



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **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

## 1. Contents

2. SECTION 2 .....	5
INTRODUCTION TO MATHEMATICS.....	5
2.1 Introduction.....	5
2.2 What is Mathematics? .....	5
2.3 Specific Aims.....	5
2.4 Specific Skills .....	6
2.5 Focus of Content Areas .....	6
2.6 Age appropriate grading.....	9
2.7 Weighting of content areas in Grades R-5.....	9
2.8 Mathematics for learners with Severe Intellectual Disabilities .....	9
2.8.1 Time Allocation .....	9
2.8.2 Suggested guidelines for classroom management .....	10
2.9 Differentiated Approach to teaching Mathematics .....	11
2.10 Recommended Resources for the teaching of Mathematics in Grades R to 5.....	11
2.11 Intergrated Daily Programme for Grade R and 1 .....	13
3. SECTION 3: .....	14
CURRICULUM OVERVIEW FOR MATHEMATICS SKILLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITIES IN GRADES R TO 5 .....	14
3.1 Introduction.....	14
3.2 Specification of content to show progression.....	14
3.2.1 Progression in Numbers, Operations and Relationships .....	14
3.2.2 Progression in Patterns, Functions and Algebra.....	15
3.2.3 Progression in Space and Shape.....	15
3.2.4 Progression in Measurement .....	15
3.2.5 Progression in Data Handling .....	15
3.3 GRADE OVERVIEW: Grade R - 5 .....	17
3.4 TERM OVERVIEW AND ASSESSMENT PLANS FROM GRADE R – 5 .....	40
3.4.1 TERM OVERVIEW GRADE R .....	40
3.4.2 ASSESSMENT PLANS: GRADE R .....	51
3.4.3 TERM OVERVIEW GRADE 1 .....	58
3.4.4 ASSESSMENT PLANS: GRADE 1 .....	66
3.4.5 TERM OVERVIEW GRADE 2.....	74
3.4.6 ASSESSMENT PLANS: GRADE 2 .....	86
3.4.7 TERM OVERVIEW GRADE 3.....	95
3.4.8 ASSESSMENT PLANS: GRADE 3 .....	111

3.4.9	TERM OVERVIEW GRADE 4.....	123
3.4.10	ASSESSMENT PLANS: GRADE 4.....	140
3.4.11	TERM OVERVIEW GRADE 5.....	162
3.4.12	ASSESSMENT PLANS GRADE 5.....	178
4.	FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1-5 .....	196

PUBLIC COMMENT

## 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 learner'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 area 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

MATHEMATICS CONTENT KNOWLEDGE OVERVIEW FOR GRADES R-5		
Content Area	General Content Focus	Grade R to 5 content Focus
Numbers, Operations and Relationships	<b>Development of number sense that includes to:</b> <ul style="list-style-type: none"> <li>• Count objects</li> <li>• Count forwards and backwards</li> <li>• Know number symbols, number values and number names</li> <li>• Describe, compare and order numbers</li> <li>• Recognise place value of numbers</li> <li>• Solve problems in context</li> <li>• Complete context free calculations</li> <li>• Represent numbers in different ways</li> <li>• Know South African coins and bank notes</li> </ul>	<ul style="list-style-type: none"> <li>• The number range developed by the end of Grade 5 includes whole numbers to at least 1000.</li> <li>• Counting enables learners to develop number concept, mental Mathematics, estimation, calculation skills and recognition of patterns</li> <li>• Number concept development helps learners to learn about properties of numbers and to develop strategies that can make calculations easier</li> <li>• Learners build an understanding of basic operations of addition, subtraction, multiplication and division with support</li> <li>• Learners develop fraction concept through solving problems involving the sharing of physical quantities and by using drawings</li> <li>• Solving problems in context enables learners to communicate their own thinking orally and visually</li> </ul>
Patterns, Functions and Algebra	<b>Expositor to patterns, develops a sense of order and sequencing</b> <ul style="list-style-type: none"> <li>• Copy and extend simple geometric and number patterns using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete objects, drawings and symbolic forms to copy, extend, describe and create patterns</li> <li>• Describing the pattern helps learners to follow simple order and sequence</li> <li>• Number patterns support number concept development</li> </ul>

Space and Shape (Geometry)	<p><b>The main progression in Space and Shape is achieved by:</b></p> <ul style="list-style-type: none"> <li>• Focus on new properties and features of shapes and objects.</li> <li>• Move from learning the language of position and matching different views of the same objects to reading and following directions</li> </ul>	<ul style="list-style-type: none"> <li>• Learners recognise and name objects in their environment</li> <li>• Learners describe the features 3D objects and 2D shapes</li> <li>• Learners match and sort 3D objects and 2D shapes according to their shape and size</li> <li>• Learners follow and give directions</li> <li>• Learners build models using 3D objects</li> <li>• Learners can describe their own positions and the positions of others and objects in the environment</li> </ul>
Measurement	<p><b>Measurement focuses on informal and formal ways of measuring. It enables the learner to:</b></p> <ul style="list-style-type: none"> <li>• Make sensible measurement estimates</li> <li>• Measure using non-standard and standardised measuring tools</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of measurement is developed by working practically with different concrete objects and shapes which facilitates learning the properties of time, length, capacity, mass, and area</li> <li>• 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)</li> <li>• Learners learn concepts of capacity and mass</li> </ul>
Data Handling	<p><b>Through the study of data handling the learner develops the skills to:</b></p> <ul style="list-style-type: none"> <li>• Collect</li> <li>• Organise</li> <li>• Represent</li> <li>• Analyse and interpret</li> <li>• Record and report</li> </ul>	<p>The data handling focus is on sorting objects according to features such as shape, size and colour. Learners are expected to:</p> <ul style="list-style-type: none"> <li>• Collect objects in the immediate environment</li> <li>• Sort objects with similar features</li> <li>• Identify objects that are similar in a set</li> <li>• Represent data collected</li> </ul>



## 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 Differentiated 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.

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

<ul style="list-style-type: none"><li>• Counters</li><li>• Abacus</li><li>• Legos</li><li>• Large and small (dice)</li><li>• Board games</li><li>• Height chart</li><li>• Metre stick</li><li>• Measuring stick</li><li>• Measuring cups</li><li>• Big counting frame/mat</li></ul>	<ul style="list-style-type: none"><li>• Play money- coins and notes</li><li>• Birthday chart/calendar</li><li>• Weather chart</li><li>• Bathroom scale</li><li>• Balancing scale</li><li>• Kitchen scale</li><li>• Building blocks</li><li>• Chalk boards/ white boards for children</li><li>• Modelling clay</li><li>• Large analogue and digital wall clock</li></ul>
---	---

<ul style="list-style-type: none"> <li>• Big 1-10 and 1-100 number grid posters</li> <li>• Number lines</li> <li>• Number cards</li> <li>• A calendar for the current year</li> <li>• Boxes of different shapes and sizes</li> <li>• Empty containers (recycled material) of different shapes and sizes</li> <li>• A variety of plastic or cardboard shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Flard cards</li> <li>• Calculator</li> <li>• 3D objects: sphere (ball), a rectangular prism (box), cube, cone, pyramid and cylinder</li> <li>• Mathematical games, e.g. Ludo, Snake and Ladder, Jigsaw Puzzles, Dominoes, Tangrams etc</li> </ul>
--	--

### **Essentials:**

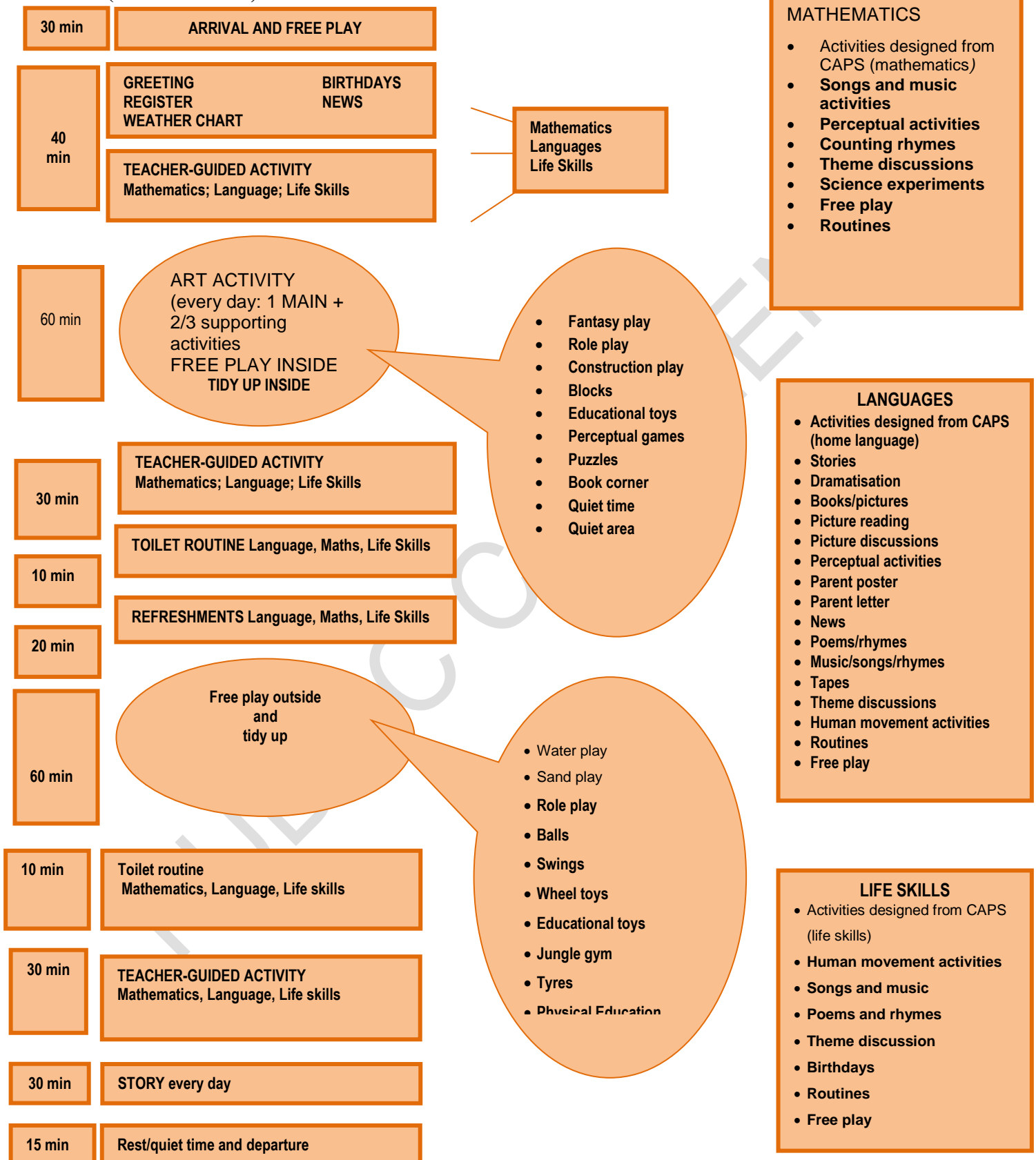
- Areas for sand and water play
- Apparatus for climbing, balancing, swinging and skipping
- A Mathematics corner/centre in the classroom with mathematical games etc.

### **Other Resources**

- DBE Workbooks

## 2.11 Intergrated Daily Programme for Grade R and 1

( ± 7:30 – 13:00)



### 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 guidelines 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 of content should therefore be read in conjunction with the lesson plan tracker and clarification 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 handling can also be dealt with as discrete activities.

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

PUBLIC COMMENT



### 3.3 GRADE OVERVIEW: Grade R - 5

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>NUMBER CONCEPT DEVELOPMENT: Count with whole numbers</b>						
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Count concrete objects to at least <b>1-10</b> reliably</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count concrete objects to at least <b>1-20</b> reliably</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count concrete objects to at least <b>1- 50</b> reliably</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count concrete objects to at least <b>1- 200</b> reliably</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count to at least <b>500</b> everyday objects reliably</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count to at least <b>1000</b> everyday objects reliably</li> <li>Count by grouping is encouraged</li> </ul>
<b>1.2 Count forwards and backwards</b>	<ul style="list-style-type: none"> <li>Recite counting rhymes and songs</li> <li>Count forwards from <b>0 to 5</b></li> </ul>	<ul style="list-style-type: none"> <li>Recite counting rhymes and song</li> <li>Count forwards and backwards from <b>0-10</b></li> </ul>	<ul style="list-style-type: none"> <li>Count forwards from <b>0-50</b></li> <li>Count forwards and backwards in multiples of: <ul style="list-style-type: none"> <li>- 2s from 0-20</li> <li>- 10s between 0-50</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Count forwards from <b>0-200</b></li> <li>Count forwards and backwards from any number between <b>0-100</b> in multiples of: <ul style="list-style-type: none"> <li>- 2s from 0-200</li> <li>- 5s from 0-200</li> <li>- 10s from 0-200</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards from <b>0-500</b></li> <li>Count forwards and backwards in multiples of: <ul style="list-style-type: none"> <li>- 2s from 0-500</li> <li>- 5s from 0-500</li> <li>- 10s from 0-500</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards from <b>0-1000</b></li> <li>Count forwards and backwards in multiples of: <ul style="list-style-type: none"> <li>- 2s from 0-500</li> <li>- 5s from 0-500</li> <li>- 10s from 0-1000</li> <li>- 3s from 0-100</li> <li>- 4s from 0-100</li> <li>- 50s and 100s to 1000 and beyond</li> </ul> </li> </ul>

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>						
<b>1.3</b> <b>Number symbols and number names</b>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols from 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols from 1-10</li> <li>Write number symbols 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols from 1-100</li> <li>Know the number names 1-5</li> <li>Know number names in multiples of 10s up to 50</li> <li>Write number symbols 1-20</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read the number symbols from 1-200</li> <li>Know the number names 1-10</li> <li>Know number names in multiples of 10s up to 100</li> <li>Write number symbols 1-50</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read the number symbols 1-500</li> <li>Know the number names 1-20</li> <li>Know number names in multiples of 100s up to 1000</li> <li>Write number symbols 1-100</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read the number symbols 1-1000</li> <li>Know the number names 1-1000</li> <li>Know number names in multiples of 10s and 100s up to 1000</li> <li>Write number symbols 1-1000</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>						
<b>1.4</b> <b>Describe, compare and order numbers</b>	<b>Use ordinal numbers to show order, place or position:</b> <ul style="list-style-type: none"> <li>Develop an awareness of ordinal numbers e.g. first, second, third</li> </ul>	<b>Order, compare and represent numbers to 5</b> <ul style="list-style-type: none"> <li>Order and compare whole numbers according to more than and less than</li> </ul>	<b>Order, compare and represent numbers to 10</b> <ul style="list-style-type: none"> <li>Order and compare whole numbers according to more than and less than, equal to</li> <li>Order numbers from smallest to</li> </ul>	<b>Order, compare and represent numbers to 50</b> <ul style="list-style-type: none"> <li>Order and compare whole numbers according to more than and less than, equal to, and greater than</li> </ul>	<b>Order, compare and represent numbers to 100</b> <ul style="list-style-type: none"> <li>Order and compare whole numbers according to more than and less than, equal to, greater than and smaller than</li> </ul>	<b>Order, compare and represent numbers to 1000</b> <ul style="list-style-type: none"> <li>Order and compare whole numbers according to more than and less than, equal to, greater than and smaller than</li> </ul>

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		<p><b>Use ordinal numbers to show order, place or position</b></p> <ul style="list-style-type: none"> <li>Position objects in a line from first to fifth</li> </ul>	<p>biggest up to 1-5</p> <ul style="list-style-type: none"> <li>Compare whole numbers according to big, small, smaller than, bigger than, up to 10</li> <li>Position objects in a line from first to tenth or first to last</li> </ul>	<ul style="list-style-type: none"> <li>Compare whole numbers according to, more than, less than, is equal up to 50</li> <li>Position objects in a line from first to 20<sup>th</sup> or first to last (ordinal numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Compare whole numbers according to more than, less than, is equal to, most, least, fewer up to 100</li> <li>Position objects in a line from first to 50<sup>th</sup> or first to last (ordinal numbers)</li> <li>Use, read and write ordinal numbers, including abbreviated form first to 30<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Compare whole numbers according to more than, less than, equal to, most, least, fewer up to 1000</li> <li>Position objects in a line from first to 100<sup>th</sup> or first to last (ordinal numbers)</li> <li>Use, read and write ordinal numbers, including abbreviated form first to 100<sup>th</sup></li> </ul>
NUMBER CONCEPT DEVELOPMENT: PLACE VALUE						
1.5 Place value			<p>Begin to recognise the place value of two-digit numbers to 20</p> <ul style="list-style-type: none"> <li>Decompose two-digit numbers into multiples of tens</li> </ul>	<p>Begin to recognise the place value of two-digit numbers to 99</p> <ul style="list-style-type: none"> <li>Decompose two-digit numbers into multiples of tens</li> </ul>	<p>Begin to recognise the place value of three-digit numbers to 200</p> <ul style="list-style-type: none"> <li>Decompose three-digit numbers into</li> </ul>	<p>Begin to recognise the place value of three and four-digit numbers to 1000</p> <ul style="list-style-type: none"> <li>Decompose three and four-digit numbers into</li> </ul>

