: 1 to 10
Number symbols	Recognise, identify and read	Recognise, identify and read	 Recognise, identify and read 	Recognise, identify and read
and number	number symbols 1-5	number symbols 1-7	number symbols 1-8	number symbols 1-10
names	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge
	gained	gained	gained	gained
		• Trace, colour, copy and write	• Trace, colour, copy and write	• Trace, colour, copy and write
		number symbols incidentally	number symbols incidentally	number symbols
NUMBER CONCEP	T DEVELOPMENT: Describe, cor	npare and order whole numbers		
1.4	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5
Describe,	 Identify whole numbers 	Identify whole numbers	Identify whole numbers	 Identify whole numbers
compare and	Compare which of the two	Compare which of the two	Compare which of the two	Compare which of the two
order numbers	given collection of objects	given collection of objects	given collection of objects	given collection of objects are
	are:	are:	are:	- Small and big
	- Small and big	- Small and big	- Small and big	- Most and least
	- More and less	- More and less	- Most and least	- First to last
	- Number rhymes and songs	- Number rhymes and songs	- First to last	- Equal
			- Equal	- Many and few
			 Position objects from first to 	Position objects from first to
			last in a line	tenth in a line
SOLVE PROBLEM	S IN CONTEXT			

		GRADE 1 OVERVIEV 1. NUMBER, OPERATIONS AND		
TOPICS	Term 1	Term 2	Term 3	Term 4
1.6 Problem solving techniques	 Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom Practise doubling 	 Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom Practise doubling and halving 	 Use concrete apparatus e.g. Counters and physical number ladder Practise doubling and halving 	 Use concrete apparatus e.g. Counters and physical number ladder Practise doubling and halving
1.7 Addition and subtraction	Use concrete objects to solve problems involving addition and subtraction with answers up to 5	Use concrete objects to solve problems involving addition and subtraction with answers up to 7	Use concrete objects to solve problems involving addition and subtraction with answers up to 8	Use concrete objects to solve problems involving addition and subtraction with answers up to 10
1.9 Grouping and sharing leading to division	Solve problems practically involving sharing with concrete objects equally amongst the 4 learners	Solve problems practically involving sharing with concrete objects equally amongst the 6 learners	 Solve problems practically involving sharing with concrete objects equally amongst the 8 learners Solve problems practically involving grouping with concrete objects up to 8 	 Solve problems practically involving sharing with concrete objects equally amongst the 10 learners Solve problems practically involving grouping with concrete objects up to 10
1.10 Sharing leading to fractions	Introduction to half using concrete objects	Introduction to half using concrete objects	Introduction to half using concrete objects	Introduction to half using concrete objects
1.11 Money		 Recognise of South African Rand., R1, R2, R5 Identify similarities and differences between coins e.g. sort play money according to amount 	 Recognise of South African RandR1, R2, R5 Identify similarities and differences between coins e.g. sort play money according to amount 	 Recognise of South African Rand, R1, R2, R5, R10 Identify similarities and differences between coins e.g. sort play money according to amount
CONTEXT FREE C 1.12 Techniques and	ALCULATIONS: Use concrete apparatus e.g. counters	Use concrete apparatus e.g. counters Practise doubling	Use concrete apparatus e.g. counters	Use concrete apparatus e.g. counters
methods			Practise doubling and halvingUse number lines	Practise doubling and halvingUse number lines

TOPICS	Term 1	Term 2	Term 3	Term 4
				Use 100 chart
1.13 Addition and subtraction	 Solve addition problems with answers up to 5 Solve subtraction problems with answers up to 5 	 Solve addition problems with answers up to 7 Solve subtraction problems with answers up to 7 	 Solve addition problems with answers up to 8 Solve subtraction problems with answers up to 8 	 Solve addition problems with answers up to 10 Solve subtraction problems with answers up to 10
1.14 Repeated addition leading to multiplication	Add the same number repeatedly up to 4	Add the same number repeatedly up to 6	Add the same number repeatedly up to 8	 Add the same number repeatedly up to 10
1.16 Mental Mathematics	Count everyday objects forwards up to 10	 Count everyday objects forwards up to 10 Say number names of up to 10 daily 	 Count everyday objects forwards up to 10 Say number names of up to 10 daily 	 Number Concepts: Ordinal counting up to 10 Count everyday objects forwards up to 10. Say number names of up to 10 daily Compare numbers and say which is more and less

	GRADE 1 OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA							
TOPICS	TOPICS TERM 1 TERM 2 TERM 3 TERM 4							
2.1	 Identify patterns in clothes, 	 Identify patterns in clothes, 	 Identify patterns in clothes, 	 Identify patterns in clothes, 				
Geometric	objects and the environment	objects and the environment	objects and the environment	objects and the environment				
patterns	Copy patterns using body Copy patterns using body		Copy patterns using concrete	 Copy patterns using concrete 				
	percussion	percussion	objects	objects				

	GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
3.1	Language of position	Language of position	Language of position	Language of position			
Position,	Understand the position of one	Understand the position of one	Understand the position of one	Understand the position of one			
orientation and	object in relation to another	object in relation to another	object in relation to another	object in relation to another			
views	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,			
	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to			
	Position and directions	Position and directions	Position and views	 Position and views 			
	Follow directions to move	 Follow directions to move 	Understand the position of one	Understand the position of one			
	around the classroom	around the classroom	object in relation to the other	object in relation to the other			
		Follow instructions to place	e.g. top and bottom	e.g. top and bottom			
		one object in relation to					
		another					
3.2	Range of objects	Range of objects	Range of objects	Range of objects			
3D objects	Recognise and identify 3D	 Recognise and identify 3D 	Recognise and identify 3D	Recognise and identify 3D			
	objects in the classroom e.g.	objects in the classroom e.g.	objects in the classroom e.g.	objects in the classroom e.g.			
	box and ball shapes	box and ball shapes	box and ball shapes	box and ball shapes			
3.3	Recognise, identify and name	Recognise, identify and name	Recognise, identify and name	Recognise, identify and name			
2D shapes	two-dimensional shapes in the	two-dimensional shapes in the	two-dimensional shapes in the	two-dimensional shapes in the			
	classroom and in pictures	classroom and in pictures	classroom and in pictures	classroom and in pictures			
	including:	including:	including:	including:			
	Class name	Learner Symbols	Learner Symbols	Learner Symbols			
	Learners Symbols	Class name	Class name	Class name			
	Figure ground perception	Figure ground perception	Figure ground perception	Figure ground perception			

	GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)						
TOPIC TERM 1 TERM 2 TERM 3 TERM 4							
	Recognise of 2D shapes e.g.	Recognise of 2D shapes e.g.	Recognise of 2D shapes e.g.	Recognise of 2D shapes e.g.			
	circle	circle, triangle	circle, triangle and rectangle	circle triangle and rectangle			
3.4	Symmetry	Symmetry	Symmetry	Symmetry			
Symmetry	Recognise symmetry in own	Recognise symmetry in own	Recognise symmetry in body	Recognise symmetry in own			
	body	body	and shapes	body and shapes			

		GRADE 1 OVERVIEW 4. MEASUREMEN		
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1	Passing of time	Passing of time	Passing of time	Passing of time
Time	Talk about things that happen	Talk about things that happen	 Talk about things that happen 	Talk about things that happen
	during day and night	during day and night	during day and night	during day and night
	Understand class outine	 Understand class outine 	 Understand class outine 	 Understand class outine
	Use weather chart	 Use weather chart 	 Use weather chart 	Use weather chart
	Use birthday chart	 Use birthday chart 	 Use birthday chart 	 Use birthday chart
	Use season chart	Use season chart	Use season chart	 Use season chart
	• Know age	Know age	Know age	Know age
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring
Length	Compare and order objects	Compare and order objects	Compare and order objects	Compare and order objects
	according to length:	according to length:	according to length:	according to length:
	- Short and long	- Short and long	- Short and long	- Short and long
		 Introduce the concept of 	 Introduce the concept of 	 Introduce the concept of
		height: short, tall	height: short, tall	height: short, tall
		 Introduce height chart 	 Introduce height chart 	 Introduce height chart
			 Introduce the concept of 	Introduce the concept of width:
			width: wide and narrow	wide and narrow
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring
Mass	Introduce the concept of mass	Introduce the concept of mass	Introduce the concept of mass	 Introduce the concept of
	by comparing the masses of	by comparing the masses of	by comparing the masses of	mass by comparing the
	different objects by feeling	different objects by feeling them	different objects by feeling them	masses of different objects by
	them			feeling them
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring

	GRADE 1 OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
Capacity/volume	 Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	 Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	 Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	 Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 			

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1	Collect and sort everyday	Collect and sort objects		Collect and sort objects
Collect and sort	concrete objects	according to different		according to different
objects		attributes e.g. size, shape,		attributes e.g. size , shape
		colour		colour
5.2			Collect and sort at least 5	
Represent sorted			objects according to size and	
collections of			colour	
objects				
5.5			Use concrete objects to	
Represent data			represent data on a graph	
		1	- I	

3.4.4 ASSESSMENT PLANS: GRADE 1

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every

	GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	Count in ones up to 10		Understand the position				
			of one object in relation				
			to another e.g. on top of,				
			in front of, behind, up,				
			down, next to				
Week3	Count in ones forwards	 Identify patterns in 		Know age			
	and backwards from any	clothes, objects and the					
	given number up to 5	environment					
Week4	Compare and recognise				Collect and sort everyday		
	a collection of objects in				concrete objects		
	terms of more and less						
Week5	Recognise, identify and		Recognise and identify				
	read number symbols 1-		3D objects in the				
	5		classroom e.g. box and				
			ball shapes				
Week6	Solve problems with			Compare the masses of			
	concrete objects equally			different objects (heavy;			
	amongst the 4 learners			light)			
Week7	Solve addition problems		Recognise, identify and				

week, however formative and summative assessment are suggested in specific content areas.

(FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	with answers up to 5		name 2D- shapes in the			
			classroom and in			
			pictures			
Week8	•Add the same number					
	repeatedly up to 4					
Week9				• Use vocabulary: full,		
				empty(sand and water		
				play)		
Week 10			Recognise symmetry in			
			own body			

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Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	Count in ones up to 13	algowia	Position and directions		
			• Follow directions to move		
			around the classroom		
Week3	Count forwards and				Collect and sort everyday
	backwards from any				objects according to
	given number up to 13				different attributes: size,
					shape and colour
Week4	Recognise, identify and	 Identify patterns in 	Recognise and identify		
	read number symbols 1-	clothes, objects and the	3D objects in the		
	7	environment	classroom e.g. box and		
			ball shapes		
Week5	Compare a collection of				
	objects and recognise				
	more and less up to 13				
Week6	•Use concrete objects to			Compare and order	
	solve problems involving			objects according to	
	addition and subtraction			length:	
	with answers up to 7			- Short and long	
Week7	Solve addition problems	Copy patterns using			
	with answers up to 7	body percussion			
Week8	Solve orally subtraction				Collect and sort everyday
	problems with answers				objects according to

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
	up to 7				different attributes: size,		
					shape and colour		
Week9	Add the same number						
	repeatedly up to 6						
Week 10	Recognise of South						
	African Rand: R1, R2, R5						

Term 3	Numbers, Operations	Patterns, functions and	ND SUMMATIVE ASSESSME Space and shape	Measurement	Data handling
Term 5	and Relationships	algebra	Space and Shape	Weasurement	Data handing
Week 2	Count in ones up to 15			Recognise long and	
				short objects	
Week3	Recognise, identify and	Copy simple patterns			
	read number symbols up	using concrete objects			
	8				
Week4	Count forwards and				Collect and sort at least 5
	backwards from a given				objects according to size
	number up to 15				and colour
Week5	Compare which of the		Recognise and identify		
	two given collection of		3D objects in the		
	objects are:		classroom		
	More and less				
	Most and least				
	Equal				
Week6	Use concrete objects to			 Identify seasonal 	
	solve problems involving			changes	
	addition and subtraction				
	with answers up to 8				
Week7	Practically share		Understand the position		
	concrete objects equally		of one object in relation		
	up to 8		to another e.g. on top of,		
			in front of, behind, up,		
			down, next to		

	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	Solve addition problems				
	with answers up to 8				
	Solve orally subtraction				
	problems with answers				
	up to 8				
Week9	Add the same number	Copy simple patterns			
	repeatedly up to 8	using concrete objects			
Week 10	Say number names up to		Sort 3D objects in terms		
	10		of size, shape and colour		

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)								
Term 4	Numbers, Operations	Patterns, functions and	Space and shape	Measurement	Data handling			
	and Relationships	algebra						
Week 2	Count in ones up to 20		Recognise and identify 3D					
			objects in the classroom e.g.					
			box and ball shapes					
Week3	Practise doubling up to 10	Copy patterns using body percussion		Learners should know the classroom routine	Collect and sort objects according to different attributes: Size Shape Colour			
Week4	Recognise of South African			Recognise the mass: heavy				
	Rand, R1, R2, R5, R10			and light				
Week5	Recognise, identify and read		Follow directions to move					
	number symbols 1-10		around the classroom					
Week6	Compare numbers and say			Use vocabulary e.g. full, empty				
	which is more and less							
Week7	Solve addition problems with				Collect and sort objects			
	answers up to 10				according to different attributes:			
					Size			
					Shape			
					Colour			
Week8	Count backwards from any		Recognise, identify and name					
	given number between1-10		2D shapes:					
			Circle					
			Triangle					
Week9	Add the same number							
	repeatedly up to 10							
Week 10	Practically solve problems							

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Numbers, Operations	Patterns, functions and	Space and shape	Measurement	Data handling	
and Relationships	algebra				
• Sharing objects equally amongst the 10 learners					
Practically solve problems involving grouping up to 10					
	 and Relationships Sharing objects equally amongst the 10 learners Practically solve problems involving 	(FORMATIVE AN Numbers, Operations Patterns, functions and algebra and Relationships algebra •Sharing objects equally amongst the 10 learners •Practically solve problems involving	(FORMATIVE AND SUMMATIVE ASSES Numbers, Operations Patterns, functions and algebra Space and shape and Relationships algebra algebra •Sharing objects equally amongst the 10 learners •Practically solve problems involving •Internet of the second	(FORMATIVE AND SUMMATIVE ASSESWENT) Numbers, Operations Patterns, functions and algebra Space and shape Measurement and Relationships algebra algebra Measurement •Sharing objects equally amongst the 10 learners epractically solve problems involving epractically solve of the structure	

3.4.5 TERM OVERVIEW GRADE 2

The following tables show the progression over the terms within GRADE 2 in the different content areas:

	GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Торіс	Term 1	Term 2	Term 3	Term 4	
	CEPT DEVELOPMENT: Counting wi				
1.1	 Count with whole numbers 0- 	 Count with whole numbers 0- 	• Count with whole numbers 0-	• Count with whole numbers 0-	
Count	20	30	40	50	
objects	Count everyday objects	 Count everyday objects 	 Count everyday objects 	Count everyday objects	
	reliable	reliable	reliable	reliable	
	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of	
	a number of objects that can	a number of objects that can	a number of objects that can	a number of objects that can	
	be checked by counting	be checked by counting	be checked by counting	be checked by counting	
	Encourage strategy of	Encourage strategy of	Encourage strategy of	Encourage strategy of	
	grouping	grouping	grouping	grouping	
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and	
Count	backwards: 0-20	backwards: 0-30	backwards: 0-40	backwards: 0-50	
forwards and	Incidental counting using	 Incidental counting using 	Incidental counting using	 Incidental counting using 	
backwards	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,	
	counters 3D objects, counting	counters 3D objects, counting	counters 3D objects, counting	counters 3D objects, counting	
	with body movements.	with body movements.	with body movements.	with body movements.	
	• Count from any number up to	Count from any number	Count from any number	Count from any number	
	20	in multiples of:	in multiples of:	in multiples of:	
		- 2s up to 14	- 2s up to 18	- 2s up to 20	
		- 10s up to 50	- 10s up to 80	- 10s up to 100	
	CEPT DEVELOPMENT: Represent w	/hole numbers	I	1	

	GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Торіс	Term 1	Term 2	Term 3	Term 4	
1.3	Recognise, identify and read	 Recognise, identify and read 	Identify, recognise and read	 Identify, recognise and read 	
Number	number symbols 1-20	number symbols 1-30	numbers 1-40	number symbols 1-50	
Symbols and	Write number symbols 1-10	Write number symbols 1-15	 Identify, recognise and read 	Write number symbols 1-20	
number names	Recognise, identify and read	Recognise, identify and read	number symbols 0-18	 Identify, recognise and read 	
	number names 1-5	number names 1 -5	Write number symbols 1-18	number names 1 -5	
			 Identify, recognise and read 	Know number names 1-5	
			number names 1-5		
			 Know number names 1-5 		
NUMBER CONC	EPT DEVELOPMENT: Describe, co	ompare and order whole numbers			
1.4	Describe, compare and order	Describe , compare and order	 Describe, compare and order 	Describe , compare and order	
Describe,	numbers 1-5	numbers 1-10	numbers 1-15	numbers 1-20	
compare and	Compare whole numbers using	Compare whole numbers using	Compare whole numbers using	Compare whole numbers up to	
order numbers	big, small, more, less and	big, small, more, less and	big, small, more, less and	10 using smaller than, greater	
	equal to	equal to	equal to	than, more than, less than and	
				is equal to	
	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	• Order numbers from biggest to	
	smallest	smallest	smallest and smallest to	smallest and smallest to	
			biggest; smaller than, greater	biggest; smaller than, greater	
			than, more than, less than and	than, more than, less than and	
			equal to	equal to	
			Position objects in a line from	 Position objects in a line from 	
			first to tenth	first to tenth	
			Use ordinary numbers to show	• Use ordinary numbers to show	

		GRADE 2 OVERVIEW PEI 1. NUMBERS, OPERATIONS AN		
Торіс	Term 1	Term 2	Term 3	Term 4
			order, place per position	order, place per position
NUMBER CON	CEPT DEVELOPMENT: Place value	I		1
1.5			 Recognise place value of 	Recognise place value of
Place value			numbers up to 30	numbers up to 30
			Decompose 2digit numbers	Decompose 2- digit numbers
			into multiples of 10s and ones	into multiples of 10s and ones
			(units)	(units)
			 Identify and state the value of 	• Identify and state the value of
			each digit	each digit
SOLVE PROBL				
1.6	Use drawings or concrete	Use drawings or concrete	Use drawings or concrete	Use drawings or concrete
Problem	apparatus e g counters	apparatus e g counters	apparatus e g counters	apparatus e.g. counters
solving	Practise doubling and halving	 Practise doubling and halving 	Practise doubling and halving	Building up and breaking down
techniques	(concrete objects)	(concrete objects)	(concrete objects)	of numbers
				Practise doubling and halving
				(concrete objects)
	Use number lines supported	Use number lines supported	Use number lines supported	Use number lines supported
	by concrete apparatus	by concrete apparatus	by concrete apparatus	by concrete apparatus
1.7	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in
Addition and	context and explain own	context and explain own	context and explain own	context and explain own
subtraction	solution to problems involving,	solution to problems involving,	solution to problems involving,	solution to problems involving,
	addition and subtraction with	addition and subtraction with	addition and subtraction with	addition and subtraction with
	answers 1 up to 10	answers up to 15	answers up to 18	answers up to 20

GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Торіс	Term 1	Term 2	Term 3	Term 4
1.8			Solve simple word problems in	Solve simple word problems in
Repeated			context and explain own	context and explain own
addition			solution to problems involving	solution to problems involving
leading to			repeated addition leading to	repeated addition leading to
multiplication			multiplication with answers up	multiplication with answers up
			to 20	to 50
1.9	Solve simple word problems in	Solve simple word problems in	 Solve simple word problems in 	Solve simple word problems in
Grouping and	context and explain own	context and explain own	context and explain own	context and explain own
sharing leading	solution to problems that	solution to problems that	solution to problems that	solution to problems that
to division	involve equal sharing and	involve equal sharing and	involve equal sharing and	involve equal sharing and
	grouping up to 10	grouping up to 30	grouping up to 40	grouping up to 50
1.10		 Introduction to half using 	 Introduction to half using 	Introduction to half using
Sharing leading		concrete objects	concrete objects	concrete objects
to fractions				
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the
Money	South African coins, R1,R2, R5	South African coin, 50c, R1,	South African coins, 50c,	South African coins 50c,
		R2, R5 and bank notes R10,	R1,R2, R5 and bank notes	R1,R2, R5 and bank notes
		R20	R10, R20, R50, R100	R10, R20, R50, R100 and
				R200
CONTEXT FREE	CALCULATIONS			
1.12	Use the following techniques	Use the following techniques	Use the following techniques	 Use the following techniques
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:
(methods or	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete

	GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Торіс	Term 1	Term 2	Term 3	Term 4	
strategies)	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines supported	- Use number lines supported	- Use number lines	- Building up and breaking down	
	by concrete apparatus	by concrete apparatus	- Use 100 chart	strategy	
		- Use 100 chart		- Use number lines	
				- Use 100 chart	
1.13	Add to 10	Add to 15	Add to 18	Add to 20	
Addition and	Subtract from 10	Subtract from 15	Subtract from 18	Subtract from 20	
subtraction	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
	(+,-,=)	(+,-,=)	(+,-,=)	(+,-,=)	
		Practice number bonds to 5	 Practice number bonds to 5 	 Practice number bonds to 5 	
1.14 Repeated	Add the same number	Add the same number	Add the same number	Add the same number	
addition leading to multiplication	repeatedly up to 10	repeatedly up to 15	repeatedly up to 20	repeatedly up to 20	
1.16	Number range 10	Number range 15	Number range 18	Number range 20	
Mental	Name the numbers before and	Name the numbers before and	Name the numbers before and	Name the numbers before and	
Mathematics	after a given number	after a given number	after a given number	after a given number	
	Compare numbers and say	 Compare numbers and say 	Compare numbers and say	Compare numbers and say	
	which is more of less	which is more of less	which is more of less	which is more of less	
	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	
	problems (number bonds) to 5	problems (number bonds) to 5	problems (number bonds) to	problems (number bonds) to	
			10	10	
1.17		Reinforce half with concrete	Reinforce half with concrete		

GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Торіс	Topic Term 1 Term 2 Term 3 Term 4			
Fractions		objects	objects	

		GRADE 2 OVERVIE	W			
2. PATTERNS, FUNCTIONS AND ALGEBRA						
ΤΟΡΙΟ	TERM 1	TERM 2	TERM 3	TERM 4		
2.1		Copy and extend simple	 Copy, extend and describe in 			
Geometric		patterns using concrete objects	words simple patterns made			
patterns		and drawings	with concrete objects			
2.2	Copy and extend simple	Copy and extend simple	Copy and extend simple	Copy and extend simple		
Number	number sequence to at least	number sequence to at least 15	number sequence to at least	number sequence to at least 20		
patterns	10	Sequence should show	18	Sequence should show		
	Sequence should show	counting forwards in 1's and 5s	 Sequence should show 	counting forwards in 1's, 5s and		
	counting forwards in 1's		counting forwards in 1's, 5s	10s		
			and 10s			

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GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1		Language of position	Language of position	Language of position
Position,		Understand the position of one	 Understand the position of one 	Understand the position of one
orientation		object in relation to another	object in relation to another	object in relation to another
and views		e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,
		behind, up, down, next to	behind, up, down, next to	behind, up, down, next to
		Position and views	Position and views	Position and views
		Understand the position of one	 Understand the position of one 	Understand the position of one
		object in relation to the other	object in relation to the other	object in relation to the other
		e.g. top and bottom	e.g. top and bottom	e.g. top and bottom
		Position and directions	Position and directions	Position and directions
		 Follow directions to move 	 Follow directions to move 	 Follow directions to move
		around the classroom	around the classroom	around the classroom
		Follow instructions to place	 Follow instructions to place 	Follow instructions to place one
		one object in relation to	one object in relation to	object in relation to another
		another	another	
3.2	Range of objects	Range of objects	Range of objects	Range of objects
3D objects	•Recognise and name 3D	•Recognise and name 3D	•Recognise and name 3D	Recognise and name 3D
	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in
	pictures	pictures	pictures	pictures
	- ball shapes (spheres)	- ball shapes (spheres)	- ball shapes (spheres)	- ball shapes (spheres)
	- box shapes (prisms)	- box shapes (prisms)	- box shapes (prisms)	- box shapes (prisms)
				- cylinder

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects			
	•Describe, sort and compare	•Describe, sort and compare	•Describe, sort and compare	• Describe, sort and compare 3D
	3D objects in terms of:	3D objects in terms of:	3D objects in terms of:	objects in terms of:
	- size	- size	- size	- size
	- colour	- colour	- colour	- colour
	- shape	- shape	- shape	- shape
				- objects that roll
				- objects that slide
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes
2D shapes	Recognise and name 2D			
	shapes	shapes	shapes	shapes
	- Circles	- Circles	- Circles	- Circles
	- Triangles	- Triangles	- Triangles	- Triangles
	- Squares	- Squares	- Squares	- Squares
	Features of shapes	Features of shapes	Features of shapes	Features of shapes
	Describe, sort and compare	Describe, sort and compare	Describe, sort and compare	• Describe, sort and compare
	2D shapes in terms of:			
	- Size	- Size	- Size	- Size
	- Colour	- Colour	- Colour	- Colour
	Draw shapes	Draw shapes	Draw shapes	Draw shapes
	- Circles	- Circles	- Circles	
	- Triangles	- Triangles	- Triangles	

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	DPIC TERM 1 TERM 2 TERM 3 TERM 4			
	- Squares	- Squares	- Squares	
3.4		Recognise symmetry in own	 Identify symmetry in shapes 	Draw a line of symmetry in
Symmetry		body	and pictures	shapes

	GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
4.1	 Know days of the week 	 Know days of the week 	 Know days of the week 	 Know days of the week 	
Time	•Sing song or recite a rhyme	 Sing song or recite a rhyme 	 Underdstand concept of today 	 Understand concept of today 	
	about days of the week	about days of the week	and tomorrow	and tomorrow	
	Reinforce season chart	 Reinforce season chart 	 Order regular events from their 	•Order regular events from their	
	 Place birthdays on a chart 	 Place birthdays on a chart 	own lives	own lives	
			 Sequence of events 	 Sequence of events 	
			 Reinforce season chart 	Reinforce season chart	
			 Place birthdays on a chart 	 Place birthdays on a chart 	
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring	
Length	•Compare and order the length	•Compare and order the length,	 Compare and order the length, 	•Compare and order the length,	
	(long and short), height (tall and	height and width (narrow and	height and width (narrow and	height and width (narrow and	
	short) of two or more objects by	wide) of two or more objects by	wide) of two or more objects by	wide) of two or more objects by	
	placing them next to each other	placing them next to each other	placing them next to each other	placing them next to each other	
		 Describe length in terms of 	 Describe length in terms of 	•Describe length in terms of	
		short and long	short and long	short and long	
		•Estimate, measure and compare	Estimate, measure and compare	Estimate, measure and compare	
		lengths using non-standard	lengths using non-standard	lengths using non-standard	
		measures e.g. hand spans	measures e.g. hand spans	measures e.g. hand spans	
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring	
Mass	Compare and order the mass	Compare and order the mass	 Compare and order the mass 	Compare and order the mass	
	of two or more objects by	of two or more objects by	of two or more objects by	of two or more objects by	
	feeling them or using a	feeling them or using a	feeling them or using a	feeling them or using a	
	balancing scale	balancing scale	balancing scale	balancing scale	

	GRADE 2 OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
	•Discuss mass e.g. light, heavy,	 Discuss mass e.g. light, heavy, 	•Discuss mass e.g. light, heavy,	 Discuss mass e.g. light, heavy, 			
	lighter, heavier	lighter, heavier	lighter, heavier	lighter, heavier			
4.4		Informal measuring	Informal measuring	Informal measuring			
Capacity		Compare and order the amount	Compare and order the amount	Compare and order the amount			
/volume		of liquid (volume) in two	of liquid (volume) in two	of liquid (volume) in two			
		containers placed next to each	containers placed next to each	containers placed next to each			
		other	other	other			
		Compare and order the amount	Compare and order the amount	Compare and order the amount			
		of liquid that two containers can	of liquid that two containers can	of liquid that two containers can			
		hold if filled (capacity)	hold if filled (capacity)	hold if filled (capacity)			
		• Use vocabulary e.g. more than,	• Use vocabulary e.g. more than,	Use vocabulary e.g. more than,			
		less than, full, empty	less than, full, empty	less than, full, empty			

5.2 according to one attribute e.g. colour colour colour Answer questions about how the sorting was done blue cups for breakfast Answer questions about how the sorting was done 5.3 Discuss and report on sorted collections of objects Collection was sorted Give reasons for how collection Was sorted Answer questions about how the sorting was done 5.5 • Use pictures to represent data in pictograph • Use pictures to represent data in pictograph • Use pictures to represent data • Use pictures to represent data • Use pictures to represent data		GRADE 1 OVERVIEW 5. DATA HANDLING						
Collect and sort objectsconcrete objectsaccording to different attributes e.g. size, shape, colouraccording to different 	TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
objects • Give reasons for how collection was sorted Give reasons for how collection was sorted • Give reasons for how collection was sorted Discuss and report on sorted collections of objects • Use pictures to represent data in pictograph • Use pictures to represent data • Use pictograph	Collect and sort objects 5.2 Represent sorted	concrete objectsSort concrete objects according to one attribute e.g.	according to different attributes e.g. size, shape, colour • Answer questions about how	according to different attributes e.g. size, shape, colour • Answer questions about how	according to different attributes e.g. size, shape, colour • Answer questions about how			
Represent data in pictograph in pictograph in pictograph	objects 5.3 Discuss and report on sorted collections of		Give reasons for how	Give reasons for how collection	the sorting was done			
5.6 • Answer questions about data • Answer questions about data • Answer questions about data					Use pictures to represent data in pictograph			
Analyse and in pictographs in pictographs in pictographs in pictographs interpret data Image: Comparison of the pictograph of the pictograp	Analyse and				Answer questions about data in pictographs			

3.4.6 ASSESSMENT PLANS: GRADE 2

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	•Count forwards in 1s from any number up to 20				 Sort concrete objects according different attributes e.g. colour, shape, size 		
Week3	 Recognise, identify and read number symbols up to 1-20 		\mathcal{O}	•Place birthdays on a chart			
Week4	 Solve simple word problems in context and explain own solution to problems involving, equal sharing and grouping up to 10 		 Describe, sort and compare 3D objects in terms of: size colour shape 				
Week5	 Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up 	S		 Compare and order the mass of two or more objects using a balancing scale 			

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
	to 10						
Week6	 Addition and subtraction up 				Use pictures to represent		
	to 10				data in pictograph		
Week7	 Recognise, identify and 	 Copy and extend simple 					
	read number names 1-20	number sequence to at					
	Write number symbols 1-10	least 10, sequence					
		should show counting					
		forwards in 1's					
Week8	 Describe, compare and 		Recognise and name 2D				
	order numbers 1-15 and		shapes				
	recognise:		- Circles				
	- more and less		- Triangles				
	- equal to		- Square				
Week9	Add the same number						
	repeatedly up to 10						
Week	 Recognise and identify the 						
10	South African coins, R1,R2,						
	R5 and the bank notes R10,						
	R20, R50 and R100						

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)						
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	Count forwards and				Sort physical objects		
	backwards up 30 from a				according to different		
	given number				attributes (shape, size,		
	 Identify the numbers 				colour)		
	before and after a given						
	number up to 20						
Week3	•Identify and read number	Copy and extend simple		 Know the days of the 			
	symbols up to 30	patterns using concrete		week			
	•Write number symbols	objects and drawings					
	1-25						
Week4	Order numbers from		Position and views				
	biggest to smallest up to		 Understand the position 				
	10	C	of one object in relation to				
			the other e.g. top and				
			bottom				
Week5	Count forwards 0-30			•Describe length in terms			
				of short and long			
Week6	Solve addition and		 Describe, sort and 		Use pictures to represent		
	subtraction word		compare 2D objects in		data in pictograph		
	problems up to 15		terms of:				
			- size				
			- colour - shape				

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week7	Addition and subtraction	Copy and extend simple			
	up to 15	number sequence to at			
	Use appropriate symbols	least 20, sequence			
	(+, -, =)	should show counting			
		forwards in 1's and 5's			
Veek8	Add the same number		Recognise and name 2D		
	repeatedly up to 15		shapes		
			- Circles		
			- Triangles -Squares		
Week9	Practise doubling up to			Compare and order the	
	10			amount of liquid that two	
				containers can hold if	
				filled (capacity)	
Week 10	Recognise and identify		Recognise symmetry in		
	the South African coins,		own body		
	R1,R2, R5 and the bank				
	notes R10, R20, R50				
	and R100				

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week 2	 Count with whole numbers 0-40 Count in multiples of 10 up to 80 Count in multiples of 2s up 18 				 Collect and sort everyday concrete objects Sort physical objects according to one attribute 	
Week3	 Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 15 Order and position numbers up to 20 (number line) 			Understand concept of today and tomorrow		
Week4	 Identify, recognise and read number symbols 1-40 Write number symbols 1-18 		 Follow directions to move around the classroom Follow instructions to place one object in relation to another 			
Week5	 Recognise place value of numbers up to 30 Decompose 2digit numbers into multiples of 10s and ones (units) Identify and state the value of each digit 			•Compare and order the amount of liquid in two containers using vocabulary more than; less than, full and empty		
Week6	 Addition and subtraction up to 18 Use appropriate symbols 				 Use pictures to represent data in pictograph Answer questions about 	

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
	(+, -, =)				data in pictographs		
	 Practise doubling and 						
	halving up to 20						
Week7	Solve simple word	Copy and extend simple					
	problems involving	number sequence to at					
	addition and subtraction	least 30, sequence					
	with answers up to 18	should show counting					
		forwards in 1's, 5's and					
		10's					
Week8	Solve simple word		Recognise, name and				
	problems in context		draw 2D shapes				
	involving, equal sharing		- Circles				
	and grouping up to 40		- Triangles				
			- Squares				
Week9	Add the same number		Recognise symmetry in				
	repeatedly up to 15		geometrical shapes and				
			picture				
Week 10	Identify half with concrete						
	object						

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	Count with whole		 Describe, sort and 				
	numbers 0-50		compare 3D objects in				
	 Count in multiples of 10 		terms of:				
	up to 100 from a given		- Size				
	number		- Colour				
	•Count in multiples of 2s		- Shape				
	up to 20 from a given		- Objects that roll				
	number		- Objects that slide				
Week3	Number symbols 1-40			•Know the days of the			
	Recognise			week			
	Identify Dead			•Know the seasons of the			
	• Read			year			
Week4	Identify, recognise and						
	read numbers 1-50						
	Write number symbols 1-						
	20						
	 Identify, recognise and 						
	read number names 1-5						
Week5	Recognise place value of						
	numbers up to 30						
	Decompose 2digit						
	numbers into tens and						

	GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
	units						
	 Identify and state the 						
	value of each digit						
Week6	Addition and subtraction				Use pictures to represent		
	up to 20				data in pictograph		
	Use appropriate				 Answer questions about 		
	symbols (+, -, =)				data in pictographs		
	Know number bonds up						
	to 10						
	Solve simple word						
	problems in contexts						
	involving addition and						
	subtraction up to 20	C					
Week7	Solve simple word	Copy and extend number					
	problems in context	sequence to at least 20,					
	involving, equal sharing	sequence should show					
	and grouping up to 50	counting forwards in 1's,					
		5's and 10's up to 50					
Week8	Add the same number		Draw a line of symmetry				
	repeatedly up to 20		in geometric shapes				
	Solve simple word						
	problems in contexts						