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

<b>GRADE OVERVIEW GRADES R TO 5</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		answers up to <b>10</b>	problems involving addition and subtraction with answers up to <b>20</b>	problems involving addition and subtraction with answers up to <b>100</b>	problems involving addition and subtraction with answers up to <b>250</b>	problems involving addition and subtraction with answers up to <b>500</b>
<b>1.8</b> <b>Repeated addition leading to multiplication</b>			<ul style="list-style-type: none"> <li>Solve addition problems of 2s and 10s with answers up to <b>50</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve addition problems of 2s, 5s and 10s with answers up to <b>100</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve addition problems of 2s, 5s and 10s with answers up to <b>250</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve addition problems of 2s, 5s and 10s with answers up to <b>500</b></li> </ul>
<b>1.9</b> <b>Grouping and sharing leading to division</b>	<ul style="list-style-type: none"> <li>Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to <b>5</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to <b>10</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to <b>20</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to <b>50</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to <b>100</b> and with answers that may include remainders</li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to <b>500</b> and with answers that may include remainders</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>						
<b>1.10</b> <b>Sharing leading to fractions</b>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using halving of concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using halving of concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems that involve equal sharing leading to</li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems that involve equal sharing leading to</li> </ul>	<ul style="list-style-type: none"> <li>Solve and explain solutions to practical problems that involve equal sharing leading to</li> </ul>

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				solutions that include unitary fractions e.g. half, quarter	solutions that include unitary and non-unitary fractions e.g. half, quarter, third	solutions that include unitary and non-unitary fractions e.g. half, quarter, third, fifth
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Develop an awareness of and recognise South African coins</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, R200.00</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00</li> <li>Solve money problems involving totals and change up to R100.00</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00</li> <li>Solve money problems involving totals and change up to 90c and R200.00</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00 and R200.00</li> <li>Solve money problems involving total and change in Rand and cents up to R500.00</li> <li>Conversions between Rand and cents</li> </ul>
<b>CONTEXT FREE CALCULATIONS</b>						
<b>1.12</b>	<ul style="list-style-type: none"> <li>Use concrete</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete</li> </ul>	<ul style="list-style-type: none"> <li>Use the following</li> </ul>	<ul style="list-style-type: none"> <li>Use the following</li> </ul>	<ul style="list-style-type: none"> <li>Use the following</li> </ul>

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>Techniques</b> (method or strategies)	apparatus e.g. counters	apparatus e.g. counters  <ul style="list-style-type: none"> <li>• Practise doubling and halving</li> <li>• Use number lines</li> <li>• Use 100 chart</li> </ul>	apparatus to solve maths problems e.g. drawings or concrete objects  <ul style="list-style-type: none"> <li>• Practise doubling and halving</li> <li>• Use number lines</li> <li>• Use 100 chart</li> </ul>	techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Building up and breaking down numbers</li> <li>• Practise doubling and halving</li> <li>• Use number lines</li> <li>• Use 100 chart</li> <li>• Round off in 10s</li> </ul>	Techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Building up and breaking down numbers</li> <li>• Practise doubling and halving</li> <li>• Use number lines</li> <li>• Use 100 chart</li> <li>• Round off in 10s</li> </ul>	techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Building up and breaking down numbers</li> <li>• Practise doubling and halving</li> <li>• Use number lines</li> <li>• Use 100 chart</li> <li>• Round off in 10s and 100s</li> </ul>
<b>1.13</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Solve verbally stated addition and subtraction problems with concrete objects up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Solve verbally stated addition and subtraction problems with concrete objects up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 20</li> <li>• Subtract from 20</li> <li>• Practise number bonds up to 5</li> <li>• Use appropriate symbols( +,-,=,□)</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 99</li> <li>• Subtract from 99</li> <li>• Practise number bonds to 10</li> <li>• Use appropriate symbols( +,-,=,□)</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 200</li> <li>• Subtract from 200</li> <li>• Practise number bonds to 20</li> <li>• Use appropriate symbols (+,-,=,□)</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 500 and</li> <li>• Subtract from 500</li> <li>• Practise number bonds to 30</li> <li>• Use appropriate symbols( +,-,=,□)</li> </ul>
CONTEXT FREE CALCULATIONS						
<b>1.14</b> <b>Repeated</b>		<ul style="list-style-type: none"> <li>• Add the same number repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly</li> </ul>		

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



GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				<ul style="list-style-type: none"> <li>• Order a given set of selected numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Know multiplication tables of 5, 10 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Know multiplication tables of 2, 5, 10, 3 and 4</li> </ul>
<b>1.17 Fractions</b>			<ul style="list-style-type: none"> <li>• Use and name unitary fractions including halves</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name unitary fractions including halves and quarters</li> <li>• Recognise fractions diagrammatically</li> <li>• Write fractions as 1 half</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name unitary fractions including halves, quarters and thirds</li> <li>• Recognise fractions diagrammatically</li> <li>• Write fractions as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{3}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Use and name unitary fractions including halves, quarters, thirds and fifths</li> <li>• Recognise fractions diagrammatically</li> <li>• Write fractions as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{5}</math></li> </ul>

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 <b>Geometric patterns</b>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy simple patterns using concrete objects; e.g. using colours and shapes</li> </ul>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy simple patterns using concrete objects</li> </ul>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy and extend simple patterns using concrete objects</li> <li>Copy patterns made with drawings of lines, shapes or objects</li> </ul>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy, extend and create simple patterns made with shapes or objects</li> <li>Copy and extend patterns made with drawings of lines, shapes or objects</li> </ul>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy, extend and create patterns made with drawings of lines, shapes or objects</li> <li>Copy, extend and create complex patterns made with drawings of lines, shapes or objects</li> </ul> <b>Patterns around us</b> <ul style="list-style-type: none"> <li>Identify and copy geometric patterns in nature and from cultural heritage</li> </ul>	<b>Copy, extend and represent</b> <ul style="list-style-type: none"> <li>Copy, extend, and represent patterns made with drawings of lines, shapes or objects</li> <li>Copy, extend and create complex patterns made with drawings of lines, shapes or objects</li> </ul> <b>Patterns around us</b> <ul style="list-style-type: none"> <li>Identify and copy geometric patterns in nature and from cultural heritage</li> </ul>
2.2 <b>Number patterns</b>			<ul style="list-style-type: none"> <li>Copy and extend</li> <li>Copy and extend simple number sequences to at least 20</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend</li> <li>Copy and extend simple number sequences to at least 100</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe</li> <li>Copy, extend and describe number sequences to at least 500</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe</li> <li>Copy, extend and describe number sequences to at least 1000 in</li> </ul>

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 Position, orientation and views	<b>Language of position</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the classroom</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to the other e.g. top and bottom</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e. g. top and bottom etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions using a map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e.g. top and bottom and left and right etc.</li> <li>Recognise and match different views of the objects</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the</li> </ul>	<b>Position and views</b> <ul style="list-style-type: none"> <li>Recognise and match different views of the same everyday object</li> </ul> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e.g. top and bottom and left and right etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move</li> </ul>

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 <ul style="list-style-type: none"> <li>Follow instructions to place one object in relation to another</li> </ul>	classroom <ul style="list-style-type: none"> <li>Follow instructions to place one object in relation to another</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions to place one object in relation to another</li> </ul>	classroom and school <ul style="list-style-type: none"> <li>Give directions to move around the classroom and school</li> <li>Follow directions from one place to another on an informal map</li> </ul>	around the classroom and school <ul style="list-style-type: none"> <li>Follow directions on a map</li> <li>Reading basic co-ordinates</li> </ul>
<b>3.2</b> <b>3D objects</b>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom e.g. box and ball shapes</li> </ul> <b>Focused activities</b> <ul style="list-style-type: none"> <li>Use 3D objects such as building blocks, recycling material etc. to construct objects e.g. towers, bridges</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise, name and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul> <b>Features of objects</b> <ul style="list-style-type: none"> <li>Sort 3D objects in terms of:               <ul style="list-style-type: none"> <li>size</li> <li>colour</li> </ul> </li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise, name and identify 3D objects in the classroom e.g.               <ul style="list-style-type: none"> <li>ball shapes, (spheres)</li> <li>box shapes (prisms)</li> <li>cylinders</li> </ul> </li> </ul> <b>Features of objects</b> <ul style="list-style-type: none"> <li>Sort 3D objects in</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and describe 3D objects in the classroom e.g.               <ul style="list-style-type: none"> <li>ball shapes, (spheres)</li> <li>box shapes (prisms)</li> <li>cylinders</li> </ul> </li> </ul> <b>Features of objects</b> <ul style="list-style-type: none"> <li>Describe, sort and</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and describe 3D objects in the classroom and in pictures e.g.               <ul style="list-style-type: none"> <li>ball shapes, (spheres)</li> <li>box shapes (prisms)</li> <li>cylinders</li> <li>pyramids</li> <li>cones</li> </ul> </li> </ul> <b>Features of objects</b> <ul style="list-style-type: none"> <li>Describe, sort and</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and describe 3D objects in the classroom and in pictures e.g.               <ul style="list-style-type: none"> <li>ball shapes, (spheres)</li> <li>box shapes (prisms)</li> <li>cylinders</li> <li>pyramids</li> <li>cones</li> </ul> </li> </ul> <b>Features of objects</b> <ul style="list-style-type: none"> <li>Describe, sort and</li> </ul>

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: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - objects that are flat - objects that are curved
<b>3.3 2D shapes</b>	<ul style="list-style-type: none"> <li>Introduce figure ground perception and identify geometric shapes:</li> <li>- circle</li> </ul>	<ul style="list-style-type: none"> <li>Introduce figure ground perception and identify geometric shapes:</li> <li>- circle</li> <li>- triangles</li> <li>- squares</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>circles</li> <li>triangles</li> <li>squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>size</li> <li>colour</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>squares</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>circles</li> <li>triangles</li> <li>rectangle</li> <li>squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>size</li> <li>colour</li> <li>straight sides</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>squares</li> <li>rectangles</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>circles</li> <li>triangles</li> <li>rectangle</li> <li>squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>size</li> <li>colour</li> <li>straight sides</li> <li>curved sides</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>squares</li> <li>rectangles</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>circles</li> <li>triangles</li> <li>rectangle</li> <li>squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>size</li> <li>colour</li> <li>straight sides</li> <li>curved sides</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>squares</li> <li>rectangles</li> </ul>

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>3.4 Symmetry</b>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line of symmetry in shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line in geometrical shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line in geometrical and non-geometrical shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line in 2D geometrical and non-geometrical shapes</li> <li>Determine line of symmetry through paper folding and reflection</li> </ul>

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>4.1 Time</b>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> <li>• Talk about things that happen during the day and night</li> <li>• Talk about things that happen: during day and night</li> <li>- Class Routine</li> <li>- Use weather chart</li> <li>- Use birthday chart</li> <li>- Use season chart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> <li>• Talk about things that happen: during day and night</li> <li>- Class Routine</li> <li>- Use weather chart</li> <li>- Use birthday chart</li> <li>- Use season chart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> <li>• Sequence events that happened to them during the day and night</li> <li>• Start to use time concepts:</li> <li>- Today, tomorrow</li> <li>- Class Routine</li> <li>- Use weather chart</li> <li>- Birthday cart</li> <li>- Season cart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> <li>• Sequence events that happened to them during the day and during the night</li> <li>• Know time concepts e.g. today, tomorrow</li> <li>• Name and sequence:</li> <li>- days of week</li> <li>- months of the year</li> <li>• Describe when something happens using the language e.g. morning, afternoon, night, early, late</li> <li>• Place birthdays on a calendar</li> <li>• Read 12 hour time</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> </ul> <b>Name and sequence:</b> <ul style="list-style-type: none"> <li>- days of week</li> <li>- months of the year</li> <li>• Place birthdays, religious festivals, public holidays, historical events, school events on a calendar</li> <li>• Read 12 hour time</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about the passing of time</li> <li>• Tell the time</li> <li>• Read dates on calendars</li> <li>• Place birthdays, religious festivals, public holidays, historical events and school events on a calendar</li> <li>• Read 12 hour time in hours, minutes and seconds on digital clocks and watches and cell</li> </ul>



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 hours on digital clocks and watches and Cell phones	in hours, half hours and quarter hours and minutes on digital clocks and watches and cell phones	phones
<b>4.2 Length</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare the length (long and short)</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare the length (long and short), height (tall and short) and width (narrow and wide)</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare the length (long and short), height (tall and short) and width (narrow and wide)</li> <li>Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare the length (long and short), height (tall and short) and width (narrow and wide)</li> <li>Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record length using non-standard measures e.g. hands/feet, pencils, string, objects</li> <li>Describe the length of objects by counting and stating the length in informal units</li> </ul> <b>Introducing formal</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, record, compare, and order, length using non-standard measures e.g. hands/feet, pencils, string and objects</li> <li>Describe the length of objects by counting and stating the length in informal units</li> </ul> <b>Formal measuring</b>

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
					<b>Measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare order and record length using:               <ul style="list-style-type: none"> <li>Metres (m)</li> <li>Centimetres (cm)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record length using:               <ul style="list-style-type: none"> <li>Centimetres (cm)</li> <li>Metres (m)</li> <li>Kilometres (km)</li> </ul> </li> </ul>
<b>4.3</b> <b>Mass</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare and order the mass of two or more objects by feeling them</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare and order the mass of two or more objects by feeling them</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> <li>Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare and order mass using a balancing scale and nonstandard measures e.g. blocks, bricks</li> <li>Describe the mass of objects by counting and stating the mass in informal units</li> <li>Discuss mass e.g. light, heavy, lighter, heavier</li> <li>Introduce formal measuring</li> <li>Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms (kg) e.g. 2kg rice and 1 kg flour</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures</li> <li>Describe the mass of objects by counting and stating the mass in informal units</li> <li>Discuss mass e.g. light, heavy, lighter, heavier</li> <li>Formal measuring</li> <li>Compare, order and record the mass of commercially packaged objects which have their mass stated in kilograms (kg) and grams (g)</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures</li> <li>Describe the mass of objects by counting and stating the mass in informal units</li> <li>Formal measuring</li> <li>Compare, order and record the mass of commercially packaged objects which have their mass stated in:</li> </ul>

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				<ul style="list-style-type: none"> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>	<ul style="list-style-type: none"> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>	Kilograms (kg) Grams (g) <ul style="list-style-type: none"> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg and g</li> </ul>
<b>4.4 Capacity /volume</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> <li>• Use vocabulary e.g. full, empty</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than,</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> <b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. Spoons and cups</li> </ul> <b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre</li> </ul>

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

GRADE OVERVIEW GRADES R TO 5						
4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
						<ul style="list-style-type: none"> <li>Investigate the area of regular and irregular shapes by counting squares on grids</li> </ul>

GRADE OVERVIEW GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>5.1 Collect and sort objects</b>	<ul style="list-style-type: none"> <li>Collect and sort everyday concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect sort everyday concrete objects according to certain characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects and draw pictures of the collected objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Answer question posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Answer question posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort data in the environment according to stated features e.g. (colour, shape and length)</li> </ul>
<b>5.2 Represent sorted collection of objects</b>	<ul style="list-style-type: none"> <li>Collect and sort objects according to size e.g. big and small</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to size e.g. big and small, colour, and shape</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to criteria</li> <li>Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to criteria</li> <li>Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort own data according to different characteristics</li> <li>Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect, sort and organise own data according to different characteristics</li> <li>Draw a bar graph</li> </ul>
<b>5.3 Discuss and report on sorted collection of objects</b>			<ul style="list-style-type: none"> <li>Give reasons for how collection was sorted</li> <li>Answer questions about how the sorting was done (process)</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about how the sorting was done (process)</li> <li>Answer questions on what the sorted collection looks like (product)</li> <li>Draw collections</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about how the sorting was done (process)</li> <li>Answer questions on what the sorted collection looks like (product)</li> <li>Draw collections</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions based in the data</li> </ul>
<b>5.4 Collect and</b>				<ul style="list-style-type: none"> <li>Answer questions about data collected</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about data collected</li> </ul>	<ul style="list-style-type: none"> <li>Discuss data collected</li> </ul>