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	ID SUMMATIVE ASSES Space and shape	Measurement	Data handling
	involving repeated				
	addition leading to				
	multiplication with				
	answers up to 50				
Week9	Recognise and identify				
	the South African coins				
	50c, R1,R2, R5 and bank				
	notes R10,R20, R50,				
	R100 and R200				
Week 10	Finalise assessment				

3.4.7 TERM OVERVIEW GRADE 3

The following tables show the progression over the terms within GRADE 3 in the different content area:

	GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships						
Торіс	Term 1	Term 2	Term 3	Term 4			
NUMBER CON	CEPT DEVELOPMENT: Count with	whole numbers		•			
1.1	 Count with whole numbers up 	 Count with whole numbers up 	 Count with whole numbers up 	Count with whole numbers up			
Count	to 50 reliably	to 100 reliably	to 150 reliably	to 200 reliably			
objects	Give a reasonable estimate of a	 Give a reasonable estimate of a 	Give a reasonable estimate of a	• Give a reasonable estimate of a			
	number of objects that can be	number of objects that can be	number of objects that can be	number of objects that can be			
	checked by counting	checked by counting.	checked by counting.	checked by counting.			
	Encourage strategy of grouping	Count by grouping is	Count by grouping is	Count by grouping is			
		encouraged	encouraged	encouraged			
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and			
Counts	backwards 0-50	backwards 0-100	backwards 0-150	backwards 0-200			
forwards and	 Practise incidental counting 	 Practise incidental counting 	 Practise incidental counting 	 Incidental counting 			
backwards	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number			
	up 50	up 100	up 150	up 200			
	Count forwards in multiples of:	 Count forwards in multiples of: 	Count forwards in multiples of:	Count forwards in multiples of:			
	2s up to 50	2s up to 100	2s up to 100	2s up to 200			
	5s up to 50	10s up to 100	10s up to 150	10s up to 200			
	10s up to 100	5s up to 100	5s up to 150	5s up to 200			
	 Count backwards in: 	 Count backwards in: 	 Count backwards in: 	Count backwards in:			
	1s from 20	1s from 20	1s from 50	1s from 100			
	10s from 50	10s from 50	10s from 100	10s from 200			
	2s from 20	5s from 50	2s from 100	2s from 150			

	GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Торіс	Term 1	Term 2	Term 3	Term 4	
• NUMBER CO	NCEPT DEVELOPMENT: Represe	nt whole numbers			
1.3	Identify, recognise and read	Identify, recognise and read	 Identify, recognise and read 	Identify, recognise and read	
Number	number symbols 1-50	number symbols 1-100	number symbols 1-150	number symbols 1-200	
Symbols and	Write number symbols 1-20	Write number symbols 1-30	Write number symbols 1-40	Write number symbols 1-50	
number	 Identify, recognise and read 	 Identify, recognise and read 	 Identify, recognise and read 	 Identify, recognise and read 	
names	number names 1-5	number names 1-10	number names 1-10	number names 1-20	
	• Know number names 1-5	Know number names in	 Know number names in 	Know number names in	
		multiples of 10s up to 100	multiples of 10s up to 150	multiples of 10s up to 200	
NUMBER CON	CEPT DEVELOPMENT: Describe, c	ompare and order whole numbers		1	
1.4	Describe, compare and order	Describe, compare and order	Describe, compare and order	Describe, compare and order	
Describe	numbers 1-20	numbers 1-30	numbers 1-40	numbers 1-50	
compare and	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to	
order	20 using smaller than, greater	30 using smaller than, greater	40 using smaller than, greater	50 using smaller than, greater	
numbers	than, more than, less than and	than, more than, less than and	than, more than, less than and	than, more than, less than and	
	is equal to	is equal to	is equal to	is equal to	
	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	• Order numbers from biggest to	
	smallest and smallest to	smallest and smallest to	smallest and smallest to	smallest and smallest to	
	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater	
	than, more than, less than and	than, more than, less than and	than, more than, less than and	than, more than, less than and	
	equal to, up to 50	equal to, up to 100	equal to up to 150	equal to, up to 200	
	 Position objects in a line from 	Position objects in a line from	 Position objects in a line from 	 Position objects in a line from 	
	first to tenth	first to tenth	first to twentieth	first to thirtieth	
	Use ordinary numbers to show	• Use ordinary numbers to show	• Use ordinary numbers to show	Use ordinary numbers to show	

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Торіс	Term 1	Term 2	Term 3	Term 4
	order, place per position			
1.5	Recognise place value of	 Recognise place value of two 	 Recognise the place value of 	•Recognise the place value of
Place value	numbers up to 30	digit numbers from 10-50	two digit numbers from 10-80	two digit numbers from 10-99
	•Decompose 2- digit numbers	 Decompose two- digit 	 Decompose two digit 	 Decompose two digit
	into 10s and units	numbers into tens and units	numbers into tens and units	numbers into tens and units
	 Identify and state the value of 	 Identify and state the value of 	 Identify and state the value of 	 Identify and state the value of
	each digit	each digit	each digit	each digit
	EMS IN CONTEXT			I
1.6	Use the following techniques			
Problem	when solving problems and			
solving	explain solutions to problems			
techniques	- Drawings or concrete			
	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters
	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking dowr
	of numbers	of numbers	of numbers	of numbers
	- Use number lines supported			
	by	by	by	by
	- concrete apparatus	- concrete apparatus	- concrete apparatus	- concrete apparatus
	- Use 100 chart			
		- Calculator	- Calculator	- Calculator
1.7	Solve simple word problems in	Solve word problems in context	Solve word problems in context	Solve word problems in context
Addition and	context involving, addition and	involving addition and	involving addition and	and explain own solution to
subtraction	subtraction with answers up to	subtraction with answers up to	subtraction with answers up to	problems involving addition

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Торіс	Term 1	Term 2	Term 3	Term 4
	20	50	80	and subtraction with answers
				up to 100
1.8	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in
Repeated	context and explain own	context and explain own	context and explain own	context and explain own
addition	solution to problems involving	solution to problems involving	solution to problems involving	solution to problems involving
leading to	repeated addition leading to	repeated addition leading to	repeated addition leading to	repeated addition leading to
multiplication	multiplication	multiplication	multiplication	multiplication
	• Solve addition problems of 10s,	 Solve addition problems of 10s, 	• Solve addition problems of 10s,	• Solve addition problems of 10s,
	5s, with answers up to 20	5s and 2s with answers up to	5s and 2s with answers up to	5s and 2s with answers up to
		50	80	100
1.9	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in
Grouping	context and explain own	context and explain own	context and explain own	context and explain own
and sharing	solution to problems that	solution to problems that	solution to problems that	solution to problems that
leading to	involve equal sharing and	involve equal sharing and	involve equal sharing and	involve equal sharing and
division	grouping up to 10	grouping up to 20	grouping up to 30	grouping up to 50
1.10	Solve practical problems that	Solve practical problems that	Solve practical problems that	Solve practical problems that
Sharing	involve equal sharing, leading	equal sharing leading to	equal sharing leading to	equal sharing leading to
leading to	to solutions that include unitary	solutions that include unitary	solutions that include unitary	solutions that include unitary
fractions	fractions e.g. half	fractions e.g. half	fractions e.g. half	fractions e.g. half and quarter
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the
Money	South African coins: 50c,	South African coins: 50c, R1,	South African coins: R1, R2,	South African coins: R1, R2,
	R1,R2, R5 and bank notes	R2, R5and bank notes R10,	R5and bank notes R10, R20,	R5and banknotes R10, R20,
	R10, R20, R50, R100 and	R20, R50, R100 and R200	R50, R100 and R200	R50, R100 and R200

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Торіс	Term 1	Term 2	Term 3	Term 4
	R200	Solve money problems	Solve money problems	Solve money problems
		involving totals and change in	involving totals and change in	involving totals and change in
		cents up to 50c and Rand to	cents up to 50c and Rand to	cents up to 50c and Rand to
		R50	R80	R100
CONTEXT FRE	E CALCULATION			
1.12	Use the following techniques	 Use the following techniques 	 Use the following techniques 	 Use the following techniques
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:
(methods or	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete
Strategies)	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving
	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down
	- Use number lines	- Use number lines	- Use number lines	- Use number lines
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart
	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s
1.13	Add to 20	Add to 50	Add to 80	• Add to 100
Addition and	Subtract from 20	Subtract from 50	Subtract from 80	Subtract from 100
subtraction	Use appropriate symbols	 Use appropriate symbols 	 Use appropriate symbols 	Use appropriate symbols
	(+,-,=)	(+,-,=)	(+,-,=)	(+,-,=)
	Know addition and subtraction	Know addition and subtraction	 Know addition and subtraction 	Know addition and subtraction
	facts (number bonds) to 5	facts (number bonds) to 10	facts (number bonds to 10	facts (number bonds) to 10
1.14	Add the same number	Add the same number	Add the same number	Add the same number
Repeated	repeatedly up to 20	repeatedly up to 30	repeatedly up to 40	repeatedly to 50
addition	• Multiply numbers 1-10 by 5 and	Multiply numbers 1-10 by 5 and	• Multiply numbers 1-10 by 2, 5,	• Multiply numbers 1-10 by 2, 5,
leading to				

	GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Торіс	Term 1	Term 2	Term 3	Term 4	
multiplication	10 up to 50	10 up to 50	and 10 up to 50	 and 10 up to 50 Use appropriate symbols (+, x, =) 	
1.16	Number concept: Range 20	Number Concept: Range 50	Number Concept: Range 80	Number Concept: Range 100	
Mental Mathematics	 Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 20 	 Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 50 	 Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 80 	 Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 100 	
1.17		Use and name fractions:	Use and name fractions:	Use and name fractions:	
Fractions		halves	halves	halves	

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	GRADE 3 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA					
TOPIC	TERM 1	TERM 2 TERM	13 TERM 4			
2.1	 Copy, extend and create simple 	Copy, extend and create simple	Copy, extend and create simple	 Copy, extend and create simple 		
Geometric	patterns made with shapes or	patterns made with shapes or	patterns made with shapes or	patterns made with shapes or		
patterns	concrete objects; drawings or	concrete objects; drawings or	concrete objects; drawings or	concrete objects; drawings or		
	lines	lines	lines	lines		
2.2	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe		
Number	simple number sequences to at	simple number sequences to at	simple number sequences to at	simple number sequences to at		
patterns	least 20	least 50	least 80	least100		
	Sequence should show counting	Sequence should show counting	Sequence should show counting	Sequence should show counting		
	forwards in 1s	forwards in 1s, 10s, 5s	forwards and backwards in 1s,	forwards and backwards in 1s,		
			2s,10s, 5s	2s,10s, 5s		

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1	Language of position	Language of position	Language of position	Language of position
Position,	 Understand the position of 			
orientation	one object in relation to			
and views	another e.g. on top of, in front			
	of, behind, up, down, next to			
	Position and views	Position and views	Position and views	Position and views
	Describe the position of one	 Describe the position of one 	 Describe the position of one 	Describe the position of one
	object in relation to another	object in relation to another	object in relation to another.	object in relation to another.
	e.g. top and bottom, front and			
	back etc.	back etc.	back etc.	back etc.
	Position and directions	Position and directions	Position and directions	Position and directions
	Follow directions to move	 Follow directions to move 	 Follow directions using an 	 Follow directions using an
	around the classroom.	around the classroom.	informal map	informal map
	 Follow instructions to place 			
	one object in relation to			
	another	another	another	another
3.2	Range of objects	Range of objects	Range of objects	Range of objects
3D objects	Recognise and name 3D			
	objects in the classroom and			
	in pictures	in pictures	in pictures	in pictures
	- Ball shapes (spheres)			
	- Box shapes (prisms)			
	- Cylinders	- Cylinders	- Cylinders	- Cylinders

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects			
	Describe, sort and compare			
	3D objects in terms of:			
	- Size	- Size	- Size	- Size
	- Colour	- Colour	- Colour	- Colour
	- Shape	- Shape	- Shape	- Shape
	- Objects that roll			
	- Objects that slide	Objects that slide	- Objects that slide	Objects that slide
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes
2D shapes	Recognise and name 2D			
	shapes	shapes	shapes	shapes
	- Circles	- Circles	- Circles	- Circles
	- Triangles	- Triangles	- Triangles	- Triangles
	- Squares	- Squares	- Squares	- Squares
	Features of shapes	Features of shapes	Features of shapes	Features of shapes
	Describe, sort and compare			
	2D shapes in terms of:			
	- Size	- Size	- Size	- Size
	- Colour	- Colour	- Colour	- Colour
	Draw shapes	Draw shapes	Draw shapes	Draw shapes
	- Circles	- Circles	- Circles	- Circles
	- Triangles	- Triangles	- Triangles	- Triangles
	- Squares	Squares	- Squares	Squares

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE						
TOPIC	TOPIC TERM 1 TERM 2 TERM 3 TERM 4					
3.4	Symmetry	Symmetry	Symmetry	Symmetry		
Symmetry	Recognise symmetry in own	 Recognise symmetry in own 	Recognise symmetry in own	 Recognise symmetry in own 		
	body and draw line of	body and draw line of	body and draw line of	body and draw line of		
	symmetry in geometric shapes	symmetry in geometric shapes	symmetry in geometric shapes	symmetry in geometric shapes		

	GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
4.1	Passing of time	Passing of time	Passing of time	Passing of time		
Time	Know days of the week	 Know days of the week 	 Know days of the week 	 Know days of the week 		
	Understand concept of today	 Understand concept of today 	Know months of the year	Know months of the year		
	and tomorrow	and tomorrow	 Understand concept of today 	Understand concept of today		
	Order regular events from their	Order regular events from their	and tomorrow	and tomorrow		
	own lives	own lives	Order regular events from their	Order regular events from their		
	Sequence events	Sequence events	own lives	own lives		
	Reinforce season chart	Reinforce season chart	Sequence events	Sequence events		
	Place birthdays on a chart	Place birthdays on a chart	 Reinforce season chart 	Reinforce season chart		
			 Place birthdays on a chart 	Place birthdays on a chart.		
				Telling time		
				Tell-12 hour time in hours on		
				analogue clocks and digital		
				instruments e.g. cell phones		
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Length	• Compare and order the length,					
	height or width of two or more					
	objects by placing them next to					
	each other					
	• Estimate measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,		
	order and record length using	order and record length using	order and record length using	order and record length using		
	non-standard measures e.g.	non-standard measures e.g.	non-standard measures e.g.	non-standard measures e.g.		
	hand, spans, paces, pencil	hand spans, paces, pencil	hand spans, paces, pencil	hand spans, paces, pencil		

	GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	lengths, counters etc.	lengths counters etc.	lengths counters etc.	lengths counters etc.	
		 Use language to talk about 	 Use language to talk about 	 Use language to talk about 	
		comparison e.g. long, short, tall,	comparison e.g. long, short, tall,	comparison e.g. long, short, tall,	
		short	short	short	
			Introducing formal measuring	Introducing formal measuring	
			 Measure using metre (m), and 	 Measure using metre (m), and 	
			centimetres (cm)	centimetres (cm)	
			 Estimate and measure height 	 Estimate, and measure height 	
			using height chart	using height chart	
4.3		Informal measuring	Informal measuring	Informal measuring	
Mass		• Estimate, measure, compare,	 Estimate, measure, compare, 	 Estimate, measure, compare, 	
		order and record using a	order and record using a	order and record using a	
		balancing scale and non-	balancing scale and non-	balancing scale and non-	
		standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,	
		bricks etc.	bricks etc.	bricks etc.	
		 Use language to talk about the 	 Use language to talk about the 	 Use language to talk about the 	
		comparison:, light, heavy, lighter,	comparison:, light, heavy, lighter,	comparison:, light, heavy, lighter,	
		heavier	heavier	heavier	
			Introduce formal measuring	Introduce formal measuring	
			 Compare and order the mass of 	 Compare and order the mass of 	
			commercially packaged objects	commercially packaged objects	
			which have their mass stated	which have their mass stated	
			only in kilograms e.g. 2 kg of rice	only in kilograms e.g. 2 kg of rice	

	GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
			and 1 kg of flour	and 1 kg of flour	
			Measure own mass in kilograms	Measure own mass in kilograms	
			using a bathroom scale	using a bathroom scale	
			Measure the mass of different	 Measure the mass of different 	
			items using a kitchen scale in kg	items using a kitchen scale in kg	
4.4			Informal measuring	Informal measuring	
Capacity/			Compare and order the amount	 Compare and order the amount 	
Volume		•	of liquid (volume) in two	of liquid (volume) in two	
			containers placed next to each	containers placed next to each	
			other	other	
			Compare and order the amount	 Compare and order the amount 	
			of liquid that two containers can	of liquid that two containers can	
			hold if filled (capacity)	hold if filled (capacity)	
		C	• Use vocabulary e.g. more than,	 Use vocabulary e.g. more than, 	
			less than, full, empty	less than, full, empty	
			• Estimate, measure, compare,	 Estimate, measure, compare, 	
			order and record the capacity of	order and record the capacity of	
			containers by using non-standard	containers by using non-standard	
			measures e.g. spoons and cups	measures e.g. spoons and cups	
			Introduction of formal	Introduction of formal	
			measuring	measuring	
			Compare and order the volume	 Compare and order the volume 	
			of commercially packaged	of commercially packaged	

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
			objects which have their volume	objects which have their volume
			stated in litres (I) and millilitres	stated in litres (I) and millilitres
			(ml) e.g. 500ml of cool drink and	(ml) e.g. 500ml of cool drink and
			1l of milk	1l of milk