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

<b>GRADE R OVERVIEW</b> <b>1. NUMBER, OPERATIONS AND RELATIONSHIPS</b>				
TOPICS	Term 1	Term 2	Term 3	Term 4
<b>COUNTING</b>				
<b>1.1</b> <b>Count objects</b>	<b>Number range: 1 to 2</b> Count concrete objects <ul style="list-style-type: none"> <li>• One- to- one correspondence</li> <li>• Count in ones</li> <li>Clapping hands</li> <li>Stamping feet</li> <li>Climbing stairs</li> <li>Body parts</li> <li>• Rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 5</b> Count concrete objects <ul style="list-style-type: none"> <li>• One- to- one correspondence</li> <li>• Count in ones</li> <li>Clapping hands</li> <li>Stamping feet</li> <li>Climbing stairs</li> <li>Body parts</li> <li>• Rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 7</b> Count concrete objects <ul style="list-style-type: none"> <li>• One- to- one correspondence</li> <li>• Count in ones</li> <li>Clapping hands</li> <li>Stamping feet</li> <li>Climbing stairs</li> <li>Body parts</li> <li>• Rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 10</b> Count concrete objects <ul style="list-style-type: none"> <li>• One- to- one correspondence</li> <li>• Count in ones</li> <li>Clapping hands</li> <li>Stamping feet</li> <li>Climbing stairs</li> <li>Body parts</li> <li>• Rote counting using number rhymes and songs</li> </ul>
<b>1.2</b> <b>Count forwards and backwards</b>	<b>Number range: 1 to 2</b> <ul style="list-style-type: none"> <li>• Practise incidental counting using number rhymes and songs, concrete objects</li> <li>• Count in: ones</li> </ul>	<b>Number range: 1 to 3</b> <ul style="list-style-type: none"> <li>• Practise incidental counting using number rhymes and songs, concrete objects</li> <li>• Count in: ones</li> </ul>	<b>Number range: 1 to 4</b> <ul style="list-style-type: none"> <li>• Practise incidental counting using number rhymes and songs, concrete objects</li> <li>• Count in: ones</li> </ul>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>• Practise incidental counting using number rhymes and songs, concrete objects</li> <li>• Count in: ones</li> </ul>



**GRADE R OVERVIEW**  
**1. NUMBER, OPERATIONS AND RELATIONSHIPS**

TOPICS	Term 1	Term 2	Term 3	Term 4
<b>1.3</b> <b>Number symbols and number names</b>	<b>Number range: 1 to 2</b> <ul style="list-style-type: none"> <li>Identify number symbols: 1 to 2</li> <li>Kinesthetic (experience with body)</li> <li>Recognise concrete 3D objects that involve the numbers 1 to 2</li> <li>Reinforce the knowledge gained that involves numbers from 1 to 2</li> </ul>	<b>Number range: 1 to 3</b> <ul style="list-style-type: none"> <li>Identify number symbols: 1 to 3</li> <li>Kinesthetic (experience with body)</li> <li>Recognise concrete 3D objects that involve the numbers 1 to 3</li> <li>Reinforce the knowledge gained that involves numbers from 1 to 3</li> </ul>	<b>Number range: 1 to 4</b> <ul style="list-style-type: none"> <li>Identify number symbols: 1 to 4</li> <li>Kinesthetic (experience with body)</li> <li>Recognise concrete 3D objects that involve the numbers 1 to 4</li> <li>Reinforce the knowledge gained that involves numbers 1 to 4</li> </ul>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Identify number symbols: 1 to 5</li> <li>Kinesthetic (experience with body)</li> <li>Recognise concrete 3D objects that involve the numbers 1 to 5</li> <li>Reinforce the knowledge gained that involves numbers 1 to 5</li> </ul>
<b>NUMBER RECOGNITION</b>				
<b>NUMBER SENSE (RELATIONSHIPS)</b>				
<b>1.4</b> <b>Describe and order numbers</b>	<b>Number range: 1 to 2</b> <ul style="list-style-type: none"> <li>Identify whole numbers up to 2</li> <li>Compare which of the two given collection of objects are small and big</li> <li>Incidental clapping, stamping during number rhymes and songs</li> <li>Incidentally develop an</li> </ul>	<b>Number range: 1 to 3</b> <ul style="list-style-type: none"> <li>Identify whole numbers up to 3</li> <li>Compare which of the two given collection of objects are: small and big</li> <li>Incidental clapping, stamping during number rhymes and songs</li> <li>Incidentally develop an</li> </ul>	<b>Number range: 1 to 4</b> <ul style="list-style-type: none"> <li>Identify whole numbers up to 4</li> <li>Compare which of the two given collection of objects are: small and big</li> <li>Incidental clapping, stamping during number rhymes and songs</li> <li>Incidentally, develop an</li> </ul>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Identify whole numbers up to 5</li> <li>Compare which of the two given collection of objects are: small and big</li> <li>Incidental clapping stamping during number rhymes and songs</li> <li>Incidentally develop an</li> </ul>

**GRADE R OVERVIEW**  
**1. NUMBER, OPERATIONS AND RELATIONSHIPS**

TOPICS	Term 1	Term 2	Term 3	Term 4
	awareness of ordinal numbers e.g. first, second, third, last.(games, races)  • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd, last, next	awareness of ordinal numbers e.g. first, second, third, last .(games, races)  • Introduce during refreshment/breakfast and Toilet Routine- 1st, 2nd, last, next	awareness of ordinal numbers e.g. first, second, third, last  • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd,last, next	awareness of ordinal numbers e.g. first, second, third, last  • Introduce during refreshment/breakfast and Toilet Routine- 1st,2nd,last, next
1.5 Place Value	Instruction in place value commences in grade 2			
SOLVE PROBLEMS IN CONTEXT USING THE FOLLOWING TECHNIQUES				
1.6 Problem solving techniques (Uses concrete objects and strategies)	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available
1.7 Addition and subtraction (Orally solve word problems)	• Use concrete objects to solve problems that involves numbers 1 and 2	• Use concrete objects to solve problems that involves numbers 1 to 3	• Use concrete objects to solve problems that involves numbers 1 to 4	• Use concrete objects to solve problems that involves numbers 1 to 5
1.9 Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5	• Share objects equally between 2 people up to 2 (practically)	• Share objects equally between 2 people up to 4 (practically)	• Share objects equally between 2 people up to 4 (practically)  • Group objects in 2s up to 5 (practically)	• Share objects equally between 2 people up to 6 (practically)  • Group objects in 2s up to 5 (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
<b>fractions</b>				things e.g. fruit or cake etc.
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Use play or real money (coins) to develop awareness of South African coins R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</li> </ul>
<b>CONTEXT FREE CALCULATIONS</b>				
<b>1.12 Techniques</b> (method or strategies)	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters in the classroom to count from 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters in the classroom to count from 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters in the classroom to count from 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters in the classroom to count from 1-5</li> </ul>
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 2</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 3</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 4</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 5</li> </ul>
<b>1.14 Repeated addition leading to multiplication</b>			<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 4</li> </ul>	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 4</li> </ul>
<b>1.16 Mental Mathematics</b>	<ul style="list-style-type: none"> <li>Count 1-2 concrete objects daily</li> </ul>	<ul style="list-style-type: none"> <li>Count 1-3 concrete objects daily</li> <li>Tell number that comes after 1-2</li> <li>Tell number 1 more than 2-3</li> </ul>	<ul style="list-style-type: none"> <li>Count 1-4 objects daily</li> <li>Tell number that comes after 1-2-3</li> <li>Tell number 1 more than 1-2-3</li> <li>Tell number 1 less than 2-3-4</li> </ul>	<ul style="list-style-type: none"> <li>Count 1-5 objects daily</li> <li>Tell number that follow 1-2-3 etc.</li> <li>Tell number 1 more than 2-3-4-5 etc.</li> <li>Tell number 1 less than 2-3-4-5</li> </ul>

<b>GRADE R OVERVIEW</b> <b>2. PATTERNS, FUNCTIONS AND ALGEBRA</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>2.1</b> <b>Geometric patterns</b> (Creates own repeating patterns)	<b>Copy and extend simple patterns using concrete objects</b> <ul style="list-style-type: none"> <li>• Copy and extend simple patterns using body percussion (clapping, stamping)</li> </ul>	<b>Copy and extend simple patterns using concrete objects</b> <p>Copy and extend simple patterns using body percussion (clapping, stamping)</p>	<b>Copy and extend simple patterns using concrete objects</b> <ul style="list-style-type: none"> <li>• Follow simple patterns using body percussion (clapping, stamping)</li> <li>• Make simple patterns using 2D geometric shapes</li> </ul>	<b>Copy and extend simple patterns using concrete objects</b> <ul style="list-style-type: none"> <li>• Follow simple patterns using body percussion (clapping, stamping)</li> </ul> <p>Make simple patterns using 2D geometric shapes</p>

<b>GRADE R OVERVIEW</b> <b>3. SPACE AND SHAPE(GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>3.1</b> <b>Position, orientation and views</b>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Tell the position of two or more objects in relation to the learner</li> <li>- In front of and behind</li> <li>- In and out</li> <li>- Up and down</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Tell the position of two or more objects in relation to the learner, on and under</li> <li>- In front of and behind</li> <li>- In and out</li> <li>- Up and down</li> <li>- On, on top, under and below</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Tell the position of two or more objects in relation to the learner</li> <li>- In front of and behind</li> <li>- Left and right</li> <li>- Up and down</li> <li>- On, on top, under and below</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Tell the position of two or more objects in relation to the learner</li> <li>- In front of and behind</li> <li>- Top and bottom</li> <li>- On top, under or below</li> <li>- Left and right</li> </ul>
<b>Follows directions</b> (alone and/or as a member of a group or team)	Practise: <ul style="list-style-type: none"> <li>• Directionality forwards/ backwards</li> <li>• Games such as tracking the train</li> <li>• Physical education and musical activities</li> <li>• Obstacle course-following a direction</li> </ul>		Practise: <ul style="list-style-type: none"> <li>• Forward /backwards</li> <li>• Games such as tracking the train</li> <li>• Physical education and musical activities</li> <li>• Obstacle course-following a direction</li> </ul>	Practise: <ul style="list-style-type: none"> <li>• Forwards and backwards</li> <li>• Up and down</li> <li>• Upwards and downward</li> <li>• Left and right</li> <li>• Where does the sound come from Physical education and music activities</li> <li>• Obstacle course-following a direction</li> </ul>
<b>3.2</b> <b>3D objects</b> Recognise, identify and name three dimensional objects in the classroom	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls( discuss shape e.g. round)</li> <li>• Boxes: Introduce and explore boxes(discuss shape and sides)</li> </ul>	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls( discuss shape e.g. round)</li> <li>• Boxes: Introduce and explore boxes(discuss shape and sides)</li> </ul>	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls( discuss shape e.g. round)</li> <li>• Boxes: Introduce and explore boxes(discuss shape and sides)</li> </ul>	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls( discuss shape e.g. round)</li> <li>• Boxes: Introduce and explore boxes(discuss shape and sides)</li> </ul>

<b>GRADE R OVERVIEW</b> <b>3. SPACE AND SHAPE(GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>3D objects</b> Describe, sort and compare 3D objects	<ul style="list-style-type: none"> <li>• Objects that roll</li> <li>• Identify and explore objects that roll</li> <li>• Reinforce objects that roll</li> <li>• Sort 3D objects according to size</li> </ul>	<ul style="list-style-type: none"> <li>• Sort 3D objects according to similarities and differences (size)</li> <li>- Identify and explore</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul>	<ul style="list-style-type: none"> <li>• Sort 3D objects according to similarities and differences (size and shape)</li> <li>- Identify and explore</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul>	<ul style="list-style-type: none"> <li>• Sort 3D objects according to similarities and differences (size and shape)</li> <li>- Identify and explore</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul>
<b>Build 3D objects</b> using concrete materials (e.g. building blocks)	<ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play on a daily basis</li> <li>• Explore with building blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play on a daily basis</li> <li>• Explore with building blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play on a daily basis</li> <li>• Explore with building blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play on a daily basis</li> <li>• Explore with building blocks</li> </ul>
<b>3.3</b> <b>2D shapes</b> Recognise, identify and name two dimensional shapes	<ul style="list-style-type: none"> <li>• Identify own photo and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Identify own photo and symbol</li> <li>• Build Puzzles (3 pieces)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify photo and symbol of self and class mates</li> <li>• Build Puzzles (4 pieces)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify photo and symbol of self and class mates</li> <li>• Build Puzzles (5 pieces)</li> </ul>
<b>2D shapes</b> Figure-ground perception	<ul style="list-style-type: none"> <li>• Introduce figure-ground perception (identify objects)</li> <li>• Recognise different shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping shapes according to colour, size and shape</li> <li>• Introduce: circle</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching shapes according to colour, size and shape</li> <li>• Reinforce: circle</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping shapes according to colour, size and shape</li> <li>• Reinforce: circle</li> </ul>
<b>3.4</b> <b>Symmetry</b> (recognise line of symmetry in	<ul style="list-style-type: none"> <li>• Tell rhymes and sing songs</li> <li>• Identify body parts (under counting)</li> </ul>	<ul style="list-style-type: none"> <li>• Tell rhymes and sing songs</li> <li>• Practise crossing the midline-performing actions</li> </ul>	<ul style="list-style-type: none"> <li>• Tell rhymes and sing songs</li> <li>• Practise crossing the midline-chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>• Tell rhymes and sing songs</li> <li>• Develop the awareness that there is symmetry in objects</li> </ul>

<b>GRADE R OVERVIEW</b> <b>3. SPACE AND SHAPE(GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
self, and own environment)	<ul style="list-style-type: none"> <li>Identify head, eyes, nose, mouth, chin, necks, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes</li> </ul>	<ul style="list-style-type: none"> <li>Creative art activities</li> <li>Understand one's body has two sides</li> </ul>	activities <ul style="list-style-type: none"> <li>Understand one's body has two sides</li> <li>Reinforce the awareness that one's body has two sides e.g. left and right</li> <li>Cross the midline incorporated with counting</li> </ul>	<ul style="list-style-type: none"> <li>Understand one's body has two sides</li> <li>Reinforce the awareness that one's body has two sides e.g. left and right</li> <li>Cross the midline incorporated with counting</li> </ul>

GRADE R OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>4.1</b> <b>Time:</b> Sequence recurring events in own daily life	<ul style="list-style-type: none"> <li>• Conscious of time.g. morning and night</li> <li>• Introduce the daily programme with pictures showing daily classroom routines (snack, toilet, rest, free play, brushing teeth etc.)</li> <li>• Identify weather on chart (daily)</li> <li>• Use Birthday Chart (daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of time.g. morning and night</li> <li>• Daily programme (on-going)</li> <li>• Reinforce the sequencing of recurring events in one day through the daily programme</li> <li>• Identify weather on chart (daily)</li> <li>• Use Birthday Chart (daily)</li> <li>• Use calendar(daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of time.g. morning and night</li> <li>• Daily programme (on-going)</li> <li>• Reinforce the sequencing of recurring events in one day through the daily programme</li> <li>• Talk about things that happen during the night</li> <li>• Identify weather on chart chart (daily)</li> <li>• Use birthday Chart (daily)</li> <li>• Use calendar (daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of time.g. morning and night</li> <li>• Daily programme (on-going)</li> <li>• Reinforce the sequencing of recurring events in one day through the daily programme</li> <li>• Talk about things that happen during the night</li> <li>• Identify weather on chart chart (daily)</li> <li>• Use birthday Chart (daily)</li> <li>• Use calendar (daily)</li> </ul>
<b>4.2</b> <b>Length</b>	<ul style="list-style-type: none"> <li>• Conscious of length (long/short)</li> <li>• Compare and order concrete objects according to short, long</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of length (long/short)</li> <li>• Compare and order concrete objects according to short, long</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of length (long/short)</li> <li>• Compare and order concrete objects according to short, long</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of length (long/short)</li> <li>• Compare and order concrete objects according to short, long</li> </ul>
<b>4.3</b> <b>Mass</b>		<ul style="list-style-type: none"> <li>• Consciousness of mass e.g. heavy/light</li> <li>• Compare and weigh objects physical, understanding the following: light, heavy</li> </ul>	<ul style="list-style-type: none"> <li>• Consciousness of mass heavy/light</li> <li>• Compare and weigh objects physically, understanding the following: light, heavy</li> </ul>	<ul style="list-style-type: none"> <li>• Consciousness of mass heavy/light</li> <li>• Compare and weigh objects physically, understanding the following: light, heavy</li> </ul>



GRADE R OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.4 Capacity/Volume		<ul style="list-style-type: none"> <li>• Conscious of volume e.g. full/empty</li> <li>• Compare and order objects to understand the following:               <ul style="list-style-type: none"> <li>- empty</li> <li>- full</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conscious of volume e.g. full/empty</li> <li>• Compare and order objects to understand the following:               <ul style="list-style-type: none"> <li>- empty</li> <li>- full</li> </ul> </li> </ul>	

GRADE R OVERVIEW 5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>5.1</b> <b>Collect and sort objects</b>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects of a similar kind (individually and /or in a group)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects of a similar kind individually alone and /or in a group)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort different objects 2D shapes, toys, utensils</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort different objects, 2D shapes toys, utensils</li> <li>Collect and sort different objects according to size, shape and colour</li> </ul>

### 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.

<b>GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)</b>					
<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and Shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count concrete objects up to 2</li> </ul>			<ul style="list-style-type: none"> <li>Sequence recurring events in own daily life</li> </ul>	
Week3		<ul style="list-style-type: none"> <li>Copy and extend simple patterns using body percussion</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>Awareness of his/her age by the show of fingers</li> </ul>		<ul style="list-style-type: none"> <li>Identify body parts</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Identify him or herself in a photograph</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort concrete objects</li> </ul>
Week6	<ul style="list-style-type: none"> <li>Identify whole numbers up to 2</li> </ul>		<ul style="list-style-type: none"> <li>Introduce figure-ground</li> </ul>		
Week7			<b>Language of position</b> <ul style="list-style-type: none"> <li>Identify the position of two or more objects in relation to the learner In front of and behind In and out Up and down</li> </ul>		

**GRADE R : SUGGESTED ASSESSMENT PLAN  
(FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)**

Week8		<ul style="list-style-type: none"> <li>• Copy and extend simple patterns</li> </ul>			
Week9			<ul style="list-style-type: none"> <li>• Recognise line of symmetry in self</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>• Use concrete objects to solve problems that involve numbers 1 and 2 (orally and practically)</li> </ul>				

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> <li>Count concrete objects up to 5</li> <li>Count in ones up to 5</li> </ul>		<ul style="list-style-type: none"> <li>Sort, match and group shapes according to colour, size and shape</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally up to 3</li> </ul>			<ul style="list-style-type: none"> <li>Conscious of time e.g. morning and night</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-3</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort concrete objects</li> </ul>
Week5	<ul style="list-style-type: none"> <li>Identify whole numbers up to 3</li> </ul>		<ul style="list-style-type: none"> <li>Cross midline</li> </ul>		
Week6			<ul style="list-style-type: none"> <li>Build Puzzles (3 pieces)</li> </ul>	<ul style="list-style-type: none"> <li>Compare objects by feeling them</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Share concrete objects equally between 2 people up to 3</li> </ul>		<ul style="list-style-type: none"> <li>Sort, match and group shapes according to colour, size and shape</li> </ul>		
Week8				<ul style="list-style-type: none"> <li>Compare and order e.g.: empty, full</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems number range 1 to 3</li> </ul>		<ul style="list-style-type: none"> <li>Sort according to similarities and differences</li> </ul>		
Week 10				<ul style="list-style-type: none"> <li>Compare and order concrete objects</li> </ul>	

				according to short, long	
--	--	--	--	--------------------------	--

PUBLIC COMMENT

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> <li>Count concrete objects up to 7</li> <li>Count in ones up to 7</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects</li> </ul>		
Week3		<ul style="list-style-type: none"> <li>Copy and extend simple patterns using concrete objects</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-4</li> </ul>		<ul style="list-style-type: none"> <li>Identify body parts</li> <li>Introduce figure-ground</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Compare which of the two given collection of objects are: small and big</li> </ul>		<ul style="list-style-type: none"> <li><b>Recognise line of symmetry in self</b></li> </ul>		
Week6			<ul style="list-style-type: none"> <li>Build Puzzles (4 pieces)</li> </ul>	<ul style="list-style-type: none"> <li>Compare objects according to their weight (heavy; light)</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Share concrete objects equally between 2 people up to 4</li> </ul>				
Week8			<ul style="list-style-type: none"> <li>Recognise line of symmetry in self, and own environment</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order objects to understand the following: empty, full</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 4</li> </ul>		<ul style="list-style-type: none"> <li>Sort 3D objects according to size and shape</li> </ul>		<ul style="list-style-type: none"> <li>Collect and sort 2D shapes or pictures</li> </ul>
Week 10				<ul style="list-style-type: none"> <li>Compare and order concrete objects according to light and heavy</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort 2D shapes or pictures</li> </ul>

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	<ul style="list-style-type: none"> <li>Count concrete objects up to 10</li> <li>Count in ones up to 10</li> </ul>		<ul style="list-style-type: none"> <li><b>Follow directions</b> Forwards and backwards Up and down Upwards and downward Left and right</li> </ul>	<ul style="list-style-type: none"> <li>Conscious of time.g. morning and night</li> </ul>	
Week3	<ul style="list-style-type: none"> <li>Orally solve addition and subtraction problems up to 5</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects</li> </ul>		
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-5</li> </ul>		<ul style="list-style-type: none"> <li>Identify circle</li> <li>Awareness that one's body has two sides e.g. left and right</li> </ul>		
Week5	<ul style="list-style-type: none"> <li><b>Add the same number repeatedly up to 4</b></li> </ul>	<ul style="list-style-type: none"> <li>Make simple patterns using 2D geometric shapes</li> </ul>			<ul style="list-style-type: none"> <li>Collect and sort 2D shapes or pictures</li> </ul>
Week6	<ul style="list-style-type: none"> <li>Identify whole numbers up to 5</li> </ul>		<ul style="list-style-type: none"> <li>Build Puzzles (5 pieces)</li> </ul>		
Week7	<ul style="list-style-type: none"> <li>Share concrete objects equally amongst 2 people up to 5</li> </ul>		<ul style="list-style-type: none"> <li>Awareness that one's body has two sides e.g. left and right</li> </ul>		
Week8	<ul style="list-style-type: none"> <li>Recognition and an awareness of South African coins 50c, R1,</li> </ul>		<ul style="list-style-type: none"> <li>Sort 3D objects according to size</li> </ul>		



GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
	R2, R5				
Week9	<ul style="list-style-type: none"> <li>Solve addition and subtraction problems orally with answers up to 5</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>Finalise assessment</li> </ul>				

### 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
<b>COUNTING WITH WHOLE NUMBERS</b>				
<b>1.1</b> <b>Count objects</b>	<b>Number range: 1 to 10</b> <ul style="list-style-type: none"> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clapping hands</li> <li>Count concrete objects</li> <li>Count body parts</li> <li>Stamping feet</li> <li>Practise rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 13</b> <ul style="list-style-type: none"> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clapping hands</li> <li>Count concrete objects</li> <li>Count body parts</li> <li>Stamping feet</li> <li>Practise rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 15</b> <ul style="list-style-type: none"> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clapping hands</li> <li>Count concrete objects</li> <li>Count body parts</li> <li>Stamping feet</li> <li>Practise rote counting using number rhymes and songs</li> </ul>	<b>Number range 1 to 20</b> <ul style="list-style-type: none"> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clapping hands</li> <li>Count concrete objects</li> <li>Count body parts</li> <li>Stamping feet</li> <li>Practise rote counting using number rhymes and songs</li> </ul>
<b>1.2</b> <b>Count forwards and backwards</b>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> <li>Count in ones, forwards and backwards from any given number between 1-5</li> </ul>	<b>Number range: 1 to 7</b> <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> <li>Count in ones, forwards and backwards from any given number between 1-7</li> </ul>	<b>Number range: 1 to 8</b> <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> <li>Count in ones, forwards and backwards from any given number between 1-8</li> </ul>	<b>Number range: 1 to 10</b> <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> <li>Count in ones, forwards and backwards from any given number between 1-10</li> </ul>

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
<b>NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>				
<b>1.3</b> <b>Number symbols and number names</b>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-5</li> <li>Reinforce the knowledge gained</li> </ul>	<b>Number range: 1 to 7</b> <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-7</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols incidentally</li> </ul>	<b>Number range: 1 to 8</b> <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-8</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols incidentally</li> </ul>	<b>Number range: 1 to 10</b> <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-10</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>				
<b>1.4</b> <b>Describe, compare and order numbers</b>	<b>Number range: 1 to 2</b> <ul style="list-style-type: none"> <li>Identify whole numbers</li> <li>Compare which of the two given collection of objects are: <ul style="list-style-type: none"> <li>Small and big</li> <li>More and less</li> <li>Number rhymes and songs</li> </ul> </li> </ul>	<b>Number range: 1 to 3</b> <ul style="list-style-type: none"> <li>Identify whole numbers</li> <li>Compare which of the two given collection of objects are: <ul style="list-style-type: none"> <li>Small and big</li> <li>More and less</li> <li>Number rhymes and songs</li> </ul> </li> </ul>	<b>Number range: 1 to 4</b> <ul style="list-style-type: none"> <li>Identify whole numbers</li> <li>Compare which of the two given collection of objects are: <ul style="list-style-type: none"> <li>Small and big</li> <li>Most and least</li> <li>First to last</li> <li>Equal</li> </ul> </li> <li>Position objects from first to last in a line</li> </ul>	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Identify whole numbers</li> <li>Compare which of the two given collection of objects are: <ul style="list-style-type: none"> <li>Small and big</li> <li>Most and least</li> <li>First to last</li> <li>Equal</li> <li>Many and few</li> </ul> </li> <li>Position objects from first to tenth in a line</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>				

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
<b>1.6</b> <b>Problem solving techniques</b>	<ul style="list-style-type: none"> <li>Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom</li> <li>Practise doubling</li> </ul>	<ul style="list-style-type: none"> <li>Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom</li> <li>Practise doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. Counters and physical number ladder</li> <li>Practise doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. Counters and physical number ladder</li> <li>Practise doubling and halving</li> </ul>
<b>1.7</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 5</b></li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 7</b></li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 8</b></li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 10</b></li> </ul>
<b>1.9</b> <b>Grouping and sharing leading to division</b>	<ul style="list-style-type: none"> <li>Solve problems practically involving sharing with concrete objects equally amongst the 4 learners</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems practically involving sharing with concrete objects equally amongst the 6 learners</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems practically involving sharing with concrete objects equally amongst the 8 learners</li> <li>Solve problems practically involving grouping with concrete objects up to 8</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems practically involving sharing with concrete objects equally amongst the 10 learners</li> <li>Solve problems practically involving grouping with concrete objects up to 10</li> </ul>
<b>1.10</b> <b>Sharing leading to fractions</b>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>
<b>1.11</b> <b>Money</b>		<ul style="list-style-type: none"> <li>Recognise of South African Rand., R1, R2, R5</li> <li>Identify similarities and differences between coins e.g. sort play money according to amount</li> </ul>	<ul style="list-style-type: none"> <li>Recognise of South African Rand R1, R2, R5</li> <li>Identify similarities and differences between coins e.g. sort play money according to amount</li> </ul>	<ul style="list-style-type: none"> <li>Recognise of South African Rand, R1, R2, R5, R10</li> <li>Identify similarities and differences between coins e.g. sort play money according to amount</li> </ul>
<b>CONTEXT FREE CALCULATIONS:</b>				
<b>1.12</b> <b>Techniques and methods</b>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters</li> <li>Practise doubling</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters</li> <li>Practise doubling and halving</li> <li>Use number lines</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete apparatus e.g. counters</li> <li>Practise doubling and halving</li> <li>Use number lines</li> </ul>

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
				<ul style="list-style-type: none"> <li>• Use 100 chart</li> </ul>
<b>1.13</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Solve addition problems with answers up to 5</li> <li>• Solve subtraction problems with answers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Solve addition problems with answers up to 7</li> <li>• Solve subtraction problems with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>• Solve addition problems with answers up to 8</li> <li>• Solve subtraction problems with answers up to 8</li> </ul>	<ul style="list-style-type: none"> <li>• Solve addition problems with answers up to 10</li> <li>• Solve subtraction problems with answers up to 10</li> </ul>
<b>1.14</b> <b>Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 4</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 6</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 8</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 10</li> </ul>
<b>1.16</b> <b>Mental Mathematics</b>	<ul style="list-style-type: none"> <li>• Count everyday objects forwards up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Count everyday objects forwards up to 10</li> <li>• Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>• Count everyday objects forwards up to 10</li> <li>• Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>• Number Concepts: Ordinal counting up to 10</li> <li>• Count everyday objects forwards up to 10.</li> <li>• Say number names of up to 10 daily</li> <li>• Compare numbers and say which is more and less</li> </ul>

GRADE 1 OVERVIEW				
2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<b>2.1</b> <b>Geometric patterns</b>	<ul style="list-style-type: none"> <li>• Identify patterns in clothes, objects and the environment</li> <li>• Copy patterns using body percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns in clothes, objects and the environment</li> <li>• Copy patterns using body percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns in clothes, objects and the environment</li> <li>• Copy patterns using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns in clothes, objects and the environment</li> <li>• Copy patterns using concrete objects</li> </ul>

<b>GRADE 1 OVERVIEW</b> <b>3. SPACE AND SHAPE(GEOMETRY)</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>3.1</b> <b>Position, orientation and views</b>	Language of position <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>Position and directions</li> <li>Follow directions to move around the classroom</li> </ul>	Language of position <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>Position and directions</li> <li>Follow directions to move around the classroom</li> <li>Follow instructions to place one object in relation to another</li> </ul>	Language of position <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>Position and views</li> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> </ul>	Language of position <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>Position and views</li> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> </ul>
<b>3.2</b> <b>3D objects</b>	Range of objects <ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>	Range of objects <ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>	Range of objects <ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>	Range of objects <ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>
<b>3.3</b> <b>2D shapes</b>	<ul style="list-style-type: none"> <li>Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Class name Learners Symbols Figure ground perception</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception</li> </ul>

<b>GRADE 1 OVERVIEW</b> <b>3. SPACE AND SHAPE(GEOMETRY)</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	Recognise of 2D shapes e.g. circle	Recognise of 2D shapes e.g. circle, triangle	Recognise of 2D shapes e.g. circle, triangle and rectangle	Recognise of 2D shapes e.g. circle triangle and rectangle
<b>3.4</b> <b>Symmetry</b>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in body and shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and shapes</li> </ul>

GRADE 1 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>4.1</b> <b>Time</b>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about things that happen during day and night</li> <li>• Understand class outline</li> <li>• Use weather chart</li> <li>• Use birthday chart</li> <li>• Use season chart</li> <li>• Know age</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about things that happen during day and night</li> <li>• Understand class outline</li> <li>• Use weather chart</li> <li>• Use birthday chart</li> <li>• Use season chart</li> <li>• Know age</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about things that happen during day and night</li> <li>• Understand class outline</li> <li>• Use weather chart</li> <li>• Use birthday chart</li> <li>• Use season chart</li> <li>• Know age</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Talk about things that happen during day and night</li> <li>• Understand class outline</li> <li>• Use weather chart</li> <li>• Use birthday chart</li> <li>• Use season chart</li> <li>• Know age</li> </ul>
<b>4.2</b> <b>Length</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order objects according to length: <ul style="list-style-type: none"> <li>- Short and long</li> </ul> </li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order objects according to length: <ul style="list-style-type: none"> <li>- Short and long</li> </ul> </li> <li>• Introduce the concept of height: short, tall</li> <li>• Introduce height chart</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order objects according to length: <ul style="list-style-type: none"> <li>- Short and long</li> </ul> </li> <li>• Introduce the concept of height: short, tall</li> <li>• Introduce height chart</li> <li>• Introduce the concept of width: wide and narrow</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order objects according to length: <ul style="list-style-type: none"> <li>- Short and long</li> </ul> </li> <li>• Introduce the concept of height: short, tall</li> <li>• Introduce height chart</li> <li>Introduce the concept of width: wide and narrow</li> </ul>
<b>4.3</b> <b>Mass</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Introduce the concept of mass by comparing the masses of different objects by feeling them</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Introduce the concept of mass by comparing the masses of different objects by feeling them</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Introduce the concept of mass by comparing the masses of different objects by feeling them</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Introduce the concept of mass by comparing the masses of different objects by feeling them</li> </ul>
<b>4.4</b>	<b>Informal measuring</b>	<b>Informal measuring</b>	<b>Informal measuring</b>	<b>Informal measuring</b>



GRADE 1 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>Capacity/volume</b>	<ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> <li>• Use vocabulary e.g. full, empty</li> </ul>	<ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> <li>Use vocabulary e.g. full, empty</li> </ul>	<ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> <li>Use vocabulary e.g. full, empty</li> </ul>	<ul style="list-style-type: none"> <li>• Fill cups, bottles, buckets with water</li> <li>• Use vocabulary e.g. full, empty</li> </ul>