	GRADE 3 OVERVIEW PER TERM 5. Data Handling							
TOPIC	TERM 1	TERM 3	TERM 4					
5.1	Collect data on the theme	Collect data on the theme	Collect data on the theme	Collect data on the theme				
Collect and sort	Sort objects according to	Sort objects according to	Sort objects according to	Sort objects according to				
objects	different attributes	different attributes	different attributes	different attributes				
	Answer questions on	Answer questions on	Answer questions on collections	Answer questions on				
	collections	collections		collections				
				Make pictograph with one-to				
				one correspondence				
5.2		Collect and sort objects	Collect and sort objects	Collect and sort objects				
Represent sorted		according to different criteria	according to different criteria	according to different criteria				
collection of		• Draw a picture of the collected	• Draw a picture of the collected	Draw a picture of the collected				
objects		data	data	data				
5.3				Answer questions about how				
Discuss and				the sorting was done				
report on sorted				(process)				
collection of				What the sorted collection				
objects				looks like (product)				
				Describe the collection				
				through drawings				
5.5	Represent data in pictograph	Represent data in pictograph	Represent data in pictograph	Represent data in pictograph				
Represent data	with one-to-one	with one-to-one	with one to one	with one-to-one				
	correspondence	correspondence	correspondence	correspondence				
5.6			Answer questions about data					
Analyse and			in pictograph					

GRADE 3 OVERVIEW PER TERM 5. Data Handling							
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
interpret data							
interpret data							
		S					

3.4.8 ASSESSMENT PLANS: GRADE 3

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week 2	Count forwards in		Understand the position					
	multiples:		of one object in relation					
	• 5s up to 50		to another e.g. on top of,					
	• 10s up to 100		in front of, behind, up,					
	• 2s up to 50		down, next to					
Week3	 Identify, recognise and 	Copy, extend and create						
	read number symbols 1-	simple patterns made						
	50	with shapes or concrete						
	• Write number symbols 1-	objects; drawings or lines						
	20							
	• Know number names 1-5							
Week4	Compare whole numbers			Passing of time				
	up to 20 using smaller			 Know days of the week 				
	than, greater than, more			 Understand concept of 				
	than, less than and is			today and tomorrow				
	equal to			 Sequence of events 				
				 Place and identify 				
				birthdays on				

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
				chart/calendar			
Week5	Solve simple word		Describe, sort and				
	problems in context and		compare 3D objects in				
	explain own solution to		terms of:				
	problems involving,		- Size				
	addition and subtraction		- Colour				
	with answers up to 20		- Shape				
			- Objects that roll				
			- Objects that slide				
Week6	Add to 20	Copy, extend and					
	Subtract from 20	describe simple number					
	Use appropriate	sequence to at least 20					
	symbols (+,-,=)	in 1s, 5s, 2s					
	Solve addition and						
	subtraction problems up						
	to 20						
	 Practise doubling and 						
	halving up to 20						
Week7	Solve simple word				Collect data on the theme		
	problems in context and				Sort objects according to		
	explain own solution to				different attributes		
	problems involving				 Answer questions on 		
	repeated addition						

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	leading to multiplication	<u>v</u>			collections			
					 Represent data on 			
					pictograph			
Week8	Solve addition			Informal measuring				
	problemsof 10s, 5s, with			Compare and order the				
	answers up to 20			length, height or width of				
				two or more objects by				
				placing them next to				
				each other				
Week9	Recognise and identify		Symmetry					
	the South African coins		Draw line of symmetry in					
	50c, R1,R2, R5 and bank		geometric shapes					
	notes R10,R20, R50,							
	R100 and R200							
Week 10	Solve simple word			Order regular events				
	problems in context and			from their own lives				
	explain own solution to			 Sequence of events 				
	problems that involve							
	equal sharing and							
	grouping up to 10							

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	Count backwards in:				Sort objects according to		
	- 1s from 20				different attributes		
	- 10s from 50				Answer questions on		
	- 5s from 20				collections		
Week3	 Identify, recognise and 	 Copy, extend and 					
	read number symbols 1-	describe number					
	100	sequence to at least 50					
	Write number symbols 1-	(sequence should include					
	30	counting forwards and					
	 Identify, recognise and 	backwards in 1s,2s,5s					
	read number names 1 -	and 10s)					
	10						
	 Know number names in 						
	multiples of 10s up to						
	100						
Week4	Order numbers from			Use language to talk			
	biggest to smallest and			about comparison e.g.			
	smallest to biggest;			long, short and tall, short			
	smaller than, greater						
	than, more than, less						
	than and equal to, up to						
	100						

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week5				 Days of the week Understand concept of today and tomorrow 				
Week6	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50			 Order regular events from their own lives Sequence of events 				
Week7	 Add to 50 Subtract from 50 Use appropriate symbols (+,-,=) Solve addition and subtraction problems (number bonds) to 20 Practise doubling and halving up to 50 	 Copy and extend a given geometric patterns Make own patterns using 2D shapes 	8					
Week8	 Solve addition problemsof 10s, 5s and 2s with answers up to 50 Multiply numbers 1-10 by 5 and 10 	5		 Estimate, measure and compare mass of items using a balancing scale and non-standard measures 				

		`	ND SUMMATIVE ASSESS		
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 9	Solve money problems		Recognise and name 2D		
	involving totals and		shapes		
	change in cents up to 50c		- Circles		
	and Rand to R50		- Triangles		
			- Squares		
Week 10	Use and name fractions:			ž	
	halves				

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	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week 2	Count forwards with	 Copy, extend and create 						
	whole numbers up to 150	simple patterns made						
	- 2s up to 100	with shapes or concrete						
	- 5s up to 150	objects; drawings or						
	- 10s up to 150	lines						
Week3	 Identify, recognise and 			Know the days of the				
	read number symbols 1-			week				
	150			 Identify months of the 				
	Write number symbols 1-			year on a calendar				
	40							
	 Identify, recognise and 							
	read number names 1 -10							
	•Know number names in							
	multiples of 10s up to							
	150							
Week4	Compare whole numbers		Describe the position of					
	up to 40 using smaller		one object in relation to					
	than, greater than, more		another					
	than, less than and is		 Follow directions using 					
	equal to	\mathbf{O}	an informal map					
Week5	Recognise the place value			• Measure using metre (m),				
	of two digit numbers from			and centimetres (cm)				

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	10-80							
	Decompose two digit							
	numbers into tens and							
	units							
	Identify and state the value							
	of each digit							
Week6	Solve word problems in			Compare and order the				
	context involving addition			volume of commercially				
	and subtraction with			packaged objects which				
	answers up to 80			have their volume stated				
				in litres (I) and millilitres				
				(ml)				
Week7	• Add to 80	Copy, extend and						
	Subtract from 80	describe number						
	Use appropriate symbols	sequence to at least 80						
	(+,-,=)	(sequence should show						
	Solve addition and	counting forwards and						
	subtraction problems	backwards in 1s, 2s,5s,						
	(number bonds) to 20	10s)						

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week8	Solve addition				Use pictures to represent			
	problemsof 10s, 5s and				data in pictograph			
	2s with answers up to 80				Answer questions about			
	Multiply numbers 1-10 by				data in pictographs			
	2, 5 and 10							
Week9	Solve money problems			Measure own mass in				
	involving totals and			kilograms using a				
	change in cents up to			bathroom scale				
	50c and Rand to R80			Measure the mass of				
				different items using a				
				kitchen scale in kg				
Week 10	Use and name fractions:		Recognise and name 2D					
	halves		shapes					
			- Circles					
			- Triangles					
			- Squares					
			Draw shapes					
			- Circles					
			- Triangles					
			- Squares					

			GESTED ASSESSMENT		
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	 Count forwards with whole numbers up to 200 2s up to 200 5s up to 200 10s up to 200 Count backwards in: 1s from 100 10s from 200 5s from 150 				 Use pictures to represent data in pictograph Answer questions about data in pictographs
Week3	 2s from 150 Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 		6	Tell-12-hour time in hours on analogue clocks and digital instruments	
Week4	 Identify, recognise and read number symbols 1- 200 Write number symbols 1- 50 Identify, recognise and read number names 1 - 20 	S	 Recognise the place value of two digit numbers from 10-99 Decompose two digit numbers into tens and units Identify and state the value of each digit 		

	GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	Know number names in					
	multiples of 10s up to 200					
Week5	Number concept: Range 100			Compare and order the volume of commercially		
	Name the number			packaged objects which		
	before and after a given number			have their volume stated		
	Order a given set of			in litres (I) and millilitres		
	selected numbers			.,		
	Compare numbers and			(ml)		
	say which is more or less					
	Addition and					
	subtraction up to 100					
Week6	Solve word problems in				 Represent data in 	
	context and explain own				pictograph with one to	
	solution to problems				one correspondence	
	involving addition and				Answer questions about	
	subtraction with answers				data in a pictograph	
	up to 100					
Week7	• Add to 100	Copy, extend and				
	Subtract from 100	describe number				
	Use appropriate symbols	sequence to at least 100				
	(+,-,=)	(sequence should show				
	Solve addition and	counting forwards and				

GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	subtraction problems	backwards in 1s, 2s,5s,			
	(number bonds) to 25	10s)			
	Practise doubling and				
	halving up to 50				
Week8	Multiply numbers 1-10 by			Compare and order the	
	2,5,10 up to 50			mass of commercially	
	Solve simple word			packaged objects which	
	problems in context and			have their mass stated	
	explain own solution to			only in kilogram (kg)	
	problems involving				
	repeated addition leading				
	to multiplication				
Week9	Solve simple word				
	problems in context and				
	explain own solution to				
	problems that involve				
	equal sharing and				
	grouping up to 50				
Week 10	Solve money problems				
	involving totals and				
	change in cents up to 50c				
	and Rand to R100				

3.4.9 TERM OVERVIEW GRADE 4

The following tables show the progression over the terms within GRADE 4 in the different content area:

	GRADE 4 OVERVIEW PER TERM				
ΤΟΡΙϹ	1. TERM 1	NUMBERS, OPERATIONS AND TERM 2	TERM 3	TERM 4	
	T DEVELOPMENT: Count with wh				
1.1	Count with whole numbers				
Count objects	up to 200 reliable	up to 300 reliable	up to 400 reliable	up to 500 reliable	
	Give a reasonable estimate				
	of a number of objects that				
	can be checked by counting				
	Give a reasonable estimate				
	of a number of objects that				
	can be checked by counting				
	 Count by grouping is 				
	encouraged	encouraged	encouraged	encouraged	
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and	
Count forwards	backwards 0-200	backwards 0-300	backwards 0-400	backwards 0-500	
and backwards	Count in 1s from any number	Count in 1s from any number	• Count in 1s from any number	• Count in 1s from any number	
	up to 200	up to 300	up to 400	up to 500	
	Count forward in multiples				
	from a given number:				
	- 2s up to 200	- 2s up to 300	- 2s up to 400	- 2s up to 500	
	- 10s up to 200	- 10s up to 300	- 10s up to 400	- 10s up to 500	
	- 5s up to 200	- 5s up to 300	- 5s up to 400	- 5s up to 500	

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	 Count backwards in: 				
	- 1s from 100	- 1s from 300	- 1s from 400	- 1s from 500	
	- 10s from 200	- 10s from 300	- 10s from 400	- 10s from 500	
	- 2s from 150	- 2s from 200	- 2s from 200	- 2s from 300	
	- 5s from 150	- 5s from 200	- 5s from 250	- 5s from 300	
NUMBER CONCE	PT DEVELOPMENT: Represent w	hole numbers			
1.3	 Identify, recognise and read 	Identify, recognise and read	 Identify, recognise and read 	 Identify, recognise and read 	
Number symbols	number symbols 1-200	number symbols 1-300	number symbols 1-400	number symbols 1-500	
and number names	Write number symbols 1-50	Write number symbols 1-100	Write number symbols 1-250	Write number symbols 1-500	
	 Identify, recognise and read 				
	number names 1 -50	number names 1 -100	number names 1 -250	number names 1 -500	
	 Know number names in 				
	multiples of 10s up to 200	multiples of 10s up to 300	multiples of 10s up to 400	multiples of 10s up to 500	
		mpare and order whole numbers		L	
1.4	 Describe, compare and order 	 Describe, compare and order 	 Describe, compare and order 	• Describe, compare and order	
Describe, compare	numbers 1-50	numbers 1-60	numbers 1-80	numbers 1-100	
and order numbers	 Compare whole numbers up 				
	to 50 using smaller than,	to 60 using smaller than,	to 80 using smaller than,	to 100 using smaller than,	
	greater than, more than, less				
	than and is equal to				
	 Order numbers from biggest 				
	to smallest and smallest to				
	biggest; smaller than, greater				
	than, more than, less than and				

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	equal to, up to 50	equal to, up to 80	equal to, up to 100	equal to, up to 200	
	 Position objects in a line from 	 Position objects in a line from 	 Position objects in a line from 	Position objects in a line from	
	first to thirtieth	first to thirtieth	first to thirtieth	first to thirtieth	
	Use ordinary numbers to show	Use ordinary numbers to show	• Use ordinary numbers to show	 Use ordinary numbers to show 	
	order, place per position	order, place per position	order, place per position	order, place per position	
				Give a reasonable estimate of	
				a number of objects that can	
				be checked by counting	
				 Count by grouping is 	
				encouraged	
				Count with whole numbers up	
				to 200 reliably	
				• Give a reasonable estimate of	
				a number of objects that can	
				be checked by counting	
				 Count by grouping is 	
				encouraged	
NUMBER CONC	EPT DEVELOPMENT: Place value		L	I	
1.5	Recognise the place value of	Recognise the place value of	Recognise the place value of	Recognise the place value of	
Place value	two digit numbers 10-99	three digit numbers 10-200	three digit numbers 10-300	three digit numbers 10-500	
	Decompose two digit numbers	 Decompose three digit 	Decompose three digit	 Decompose three digit 	
	into tens and units	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens	
	 Identify and state the value of 	and units	and units	and units	
	• identity and state the value of				

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	each digit	 Identify and state the value of 	 Identify and state the value of 	Identify and state the value of
		each digit	each digit	each digit
SOLVE PROBLEMS	IN CONTEXT			1
1.6	• Use the following techniques:	Use the following techniques:	• Use the following techniques:	• Use the following techniques:
Problem solving	- Building up and breaking	- Building up and breaking	- Building up and breaking	- Building up and breaking
techniques	down numbers	down numbers	down numbers	down numbers
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving
	- Use number lines	- Use number lines	- Use number lines	- Use number lines
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart
	- Rounding off in tens	- Rounding off in tens	- Rounding off in tens	- Rounding off in tens
	- Calculator	- Calculator	- Calculator	- Calculator
1.7	Solve word problems in	Solve word problems in	 Solve word problems in 	Solve word problems in
Addition and	context and explain own	context and explain own	context and explain own	context and explain own
subtraction	solution to problems involving	solution to problems involving	solution to problems involving	solution to problems involving
	addition and subtraction with	addition and subtraction with	addition and subtraction with	addition and subtraction with
	answers up to 100	answers up to 150	answers up to 180	answers up to 250
1.8	Solve word problems in	Solve word problems in	 Solve word problems in 	Solve word problems in
Repeated addition	context and explain own	context and explain own	context and explain own	context and explain own
leading to	solution to problems involving	solution to problems involving	solution to problems involving	solution to problems involving
multiplication	repeated addition leading to	repeated addition leading to	repeated addition leading to	repeated addition leading to
	multiplication with answers up	multiplication with answers up	multiplication with answers up	multiplication with answers up
	to 30	to 100	to 200	to 250
1.9	Solve word problems in	Solve word problems in	Solve word problems in	Solve word problems in

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Grouping and	context and explain own			
sharing leading to	solution to problems that			
division	involve equal sharing and			
	grouping up to 30 with	grouping up to 50 with	grouping up to 100 with	grouping up to 500 with
	answers that may include			
	remainders	remainders	remainders	remainders
1.10	Solve word problem in context	Solve word problem in context	Solve word problem in context	Solve word problem in contex
Sharing leading to	and explain own solutions to	and explain own solutions to	and explain own solutions to	and explain own solutions to
fractions	problems that involve equal			
	sharing leading to solutions			
	that include unitary fractions			
	e.g. half	e.g. half and quarter	e.g. half, quarters, three	e.g. half, quarters, three
			quarters, third and fifth	quarters, third and fifth
1.11	Recognise and identify the			
Money	South African coins 50c, R1,	South African coins 50c, R1,	South African coins 50c, R1,	South African coins50c, R1,
	R2, R5 and bank notes R10,			
	R20, R50, R100, R200			
	Solve money problems	Solve money problems	Solve money problems	Solve money problems
	involving total change in cents			
	up to 50c and Rand up to R50	up to 50c and Rand up to R50	up to 75c and Rand up to R75	up to 90c and Rand up to R99
CONTEXT FREE CA	LCULATION	1	1	
1.12	Use the following techniques			
Techniques	when performing calculation	when performing calculation	when performing calculation	when performing calculation
(methods or	- Building up and breaking			

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
strategies)	down numbers	down numbers	down numbers	down numbers
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving
	- Use number lines	- Use number lines	- Use number lines	- Use number lines
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart
	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s
	- Calculator	- Calculator	- Calculator	- Calculator
1.13	• Add to 100	• Add to 150	• Add to 180	• Add to 200
Addition and	Subtract from 100	Subtract from 150	Subtract from 180	Subtract from 200
subtraction	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols
	● (+,-,=,□)	● (+,-,=,□)	● (+,-,=,□)	● (+,-,=,□)
	Practice number bonds to 15	 Practice number bonds to 15 	Practice number bonds to 20	Practice number bonds to 20
1.14	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by
Repeated addition	10, 5 and 2 up to 100	10, 5 and 2 up to 100	10, 5, 2 and 3 up to 100	10, 5, 2 and 3 up to 100
leading to	Use appropriate symbol	 Use appropriate symbol 	Use appropriate symbol	Use appropriate symbol
multiplication	• (+ ,X, =)	• (+,x, =)	• (+,x, =)	• (+x,, =)
1.15	• Divide numbers to 50 by 2,	• Divide numbers to 50 by 2,	• Divide numbers to 50 by 2,	• Divide numbers to 50 by 2,
Division	5,and 10	5,and 10	5,and 10	5,and 10
	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols
	• (÷, =)	• (÷, =)	• (÷, =)	• (÷, =)
1.16	Range 100	Range 150	Range 180	Range 200
Mental	Name the number before and	Name the number before and	Name the number before and	Name the number before and
Mathematics	after a given number:	after a given number:	after a given number:	after a given number:
	- 1 more or1less	- 1 more or1less	- 1 more or1less	- 1 more or1less

	GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
	- 2 more or 2 less	- 2 more or 2 less	- 2 more or 2 less	- 2 more or 2 less		
	- 3 more or 3 less	- 3 more or 3 less	- 3 more or 3 less	- 3 more or 3 less		
	- 4 more or 4 less	- 4 more or 4 less	- 4 more or 4 less	- 4 more or 4 less		
	- 5 more or 5 less	- 5 more or 5 less	- 5 more or 5 less	- 5 more or 5 less		
	- 10 more or 10 less	- 10 more or 10 less	- 10 more or 10 less	- 10 more or 10 less		
	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction		
	problems up to 30	problems up to 30	problems up to 30	problems up to 30		
	Know multiplication tables of	Know multiplication tables of	 Know multiplication tables of 	Know multiplication tables of		
	2, 5 and 10	2, 5 and 10	2, 5 and 10	2, 5, 3 and 10		
1.17	Recognise halves and	Use and name fractions in	Use and name fractions in	Use and name fractions in		
Fractions	quarters	familiar context including	familiar including halves,	familiar context including		
		halves, quarters	quarters and third	halves, quarters and third		
		 Recognise fractions in 	 Recognise fractions in 	Recognise fractions in		
		diagrammatic form	diagrammatic form	diagrammatic form		
		Write fractions 1 half, 1	\bullet Write fractions as 1/2, 1/4, 1/3 1/5	• Write fractions 1/2, 1/4, 3/4, 1/3 1/5		
		quarter, 1 third e.g. ½, ¼, ⅓				

	GRADE 4 OVERVIEW PER TERM 2. PATTENS, FUNCTION AND ALGEBRA					
Торіс	Term 1	Term 2	Term 3	Term 4		
2.1	Copy, extend and create	 Copy, extend and create 	 Copy, extend and create 	 Copy, extend and create 		
Geometric	patterns made with drawings of	patterns made with drawings of	patterns made with drawings of	patterns made with drawings of		
Patterns	lines, shape or objects	lines, shape or objects	lines, shape or objects	lines, shape or objects		
	Identify, describe (in own	 Identify, describe (in own 	 Identify, describe (in own 	 Identify, describe (in own 		
	words) and copy geometric	words) and copy geometric	words) and copy geometric	words) and copy geometric		
	patterns from nature and	patterns from nature and	patterns from nature and	patterns from nature, modern		
	modern everyday life	modern everyday life	modern everyday life	everyday life and our cultural		
				heritages		
2.2	Copy and extend number	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe		
Number	sequence to at least 50	number sequence to at least	number sequence to at least	number sequence to at least		
patterns		100	250	500		
	 Sequences should show 	 Sequences should show 	 Sequences should show 	 Sequences should show 		
	counting forwards and	counting forwards and	counting forwards and	counting forwards and		
	backwards in 1s, 2s, 5s, 10s	backwards in:	backwards in:	backwards in:		
		- 1s from any number 0-100	- 1s from any number 0-300	- 1s from any number 0-500		
		- 10s from any multiple up to 200	- 10s from any multiple up to 300	- 10s from any multiple up to 500		
		- 5s from any multiple up to 100	- 5s from any multiple up to 300	- 5s from any multiple up to 500		
		- 2s from any multiple up to 100	- 2s from any multiple up to 300	- 2s from any multiple up to 500		
			- 3s from multiple up to 300	- 3s from multiple up to 500		
				- Create own number patterns		

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE						
TOPIC	TERM 1	TERM 2	TERM3	TERM 4		
3.1	Language of position	Language of position	Language of position	Language of position		
Position,	 Understand the position of 	 Understand the position of 	 Understand the position of 	Understand the position of		
orientation	one object in relation to	one object in relation to	one object in relation to	one object in relation to		
and views	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front		
	of, behind, up, down, next to	of, behind, up, down, next to	of, behind, up, down, next to.	of, behind, up, down, next to.		
	Position and views	Position and views	Position and views	Position and views		
	Understand the position of	Understand the position of	Describe the position of one	Describe the position of one		
	one object in relation to the	one object in relation to the	object in relation to another	object in relation to another		
	other e.g. top and bottom	other e.g. top and bottom	e.g. top and bottom, front and	e.g. top and bottom, front and		
	Describe the position of one	Describe the position of one	back etc.	back etc.		
	object in relation to another.	object in relation to another.	Recognise and match	Recognise and match		
	e.g. top and bottom, front and	e.g. top and bottom, front and	different views of objects	different views of objects		
	back etc.	back etc.				
	Position and directions	Position and directions	Position and directions	Position and directions		
	Follow directions to move	Follow directions to move	• Follow and give directions to	• Follow and give directions to		
	around the classroom and	around the classroom and	move around the classroom	move around the classroom		
	school	school	Follow directions on an	Follow directions on an informal		
	Follow directions on an	Follow directions on an informal	informal map	map		
	informal map	map				
3.2	Range of objects	Range of objects	Range of objects	Range of objects		
3D objects	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D		
	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in		
	pictures	pictures	pictures	pictures		

	GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE					
TOPIC	TERM 1	TERM 2	TERM3	TERM 4		
	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)		
	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)		
	- Cylinders	- Cylinders	- Cylinders	- Cylinders		
	Features of the objects	Features of the objects	Features of the objects	Features of the objects		
	Describe, sort and compare 3D	Describe, sort and compare 3D	Describe, sort and compare 3D	Describe, sort and compare 3D		
	objects in terms of:	objects in terms of:	objects in terms of:	objects in terms of:		
	- Size	- Size	- Size	- Size		
	- Colour	- Colour	- Colour	- Colour		
	- Shape	- Shape	- Shape	- Shape		
	- Objects that roll	- Objects that roll	- Objects that roll	- Objects that roll		
	- Objects that slide	- Objects that slide	- Objects that slide	- Objects that slide		
	Focused activities	Focused activities	Focused activities	Focused activities		
	Observe and build given 3D	Observe and build given 3D	Observe and build given 3D	Observe and build given 3D		
	objects using concrete materials	objects using concrete materials	objects using concrete materials	objects using concrete materials		
	such as cut-out 2D shapes/	such as cut-out 2D shapes/	such as cut-out 2D shapes/	such as cut-out 2D shapes/		
	templates, building blocks,	templates, building blocks,	templates, building blocks,	templates, building blocks,		
	recycled material, construction	recycled material,	recycled material, construction	recycled material,		
	kits, other 3D geometric objects		kits, other 3D geometric objects			
		construction kits, other 3D		construction kits, other 3D		
		geometric objects		geometric objects		

	GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE					
TOPIC	TERM 1	TERM 2	TERM3	TERM 4		
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes		
2D shapes	Recognise and name 2D shapes	Recognise and name 2D shapes	Recognise and name2D shapes	Recognise and name2D shapes		
	- Circles	- Circles	- Circles	- Circles		
	- Triangles	- Triangles	- Triangles	- Triangles		
	- Rectangle	- Rectangle	- Rectangle	- Rectangle		
	- Squares	- Squares	- Squares	- Squares		
	Features of shapes	Features of shapes	Features of shapes	Features of shapes		
	Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2D		
	Shapes in terms of:	Shapes in terms of:	Shapes in terms of:	Shapes in terms of:		
	- Size	- Size	- Size	- Size		
	- Colour	- Colour	- Colour	- Colour		
	- Straight sides	- Straight sides	- Straight sides	- Straight sides		
	Draw shapes	Draw shapes	Draw shapes	Draw shapes		
	- Circles	- Circles	- Circles	- Circles		
	- Triangles	- Triangles	- Triangles	- Triangles		
	- Squares	- Squares	- Squares	- Squares		
	Rectangles	- Rectangles	Rectangles	- Rectangles		
3.4	Symmetry	Symmetry	Symmetry	Symmetry		
Symmetry	Recognise symmetry in own	Recognise symmetry in own body	 Recognise symmetry in own 	 Recognise symmetry in own body and 		
	body and draw line of symmetry	and draw line of symmetry in 2D	body and draw line of symmetry	draw line of symmetry in 2D geometrical		
	in 2D geometrical shapes and	geometrical shapes and non-	in 2D geometrical shapes and	shapes and non-geometrical shapes		
	non-geometrical shapes	geometrical shapes	non-geometrical shapes			

	GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT						
TOPIC 1	TERM1	TERM 2	TERM 2 TERM 3				
4.1 Time	Passing of time	Passing of time	Passing of time	Passing of time			
	Name days of the week in	 Name days of the week in 	 Name days of the week in 	• Name days of the week in			
	correct sequence	correct sequence	correct sequence	correct sequence			
	 Name and sequence months of 	 Name and sequence months of 	Name and sequence months of	 Name and sequence months of 			
	the year	the year	the year	the year			
	 Understand concept of today 	 Understand concept of today 	 Understand concept of today 	 Understand concept of today 			
	and tomorrow	and tomorrow	and tomorrow	and tomorrow			
	Order regular events from their	Order regular events from their	Order regular events from their	 Order regular events from their 			
	own lives	own lives	own lives	own lives			
	 Place birthdays, public 	Place birthdays, public	Place birthdays, public	 Place birthdays, public 			
	holidays, school events,	holidays, school events,	holidays, school events,	holidays, school events,			
	religious holidays and historical	religious holidays and historical	religious holidays and historical	religious holidays and historical			
	events on the calendar	events on the calendar	events on the calendar	events on the calendar			
	Telling time	Telling time	Telling time	Telling time			
	Tell-12 hour time in hours on	 Tell 12 hour time in hours, half 	Tell 12 hour time in hours, half	Tell 12 hour time in hours, half			
	analogue clocks and digital	hours, quarter hours and	hours, quarter hours and	hours, quarter hours and			
	instruments e.g. Cell phones	minutes on analogue clocks	minutes on analogue clocks	minutes on analogue clocks			
		and digital clocks and other	and digital clocks and other	and digital clocks and other			
		digital instruments that show	digital instruments that show	digital instruments that show			
		time e.g. Cell phone	time e.g. Cell phone	time e.g. Cell phone			
4.2	Informal measuring	Formal measuring	Formal measuring	Formal measuring			
Length	• Estimate, measure, compare,	 Measuring using metres (m), 	 Measuring using metres (m), 	 Measuring using metres (m), 			

	GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT						
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4			
	order and record length using	and centimetres (cm)	and centimetres (cm)	and centimetres (cm)			
	non-standard measures e.g.	 Estimate, measure, order and 	 Estimate, measure, order and 	• Estimate, measure, order and			
	hand, spans, paces, pencil	record length using metres	record length using metres	record length using metres			
	lengths, counters etc.	(either metre sticks or metre	(either metre sticks or metre	(either metre sticks or metre			
	Describe the length of objects	long length of string, measuring	long length of string, measuring	long length of string, measuring			
	by counting and stating the	tape and ruler) and centimetres	tape and ruler) and centimetres	tape and ruler) and centimetres			
	length using informal units	as the standard unit of length	as the standard unit of length	as the standard unit of length			
	Introducing formal measuring						
	Measurement using metres						
	(m), and centimetres (cm)						
	• Estimate, and measure height						
	using height chart						
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring			
Mass	• Estimate, measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,			
	order and record using a	order and record using a	order and record using a	order and record using a			
	balancing scale and non-	balancing scale and non-	balancing scale and non-	balancing scale and non-			
	standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,			
	bricks etc.	bricks etc.	bricks etc.	bricks etc.			
	• Use language to talk about the	Use language to talk about the	 Use language to talk about the 	 Use language to talk about the 			
	comparison: light, heavy,	comparison: light, heavy,	comparison: light, heavy,	comparison: light, heavy,			
	lighter, heavier	lighter, heavier	lighter, heavier	lighter, heavier			
	• Describe the mass of objects by	Describe the mass of objects by	Describe the mass of objects by	 Describe the mass of objects by 			
	counting and stating the mass	counting and stating the mass	counting and stating the mass	counting and stating the mass			

	GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT						
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4			
	using informal units	using informal units	using informal units	using informal units			
	Introduce formal measuring	Introduce formal measuring	Formal measuring	Formal measuring			
	Compare and order the mass of	Compare and order the mass of	Compare and order the mass of	Compare and order the mass of			
	commercially packaged objects	commercially packaged objects	commercially packaged objects	commercially packaged objects			
	which have their mass stated	which have their mass stated	which have their mass stated	which have their mass stated			
	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of			
	rice and 1 kg of flour	rice and 1 kg of flour	rice and 1 kg of flour	rice and 1 kg of flour			
	Measure own mass in	Measure own mass in	Measure own mass in	 Measure own mass in 			
	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom			
	scale	scale	scale	scale			
	Measure the mass of different	 Measure the mass of different 	Measure the mass of different	 Measure the mass of different 			
	items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in			
	kg	kg	kg	kg			
	Measure own mass in	Measure own mass in	 Measure own mass in 	 Measure own mass in 			
	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom			
	scale	scale	scale	scale			
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring			
Capacity/	• Estimate, measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,	• Estimate, measure, compare,			
Volume	order and record the capacity of	order and record the capacity of	order and record the capacity of	order and record the capacity of			
	containers by using non-	containers by using non-	containers by using non-	containers by using non-			
	standard measures e.g. spoons	standard measures e.g. spoons	standard measures e.g. spoons	standard measures e.g. spoons			
	and cups	and cups	and cups	and cups			
	Formal measuring	Formal measuring	Formal measuring	Formal measuring			

	GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT						
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4			
	Compare and order the volume	 Compare and order the volume 	Compare and order the volume	 Compare and order the 			
	of commercially packaged	d of commercially packaged of commercially packaged		volume of commercially			
	objects which have their	objects which have their	objects which have their	packaged objects which have			
	volume stated in litres and	volume stated in litres and	volume stated in litres and	their volume stated in litres			
	millilitre e.g. 500mł of cold drink	millilitre e.g. 500mℓ of cold drink	millilitre e.g. 500mł of cold drink	and millilitre e.g. 500 mℓ of			
	and 1ℓ of milk	and 1ℓ of milk	and 1ℓ of milk	cold drink and 1ℓ of milk			

	GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING						
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4			
5.1	Collect data on the theme to	Collect data on the theme to	 Collect and sort objects 	Collect and sort objects			
Collect and	answer questions posed by the	answer questions posed by the	according to different attributes	according to different attributes			
Sort objects	teacher	teacher	 Introduce the concept of data 	 Introduce the concept of data 			
	Use data cycle to make class	 Use data cycle to make class 	handling by collecting data of	handling by collecting data of			
	pictograph with one-to-one	pictograph with one-to-one	how many boys and girls are in	how many boys and girls are in			
	correspondence	correspondence	the class	the class			
5.2		Use data cycle to make class	Use data cycle to make class	Use data cycle to make class			
Represent		pictograph with one-to-one	pictograph with one-to-one	pictograph with one-to-one			
sorted		correspondence	correspondence	correspondence			
collection		Collect data about the theme to	Collect data about the theme to	Collect data about the theme to			
of objects		answer questions posed by the	answer questions posed by the	answer questions posed by the			
		teacher	teacher	teacher			
5.3				Answer questions about how			
Discuss and		C		the sorting was done (process)			
report on				What the sorted collection			
sorted				looks like (product)			
collection of				Describe the collection through			
objects				drawings			
5.4	Make pictograph with one-to-	Make pictograph with one-to-one	Collect data about the theme to	Collect data about the theme to			
Collect and	one correspondence	correspondence	answer questions posed by the	answer questions posed by the			
Organise data			teacher	teacher			
			 Organise data in a table 	 Organise data in a table 			
5.5	Represent data in pictographs		 Represent data in pictographs 	 Represent data in pictographs 			

GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING							
TOPIC 1 TERM1 TERM 2 TERM 3 TERM 4							
Represent	and bar graphs		and bar graphs	and bar graphs			
data							
5.6	Represent data in pictograph	Analyse data from	Represent data in pictograph	Analyse data from in			
Analyse and	with one-to-one	representations provided	and bar graph with one to one	pictograph and bar graph			
interpret	correspondence	 Represent data in pictograph 	correspondence	representations provided			
Answer questions about data in with one-to-one		with one-to-one	Answer questions about data in	 Represent data in pictograph 			
	pictograph with one-to-one	correspondence	pictograph and bar graphs with	and bar graph with one-to-one			
	correspondence		one-to-one correspondence	correspondence			

3.4.10 ASSESSMENT PLANS: GRADE 4

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
Week 2	Count in 1s from any		Position and views				
	number up to 200		Describe the position of				
	Count forwards in		one object in relation to				
	multiples of:		another. e.g. top and				
	- 2s up to 200		bottom, front and back				
	- 10s up to 200		etc.				
	- 5s up to 200						
	Count backwards in						
	multiples of:						
	- 1s from 100						
	- 10s from 200						
	- 2s from 150						
	- 5s from 150						
Week3	 Identify, recognise and 		Describe, sort and				
	read number symbols 1-		compare 3D objects in				
	200		terms of:				
	• Write number symbols 1-		- Size				
	50		- Colour				

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	Identify, recognise and		- Shape			
	read number names 1 -		- Objects that roll			
	20		- Objects that slide			
	Know number names in					
	multiples of 10s up to					
	200					

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week4	Recognise the place	-		Passing of time	Represent data in	
	value of two digit			 Name days of the week 	pictographs	
	numbers 10-99			in correct sequence		
	Decompose two digit			Name and sequence		
	numbers into tens and			months of the year		
	units			Identify birthdays, public		
	 Identify and state the 			holidays, school events,		
	value of each digit			religious holidays and		
				historical events on the		
				calendar		
				Telling time		
				• Tell-12 hour time in		
				hours on analogue		
				clocks and digital		
				instruments e.g. cell		
				phones		
Week5	Recognise and identify			Formal measuring		
	the South African coins			Compare and order the		
	50c, R1, R2, R5 and			volume of commercially		
	bank notes R10, R20,			packaged objects which		
	R50, R100, R200			have their volume		
	Solve money problems			stated in litres and		

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	involving total change in			millitres		
	cents up to 50c and					
	Rand up to R50					
Week6	Solve addition problems			Informal measuring		
	up to 100			 Estimate, measure, compare, order and 		
	Solve subtraction			record the capacity of		
	problems from100			containers by using non-		
	Use appropriate symbols			standard measures e.g.		
	(+,-,=,□)			spoons and cups		
	Solve addition and					
	subtraction problems to					
	30 (Mental Maths)					
	 Practise doubling and 					
	halving up to 100					
Week7	Multiply numbers 1 to 10	Copy and extend number				
	by 10, 5 and 2 up to 100	sequences to at least 50				
	 Know multiplication 	 Sequences should show 				
	tables of 2, 5 and 10	counting forwards and				
	(Mental Maths)	backwards in 1s, 2s				
Week8	Divide numbers to 50 by				Represent data in	
	2, 5,and 10				pictographs and bar	
	Use appropriate				graphs with one-to-one	

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	symbols (÷, =)				 correspondence. Answer questions about data in pictographs and bar graphs with one-to- one correspondence 	
Week9	• Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders		Symmetry Draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 			
Week 10	Recognise halves and quarters	 Copy and extend number sequence to at least 50 Sequence should show counting forwards and backwards in 1s 				
		5				

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week 2	 Count in 1s from any number up to 300 Count forward in multiples from a given number in: 2s up to 300 10s up to 300 5s up to 200 Count backwards in multiples from a given number in: 1s from 300 10s from 300 2s from 200 				 Collect and sort data according to different attributes Represent data in a pictograph 			
Week 3	 5s from 200 Identify, recognise and read number symbols 1- 300 Write number symbols 1-100 Identify, recognise and read number names 1- 	S		Measure using metres (m) and centimetres (cm)				

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	100 • Know number names in multiples of 10s up to 300							
Week 4	Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 80			 Telling time Tell 12 hour time in hours, half hours on analogue clocks and digital clocks and other digital instruments that show time 				
Week 5	 Recognise the place value of three digit numbers up to-200 Decompose three digit numbers into hundreds, tens and units Identify and state the value of each digit 	Identify and describe in own words and copy geometric patterns from nature and modern everyday life						
Week 6	Solve simple word problems in context and		Understand the position of one object					

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
	explain own solution to		in relation to another						
	problems involving		e.g. on top of, in front						
	addition and subtraction		of, behind, up, down,						
	with answers up to 150		next to						
	Solve addition problems								
	up to 150								
	 Solve subtraction 								
	problems from150								
	Use appropriate symbols								
	(+,-,=,□)								

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week7	Solve word problems in	Sequences should show						
	context and explain own	counting forwards and						
	solution to problems	backwards in:						
	involving repeated	- 5s from any multiple up						
	addition leading to	to 100						
	multiplication with	- 2s from any multiple up						
	answers up to 30	to 100						
	Multiply numbers 1 to 10	- 10s from any multiple up						
	by 10, 5 and 2 up to 150	to 200						
	Use appropriate symbol							
	(+ ,x, =)		\mathbf{O}					
Week8	Divide numbers to 50 by				Analyse data from			
	2, 5,and 10				representations provided			
	Use appropriate							
	symbols (÷, =)							
	Solve word problems in							
	context and explain own							
	solution to problems that							
	involve equal sharing							
	and grouping up to 50							
	with answers that may							

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	include remainders							
Week9	Recognise and identify							
	the South African coins							
	50c, R1, R2, R5 and							
	bank notes R10, R20,							
	R50, R100, R200							
	Solve money problems							
	involving total change in							
	cents up to 50c and							
	Rand up to R50							
Week 10	Solve word problems in							
	context and explain own							
	solutions to problems							
	that involve equal							
	sharing leading to							
	solutions that include							
	unitary fractions e.g.1/2,							
	¼, and ⅓							

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week 2	Count in 1s from any	-	Position and views						
	number up to 400		Describe the position						
	Count forwards in		of one object in relation						
	multiples from a given		to another. e.g. top and						
	number:		bottom, front and back						
	- 2s up to 400		etc.						
	- 10s up to 400		Recognise and match						
	- 5s up to 400		different views of						
	Count backwards in		objects						
	multiples from a given								
	number:								
	- 1s from 400								
	- 10s from 400								
	- 2s from 200								
	- 5s from 250								
Week3	 Identify, recognise and 		Describe, sort and						
	read number symbols 1-		compare 3D objects in						
	400		terms of:						
	Write number symbols		- Size						
	1-250		- Colour						
	 Identify, recognise and 		- Shape						
	read number names 1-		- Objects that roll						

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	250		- Objects that slide					
	 Know number names in 							
	multiples of 10s up to							
	400							
Week4	Order numbers from			Telling time				
	biggest to smallest and			Tell 12 hour time in				
	smallest to biggest;			hours, half hours and				
	smaller than, greater			quarter hours on				
	than, more than, less			analogue clocks and				
	than and equal to, up to			digital clocks and other				
	100			digital instruments that				
				show time				
Week5	Recognise the place			Formal measuring				
	value of three digit			Measure own mass in				
	numbers 10-300			kilograms using a				
	Decompose three digit			bathroom scale				
	numbers into hundreds,			Measure the mass of				
	tens and units			different items using a				
	Identify and state the			kitchen scale in kg				
	value of each digit							

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week 6	Solve word problems in		Symmetry						
	context and explain own		Recognise symmetry in						
	solution to problems		own body and draw line						
	involving addition and		of symmetry in 2D						
	subtraction with answers		geometrical and non-						
	up to 180		geometrical shapes						
	• Add to 180								
	Subtract from 180								
	Use appropriate symbols								
	(+,-,=,□)								
	Practice number bonds to								
	30								
Week 7	Solve word problems in	 Sequences should show 			Organise and discuss				
	context and explain own	counting forward and			data in:				
	solution to problems	backwards in:			- Tables				
	involving repeated	- 1s from any number 0-			- Pictograph				
	addition leading to	300			- Bar graphs				
	multiplication with	- 10s from any multiple up			Answer questions on the				
	answers up to 30	to 300			data				
	Know multiplication	- 5s from any multiple up							
	tables of 2, 5 and 10	to 300							
	Multiply numbers 1 to 10	- 2s from any multiple up							

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3Numbers, OperationsPatterns, functions andSpace and shapeMeasurementData handling									
	and Relationships	algebra							
	by 10, 5 and 2 up to 100	to 300							
		- 3s from multiple up to							
		300							

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week8	 Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders Divide numbers to 50 by 2, 5,and 10 Use appropriate symbols (÷, =) 				 Represent data in pictographs and bar graphs with one-to-one correspondence Answer questions about data in pictographs and bar graphs 				
Week9	 Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents up to 75c and Rand up to R75 		 Position and directions Follow and give directions to move around the classroom Follow directions on an informal map 						

(FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Veek 10	Solve word problem in							
	context and explain own							
	solutions to problems							
	that involve equal							
	sharing leading to							
	solutions that include							
	unitary fractions e.g.							
	half, 2 quarters, three							
	quarters, one third and							
	one fifth							
	 Recognise fractions in 							
	diagrammatic form							
	• Write fractions as 1/2, 1/4,							
	³ / ₄ , ¹ / ₃ , ¹ / ₅							

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week 2	Count in 1s from any	 Copy, extend and 							
	number up to 500	describe number							
	 Count forward in 	sequences to at least							
	multiples from a given	500							
	number:	 Sequences should show 							
	- 2s up to 500	counting forwards and							
	- 10s up to 500	backwards in:							
	- 5s up to 500	- 5s from any multiple up							
	Count backwards in	to 500							
	multiples from a given	- 2s from any multiple up							
	number:	to 500							
	- 1s from 500	- 3s from any multiple up							
	- 10s from 500	to 500							
	- 2s from 300								
	- 5s from 300								
Week3	Identify, recognise and				Analyse data from in				
	read number symbols 1-				pictographs and bar				
	500				graphs representations				
	Write number symbols				provided				
	1-500								
	Know number names in								
	multiples of 10s up to								

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	500					
	 Identify, recognise and 					
	read number names 1-					
	500					
Week4	Order numbers from			Telling time		
	biggest to smallest and			Tell 12 hour time in		
	smallest to biggest;			hours, half hours, quarter		
	smaller than, greater			hours and minutes on		
	than, more than, less			analogue clocks and		
	than and equal to, up to			digital clocks and other		
	200			digital instruments that		
				show time e.g. Cell		
				phone		
Week5	Recognise the place	Copy, extend and				
	value of three digit	describe number				
	numbers 10-500	sequences to at least				
	Decompose three digit	500				
	numbers into hundreds,	Sequences should show				
	tens and units	counting forward and				
	 Identify and state the 	backwards in:				
	value of each digit	- 5s from any multiple up				
		to 500				

	GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
		- 2s from any multiple up					
		to 500					
		- 3s from any multiple up					
		to 500					
		Create own number					
		patterns					
Week6	Solve word problems in			Formal measuring			
	context and explain own			Compare and order the			
	solution to problems			volume of commercially			
	involving addition and			packaged objects which			
	subtraction with answers			have their volume stated			
	up to 250			in litres and millilitre e.g.			
	Solve addition problems			500ml of cold drink and			
	up to 200			1L of milk			
	 Solve subtraction 						
	problems from200						
	Practise doubling and						
	halving up to 200						
	Use appropriate						
	symbols (+,-,=,□)						
Week7	Solve word problems in		Draw shapes				
	context and explain own		- Circles				

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	solution to problems		- Triangles		
	involving repeated		- Squares		
	addition leading to		- Rectangles		
	multiplication with				
	answers up to 250				
	Multiply numbers 1 to 10				
	by 10, 5 and 2 up to 100				
	Use appropriate symbol				
	(+ ,x, =)				
			6		

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week8	Solve word problems in			Formal measuring		
	context and explain own			Measuring using metres		
	solution to problems that			(m), and centimetres (cm)		
	involve equal sharing and					
	grouping up to 500 with					
	answers that may include					
	remainders					
	• Divide numbers up to 50					
	by 2, 5,and 10					
	Use appropriate symbols					
	(÷, =)					
Week9	Recognise and identify					
	the South African coins					
	50c, R1, R2, R5 and					
	bank notes R10, R20,					
	R50, R100, R200					
	Solve money problems					
	involving total change in					
	cents up to 90c and Rand					
	up to R99					
Week 10	Use and name					
	fractions in familiar					

context including	
halves, quarters and	
third	
Recognise fractions in	
diagrammatic form	
• Write fractions ½, ¼,	
3⁄4,1⁄3, 1/5,	

3.4.11 TERM OVERVIEW GRADE 5

The following tables show the progression over the terms within GRADE 5 in the different content area:

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	PT DEVELOPMENT: count with th			Г	
1.1	Count to at least 500 everyday	• Count to at least 600 everyday	• Count to at least 800 everyday	Count to at least 1000	
Count objects	objects reliably	objects reliably	objects reliably	everyday objects reliably	
	Give a reasonable estimate of	 Give a reasonable estimate of 	Give a reasonable estimate of	Give a reasonable estimate of	
	a number of objects that can	a number of objects that can	a number of objects that can	a number of objects that can	
	be checked by counting	be checked by counting	be checked by counting	be checked by counting	
	Encourage strategy of	Encourage strategy of	Encourage strategy of	 Encourage strategy of 	
	grouping	grouping	grouping	grouping	
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and	
Count	backwards in:	backwards in:	backwards in:	backwards in:	
backwards and	- 1s from any number between	- 1s from any number between	- 1s from any number 0-800	- 1s from any number 0-1000	
forwards	0-500	0-600	- 10s from any multiple up to 800	- 10s from any multiple up to	
	- 10s from any multiple up to	- 10s from any multiple up to	- 2s from any multiple up to 400	1000	
	500	600	- 5s from any multiple up to 600	-2s from any multiple up to 1000	
	- 2s from any multiple up to 100	- 2s from any multiple up to 200	- 3s from any multiple up to 600	- 5s from any multiple up to 1000	
	- 5s from any multiple up to 100	- 5s from any multiple up to 400	- 4s from any multiple up to 800	- 3s from any multiple up to 1000	
		- 3s from any multiple up to 300		- 4s from any multiple up to 1000	
				- 50s and 100s to 1000 and	
				more	
				-	
NUMBER CONCE	PT DEVELOPMENT: Represent whether the second	nole numbers	I	I	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
1.3	Identify, recognise and read	 Identify, recognise and read 	Identify, recognise and read	 Identify, recognise and read 	
Number	number symbols 1-500	number symbols 0-700	number symbols 0-800	number symbols 0-1000	
Symbols and	Write number symbols 1-500	Write number symbols 0-700	Write number symbols 0-800	• Write number symbols 0-1000	
number names	 Know number names in 	Write number names 0-20	• Write number names 0-20	Write number names 0-20	
	multiples of 10s up to 500	 Know number names in 	 Know number names in 	Know number names in 10s up	
		multiples of 10s up to 700	multiples of 10s up to 800	to 1000	
NUMBER CONCE	PT DEVELOPMEMT: Describe, co	mpare and order whole numbers			
1.4	Describe, compare and order	Describe, compare and order	Describe, compare and order	 Describe, compare and order 	
Describe,	numbers 1-100	numbers 1-200	numbers 1-500	numbers 1-1000	
compare and	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to	
order numbers	100 using smaller than, greater	150 using smaller than, greater	200 using smaller than, greater	250 using smaller than,	
	than, more than, less than and	than, more than, less than and	than, more than, less than and	greater than, more than, less	
	is equal to	is equal to	is equal to	than and is equal to	
	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	
	smallest and smallest to	smallest and smallest to	smallest and smallest to	smallest and smallest to	
	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater	
	than, more than, less than and	than, more than, less than and	than, more than, less than and	than, more than, less than and	
	equal to, up to 500	equal to, up to 700	equal to, up to 800	equal to, up to 1000	
	Position objects in a line from	 Position objects in a line from 	 Position objects in a line from 	 Position objects in a line from 	
	first to thirtieth	first to fiftieth	first to eightieth	first to hundredth	
	 Use ordinary numbers to show 	Use ordinary numbers to show	• Use ordinary numbers to show	 Use ordinary numbers to show 	
	order, place per position up to	order, place per position up to	order, place per position up to	order, place per position up to	
	30	50	80	100	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
NUMBER CONCE	PT DEVELOPMENT: Place value				
1.5	Recognise the place value of	Recognise the place value of	Recognise the place value of	Recognise the place value of	
Place value	three digit numbers from 10 to	three digit numbers from 10-	three digit numbers from 10-	three digit numbers from 10-	
	500	700	800	1000	
	Decompose three digit	Decompose three digit	Decompose three digit	Decompose three digit	
	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens	
	and units	and units	and units	and units	
	Identify and state the value of	Identify and state the value of	Decompose four digit	Decompose four digit	
	each digit	each digit	numbers into thousands,	numbers into thousands,	
			hundreds, tens and units	hundreds, tens and units	
			 Identify and state the value of 	Identify and state the value of	
			each digit	each digit	
SOLVE PROBLE			1	l	
1.6	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques	
Problem solving	when solving problems and	when solving problems and	when solving problems and	when solving problems and	
techniques	explain solutions to problems	explain solutions to problems	explain solutions to problems	explain solutions to problems	
	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking	
	of numbers	of numbers	of numbers	down of numbers	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines	- Use number lines	- Use number lines	- Use number lines	
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart	
	- Rounding off in tens and	- Rounding off in tens and	- Rounding off in tens and	- Rounding off in tens and	
	hundreds	hundreds	hundreds	hundreds	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	- Calculator	- Calculator	- Calculator	- Calculator	
1.7	Solve word problems in				
Addition and	context and explain own				
Subtraction	solution to problems involving				
	addition and subtraction with				
	answers up to 200	answers up to 300	answers up to 400	answers up to 500	
1.8	Solve number problems in				
Repeated	context and explain own				
addition leading	solution to problems involving				
to multiplication	multiplication with answers up				
	to 200	to 300	to 400	to 500	
1.9	Solve word problems In	Solve number problems in	Solve number problems in	Solve number problems in	
Grouping and	context and explain own				
sharing leading	solutions to problems that				
to division	involve equal sharing and				
	grouping up to 200 with	grouping up to 300 with	grouping up to 400 with	grouping up to 500 with	
	answers that may include				
	remainders	remainders	remainders	remainders	
1.10	Solve word problem in context				
Sharing leading	and explain own solutions to				
to fractions	problems that involve equal				
	sharing leading to solutions				
	that include unitary fractions				