GRADE 1 OVERVIEW 5. DATAHANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>5.1 Collect and sort objects</b>	<ul style="list-style-type: none"> <li>• Collect and sort everyday concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort objects according to different attributes e.g. size, shape, colour</li> </ul>		<ul style="list-style-type: none"> <li>• Collect and sort objects according to different attributes e.g. size , shape, colour</li> </ul>
<b>5.2 Represent sorted collections of objects</b>			<ul style="list-style-type: none"> <li>• Collect and sort at least 5 objects according to size and colour</li> </ul>	
<b>5.5 Represent data</b>			<ul style="list-style-type: none"> <li>• Use concrete objects to represent data on a graph</li> </ul>	

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

<b>GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)</b>					
<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count in ones up to 10</li> </ul>		<ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Count in ones forwards and backwards from any given number up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns in clothes, objects and the environment</li> </ul>		<ul style="list-style-type: none"> <li>Know age</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Compare and recognise a collection of objects in terms of more and less</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort everyday concrete objects</li> </ul>
Week5	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-5</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>		
Week6	<ul style="list-style-type: none"> <li>Solve problems with concrete objects equally amongst the 4 learners</li> </ul>			<ul style="list-style-type: none"> <li>Compare the masses of different objects (heavy; light)</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Solve addition problems</li> </ul>		<ul style="list-style-type: none"> <li>Recognise, identify and</li> </ul>		

**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
	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		

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
Week 2	<ul style="list-style-type: none"> <li>Count in ones up to 13</li> </ul>		<ul style="list-style-type: none"> <li><b>Position and directions</b></li> <li>Follow directions to move around the classroom</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Count forwards and backwards from any given number up to 13</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort everyday objects according to different attributes: size, shape and colour</li> </ul>
Week4	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-7</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns in clothes, objects and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Compare a collection of objects and recognise more and less up to 13</li> </ul>				
Week6	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 7</b></li> </ul>			<ul style="list-style-type: none"> <li>Compare and order objects according to length:               <ul style="list-style-type: none"> <li>Short and long</li> </ul> </li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Solve addition problems with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Copy patterns using body percussion</li> </ul>			
Week8	<ul style="list-style-type: none"> <li>Solve orally subtraction problems with answers</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort everyday objects according to</li> </ul>

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	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 6</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>Recognise of South African Rand: R1, R2, R5</li> </ul>				

GRADE 1 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	<ul style="list-style-type: none"> <li>Count in ones up to 15</li> </ul>			<ul style="list-style-type: none"> <li>Recognise long and short objects</li> </ul>	
Week3	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols up to 8</li> </ul>	<ul style="list-style-type: none"> <li>Copy simple patterns using concrete objects</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>Count forwards and backwards from a given number up to 15</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort at least 5 objects according to size and colour</li> </ul>
Week5	<ul style="list-style-type: none"> <li>Compare which of the two given collection of objects are: More and less Most and least Equal</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom</li> </ul>		
Week6	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems involving addition and subtraction with answers <b>up to 8</b></li> </ul>			<ul style="list-style-type: none"> <li>Identify seasonal changes</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Practically share concrete objects equally up to 8</li> </ul>		<ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul>		

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> <li>• Solve addition problems with answers up to 8</li> <li>• Solve orally subtraction problems with answers up to 8</li> </ul>				
Week9	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 8</li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple patterns using concrete objects</li> </ul>			
Week 10	<ul style="list-style-type: none"> <li>• Say number names up to 10</li> </ul>		<ul style="list-style-type: none"> <li>• Sort 3D objects in terms of size, shape and colour</li> </ul>		

**GRADE 1 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESMENT)**

<b>Term 4</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count in ones up to 20</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Practise doubling up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Copy patterns using body percussion</li> </ul>		<ul style="list-style-type: none"> <li>Learners should know the classroom routine</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes: Size Shape Colour</li> </ul>
Week4	<ul style="list-style-type: none"> <li>Recognise of South African Rand, R1, R2, R5, R10</li> </ul>			<ul style="list-style-type: none"> <li>Recognise the mass: heavy and light</li> </ul>	
Week5	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-10</li> </ul>		<ul style="list-style-type: none"> <li>Follow directions to move around the classroom</li> </ul>		
Week6	<ul style="list-style-type: none"> <li>Compare numbers and say which is more and less</li> </ul>			<ul style="list-style-type: none"> <li>Use vocabulary e.g. full, empty</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Solve addition problems with answers up to 10</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes: Size Shape Colour</li> </ul>
Week8	<ul style="list-style-type: none"> <li>Count backwards from any given number between 1-10</li> </ul>		<ul style="list-style-type: none"> <li>Recognise, identify and name 2D shapes: Circle Triangle</li> </ul>		
Week9	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 10</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>Practically solve problems</li> </ul>				



GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> <li>•Sharing objects equally amongst the 10 learners</li> <li>•Practically solve problems involving grouping up to 10</li> </ul>				

### 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				
Topic	Term 1	Term 2	Term 3	Term 4
<b>NUMBER CONCEPT DEVELOPMENT: Counting with whole numbers</b>				
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-20</b></li> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-30</b></li> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-40</b></li> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-50</b></li> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>
<b>1.2 Count forwards and backwards</b>	<ul style="list-style-type: none"> <li>Counts forwards and backwards: <b>0-20</b></li> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards: <b>0-30</b></li> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 14</li> <li>- 10s up to 50</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards: <b>0-40</b></li> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 18</li> <li>- 10s up to 80</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards: <b>0-50</b></li> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 20</li> <li>- 10s up to 100</li> </ul> </li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>				

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
<b>1.3</b> <b>Number</b> <b>Symbols and</b> <b>number names</b>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols <b>1-20</b></li> <li>Write number symbols 1-10</li> <li>Recognise, identify and read number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols <b>1-30</b></li> <li>Write number symbols 1-15</li> <li>Recognise, identify and read number names 1 -5</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read numbers <b>1-40</b></li> <li>Identify, recognise and read number symbols 0-18</li> <li>Write number symbols 1-18</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-50</b></li> <li>Write number symbols 1-20</li> <li>Identify, recognise and read number names 1 -5</li> <li>Know number names 1-5</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>				
<b>1.4</b> <b>Describe,</b> <b>compare and</b> <b>order numbers</b>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-5</b></li> <li>Compare whole numbers using big, small, more, less and equal to</li> <li>Order numbers from biggest to smallest</li> </ul>	<ul style="list-style-type: none"> <li>Describe , compare and order numbers <b>1-10</b></li> <li>Compare whole numbers using big, small, more, less and equal to</li> <li>Order numbers from biggest to smallest</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-15</b></li> <li>Compare whole numbers using big, small, more, less and equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to</li> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show</li> </ul>	<ul style="list-style-type: none"> <li>Describe , compare and order numbers <b>1-20</b></li> <li>Compare whole numbers up to 10 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to</li> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show</li> </ul>

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
			order, place per position	order, place per position
<b>NUMBER CONCEPT DEVELOPMENT: Place value</b>				
<b>1.5</b> <b>Place value</b>			<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> <li>• Decompose 2digit numbers into multiples of 10s and ones (units)</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> <li>• Decompose 2- digit numbers into multiples of 10s and ones (units)</li> <li>• Identify and state the value of each digit</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>				
<b>1.6</b> <b>Problem solving techniques</b>	<ul style="list-style-type: none"> <li>• Use drawings or concrete apparatus e g counters</li> <li>• Practise doubling and halving (concrete objects)</li> <li>• Use number lines supported by concrete apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawings or concrete apparatus e g counters</li> <li>• Practise doubling and halving (concrete objects)</li> <li>• Use number lines supported by concrete apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawings or concrete apparatus e g counters</li> <li>• Practise doubling and halving (concrete objects)</li> <li>• Use number lines supported by concrete apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawings or concrete apparatus e.g. counters</li> <li>• Building up and breaking down of numbers</li> <li>• Practise doubling and halving (concrete objects)</li> <li>• Use number lines supported by concrete apparatus</li> </ul>
<b>1.7</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 15</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 18</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 20</li> </ul>

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
<b>1.8 Repeated addition leading to multiplication</b>			<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 50</li> </ul>
<b>1.9 Grouping and sharing leading to division</b>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 40</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50</li> </ul>
<b>1.10 Sharing leading to fractions</b>		<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	Introduction to half using concrete objects
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins, R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coin, 50c, R1, R2, R5 and bank notes R10, R20</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins, 50c, R1, R2, R5 and bank notes R10, R20, R50, R100</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>
<b>CONTEXT FREE CALCULATIONS</b>				
<b>1.12 Techniques</b> (methods or	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete</li> </ul> </li> </ul>

<b>GRADE 2 OVERVIEW PER TERM</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
Topic	Term 1	Term 2	Term 3	Term 4
strategies)	apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus	apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus - Use 100 chart	apparatus e.g. counters - Practise doubling and halving - Use number lines - Use 100 chart	apparatus e.g. counters - Practise doubling and halving - Building up and breaking down strategy - Use number lines - Use 100 chart
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Add to 10</li> <li>• Subtract from 10</li> <li>• Use appropriate symbols (+, -, =)</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 15</li> <li>• Subtract from 15</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Practice number bonds to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 18</li> <li>• Subtract from 18</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Practice number bonds to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Add to 20</li> <li>• Subtract from 20</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Practice number bonds to 5</li> </ul>
<b>1.14 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 15</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 20</li> </ul>
<b>1.16 Mental Mathematics</b>	<b>Number range 10</b> <ul style="list-style-type: none"> <li>• Name the numbers before and after a given number</li> <li>• Compare numbers and say which is more or less</li> <li>• Solve addition and subtraction problems (number bonds) to 5</li> </ul>	<b>Number range 15</b> <ul style="list-style-type: none"> <li>• Name the numbers before and after a given number</li> <li>• Compare numbers and say which is more or less</li> <li>• Solve addition and subtraction problems (number bonds) to 5</li> </ul>	<b>Number range 18</b> <ul style="list-style-type: none"> <li>• Name the numbers before and after a given number</li> <li>• Compare numbers and say which is more or less</li> <li>• Solve addition and subtraction problems (number bonds) to 10</li> </ul>	<b>Number range 20</b> <ul style="list-style-type: none"> <li>• Name the numbers before and after a given number</li> <li>• Compare numbers and say which is more or less</li> <li>• Solve addition and subtraction problems (number bonds) to 10</li> </ul>
<b>1.17</b>		<ul style="list-style-type: none"> <li>• Reinforce half with concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce half with concrete</li> </ul>	

<b>GRADE 2 OVERVIEW PER TERM</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
Topic	Term 1	Term 2	Term 3	Term 4
Fractions		objects	objects	

<b>GRADE 2 OVERVIEW</b> <b>2. PATTERNS, FUNCTIONS AND ALGEBRA</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>2.1</b> <b>Geometric patterns</b>		<ul style="list-style-type: none"> <li>Copy and extend simple patterns using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe in words simple patterns made with concrete objects</li> </ul>	
<b>2.2</b> <b>Number patterns</b>	<ul style="list-style-type: none"> <li>Copy and extend simple number sequence to at least 10</li> <li>Sequence should show counting forwards in 1's</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple number sequence to at least 15</li> <li>Sequence should show counting forwards in 1's and 5s</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple number sequence to at least 18</li> <li>Sequence should show counting forwards in 1's, 5s and 10s</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple number sequence to at least 20</li> <li>Sequence should show counting forwards in 1's, 5s and 10s</li> </ul>

<b>GRADE 2 OVERVIEW</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>3.1</b> <b>Position, orientation and views</b>		<b>Language of position</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to the other e.g. top and bottom</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to the other e.g. top and bottom</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• Understand the position of one object in relation to the other e.g. top and bottom</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow directions to move around the classroom</li> </ul> Follow instructions to place one object in relation to another
<b>3.2</b> <b>3D objects</b>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> <li>- cylinder</li> </ul>



<b>GRADE 2 OVERVIEW</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> </ul>	<b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> </ul>	<b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> </ul>	<b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> <li>- objects that roll</li> <li>- objects that slide</li> </ul> </li> </ul>
<b>3.3</b> <b>2D shapes</b>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> </ul>

<b>GRADE 2 OVERVIEW</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	- Squares	- Squares	- Squares	
<b>3.4 Symmetry</b>		<ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>	<ul style="list-style-type: none"> <li>• Identify symmetry in shapes and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a line of symmetry in shapes</li> </ul>

GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>4.1 Time</b>	<ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Sing song or recite a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Sing song or recite a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
<b>4.2 Length</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the length (long and short), height (tall and short) of two or more objects by placing them next to each other</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other</li> <li>• Describe length in terms of short and long</li> <li>• Estimate, measure and compare lengths using non-standard measures e.g. hand spans</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other</li> <li>• Describe length in terms of short and long</li> <li>Estimate, measure and compare lengths using non-standard measures e.g. hand spans</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other</li> <li>• Describe length in terms of short and long</li> <li>Estimate, measure and compare lengths using non-standard measures e.g. hand spans</li> </ul>
<b>4.3 Mass</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> </ul>

GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>•Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>
<b>4.4 Capacity /volume</b>		<ul style="list-style-type: none"> <li>•<b>Informal measuring</b></li> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Informal measuring</b></li> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Informal measuring</b></li> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> </ul>

GRADE 1 OVERVIEW				
5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 <b>Collect and sort objects</b>	<ul style="list-style-type: none"> <li>Collect and sort everyday concrete objects</li> <li>Sort concrete objects according to one attribute e.g. blue cups for breakfast</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes e.g. size, shape, colour</li> <li>Answer questions about how the sorting was done</li> <li>Give reasons for how collection was sorted</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes e.g. size, shape, colour</li> <li>Answer questions about how the sorting was done</li> <li>Give reasons for how collection was sorted</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes e.g. size, shape, colour</li> <li>Answer questions about how the sorting was done</li> </ul>
5.2 <b>Represent sorted collections of objects</b>				
5.3 <b>Discuss and report on sorted collections of objects</b>				
5.5 <b>Represent data</b>	<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>
5.6 <b>Analyse and interpret data</b>	<ul style="list-style-type: none"> <li>Answer questions about data in pictographs</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about data in pictographs</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about data in pictographs</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about data in pictographs</li> </ul>

### 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.

<b>GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)</b>					
<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count forwards in 1s from any number up to 20</li> </ul>				<ul style="list-style-type: none"> <li>Sort concrete objects according different attributes e.g. colour, shape, size</li> </ul>
Week3	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols up to 1-20</li> </ul>			<ul style="list-style-type: none"> <li>Place birthdays on a chart</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving, equal sharing and grouping up to 10</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up</li> </ul>			<ul style="list-style-type: none"> <li>Compare and order the mass of two or more objects using a balancing scale</li> </ul>	

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	<ul style="list-style-type: none"> <li>Addition and subtraction up to 10</li> </ul>				<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>
Week7	<ul style="list-style-type: none"> <li>Recognise, identify and read number names 1-20</li> <li>Write number symbols 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple number sequence to at least 10, sequence should show counting forwards in 1's</li> </ul>			
Week8	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-15</b> and recognise:               <ul style="list-style-type: none"> <li>- more and less</li> <li>- equal to</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Square</li> </ul> </li> </ul>		
Week9	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 10</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>				

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	<ul style="list-style-type: none"> <li>Count forwards and backwards up 30 from a given number</li> <li>Identify the numbers before and after a given number up to 20</li> </ul>				<ul style="list-style-type: none"> <li>Sort physical objects according to different attributes (shape, size, colour)</li> </ul>
Week3	<ul style="list-style-type: none"> <li>Identify and read number symbols up to 30</li> <li>Write number symbols 1-25</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple patterns using concrete objects and drawings</li> </ul>		<ul style="list-style-type: none"> <li>Know the days of the week</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest up to 10</li> </ul>		<b>Position and views</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Count forwards 0-30</li> </ul>			<ul style="list-style-type: none"> <li>Describe length in terms of short and long</li> </ul>	
Week6	<ul style="list-style-type: none"> <li>Solve addition and subtraction word problems up to 15</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 2D objects in terms of:               <ul style="list-style-type: none"> <li>size</li> <li>colour</li> <li>shape</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>



**GRADE 2 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week7	<ul style="list-style-type: none"> <li>• Addition and subtraction up to 15</li> <li>• Use appropriate symbols (+, -, =)</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and extend simple number sequence to at least 20, sequence should show counting forwards in 1's and 5's</li> </ul>			
Week8	<ul style="list-style-type: none"> <li>• Add the same number repeatedly up to 15</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and name 2D shapes</li> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>		
Week9	<ul style="list-style-type: none"> <li>• Practise doubling up to 10</li> </ul>			<ul style="list-style-type: none"> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>		