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	e.g. ½, ¼, ⅓, ⅓	e.g. ½, ¼, ⅓, ⅓	e.g. ½, ¼, ⅓, ⅓, ŀ/₅, etc.	e.g. ½, ¼, ⅓, ⅓, 1/5, etc.	
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the	
Money	South African coins 50c,	South African coins 5c, 10c,	South African coins 50c, R1,	South African coins 50c, R1,	
	R1,R2, R5 and bank notes	20c, 50c, R1, R2, R5 and bank	R2, R5 and bank notes R10,	R2, R5 and bank notes R10,	
	R10, R20, R50, R100, R200	notes R10, R20, R50, R100,	R20, R50, R100, R200	R20, R50, R100, R200	
	Solve money problems	R200	 Solve money problems 	 Solve money problems 	
	involving total change in cents	Solve money problems	involving total change up to	involving total change up to	
	up to 90c and Rand up to	involving total change up to	R399.99 and beyond	R499.99 and beyond	
	R199.99	R299.99 and beyond			
	CALCULATIONS			A	
1.12	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques	
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:	
(methods or	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking	
strategies)	numbers	numbers	numbers	down numbers	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines	- Use number lines	- Use number lines	- Use number lines	
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart	
	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	
1.13	• Add to 200	• Add to 300	Add to 400 and beyond	Add to 500 and beyond	
Addition and	Subtract from 200	Subtract from 300	Subtract from 400 and beyond	• Subtract from 500 and beyond	
subtraction	Use appropriate symbols	• Use appropriate symbols (+,,=,	Use appropriate symbols	Use appropriate symbols	
	● (+,-,=, □)	□)	● (+,-,=,□)	● (+,-,=, □)	
1.14	• Multiply numbers 1 to 10 by 2,	• Multiply numbers 2 ,3, 4, 5 and	• Multiply numbers 2, 3, 4, 5 and	Multiply numbers 2, 3, 4, 5 and	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
Repeated	3, 4, 5, and 10	10 to a total of 100	10 to a total of 100 and beyond	10 to a total of 100 and beyond	
addition leading	Use appropriate symbols	 Use appropriate symbols 	Use appropriate symbols	 Use appropriate symbols 	
to multiplication	• (+, x, =)	• (+, x, =)	• (+, x, =)	• (+, x, =)	
	• Tables 2, 3, 4, 5 and 10	• Tables 2, 3, 4,5 and 10	• Tables 2, 3, 4, 5 and 10	• Tables 2, 3, 4, 5 and 10	
1.15	Divide numbers up to 100 by	• Divide numbers up to 100 by 2,	Divide numbers up to 100 and	• Divide numbers up to 100 and	
Division	10	and 10	beyond by 25, and 10	beyond by 2, 5, and 10	
	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	 Use appropriate symbols 	
	• (÷, =)	• (÷, =)	• (÷, =)	• (÷, =)	
1.16	Number concept: Range 600	Number concept: Range 700	Number concept: Range 800	Number concept: Range 1000	
Mental	Order a given set of selected	Order a given set of selected	Order a given set of selected	and beyond	
Mathematics	numbers	numbers	numbers	 Order a given set of selected 	
	Compare numbers to 600 and	Compare numbers to 700 and	Compare numbers to 800 and	numbers	
	say which is:	say which is:	say which is:	Compare numbers to 1000 and	
	1 more or1less	1 more or1less	1 more or1less	say which is:	
	2 more or 2 less	2 more or 2 less	2 more or 2 less	1 more or1less	
	3 more or 3 less	3 more or 3 less	3 more or 3 less	2 more or 2 less	
	4 more or 4 less	4 more or 4 less	4 more or 4 less	3 more or 3 less	
	5 more or 5 less	5 more or 5 less	5 more or 5 less	4 more or 4 less	
	10 more or 10 less	10 more or 10 less	10 more or 10 less	5 more or 5 less	
				10 more or 10 less	
	Rapidly recall	 Rapidly recall 	Rapidly recall	Rapidly recall	
	Solve addition and subtraction	 Recall addition and subtraction 	Recall addition and subtraction	 Recall addition and subtraction 	
	problems to 30	facts to 30	facts to 40	facts to 50	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	Add or subtract multiples of 10	Add or subtract multiples of 10	Add or subtract multiples of 10	Add or subtract multiples of 10	
	from 0 to 200	from 0 to 300	from 0 to 400	from 0 to 500	
1.17	Use and name fractions in	Use and name fractions in	Use and name unitary and	Use and name unitary and	
Fractions	familiar context including	familiar context including	non-unitary fractions including	non-unitary fractions including	
	halves, quarters, third and fifth	halves, quarters, third and fifth	halves, quarters, third and fifth	halves, quarters, third and fifth	
	Recognise fractions in	 Recognise fractions in 	Recognise fractions in	 Recognise fractions in 	
	diagrammatic form	diagrammatic form	diagrammatic form	diagrammatic form	
			 Begin to recognise that two 	 Begin to recognise that two 	
			halves or three thirds make	halves or three thirds make	
			one whole and that one half	one whole and that one half	
			and two quarters are	and two quarters are	
			equivalent	equivalent	
	• Write fractions 1/2, 1/4, 3/4, 1/3, 1/5	• Write fractions 1/2, 1/4, 3/4, 1/3, 1/5	• Write fractions 1/2, 1/4, 3/4, 1/3, 1/5	• Write fractions 1/2, 1/4, 3/4, 1/3, 1/5	

	GRADE 5 OVERVIEW PER TERM					
		2. PATTERNS, FUNCTIONS				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
2.1	Copy ,extend and describe	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe		
Geometric	patterns around us	patterns around us	patterns around us	patterns around us		
patterns	 Identify ,describe and copy 					
	geometric patterns:	geometric patterns made with:	geometric patterns made with:	geometric patterns made with:		
	- in nature	- Concrete objects	- Concrete objects	- Concrete objects		
	- from modern everyday life	- Drawings	- Drawings	- Drawings		
	- from our cultural heritages	- Shapes or objects	- Shapes or objects	- Shapes or objects		
	Create own geometric	- Simple patterns in which	- Simple patterns in which	- Simple patterns in which		
	patterns:	shapes or group of shapes are	shapes or group of shapes are	shapes or group of shapes are		
	- with concrete objects	repeated in exactly the same	repeated in exactly the same	repeated in exactly the same		
	- by drawing lines	way	way	way		
	- Shapes or objects	- Patterns in which the number	- Patterns in which the number	- Patterns in which the number		
	- Describe own patterns	or size of shapes in each stage	or size of shapes in each stage	or size of shapes in each stage		
		changes in a predictable way	changes in a predictable way	changes in a predictable way		
		i.e. regularly increasing	i.e. regularly increasing	i.e. regularly increasing		
		patterns	patterns	patterns		
		Create own geometric	Create own geometric	Create own geometric		
		patterns with physical objects	patterns with physical objects	patterns with physical objects		
		Create own patterns by	Create own patterns by	Create own patterns by		
		drawing lines, shapes or	drawing lines, shapes or	drawing lines, shapes or		
		objects	objects	objects		
		Describe own patterns	Describe own patterns	Describe own patterns		

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.2	Copy, extend and describe			
Number patterns	number sequence to at least			
	600	700	800	1000
	 Sequences should show 			
	counting forward and	counting forward and	counting forward and	counting forward and
	backwards in:	backwards in:	backwards in:	backwards in:
	- 1s from any number between	- 1s from any number between	- 1s from any number between	- 1s from any number betweer
	0-600	0-700	0-800	0-1000
	- 10s from any multiple up to			
	600	700	800	1000
	- 5s from any multiple up to 600	- 5s from any multiple up to 700	- 5s from any multiple up to 800	- 5s from any multiple up to
	- 2s from any multiple up to 600	- 2s from any multiple up to 700	- 2s from any multiple up to 800	1000
	- 3s from multiple up to 600	- 3s from multiple up to 700	- 3s from multiple up to 800	- 2s from any multiple up to
	- 4s from multiples up to 600	- 4s from multiples up to 700	- 4s from multiples up to 800	1000
				- 3s from multiple up to 1000
				- 4s from multiples up to 1000
	Create own number patterns			

	GRADE 5 OVERVIEW PER TERM					
		3. SPACE AND SHAPE (G	EOMETRY)			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
3.1	Language of position	Language of position	Language of position	Position and views		
Position,	Understand the position of one	Understand the position of one	 Understand the position of one 	Understand the position of one		
orientation and	object in relation to another	object in relation to another	object in relation to another	object in relation to the other		
views	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. top and bottom		
	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to	Describe the position of one		
	Position and views	Position and views	Position and views	object in relation to another.		
	Recognise and match different	Recognise and match different	Recognise and match different	e.g. top and bottom, front and		
	views of the same everyday	views of the same everyday views of the same everyday		back etc.		
	objects	objects	objects	Position and directions		
	Describe the position of one	Describe the position of one	Describe the position of one	Follow and give directions to		
	object in relation to another.	object in relation to another.	object in relation to another.	move around the classroom		
	e.g. top and bottom, front and	e.g. top and bottom, front and	e.g. top and bottom, front and	and school		
	back etc.	back etc.	back etc.	 Follow directions on a map 		
	Position and directions	Position and directions	Position and directions	Read basic co-ordinates		
	• Follow and give directions to	• Follow and give directions to	Follow and give directions to			
	move around the classroom	move around the classroom	move around the classroom			
	and school	and school	and school			
	• Follow directions on a map	Follow directions on a map	 Follow directions on a map 			
3.2		Range of objects	Range of objects	Range of objects		
3D objects		Recognise and name 3D	Recognise and name 3D	 Recognise and name 3D 		
		objects in the classroom and in	objects in the classroom and in	objects in the classroom and		
		pictures	pictures	in pictures		

	GRADE 5 OVERVIEW PER TERM					
		3. SPACE AND SHAPE (G	GEOMETRY)			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
		- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)		
		- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)		
		- Cylinders	- Cylinders	- Cylinders		
		- Pyramids	- Pyramids	- Pyramids		
		- Cones	- Cones	- Cones		
		Features of the objects	Features of the objects	Features of the objects		
		• Describe, sort and compare 3D	Describe, sort and compare	Describe, sort and compare		
		objects in terms of:	3D objects in terms of:	3D objects in terms of:		
		- Size	- Size	- Size		
		- Colour	- Colour	- Colour		
		- shape	- shape	- shape		
		- Objects that roll	- Objects that roll	- Objects that roll		
		- Objects that slide	- Objects that slide	- Objects that slide		
			- Objects that are flat	- Objects that are flat		
			- Objects that are curved	- Objects that are curved		
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes		
2D shapes	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D		
	shapes	shapes	shapes	shapes		
	- Circles	- Circles	- Circles	- Circles		
	- Triangles	- Triangles	- Triangles	- Triangles		
	- Rectangle	- Rectangle	- Rectangle	- Rectangle		
	- Squares	- Squares	- Squares	- Squares		

		GRADE 5 OVERVIEW PER 3. SPACE AND SHAPE (G			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4	
	Features of shapes	Features of shapes	Features of shapes	Features of shapes	
	• Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2	
	shapes in terms of:	shapes in terms of:	shapes in terms of:	shapes in terms of:	
	- Size	- Size	- Size	- Size	
	- Colour	- Colour	- Colour	- Colour	
	- Straight sides	- Straight sides	- Straight sides	- Straight sides	
	- Curved sides	- Curved sides	Draw shapes: - Circles	Draw shapes: - Circles	
	Draw shapes:	Draw shapes:			
	- Circles	- Circles	- Triangles	- Triangles	
	- Triangles	- Triangles	- Squares	- Squares	
	- Squares	- Squares	- Rectangles	- Rectangles	
	- Rectangles	- Rectangles			
3.4		Symmetry	Symmetry	Symmetry	
Symmetry		Recognise symmetry in own	Recognise symmetry in own	 Recognise and draw line of 	
		body and draw line of	body and draw line of	symmetry in 2D geometrical	
		symmetry in 2D geometrical	symmetry in 2D geometrical	and non-geometrical shapes	
		and non-geometrical shapes	and non-geometrical shapes		

	GRADE 5 OVERVIEW PER TERM					
		4. MEASUREME	NT			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
4.1	Passing of time	Passing of time	Passing of time	Passing of time		
Time	Name days of the week in	 Name days of the week in 	 Name days of the week in 	 Name days of the week in 		
	correct sequence	correct sequence	correct sequence	correct sequence		
	Name and sequence months	 Name and sequence months 	 Name and sequence months 	 Name and sequence months 		
	of the year	of the year	of the year	of the year		
	Read dates on a calendar	 Read dates on a calendar 	Read dates on a calendar	 Read dates on a calendar 		
	Place birthdays, public	Place birthdays, public	 Place birthdays, public 	 Place birthdays, public 		
	holidays, school events,	holidays, school events,	holidays, school events,	holidays, school events,		
	religious holidays and historical	religious holidays and historical	religious holidays and historical	religious holidays and historical		
	events on the calendar	events on the calendar	events on the calendar	events on the calendar		
	Telling time	Telling time	Telling time	 Telling time 		
	• Tell 12 hour time in hours, half	Tell 12 hour time in hours, half	Tell 12 hour time in hours, half	• Tell 12 hour time in hours, half		
	hours, quarter hours and	hours, quarter hours and	hours, quarter hours and	hours, quarter hours and		
	minutes on analogue clocks	minutes on analogue clocks	minutes on analogue clocks	minutes on analogue clocks		
	and digital clocks and other	and digital clocks and other	and digital clocks and other	and digital clocks and other		
	digital instruments that show	digital instruments that show	digital instruments that show	digital instruments that show		
	time e.g. Cell phone	time e.g. Cell phone	time e.g. Cell phone	time e.g. Cell phone		
4.2	Formal measuring	Formal measuring	Formal measuring	Formal measuring		
Length	• Estimate, measure, order and	 Estimate, measure, order and 	 Estimate, measure, order and 	 Estimate, measure, order and 		
	record length using standard	record length using standard	record length using standard	record length using standard		
	unit of length metre (m) and	unit of length metre (m) and	unit of length metre (m) and	unit of length metre (m) and		
	centimetres (cm):	centimetres (cm):	centimetres (cm):	centimetres (cm):		

	GRADE 5 OVERVIEW PER TERM						
	4. MEASUREMENT						
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4			
	metre sticks	metre sticks	metre sticks	metre sticks			
	metre long length of string	metre long length of string	metre long length of string	metre long length of string			
	measuring tape	measuring tape	measuring tape	measuring tape			
	ruler	ruler	ruler	ruler			
		Read distances in km	 Read distances in km 	Read distances in km			
4.3		Formal measuring	Formal measuring	Formal measuring			
Mass		Compare and order the mass	Compare and order the mass	Compare and order the mass			
		of commercially packaged	of commercially packaged	of commercially packaged			
		objects which have their mass	objects which have their mass	objects which have their mass			
		stated only in kilograms e.g.	stated only in kilograms e.g.	stated only in kilograms e.g.			
		2kg of rice and 1 kg of flour	2kg of rice and 1 kg of flour	2kg of rice and 1 kg of flour			
		Measure own mass in	Measure own mass in	Measure own mass in			
		kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom			
		scale	scale	scale			
		Measure the mass of different	Measure the mass of different	Measure the mass of different			
		items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in			
		kg	kg	kg			
		Measure own mass in					
		kilograms using a bathroom					
		scale					
4.4		Formal measuring	Formal measuring	Formal measuring			
Capacity/Volume		Compare and order the	Compare and order the	Compare and order the			

	GRADE 5 OVERVIEW PER TERM 4. MEASUREMENT					
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
		volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk	volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in	volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in		
4.5 Perimeter and area			 mililitre Perimeter Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area Investigate the area using tiling 	mililitre Perimeter Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area Investigate the area using tiling		

GRADE 5 OVERVIEW PER TERM						
		5. DATA HANDLI	NG			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
5.1	Collect data on the theme	Collect data on the theme	Collect data on the theme	Collect data on the theme		
Collect and sort	 Answer question posed by the 	 Answer question posed by the 	 Answer question posed by the 	 Answer question posed by the 		
objects	teacher	teacher	teacher	teacher		
5.2	Collect and sort own data	Collect and sort own data	Collect and sort own data	Collect and sort own data		
Represent sorted	according to different	according to different	according to different	according to different		
collection of	characteristics	characteristics	characteristics	characteristics		
objects	 Draw a picture of collected 	Draw a picture of collected • Draw a picture of collected		Draw a picture of collected		
	objects	objects objects		objects		
5.3	 Answer questions about how 	Answer questions about how	 Answer questions about how 	 Answer questions about how 		
Discuss and	the sorting was done (process)	the sorting was done (process)	the sorting was done (process)	the sorting was done (process)		
report on sorted	 Answer questions on what the 	 Answer questions on what the 	 Answer questions on what the 	 Answer questions on what the 		
collection of	sorted collection looks like	sorted collection looks like	sorted collection looks like	sorted collection looks like		
objects	(product)	(product)	(product)	(product)		
	 Draw collections 	 Draw collections 	 Draw collections 	 Draw collections 		
5.4	Discuss independently the	Discuss independently the	Discuss independently the	Discuss independently the		
Collect and	collected data	collected data	collected data	collected data		
organise data	Organise and discuss data in:	Organise and discuss data in:	 Organise and discuss data in: 	Organise and discuss data in:		
5.5	- Tables	- Tables	- Tables	- Tables		
Represent data	- Pictograph	- Pictograph	- Pictograph	- Pictograph		
5.6 Analyse and	- Bar graphs	- Bar graphs	- Bar graphs	- Bar graphs		
interpret data	 Answer questions on the data 	 Answer questions on the data 	 Answer questions on the data 	 Answer questions on the data 		

3.4.12 ASSESSMENT PLANS GRADE 5

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

Term 1	Numbers, Operations and Relationships	(FORMATIVE AND SU Patterns, functions and algebra	JMMATIVE ASSESSME	NT) Measurement	Data handling
Neek 2	 And Relationships Counts forwards and backwards in: 1s from any number between 0-500 10s from any multiple of 10, 0-500 2s from any multiple of 2, 0-100 5s from any multiple of 5, 0-100 		 Position and views Recognise and match different views of the same everyday objects Position and directions Follow directions on a map 		
Week3	 Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in multiples of 10s up to 500 			• Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks	

(FORMATIVE AND SUMMATIVE ASSESSMENT)						
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week4	Order numbers from		Describe, sort and			
	biggest to smallest and		compare 2D shapes in			
	smallest to biggest;		terms of:			
	smaller than, greater		- Size			
	than, more than, less		- Colour			
	than and equal to, up to		- Straight sides			
	500		- Curved sides			
			Draw shapes:			
			- Circles			
			- Triangles			
			- Squares			
			- Rectangles			
Week5	Recognise the place	Create own geometric				
	value of three digit	patterns:				
	numbers from 10 to	- with concrete objects				
	500	- by drawing lines				
	Decompose three digit	- with shapes or objects				
	numbers into hundreds,					
	tens and units					
	 Identify and state the 					
	value of each digit					
Week6	Solve word problems in			• Estimate, measure, order and		

Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	context and explain			record length using	
	own solution to			standardised unit of length	
	problems involving			metres (m) and centimetres (cm)	
	addition and subtraction				
	with answers up to 200				
	• Add to 200				
	Subtract from 200				
	Use appropriate				
	symbols				
	(+,-,=, □)				
Week7	Solve number problems				Organise and discuss
	in context and explain				data in:
	own solution to				- Tables
	problems involving				- Pictographs
	multiplication with				- Bar graphs
	answers up to 200				
	Multiply numbers 1 to				
	10 by 2, 3, 4, 5, and 10				

Ferm 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Veek8	Solve money problems			Tell 12 hour time in hours,	
	involving total change in			half hours, quarter hours and	
	cents up to 90c and			minutes on analogue clocks and digital clocks and other	
	Rand up to R199.99			digital instruments that show	
				time	
Veek9	Solve word problems in	Copy, extend and describe			
	context and explain	number sequences to at least			
	own solution to	600 in:			
	problems that involve	- 5s from multiples of 5s			
	equal sharing and	between 0-600			
	grouping up to 200 with	- 10s from multiples of			
	answers that may	10s between 0-600			
	include remainders	- Create own number			
	Divide numbers up to	patterns			
	100 by 10				
Veek 10	Recognise fractions in				
	diagrammatic form				
	Recognise that two				
	halves or three thirds				
	make one whole and				
	that one half and two				
	quarters are equivalent				

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling		
	• Write fractions 1/2, 1/4, 3/4,						
	1⁄3, 1/5						

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week 2	Counts forwards and	Copy, extend and						
	backwards in:	describe simple number						
	- 10s from any multiple up	sequence to at least 700,						
	to 600	counting forwards and						
	- 2s from any multiple up to	backwards in:						
	200	- 1s from any number						
	- 5s from any multiple up to	between 0-700						
	400	- 10s from any multiple up						
	- 3s from any multiple up to	to 700						
	300	- 5s from any multiple up						
		to 700						
Week3	 Identify, recognise and 		Range of objects					
	read number symbols 0-		Recognise and name 3D					
	700		objects					
	Write number symbols 0-		- Ball shapes (spheres)					
	700		- Box shapes (prisms)					
	• Write number names 0-20		- Cylinders					
	Know number names in		- Pyramids					
	multiples of 10s up to 700		- Cones					

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week4	Order numbers from			• Tell 12 hour time in hours,					
	biggest to smallest and			half hours, quarter hours					
	smallest to biggest;			and minutes on analogue					
	smaller than, greater			clocks and digital clocks					
	than, more than, less than			and other digital					
	and equal to, up to 700			instruments that show					
				time e.g. Cell phone					
Week5	Recognise the place			 Measuring using metres 					
	value of three digit			and centimetres					
	numbers from , up to -700								
	Decompose three digit								
	numbers into hundreds,								
	tens and units								
	 Identify and state the 								
	value of each digit								
Week6	Solve word problems in		Recognise and draw line						
	context and explain own		of symmetry in 2D						
	solution to problems		geometrical shapes and						
	involving addition and		non-geometrical shapes						
	subtraction with answers								
	up to 300								
	• Add to 300								

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	Subtract from 300							
	Use appropriate symbols							
	(+,,=, □)							
Week7	 Solve number problems in context and explain own solution to problems involving multiplication with answers up to 300 Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 Use appropriate symbol (+, x, =) 				 Collect data on the theme Draw a picture of collected objects Discuss independently the collected data Answer questions on the data 			
Week8	 Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 300 with answers that may include remainders Divide numbers up to 100 by 2 and 10 	SPIC		 Formal measuring Measure liquids using measuring jug in litres and measuring cup and spoon in millilitres m{ 				
Week9	Solve money problems				Answer questions on the			

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
	involving total change up				data represented in				
	to R299.99 and beyond				tables, pictographs and				
					bar graphs				
Week	Solve word problems in								
10	context and explain own								
	solutions to problems that								
	involve equal sharing								
	leading to solutions that								
	include unitary fractions								
	e.g. half, 2 quarters,								
	thirds, fifths								

			GGESTED ASSESSMENT P AND SUMMATIVE ASSESSM		
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	Counts forwards and	Recognise and make	Describe, sort and		
	backwards in:	patterns in which the	compare 3D objects in		
	- 10s from any multiple up	number or size of shapes	terms of:		
	to 800	in each stage changes in	- Objects that roll		
	- 2s from any multiple up to	a predictable way	- Objects that slide		
	800		- Objects that are flat		
	- 5s from any multiple up to		- Objects that are curved		
	800				
	- 3s from any multiple up to				
	800				
	- 4s from any multiple up to				
	800				
Week3	 Identify, recognise and 			Telling time	
	read number symbols 0-			• Tell 12 hour time in hours,	
	800			half hours, quarter hours	
	Write number symbols 0-			and minutes on analogue	
	800			clocks and digital clocks	
	• Write number names 0-20			and other digital	
	Know number names in			instruments that show	
	multiples of 10s up to 800			time e.g. Cell phone	
				 Read and know the date 	
				e.g. calendar	
Week4	Recognise the place		Recognise, name and		

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
	value of three digit		draw 2D shapes					
	numbers up to 800		Circles					
	Decompose three digit		Triangles					
	numbers into hundreds,		Rectangle					
	tens and units up to 800		Squares					
Week5	Add to 400 and beyond	Copy , extend and						
	Subtract from 400 and	describe number						
	beyond	sequence to at least 800,						
	Use appropriate symbols	sequences should show						
	(+,-,=,□)	counting forward sand						
		backwards in:						
		- 5s from any multiple up to						
		800						
		- 2s from any multiple up to						
		800						
		- 3s from multiple up to 100						
		- 4s from multiples up to						
		100						
Week6	• Multiply numbers 2, 3, 4,			Compare and order the				
	5 and 10 up to 100 and			mass of commercially				
	beyond			packaged objects which				
	Use appropriate symbol			have their mass stated				
	(+, x, =)			only in kilograms e.g. 2 kg				

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
	• Tables 2,3,4,5 and 10			of rice and 1 kg of flour					
Week7				Perimeter					
				 Investigate the distance 					
				around 2D shapes and					
				3D objects using direct					
				comparison or informal					
				units					
Week8	Solve word problems in			Area					
	context and explain own			 Investigate the area using 					
	solution to problems			tiling					
	involving addition and								
	subtraction with answers								
	up to 400								

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
Week9	Solve money problems			Formal measuring				
	involving total change up			Compare and order the				
	to R399.99 and beyond			volume of commercially				
				packaged objects which				
				have their volume stated				
				in litres and millilitre e.g.				
				500ml of cool drink and				
				1ℓ of milk				
Week 10	Recognise that two							
	halves or three thirds							
	make one whole and							
	that one half and two							
	quarters are equivalent							
	• Write fractions 1/2, 1/4, 3/4,							
	1⁄3, 1/5							
		S						

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling				
Week 2	Counts forwards and		Position and directions						
	backwards in:		 Follow directions on a 						
	- 1s from any number 0-1000		map						
	-10s from any multiple up to		Read basic co-ordinates						
	1000		on a map						
	- 2s from any multiple up to								
	1000								
	- 5s from any multiple up to								
	1000								
	- 3s from any multiple up to								
	1000								
	- 4s from any multiple up to								
	1000								
	- 50s and 100s to 1000 and								
	more								
Week3	 Identify, recognise and read 	 Copy, extend and 							
	number symbols 0-1000	describe number							
	Write number symbols 0-	sequence to at least							
	1000	1000 :sequences							
	• Write number names 0-20	should show counting							
	Know number names in	forwards and							
	multiples of 10s up to 1000	backwards in:							

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)							
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling			
		 1s from any number 						
		between 0-1000						
		 10s from any multiple 						
		up to 1000						
		 5s from any multiple 						
		up to 1000						
Week4	Order numbers from biggest			Tell 12 hour time in				
	to smallest and smallest to			hours, half hours, quarter				
	biggest; smaller than,			hours and minutes on				
	greater than, more than,			analogue clocks and				
	less than and equal to, up to			digital clocks and other				
	1000			digital instruments that				
				show time e.g. Cell				
				phone				
Week5	Recognise the place value			• Estimate, measure, order				
	of three digit numbers from			and record length using				
	up to -1000			standardised unit of				
	Decompose three digit			length metres (m) and				
	numbers into hundreds,			centimetres (cm)				
	tens and units			 Read distances in km 				
	Decompose four digit							
	numbers into thousands,							

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
	hundreds, tens and units					
	Identify and state the value					
	of each digit					

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week6	 Solve word problems in 	 Copy ,extend and 				
	context and explain own	describe number				
	solution to problems	sequence showing				
	involving addition and	counting forward and				
	subtraction with answers	backwards in:				
	up to 500	- 10s from any multiple up				
		to 1000				
		- 5s from any multiple up to				
		500				
		- 2s from any multiple up to				
		500				
		- 3s from any multiple up to				
		200				
		- 4s from any multiples up				
		to 200				
Week7	Add to 500 and beyond		 Describe, sort and 			
	Subtract from 500 and beyond		compare 3D objects in			
			terms of:			
			- Objects that roll			
			- Objects that slide			
			- Objects that are flat			
			- Objects that are curved			

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling	
Week8	 Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond Divide numbers up to 100 and beyond by 2,5,10 			Perimeter • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal		
				units Area Investigate the area using tiling 		
Week9	 Solve money problems involving total change up to R499.99 and beyond 		Symmetry • Recognise symmetry in 2D geometrical shapes and non-geometrical shapes			
Week 10	• Use and name unitary and non-unitary fractions including 1/2, 1/4, 1/3, 1/5	8			Collect and sort own data according to different characteristics Draw a picture of collected objects	

4. FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1-5

	FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5					
Grade	Term 1	Term 2	Term 3	Term 4		
1	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8		
	 Content to be assessed (oral, 	 Content to be assessed (oral, 	Content to be assessed (oral,	Content to be assessed (oral,		
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)		
	 Recognise, identify and read 	 Count forwards and backwards 	Count forwards and backwards	Count in ones up to 20		
	number symbols 1-5	from any given number up to 13	from a given number up to 15	Recognise of South African		
	 Add the same number repeatedly 	 Solve addition problems with 	Use concrete objects to solve	Rands, R1, R2, R5, R10		
	up to 4	answers up to 7	problems involving addition and	 Recognise and identify 3D 		
	Recognise, identify and name 2D-	 Compare and order objects 	subtraction with answers up to 8	objects in the classroom		
	shapes	according to length	Collect and sort at least 5 objects	 Recognise the mass (heavy 		
			according to size and colour	and light)		
				 Recognise capacity (full, 		
				empty)		
2	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8		
	 Content to be assessed (oral, 	 Content to be assessed (oral, 	Content to be assessed(oral,	 Content to be assessed(oral, 		
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)		
	Recognise, identify and read	Write number symbols 1-25	 Identify, recognise and read 			
	number symbols up to 1-20	Order numbers from biggest to	number symbols 1-40			
		smallest up to 10	Recognise place value of numbers			
	Solve addition and subtraction	Solve addition and subtraction	up to 30	 Solve addition and subtraction 		
	problems up to 10	problems up to 15	Solve simple word problems	problems up to 20		
	 Copy and extend simple number 	 Understand the position of one 	involving addition and subtraction	 Solve simple word problems in 		

		FORMAL ASSESSMENT TASKS OV	ERVIEW : GRADES 1 TO 5	
Grade	Term 1	Term 2	Term 3	Term 4
	sequence to at least 10	object in relation to the other	with answers up to 18	context involving, equal
			Recognise, name and draw 2D	sharing and grouping up to 50
			shapes	Draw a line of symmetry in
			Circles	geometric shapes
			Triangles	• Use pictures to represent data
			Squares	in pictograph
3	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 7-8
	Content to be assessed (oral,	Content to be assessed (oral,	 Content to be assessed (oral, 	Content to be assessed (oral,
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)
	 Count forwards in multiples: 	Recognise place value of numbers	 Solve money problems involving 	Recognise place value of two
	5s up to 50	up to 30	totals and change in cents up to	digit numbers from 10-99
	10s up to 100	Solve word problems in context	50c and Rand to R50	Solve addition and subtraction
	2s up to 50	and explain own solutions to	 Recognise the place value of two 	problems up to 100
	Compare whole numbers up to 20	problems involving addition and	digit numbers from 10-80	Copy, extend and describe
	 Solve addition and subtraction 	subtraction with answers up to 50	 Solve addition and subtraction 	number sequence to at least
	problems up to 20	Copy and extend a given	problems up to 80	100
	Name days of the week in correct	geometric pattern	Describe the position of one object	Compare and order the mass
	sequence		in relation to another	of commercially packaged
			Task 2: Weeks 7-8	objects which have their mass
			Content to be assessed (oral,	stated only in kilogram (kg)
		7	practical, written recording)	
		1	Solve word problems in context	
	X		involving addition and subtraction	

	FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5				
Grade	Term 1	Term 2	Term 3	Term 4	
			with answers up to 80		
			 Measure using metre (m), and 		
			centimetres (cm)		
			Compare and order the volume of		
			commercially packaged objects		
			which have their volume stated in		
			litres (I) and millilitre (mI)		
			 Use pictures to represent data in 		
			pictograph		
4	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 4-5	Task 1: Weeks 7-8	
	 Content to be assessed(oral, 	Content to be assessed (oral,	 Content to be assessed(oral, 	Content to be assessed (oral,	
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)	
	 Identify, recognise and read 	 Solve addition problems up to 150 	Recognise the place value of three	 Copy, extend and describe 	
	number symbols 1-200	 Solve subtraction problems 	digit numbers 10-300	number sequence to at least	
	 Recognise the place value of two 	from150	Solve word problems in context	500	
	digit numbers 10-99	 Solve simple word problems in 	and explain own solution to	 Recognise the place value of 	
	 Recognise and identify the South 	context and explain own solution	problems involving repeated	three digit numbers up to 500	
	African coins 50c, R1, R2, R5 and	to problems involving addition	addition leading to multiplication	 Solve money problems 	
	bank notes R10, R20, R50, R100,	and subtraction with answers up to	with answers up to 30	involving total change in cents	
	R200	150	Solve addition and subtraction	up to 90c and Rands up to R99	
			problems up to 180		
		1	1	1	

	FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5					
Grade	Term 1	Term 2	Term 3	Term 4		
	Tell-12 hour time in hours on	Task 2: Weeks 7-8	Task 2: Weeks 7-8	Use and name fractions in		
	analogue clocks and digital	 Content to be assessed(oral, 	Content to be assessed (oral,	familiar context including		
		practical, written recording)	practical, written recording)	halves, quarters and thirds		
		Multiply numbers 1 to 10 by 10, 5	Draw line of symmetry in 2D			
		and 2 up to 150	geometrical and non-geometrical			
		 Measure using metres (m) and 	shapes			
		centimetres (cm)	Recognise and match different			
		Represent data in a pictograph	views of objects			
			Represent data in pictograph and			
			bar graph with one-to-one			
5	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 4-5	Task 1: Weeks 7-8		
	Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,		
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)		
	Order numbers from biggest to	Decompose three digit numbers	• Multiply numbers 2, 3, 4, 5 and 10	 Identify, recognise and read 		
	smallest and smallest to biggest;	into hundreds, tens and units	to a total of 100 and beyond	number symbols 0-1000		
	smaller than, greater than, more	 Solve word problems in context 	Divide numbers up to 100 and	Recognise the place value of		
	than, less than and equal to, up to	and explain own solution to	beyond by 2, 5, and 10	three digit numbers from 10-		
	500	problems involving addition and	Solve money problems involving	1000		
	Solve addition and subtraction	subtraction with answers up to 300	total change up to R299.99 and	Solve addition and subtraction		
	problems up to 500	Divide numbers up to 100 by 2	beyond	problems up to 500 and		
	Solve number problems in context	and 10	Solve word problems in context	beyond		
	and explain own solution to		and explain own solutions to	• Multiply numbers 2, 3, 4, 5 and		
	problems involving multiplication		problems that involve equal	10 to a total of 100 and beyond		

	FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5					
Grade	Term 1	Term 2	Term 3	Term 4		
	with answers up to 200		sharing leading to solutions that	Divide numbers up to 100 and		
	Draw shapes:		include unitary fractions e.g. half,	beyond by 2, 5, 10		
	Circles		quarters, thirds, fifths			
	Triangles					
	Squares					
	Rectangles	Task 2: Weeks 7-8	Task 2: Weeks 7-8			
		• Content to be assessed (oral,	Content to be assessed (oral,			
		practical, written recording)	practical, written recording)			
		Recognise and draw line of	 Answer questions on the data 			
		symmetry in 2-D geometrical and	represented in tables, pictographs			
		non-geometrical shapes	and bar graphs			
		Measure using metres and	Investigate the distance around 2D			
		centimetres	shapes and 3D objects using			
		• Tell 12 hour time in hours, half	direct comparison or informal units			
		hours, quarter hours and minutes	Recognise and make patterns in			
		on analogue clocks and digital	which the number or size of			
		clocks	shapes in each stage changes in a			
			predictable way			

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported

RESOURCES

- Department of Basic Education 2001. Education White Paper 6: Special needs education
 building an inclusive education and training system. Pretoria: Government Printers.
- Department of Basic Education 2014. Policy on Screeening, Identification, Assessment and Support. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade R. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 1-3. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 4-6. Pretoria: Government Printers.
- Department of Basic Education 2009. National Early Learning for Learning and Development Standards for children birth to four years. Pretoria: Government Printers.
- Department of Basic Education 2011. Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements. Pretoria: Government Printers.
- Department of Basic Education 2014. Guidelines to ensure quality education in special school and special school resource centres. Pretoria: Government Printers.
- Early Childhood Development Institute. Birth to four curriculum. Gauteng Province. Pretoria: Government Printers.