**GRADE 2 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-40</b></li> <li>Count in multiples of 10 up to 80</li> <li>Count in multiples of 2s up to 18</li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort everyday concrete objects</li> <li>Sort physical objects according to one attribute</li> </ul>
Week3	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 15</li> <li>Order and position numbers up to 20 (number line)</li> </ul>			<ul style="list-style-type: none"> <li>Understand concept of today and tomorrow</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-40</b></li> <li>Write number symbols 1-18</li> </ul>		<ul style="list-style-type: none"> <li>Follow directions to move around the classroom</li> <li>Follow instructions to place one object in relation to another</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Recognise place value of numbers up to 30</li> <li>Decompose 2digit numbers into multiples of 10s and ones (units)</li> <li>Identify and state the value of each digit</li> </ul>			<ul style="list-style-type: none"> <li>Compare and order the amount of liquid in two containers using vocabulary more than; less than, full and empty</li> </ul>	
Week6	<ul style="list-style-type: none"> <li>Addition and subtraction up to 18</li> <li>Use appropriate symbols</li> </ul>				<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> <li>Answer questions about</li> </ul>

**GRADE 2 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
	(+, -, =) • Practise doubling and halving up to 20				data in pictographs
Week7	• Solve simple word problems involving addition and subtraction with answers up to 18	• Copy and extend simple number sequence to at least 30, sequence should show counting forwards in 1's, 5's and 10's			
Week8	• Solve simple word problems in context involving, equal sharing and grouping up to 40		• Recognise, name and draw 2D shapes - Circles - Triangles - Squares		
Week9	• Add the same number repeatedly up to 15		• Recognise symmetry in 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	<ul style="list-style-type: none"> <li>Count with whole numbers <b>0-50</b></li> <li>Count in multiples of 10 up to 100 from a given number</li> <li>Count in multiples of 2s up to 20 from a given number</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Number symbols 1-40</li> <li>Recognise</li> <li>Identify</li> <li>Read</li> </ul>			<ul style="list-style-type: none"> <li>Know the days of the week</li> <li>Know the seasons of the year</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read numbers <b>1-50</b></li> <li>Write number symbols 1-20</li> <li>Identify, recognise and read number names 1-5</li> </ul>				
Week5	<ul style="list-style-type: none"> <li>Recognise place value of numbers up to 30</li> <li>Decompose 2digit numbers into tens and</li> </ul>				

**GRADE 2 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

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

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
	involving repeated addition leading to multiplication with answers up to 50				
Week9	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1,R2, R5 and bank notes R10,R20, R50, R100 and R200</li> </ul>				
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:

<b>GRADE 3 OVERVIEW PER TERM</b> <b>1. Numbers, Operations and Relationships</b>				
Topic	Term 1	Term 2	Term 3	Term 4
<b>NUMBER CONCEPT DEVELOPMENT: Count with whole numbers</b>				
<b>1.1</b> <b>Count objects</b>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 50 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 100 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 200 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>Count by grouping is encouraged</li> </ul>
<b>1.2</b> <b>Counts forwards and backwards</b>	<ul style="list-style-type: none"> <li>Counts forwards and backwards 0-50</li> <li>Practise incidental counting</li> <li>Count in 1s from any number up 50</li> <li>Count forwards in multiples of:                             <ul style="list-style-type: none"> <li>2s up to 50</li> <li>5s up to 50</li> <li>10s up to 100</li> </ul> </li> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>1s from 20</li> <li>10s from 50</li> <li>2s from 20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards 0-100</li> <li>Practise incidental counting</li> <li>Count in 1s from any number up 100</li> <li>Count forwards in multiples of:                             <ul style="list-style-type: none"> <li>2s up to 100</li> <li>10s up to 100</li> <li>5s up to 100</li> </ul> </li> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>1s from 20</li> <li>10s from 50</li> <li>5s from 50</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards 0-150</li> <li>Practise incidental counting</li> <li>Count in 1s from any number up 150</li> <li>Count forwards in multiples of:                             <ul style="list-style-type: none"> <li>2s up to 100</li> <li>10s up to 150</li> <li>5s up to 150</li> </ul> </li> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>1s from 50</li> <li>10s from 100</li> <li>2s from 100</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards 0-200</li> <li>Incidental counting</li> <li>Count in 1s from any number up 200</li> <li>Count forwards in multiples of:                             <ul style="list-style-type: none"> <li>2s up to 200</li> <li>10s up to 200</li> <li>5s up to 200</li> </ul> </li> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>1s from 100</li> <li>10s from 200</li> <li>2s from 150</li> </ul> </li> </ul>

<b>GRADE 3 OVERVIEW PER TERM</b> <b>1. Numbers, Operations and Relationships</b>				
Topic	Term 1	Term 2	Term 3	Term 4
<b>• NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>				
<b>1.3</b> <b>Number</b> <b>Symbols and</b> <b>number</b> <b>names</b>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-50</li> <li>Write number symbols 1-20</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-100</li> <li>Write number symbols 1-30</li> <li>Identify, recognise and read number names 1-10</li> <li>Know number names in multiples of 10s up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-150</li> <li>Write number symbols 1-40</li> <li>Identify, recognise and read number names 1-10</li> <li>Know number names in multiples of 10s up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-200</li> <li>Write number symbols 1-50</li> <li>Identify, recognise and read number names 1-20</li> <li>Know number names in multiples of 10s up to 200</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>				
<b>1.4</b> <b>Describe</b> <b>compare and</b> <b>order</b> <b>numbers</b>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-20</li> <li>Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 50</li> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-30</li> <li>Compare whole numbers up to 30 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100</li> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-40</li> <li>Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 150</li> <li>Position objects in a line from first to twentieth</li> <li>Use ordinary numbers to show</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-50</li> <li>Compare whole numbers up to 50 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200</li> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show</li> </ul>



<b>GRADE 3 OVERVIEW PER TERM</b> <b>1. Numbers, Operations and Relationships</b>				
<b>Topic</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	order, place per position	order, place per position	order, place per position	order, place per position
<b>1.5</b> <b>Place value</b>	<ul style="list-style-type: none"> <li>•Recognise place value of numbers up to 30</li> <li>•Decompose 2- digit numbers into 10s and units</li> <li>•Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise place value of two digit numbers from 10-50</li> <li>•Decompose two- digit numbers into tens and units</li> <li>•Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise the place value of two digit numbers from 10-80</li> <li>•Decompose two digit numbers into tens and units</li> <li>•Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise the place value of two digit numbers from 10-99</li> <li>•Decompose two digit numbers into tens and units</li> <li>•Identify and state the value of each digit</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>				
<b>1.6</b> <b>Problem solving techniques</b>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Use number lines supported by</li> <li>- concrete apparatus</li> <li>- Use 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Use number lines supported by</li> <li>- concrete apparatus</li> <li>- Use 100 chart</li> <li>- Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Use number lines supported by</li> <li>- concrete apparatus</li> <li>- Use 100 chart</li> <li>- Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Use number lines supported by</li> <li>- concrete apparatus</li> <li>- Use 100 chart</li> <li>- Calculator</li> </ul>
<b>1.7</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Solve simple word problems in context involving, addition and subtraction with answers up to</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition</li> </ul>

<b>GRADE 3 OVERVIEW PER TERM</b> <b>1. Numbers, Operations and Relationships</b>				
<b>Topic</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	20	50	80	and subtraction with answers up to 100
<b>1.8 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>Solve addition problems of 10s, 5s, with answers up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>Solve addition problems of 10s, 5s and 2s with answers up to 50</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>Solve addition problems of 10s, 5s and 2s with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>Solve addition problems of 10s, 5s and 2s with answers up to 100</li> </ul>
<b>1.9 Grouping and sharing leading to division</b>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50</li> </ul>
<b>1.10 Sharing leading to fractions</b>	<ul style="list-style-type: none"> <li>Solve practical problems that involve equal sharing, leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half and quarter</li> </ul>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: R1, R2, R5 and banknotes R10, R20, R50, R100 and R200</li> </ul>

<b>GRADE 3 OVERVIEW PER TERM</b> <b>1. Numbers, Operations and Relationships</b>				
Topic	Term 1	Term 2	Term 3	Term 4
	R200	<ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R50</li> </ul>	<ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R80</li> </ul>	<ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R100</li> </ul>
<b>CONTEXT FREE CALCULATION</b>				
<b>1.12</b> <b>Techniques</b> (methods or Strategies)	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Practise doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding of in 10s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Practise doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding of in 10s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Practise doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding of in 10s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Practise doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding of in 10s</li> </ul> </li> </ul>
<b>1.13</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Add to 20</li> <li>Subtract from 20</li> <li>Use appropriate symbols (+, -, =)</li> <li>Know addition and subtraction facts (number bonds) to 5</li> </ul>	<ul style="list-style-type: none"> <li>Add to 50</li> <li>Subtract from 50</li> <li>Use appropriate symbols (+, -, =)</li> <li>Know addition and subtraction facts (number bonds) to 10</li> </ul>	<ul style="list-style-type: none"> <li>Add to 80</li> <li>Subtract from 80</li> <li>Use appropriate symbols (+, -, =)</li> <li>Know addition and subtraction facts (number bonds to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Add to 100</li> <li>Subtract from 100</li> <li>Use appropriate symbols (+, -, =)</li> <li>Know addition and subtraction facts (number bonds) to 10</li> </ul>
<b>1.14</b> <b>Repeated addition leading to</b>	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 20</li> <li>Multiply numbers 1-10 by 5 and</li> </ul>	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 30</li> <li>Multiply numbers 1-10 by 5 and</li> </ul>	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 40</li> <li>Multiply numbers 1-10 by 2, 5,</li> </ul>	<ul style="list-style-type: none"> <li>Add the same number repeatedly to 50</li> <li>Multiply numbers 1-10 by 2, 5,</li> </ul>

GRADE 3 OVERVIEW PER TERM				
1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
<b>multiplication</b>	10 up to 50	10 up to 50	and 10 up to 50	and 10 up to 50 • Use appropriate symbols (+, x, =)
<b>1.16 Mental Mathematics</b>	Number concept: Range <b>20</b> • 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	Number Concept: Range <b>50</b> • 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	Number Concept: Range <b>80</b> • 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	Number Concept: Range <b>100</b> • 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
<b>1.17 Fractions</b>		• Use and name fractions: halves	• Use and name fractions: halves	• Use and name fractions: halves

<b>GRADE 3 OVERVIEW PER TERM</b> <b>2. PATTERNS, FUNCTIONS AND ALGEBRA</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>2.1 Geometric patterns</b>	<ul style="list-style-type: none"> <li>• Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>
<b>2.2 Number patterns</b>	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequences to at least 20</li> <li>• Sequence should show counting forwards in 1s</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequences to at least 50</li> <li>• Sequence should show counting forwards in 1s, 10s, 5s</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequences to at least 80</li> <li>• Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequences to at least 100</li> <li>• Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s</li> </ul>

<b>GRADE 3 OVERVIEW PER TERM</b> <b>3. SPACE AND SHAPE</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>3.1</b> <b>Position, orientation and views</b>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the classroom.</li> <li>Follow instructions to place one object in relation to another</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the classroom.</li> <li>Follow instructions to place one object in relation to another</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions using an informal map</li> <li>Follow instructions to place one object in relation to another</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions using an informal map</li> <li>Follow instructions to place one object in relation to another</li> </ul>
<b>3.2</b> <b>3D objects</b>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul>

GRADE 3 OVERVIEW PER TERM				
3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<b>Features of the objects</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 3D objects in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li><li>- Shape</li><li>- Objects that roll</li><li>- Objects that slide</li></ul></li></ul>	<b>Features of the objects</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 3D objects in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li><li>- Shape</li><li>- Objects that roll</li></ul></li><li>Objects that slide</li></ul>	<b>Features of the objects</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 3D objects in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li><li>- Shape</li><li>- Objects that roll</li><li>- Objects that slide</li></ul></li></ul>	<b>Features of the objects</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 3D objects in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li><li>- Shape</li><li>- Objects that roll</li></ul></li><li>Objects that slide</li></ul>
<b>3.3</b> <b>2D shapes</b>	<b>Range of shapes</b> <ul style="list-style-type: none"><li>• Recognise and name 2D shapes<ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul></li></ul> <b>Features of shapes</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 2D shapes in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li></ul></li></ul> <b>Draw shapes</b> <ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul>	<b>Range of shapes</b> <ul style="list-style-type: none"><li>• Recognise and name 2D shapes<ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul></li></ul> <b>Features of shapes</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 2D shapes in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li></ul></li></ul> <b>Draw shapes</b> <ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li></ul> <li>Squares</li>	<b>Range of shapes</b> <ul style="list-style-type: none"><li>• Recognise and name 2D shapes<ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul></li></ul> <b>Features of shapes</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 2D shapes in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li></ul></li></ul> <b>Draw shapes</b> <ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul>	<b>Range of shapes</b> <ul style="list-style-type: none"><li>• Recognise and name 2D shapes<ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li><li>- Squares</li></ul></li></ul> <b>Features of shapes</b> <ul style="list-style-type: none"><li>• Describe, sort and compare 2D shapes in terms of:<ul style="list-style-type: none"><li>- Size</li><li>- Colour</li></ul></li></ul> <b>Draw shapes</b> <ul style="list-style-type: none"><li>- Circles</li><li>- Triangles</li></ul> <li>Squares</li>

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>3.4 Symmetry</b>	Symmetry <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>	Symmetry <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>	Symmetry <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>	Symmetry <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>



GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>4.1 Time</b>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Know months of the year</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Know days of the week</li> <li>• Know months of the year</li> <li>• Understand concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart.</li> </ul> <b>Telling time</b> <ul style="list-style-type: none"> <li>• Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones</li> </ul>
<b>4.2 Length</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the length, height or width of two or more objects by placing them next to each other</li> <li>• Estimate measure, compare, order and record length using non-standard measures e.g. hand, spans, paces, pencil</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil</li> </ul>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, <b>compare</b>, order and record length using non-standard measures e.g. hand spans, paces, pencil</li> </ul>

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	lengths, counters etc.	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short <b>Introducing formal measuring</b> • Measure using metre (m), and centimetres (cm) • Estimate and measure height using height chart	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short <b>Introducing formal measuring</b> • Measure using metre (m), and centimetres (cm) • Estimate, and measure height using height chart
<b>4.3 Mass</b>		<b>Informal measuring</b> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier	<b>Informal measuring</b> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier <b>Introduce formal measuring</b> • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice	<b>Informal measuring</b> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier <b>Introduce formal measuring</b> • Compare and order the mass of commercially packaged objects which have their mass stated 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 • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg	and 1 kg of flour • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg
4.4 Capacity/ Volume			<b>Informal measuring</b> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups <b>Introduction of formal measuring</b> • Compare and order the volume of commercially packaged	<b>Informal measuring</b> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups <b>Introduction of formal measuring</b> • Compare and order the volume of commercially packaged

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

PUBLIC COMMENT

<b>GRADE 3 OVERVIEW PER TERM</b> <b>5. Data Handling</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>5.1</b> <b>Collect and sort objects</b>	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Sort objects according to different attributes</li> <li>Answer questions on collections</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Sort objects according to different attributes</li> <li>Answer questions on collections</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Sort objects according to different attributes</li> </ul> Answer questions on collections	<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Sort objects according to different attributes</li> <li>Answer questions on collections</li> <li>Make pictograph with one-to-one correspondence</li> </ul>
<b>5.2</b> <b>Represent sorted collection of objects</b>		<ul style="list-style-type: none"> <li>Collect and sort objects according to different criteria</li> <li>Draw a picture of the collected data</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different criteria</li> <li>Draw a picture of the collected data</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different criteria</li> </ul> Draw a picture of the collected data
<b>5.3</b> <b>Discuss and report on sorted collection of objects</b>				<ul style="list-style-type: none"> <li>Answer questions about how the sorting was done (process)</li> <li>What the sorted collection looks like (product)</li> <li>Describe the collection through drawings</li> </ul>
<b>5.5</b> <b>Represent data</b>	<ul style="list-style-type: none"> <li>Represent data in pictograph with one-to-one correspondence</li> </ul>	Represent data in pictograph with one-to-one correspondence	<ul style="list-style-type: none"> <li>Represent data in pictograph with one to one correspondence</li> </ul>	Represent data in pictograph with one-to-one correspondence
<b>5.6</b> <b>Analyse and</b>			<ul style="list-style-type: none"> <li>Answer questions about data in pictograph</li> </ul>	

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

### 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	<ul style="list-style-type: none"> <li>Count forwards in multiples:</li> <li>5s up to 50</li> <li>10s up to 100</li> <li>2s up to 50</li> </ul>		<ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-50</li> <li>Write number symbols 1-20</li> <li>Know number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to</li> </ul>			Passing of time <ul style="list-style-type: none"> <li>Know days of the week</li> <li>Understand concept of today and tomorrow</li> <li>Sequence of events</li> <li>Place and identify birthdays on</li> </ul>	

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	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 20</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> </ul>		
Week6	<ul style="list-style-type: none"> <li>Add to 20</li> <li>Subtract from 20</li> <li>Use appropriate symbols (+,-,=)</li> <li>Solve addition and subtraction problems up to 20</li> <li>Practise doubling and halving up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe simple number sequence to at least 20 in 1s, 5s, 2s</li> </ul>			
Week7	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving repeated addition</li> </ul>				<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Sort objects according to different attributes</li> <li>Answer questions on</li> </ul>



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				collections • Represent data on pictograph
Week8	<ul style="list-style-type: none"> <li>Solve addition problems of 10s, 5s, with answers up to 20</li> </ul>			<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare and order the length, height or width of two or more objects by placing them next to each other</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>		<b>Symmetry</b> <ul style="list-style-type: none"> <li>Draw line of symmetry in geometric shapes</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10</li> </ul>			<ul style="list-style-type: none"> <li>Order regular events from their own lives</li> <li>Sequence of events</li> </ul>	

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>1s from 20</li> <li>10s from 50</li> <li>5s from 20</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>Sort objects according to different attributes</li> <li>Answer questions on collections</li> </ul>
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-100</b></li> <li>Write number symbols 1-30</li> <li>Identify, recognise and read number names 1 - 10</li> <li>Know number names in multiples of 10s up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe number sequence to at least 50 (sequence should include counting forwards and backwards in 1s,2s,5s and 10s)</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100</li> </ul>			<ul style="list-style-type: none"> <li>Use language to talk about comparison e.g. long, short and tall, short</li> </ul>	

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week5				<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Understand concept of today and tomorrow</li> </ul>	
Week6	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50</li> </ul>			<ul style="list-style-type: none"> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>• Add to 50</li> <li>• Subtract from 50</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Solve addition and subtraction problems (number bonds) to 20</li> <li>• Practise doubling and halving up to 50</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and extend a given geometric patterns</li> <li>• Make own patterns using 2D shapes</li> </ul>			
Week8	<ul style="list-style-type: none"> <li>• Solve addition problems of 10s, 5s and 2s with answers up to 50</li> <li>• Multiply numbers 1-10 by 5 and 10</li> </ul>			<ul style="list-style-type: none"> <li>• Estimate, measure and compare mass of items using a balancing scale and non-standard measures</li> </ul>	

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 9	<ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R50</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>Use and name fractions: halves</li> </ul>				

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Number, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count forwards with whole numbers up to <b>150</b></li> <li>- 2s up to 100</li> <li>- 5s up to 150</li> <li>- 10s up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</li> </ul>			
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1- <b>150</b></li> <li>Write number symbols 1- 40</li> <li>Identify, recognise and read number names 1 -10</li> <li>Know number names in multiples of 10s up to 150</li> </ul>			<ul style="list-style-type: none"> <li>Know the days of the week</li> <li>Identify months of the year on a calendar</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to</li> </ul>		<ul style="list-style-type: none"> <li>Describe the position of one object in relation to another</li> <li>Follow directions using an informal map</li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Recognise the place value of two digit numbers from</li> </ul>			<ul style="list-style-type: none"> <li>Measure using metre (m), and centimetres (cm)</li> </ul>	

**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 <ul style="list-style-type: none"> <li>• Decompose two digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>				
Week6	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to 80</li> </ul>			<ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml)</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>• Add to 80</li> <li>• Subtract from 80</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Solve addition and subtraction problems (number bonds) to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 80 (sequence should show counting forwards and backwards in 1s, 2s, 5s, 10s)</li> </ul>			

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Number, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week8	<ul style="list-style-type: none"> <li>Solve addition problems of 10s, 5s and 2s with answers up to 80</li> <li>Multiply numbers 1-10 by 2, 5 and 10</li> </ul>				<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> <li>Answer questions about data in pictographs</li> </ul>
Week9	<ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R80</li> </ul>			<ul style="list-style-type: none"> <li>Measure own mass in kilograms using a bathroom scale</li> <li>Measure the mass of different items using a kitchen scale in kg</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>Use and name fractions: halves</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and name 2D shapes                             <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul> </li> <li>Draw shapes                             <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul> </li> </ul>		

**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 4</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count forwards with whole numbers up to <b>200</b> <ul style="list-style-type: none"> <li>- 2s up to 200</li> <li>- 5s up to 200</li> <li>- 10s up to 200</li> </ul> </li> <li>Count backwards in:                             <ul style="list-style-type: none"> <li>- 1s from 100</li> <li>- 10s from 200</li> <li>- 5s from 150</li> <li>- 2s from 150</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> <li>Answer questions about data in pictographs</li> </ul>
Week3	<ul style="list-style-type: none"> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position</li> </ul>			<ul style="list-style-type: none"> <li>Tell-12-hour time in hours on analogue clocks and digital instruments</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-200</b></li> <li>Write number symbols 1-50</li> <li>Identify, recognise and read number names 1 - 20</li> </ul>		<ul style="list-style-type: none"> <li>Recognise the place value of two digit numbers from 10-99</li> <li>Decompose two digit numbers into tens and units</li> <li>Identify and state the value of each digit</li> </ul>		



**GRADE 3 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 4</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
	<ul style="list-style-type: none"> <li>• Know number names in multiples of 10s up to 200</li> </ul>				
Week5	Number concept: Range 100 <ul style="list-style-type: none"> <li>• Name the number before and after a given number</li> <li>• Order a given set of selected numbers</li> <li>• Compare numbers and say which is more or less</li> <li>• Addition and subtraction up to 100</li> </ul>			<ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml)</li> </ul>	
Week6	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100</li> </ul>				<ul style="list-style-type: none"> <li>• Represent data in pictograph with one to one correspondence</li> <li>• Answer questions about data in a pictograph</li> </ul>
Week7	<ul style="list-style-type: none"> <li>• Add to 100</li> <li>• Subtract from 100</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Solve addition and</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 100 (sequence should show counting forwards and</li> </ul>			

**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 (number bonds) to 25 • Practise doubling and halving up to 50	backwards in 1s, 2s, 5s, 10s)			
Week8	• Multiply numbers 1-10 by 2, 5, 10 up to 50 • Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication			• Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg)	
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				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>NUMBER CONCEPT DEVELOPMENT: Count with whole numbers</b>				
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Count with whole numbers up to <b>200</b> reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to <b>300</b> reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to <b>400</b> reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to <b>500</b> reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> </ul>
<b>1.2 Count forwards and backwards</b>	<ul style="list-style-type: none"> <li>Counts forwards and backwards <b>0-200</b></li> <li>Count in 1s from any number up to 200</li> <li>Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 200</li> <li>- 10s up to 200</li> <li>- 5s up to 200</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards <b>0-300</b></li> <li>Count in 1s from any number up to 300</li> <li>Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 300</li> <li>- 10s up to 300</li> <li>- 5s up to 300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards <b>0-400</b></li> <li>Count in 1s from any number up to 400</li> <li>Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 400</li> <li>- 10s up to 400</li> <li>- 5s up to 400</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards <b>0-500</b></li> <li>Count in 1s from any number up to 500</li> <li>Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 500</li> <li>- 10s up to 500</li> <li>- 5s up to 500</li> </ul> </li> </ul>

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<b>• Count backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from 100</li> <li>- 10s from 200</li> <li>- 2s from 150</li> <li>- 5s from 150</li> </ul>	<b>• Count backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from 300</li> <li>- 10s from 300</li> <li>- 2s from 200</li> <li>- 5s from 200</li> </ul>	<b>• Count backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from 400</li> <li>- 10s from 400</li> <li>- 2s from 200</li> <li>- 5s from 250</li> </ul>	<b>• Count backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from 500</li> <li>- 10s from 500</li> <li>- 2s from 300</li> <li>- 5s from 300</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>				
<b>1.3</b> <b>Number symbols and number names</b>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols <b>1-200</b></li> <li>• Write number symbols 1-50</li> <li>• Identify, recognise and read number names 1 -50</li> <li>• Know number names in multiples of 10s up to 200</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols <b>1-300</b></li> <li>• Write number symbols 1-100</li> <li>• Identify, recognise and read number names 1 -100</li> <li>• Know number names in multiples of 10s up to 300</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols <b>1-400</b></li> <li>• Write number symbols 1-250</li> <li>• Identify, recognise and read number names 1 -250</li> <li>• Know number names in multiples of 10s up to 400</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols <b>1-500</b></li> <li>• Write number symbols 1-500</li> <li>• Identify, recognise and read number names 1 -500</li> <li>• Know number names in multiples of 10s up to 500</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>				
<b>1.4</b> <b>Describe, compare and order numbers</b>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers <b>1-50</b></li> <li>• Compare whole numbers up to 50 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers <b>1-60</b></li> <li>• Compare whole numbers up to 60 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers <b>1-80</b></li> <li>• Compare whole numbers up to 80 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers <b>1-100</b></li> <li>• Compare whole numbers up to 100 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and</li> </ul>

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	equal to, up to 50 <ul style="list-style-type: none"> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position</li> </ul>	equal to, up to 80 <ul style="list-style-type: none"> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position</li> </ul>	equal to, up to 100 <ul style="list-style-type: none"> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position</li> </ul>	equal to, up to 200 <ul style="list-style-type: none"> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> <li>Count with whole numbers up to <b>200</b> reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count by grouping is encouraged</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Place value</b>				
<b>1.5</b> <b>Place value</b>	<ul style="list-style-type: none"> <li>Recognise the place value of two digit numbers 10-99</li> <li>Decompose two digit numbers into tens and units</li> <li>Identify and state the value of</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers 10-200</li> <li>Decompose three digit numbers into hundreds, tens and units</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers 10-300</li> <li>Decompose three digit numbers into hundreds, tens and units</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers 10-500</li> <li>Decompose three digit numbers into hundreds, tens and units</li> </ul>

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	each digit	<ul style="list-style-type: none"> <li>Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>Identify and state the value of each digit</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>				
<b>1.6 Problem solving techniques</b>	<ul style="list-style-type: none"> <li>Use the following techniques:               <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Practise doubling and halving</li> <li>Use number lines</li> <li>Use 100 chart</li> <li>Rounding off in tens</li> <li>Calculator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques:               <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Practise doubling and halving</li> <li>Use number lines</li> <li>Use 100 chart</li> <li>Rounding off in tens</li> <li>Calculator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques:               <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Practise doubling and halving</li> <li>Use number lines</li> <li>Use 100 chart</li> <li>Rounding off in tens</li> <li>Calculator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques:               <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Practise doubling and halving</li> <li>Use number lines</li> <li>Use 100 chart</li> <li>Rounding off in tens</li> <li>Calculator</li> </ul> </li> </ul>
<b>1.7 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250</li> </ul>
<b>1.8 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 200</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 250</li> </ul>
<b>1.9</b>	<ul style="list-style-type: none"> <li>Solve word problems in</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in</li> </ul>

<b>GRADE 4 OVERVIEW PER TERM</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>Grouping and sharing leading to division</b>	context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders
<b>1.10 Sharing leading to fractions</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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 and quarter</li> </ul>	<ul style="list-style-type: none"> <li>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, quarters, three quarters, third and fifth</li> </ul>	<ul style="list-style-type: none"> <li>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, quarters, three quarters, third and fifth</li> </ul>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change in cents up to 50c and Rand up to R50</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change in cents up to 50c and Rand up to R50</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change in cents up to 75c and Rand up to R75</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change in cents up to 90c and Rand up to R99</li> </ul>
<b>CONTEXT FREE CALCULATION</b>				
<b>1.12 Techniques</b> (methods or	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculation</li> <li>- Building up and breaking</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculation</li> <li>- Building up and breaking</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculation</li> <li>- Building up and breaking</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculation</li> <li>- Building up and breaking</li> </ul>

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



GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Solve addition and subtraction problems up to 30</li> <li>• Know multiplication tables of 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Solve addition and subtraction problems up to 30</li> <li>• Know multiplication tables of 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Solve addition and subtraction problems up to 30</li> <li>• Know multiplication tables of 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Solve addition and subtraction problems up to 30</li> <li>• Know multiplication tables of 2, 5, 3 and 10</li> </ul>
<b>1.17 Fractions</b>	<ul style="list-style-type: none"> <li>• Recognise halves and quarters</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions 1 half, 1 quarter, 1 third e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar including halves, quarters and third</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters and third</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math> <math>\frac{1}{5}</math></li> </ul>

<b>GRADE 4 OVERVIEW PER TERM</b> <b>2. PATTERNS, FUNCTION AND ALGEBRA</b>				
<b>Topic</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>2.1</b> <b>Geometric Patterns</b>	<ul style="list-style-type: none"> <li>• Copy, extend and create patterns made with drawings of lines, shape or objects</li> <li>• Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create patterns made with drawings of lines, shape or objects</li> <li>• Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create patterns made with drawings of lines, shape or objects</li> <li>• Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and create patterns made with drawings of lines, shape or objects</li> <li>• Identify, describe (in own words) and copy geometric patterns from nature, modern everyday life and our cultural heritages</li> </ul>
<b>2.2</b> <b>Number patterns</b>	<ul style="list-style-type: none"> <li>• Copy and extend number sequence to at least 50</li> <li>• Sequences should show counting forwards and backwards in 1s, 2s, 5s, 10s</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 100</li> <li>• Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number 0-100</li> <li>- 10s from any multiple up to 200</li> <li>- 5s from any multiple up to 100</li> <li>- 2s from any multiple up to 100</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 250</li> <li>• Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number 0-300</li> <li>- 10s from any multiple up to 300</li> <li>- 5s from any multiple up to 300</li> <li>- 2s from any multiple up to 300</li> <li>- 3s from multiple up to 300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 500</li> <li>• Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number 0-500</li> <li>- 10s from any multiple up to 500</li> <li>- 5s from any multiple up to 500</li> <li>- 2s from any multiple up to 500</li> <li>- 3s from multiple up to 500</li> <li>- Create own number patterns</li> </ul> </li> </ul>

<b>GRADE 4 OVERVIEW PER TERM</b> <b>3. SHAPES AND SPACE</b>				
<b>TOPIC</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM3</b>	<b>TERM 4</b>
<b>3.1</b> <b>Position, orientation and views</b>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the classroom and school</li> <li>Follow directions on an informal map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions to move around the classroom and school</li> <li>Follow directions on an informal map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to.</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> <li>Recognise and match different views of objects</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom</li> <li>Follow directions on an informal map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to.</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> <li>Recognise and match different views of objects</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom</li> <li>Follow directions on an informal map</li> </ul>
<b>3.2</b> <b>3D objects</b>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul> <p><b>Features of the objects</b></p> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:</li> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> <p><b>Focused activities</b></p> <ul style="list-style-type: none"> <li>• Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul> <p><b>Features of the objects</b></p> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:</li> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> <p><b>Focused activities</b></p> <ul style="list-style-type: none"> <li>Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul> <p><b>Features of the objects</b></p> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:</li> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> <p><b>Focused activities</b></p> <ul style="list-style-type: none"> <li>• Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul> <p><b>Features of the objects</b></p> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:</li> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> <p><b>Focused activities</b></p> <ul style="list-style-type: none"> <li>Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
<b>3.3</b> <b>2D shapes</b>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D Shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>Rectangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D Shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D Shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>Rectangles</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D Shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> </li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul>
<b>3.4</b> <b>Symmetry</b>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>	<b>Symmetry</b> <p>Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</p>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
4.1 Time	<b>Passing of time</b> <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Understand concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> </ul> <b>Telling time</b> <ul style="list-style-type: none"> <li>Tell-12 hour time in hours on analogue clocks and digital instruments e.g. Cell phones</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Understand concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> </ul> <b>Telling time</b> <ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Understand concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> </ul> <b>Telling time</b> <ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	<b>Passing of time</b> <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Understand concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> </ul> <b>Telling time</b> <ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
4.2 Length	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare,</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>Measuring using metres (m),</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>Measuring using metres (m),</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>Measuring using metres (m),</li> </ul>

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

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	using informal units <b>Introduce formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>	using informal units <b>Introduce formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>	using informal units <b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>	using informal units <b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>
4.4 Capacity/ Volume	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> <b>Formal measuring</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> <b>Formal measuring</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> <b>Formal measuring</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> <b>Formal measuring</b>



GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500 ml of cold drink and 1l of milk</li> </ul>

<b>GRADE 4 OVERVIEW PER TERM</b> <b>5. DATA HANDLING</b>				
<b>TOPIC 1</b>	<b>TERM1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>5.1</b> <b>Collect and Sort objects</b>	<ul style="list-style-type: none"> <li>Collect data on the theme to answer questions posed by the teacher</li> <li>Use data cycle to make class pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the theme to answer questions posed by the teacher</li> <li>Use data cycle to make class pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes</li> <li>Introduce the concept of data handling by collecting data of how many boys and girls are in the class</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects according to different attributes</li> <li>Introduce the concept of data handling by collecting data of how many boys and girls are in the class</li> </ul>
<b>5.2</b> <b>Represent sorted collection of objects</b>		<ul style="list-style-type: none"> <li>Use data cycle to make class pictograph with one-to-one correspondence</li> <li>Collect data about the theme to answer questions posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use data cycle to make class pictograph with one-to-one correspondence</li> <li>Collect data about the theme to answer questions posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use data cycle to make class pictograph with one-to-one correspondence</li> <li>Collect data about the theme to answer questions posed by the teacher</li> </ul>
<b>5.3</b> <b>Discuss and report on sorted collection of objects</b>				<ul style="list-style-type: none"> <li>Answer questions about how the sorting was done (process)</li> <li>What the sorted collection looks like (product)</li> <li>Describe the collection through drawings</li> </ul>
<b>5.4</b> <b>Collect and Organise data</b>	<ul style="list-style-type: none"> <li>Make pictograph with one-to-one correspondence</li> </ul>	Make pictograph with one-to-one correspondence	<ul style="list-style-type: none"> <li>Collect data about the theme to answer questions posed by the teacher</li> <li>Organise data in a table</li> </ul>	<ul style="list-style-type: none"> <li>Collect data about the theme to answer questions posed by the teacher</li> <li>Organise data in a table</li> </ul>
<b>5.5</b>	<ul style="list-style-type: none"> <li>Represent data in pictographs</li> </ul>		<ul style="list-style-type: none"> <li>Represent data in pictographs</li> </ul>	<ul style="list-style-type: none"> <li>Represent data in pictographs</li> </ul>

GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
<b>Represent data</b>	and bar graphs		and bar graphs	and bar graphs
<b>5.6 Analyse and interpret</b>	<ul style="list-style-type: none"> <li>• Represent data in pictograph with one-to-one correspondence</li> <li>• Answer questions about data in pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse data from representations provided</li> <li>• Represent data in pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Represent data in pictograph and bar graph with one to one correspondence</li> <li>• Answer questions about data in pictograph and bar graphs with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse data from in pictograph and bar graph representations provided</li> <li>• Represent data in pictograph and bar graph with one-to-one correspondence</li> </ul>

### 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.

<b>GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)</b>					
<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count in 1s from any number up to 200</li> <li>Count forwards in multiples of:               <ul style="list-style-type: none"> <li>2s up to 200</li> <li>10s up to 200</li> <li>5s up to 200</li> </ul> </li> <li>Count backwards in multiples of:               <ul style="list-style-type: none"> <li>1s from 100</li> <li>10s from 200</li> <li>2s from 150</li> <li>5s from 150</li> </ul> </li> </ul>		<b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-200</b></li> <li>Write number symbols 1-50</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> </ul> </li> </ul>		

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
	<ul style="list-style-type: none"> <li>Identify, recognise and read number names 1 - 20</li> <li>Know number names in multiples of 10s up to 200</li> </ul>		<ul style="list-style-type: none"> <li>Shape</li> <li>Objects that roll</li> <li>Objects that slide</li> </ul>		

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week4	<ul style="list-style-type: none"> <li>• Recognise the place value of two digit numbers 10-99</li> <li>• Decompose two digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>			<p><b>Passing of time</b></p> <ul style="list-style-type: none"> <li>• Name days of the week in correct sequence</li> <li>• Name and sequence months of the year</li> <li>• Identify birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> </ul> <p><b>Telling time</b></p> <ul style="list-style-type: none"> <li>• Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones</li> </ul>	<ul style="list-style-type: none"> <li>• Represent data in pictographs</li> </ul>
Week5	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems</li> </ul>			<p><b>Formal measuring</b></p> <ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres and</li> </ul>	

**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 cents up to 50c and Rand up to R50			millilitres	
Week6	<ul style="list-style-type: none"> <li>Solve addition problems up to 100</li> <li>Solve subtraction problems from 100</li> <li>Use appropriate symbols (+, -, =, <math>\square</math>)</li> <li>Solve addition and subtraction problems to 30 (Mental Maths)</li> <li>Practise doubling and halving up to 100</li> </ul>			Informal measuring <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>Multiply numbers 1 to 10 by 10, 5 and 2 up to 100</li> <li>Know multiplication tables of 2, 5 and 10 (Mental Maths)</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend number sequences to at least 50</li> <li>Sequences should show counting forwards and backwards in 1s, 2s</li> </ul>			
Week8	<ul style="list-style-type: none"> <li>Divide numbers to 50 by 2, 5, and 10</li> <li>Use appropriate</li> </ul>				<ul style="list-style-type: none"> <li>Represent data in pictographs and bar graphs with one-to-one</li> </ul>

**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 ( $\div$ , $=$ )				correspondence. <ul style="list-style-type: none"> <li>Answer questions about data in pictographs and bar graphs with one-to-one correspondence</li> </ul>
Week9	<ul style="list-style-type: none"> <li>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</li> </ul>		<b>Symmetry</b> <ul style="list-style-type: none"> <li>Draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>Recognise halves and quarters</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend number sequence to at least 50</li> <li>Sequence should show counting forwards and backwards in 1s</li> </ul>			



**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count in 1s from any number up to 300</li> <li>Count forward in multiples from a given number in:                             <ul style="list-style-type: none"> <li>- 2s up to 300</li> <li>- 10s up to 300</li> <li>- 5s up to 200</li> </ul> </li> <li>Count backwards in multiples from a given number in:                             <ul style="list-style-type: none"> <li>- 1s from 300</li> <li>- 10s from 300</li> <li>- 2s from 200</li> <li>- 5s from 200</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>Collect and sort data according to different attributes</li> <li>Represent data in a pictograph</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-300</li> <li>Write number symbols 1-100</li> <li>Identify, recognise and read number names 1-</li> </ul>			<ul style="list-style-type: none"> <li>Measure using metres (m) and centimetres (cm)</li> </ul>	

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
	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			<b>Telling time</b> • 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
	<p>explain own solution to problems involving addition and subtraction with answers up to 150</p> <ul style="list-style-type: none"> <li>• Solve addition problems up to 150</li> <li>• Solve subtraction problems from 150</li> <li>• Use appropriate symbols (+, -, =, □)</li> </ul>		<p>in relation to another e.g. on top of, in front of, behind, up, down, next to</p>		

**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	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30</li> <li>• Multiply numbers 1 to 10 by 10, 5 and 2 up to 150</li> <li>• Use appropriate symbol (+, x, =)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences should show counting forwards and backwards in:                             <ul style="list-style-type: none"> <li>- 5s from any multiple up to 100</li> <li>- 2s from any multiple up to 100</li> <li>- 10s from any multiple up to 200</li> </ul> </li> </ul>			
Week8	<ul style="list-style-type: none"> <li>• Divide numbers to 50 by 2, 5, and 10</li> <li>• Use appropriate symbols (<math>\div</math>, =)</li> <li>• Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may</li> </ul>				<ul style="list-style-type: none"> <li>• Analyse data from representations provided</li> </ul>

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
	include remainders				
Week9	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 50c and Rand up to R50</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{3}</math></li> </ul>				

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Count in 1s from any number up to 400</li> <li>Count forwards in multiples from a given number:                             <ul style="list-style-type: none"> <li>2s up to 400</li> <li>10s up to 400</li> <li>5s up to 400</li> </ul> </li> <li>Count backwards in multiples from a given number:                             <ul style="list-style-type: none"> <li>1s from 400</li> <li>10s from 400</li> <li>2s from 200</li> <li>5s from 250</li> </ul> </li> </ul>		<b>Position and views</b> <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> <li>Recognise and match different views of objects</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>1-400</b></li> <li>Write number symbols 1-250</li> <li>Identify, recognise and read number names 1-</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:                             <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Shape</li> <li>Objects that roll</li> </ul> </li> </ul>		

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 • Know number names in multiples of 10s up to 400		- Objects that slide		
Week4	• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100			<b>Telling time</b> • Tell 12 hour time in hours, half hours and quarter hours on analogue clocks and digital clocks and other digital instruments that show time	
Week5	• Recognise the place value of three digit numbers 10-300 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit			<b>Formal measuring</b> • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg	

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 6	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180</li> <li>Add to 180</li> <li>Subtract from 180</li> <li>Use appropriate symbols (+, -, =, □)</li> <li>Practice number bonds to 30</li> </ul>		<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes</li> </ul>		
Week 7	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30</li> <li>Know multiplication tables of 2, 5 and 10</li> <li>Multiply numbers 1 to 10</li> </ul>	<ul style="list-style-type: none"> <li>Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> <li>1s from any number 0-300</li> <li>10s from any multiple up to 300</li> <li>5s from any multiple up to 300</li> <li>2s from any multiple up</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Organise and discuss data in: <ul style="list-style-type: none"> <li>Tables</li> <li>Pictograph</li> <li>Bar graphs</li> </ul> </li> <li>Answer questions on the data</li> </ul>



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
	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)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week8	<ul style="list-style-type: none"> <li>• 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</li> <li>• Divide numbers to 50 by 2, 5, and 10</li> <li>• Use appropriate symbols (<math>\div</math>, <math>=</math>)</li> </ul>				<ul style="list-style-type: none"> <li>• Represent data in pictographs and bar graphs with one-to-one correspondence</li> <li>• Answer questions about data in pictographs and bar graphs</li> </ul>
Week9	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 75c and Rand up to R75</li> </ul>		<b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow and give directions to move around the classroom</li> <li>• Follow directions on an informal map</li> </ul>		

**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 10	<ul style="list-style-type: none"> <li>• 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</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>				

**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	<ul style="list-style-type: none"> <li>Count in 1s from any number up to 500</li> <li>Count forward in multiples from a given number:                             <ul style="list-style-type: none"> <li>2s up to 500</li> <li>10s up to 500</li> <li>5s up to 500</li> </ul> </li> <li>Count backwards in multiples from a given number:                             <ul style="list-style-type: none"> <li>1s from 500</li> <li>10s from 500</li> <li>2s from 300</li> <li>5s from 300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe number sequences to at least 500</li> <li>Sequences should show counting forwards and backwards in:                             <ul style="list-style-type: none"> <li>5s from any multiple up to 500</li> <li>2s from any multiple up to 500</li> <li>3s from any multiple up to 500</li> </ul> </li> </ul>			
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-500</li> <li>Write number symbols 1-500</li> <li>Know number names in multiples of 10s up to</li> </ul>				<ul style="list-style-type: none"> <li>Analyse data from in pictographs and bar graphs representations provided</li> </ul>

**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 <ul style="list-style-type: none"> <li>Identify, recognise and read number names 1-500</li> </ul>				
Week4	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200</li> </ul>			<b>Telling time</b> <ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	
Week5	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers 10-500</li> <li>Decompose three digit numbers into hundreds, tens and units</li> <li>Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe number sequences to at least 500</li> <li>Sequences should show counting forward and backwards in:                             <ul style="list-style-type: none"> <li>5s from any multiple up to 500</li> </ul> </li> </ul>			

**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
		<ul style="list-style-type: none"> <li>- 2s from any multiple up to 500</li> <li>- 3s from any multiple up to 500</li> <li>• Create own number patterns</li> </ul>			
Week6	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250</li> <li>• Solve addition problems up to 200</li> <li>• Solve subtraction problems from 200</li> <li>• Practise doubling and halving up to 200</li> <li>• Use appropriate symbols (+, -, =, <math>\square</math>)</li> </ul>			<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1L of milk</li> </ul>	
Week7	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own</li> </ul>		<ul style="list-style-type: none"> <li>• Draw shapes</li> <li>- Circles</li> </ul>		

**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
	solution to problems involving repeated addition leading to multiplication with answers up to 250 • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol (+, x, =)		- Triangles - Squares - Rectangles		

**GRADE 4 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week8	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders</li> <li>• Divide numbers up to 50 by 2, 5, and 10</li> <li>• Use appropriate symbols (<math>\div</math>, =)</li> </ul>			<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Measuring using metres (m), and centimetres (cm)</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 90c and Rand up to R99</li> </ul>				
Week 10	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar</li> </ul>				



	<p>context including halves, quarters and third</p> <ul style="list-style-type: none"> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math>,</li> </ul>				
--	---	--	--	--	--

### 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
<b>NUMBER CONCEPT DEVELOPMENT: count with the whole numbers</b>				
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Count to at least <b>500</b> everyday objects reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count to at least <b>600</b> everyday objects reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count to at least <b>800</b> everyday objects reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Count to at least <b>1000</b> everyday objects reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Encourage strategy of grouping</li> </ul>
<b>1.2 Count backwards and forwards</b>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:</li> <li>- 1s from any number between 0-500</li> <li>- 10s from any multiple up to 500</li> <li>- 2s from any multiple up to 100</li> <li>- 5s from any multiple up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:</li> <li>- 1s from any number between 0-600</li> <li>- 10s from any multiple up to 600</li> <li>- 2s from any multiple up to 200</li> <li>- 5s from any multiple up to 400</li> <li>- 3s from any multiple up to 300</li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:</li> <li>- 1s from any number 0-800</li> <li>- 10s from any multiple up to 800</li> <li>- 2s from any multiple up to 400</li> <li>- 5s from any multiple up to 600</li> <li>- 3s from any multiple up to 600</li> <li>- 4s from any multiple up to 800</li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:</li> <li>- 1s from any number 0-1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 2s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> <li>- 3s from any multiple up to 1000</li> <li>- 4s from any multiple up to 1000</li> <li>- 50s and 100s to 1000 and more</li> <li>-</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Represent whole numbers</b>				

<b>GRADE 5 OVERVIEW PER TERM</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>1.3</b> <b>Number</b> <b>Symbols and</b> <b>number names</b>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-500</li> <li>Write number symbols 1-500</li> <li>Know number names in multiples of 10s up to 500</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-700</b></li> <li>Write number symbols 0-700</li> <li>Write number names 0-20</li> <li>Know number names in multiples of 10s up to 700</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-800</b></li> <li>Write number symbols 0-800</li> <li>Write number names 0-20</li> <li>Know number names in multiples of 10s up to 800</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-1000</b></li> <li>Write number symbols 0-1000</li> <li>Write number names 0-20</li> <li>Know number names in 10s up to 1000</li> </ul>
<b>NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers</b>				
<b>1.4</b> <b>Describe,</b> <b>compare and</b> <b>order numbers</b>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-100</b></li> <li>Compare whole numbers up to 100 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500</li> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position up to 30</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-200</b></li> <li>Compare whole numbers up to 150 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700</li> <li>Position objects in a line from first to fiftieth</li> <li>Use ordinary numbers to show order, place per position up to 50</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-500</b></li> <li>Compare whole numbers up to <b>200</b> using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 800</li> <li>Position objects in a line from first to eightieth</li> <li>Use ordinary numbers to show order, place per position up to 80</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers <b>1-1000</b></li> <li>Compare whole numbers up to 250 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000</li> <li>Position objects in a line from first to hundredth</li> <li>Use ordinary numbers to show order, place per position up to 100</li> </ul>

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<b>NUMBER CONCEPT DEVELOPMENT: Place value</b>				
<b>1.5 Place value</b>	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from <b>10 to 500</b></li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from <b>10- 700</b></li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from <b>10- 800</b></li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Decompose four digit numbers into thousands, hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from <b>10- 1000</b></li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Decompose four digit numbers into thousands, hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
<b>SOLVE PROBLEMS IN CONTEXT</b>				
<b>1.6 Problem solving techniques</b>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Building up and breaking down of numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in tens and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Building up and breaking down of numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in tens and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Building up and breaking down of numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in tens and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Building up and breaking down of numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in tens and hundreds</li> </ul>

<b>GRADE 5 OVERVIEW PER TERM</b> <b>1. NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	- Calculator	- Calculator	- Calculator	- Calculator
<b>1.7 Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>200</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>300</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>400</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>500</b></li> </ul>
<b>1.8 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>200</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>300</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>400</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>500</b></li> </ul>
<b>1.9 Grouping and sharing leading to division</b>	<ul style="list-style-type: none"> <li>Solve word problems In context and explain own solutions to problems that involve equal sharing and grouping up to <b>200</b> with answers that may include remainders</li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to <b>300</b> with answers that may include remainders</li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to <b>400</b> with answers that may include remainders</li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to <b>500</b> with answers that may include remainders</li> </ul>
<b>1.10 Sharing leading to fractions</b>	<ul style="list-style-type: none"> <li>Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions</li> </ul>

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$	e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$	e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$ , etc.	e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$ , etc.
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change in cents up to 90c and Rand up to R199.99</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change up to R299.99 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change up to R399.99 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>Solve money problems involving total change up to R499.99 and beyond</li> </ul>
CONTEXT FREE CALCULATIONS				
<b>1.12 Techniques</b> (methods or strategies)	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Building up and breaking down numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in 10s and 100s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Building up and breaking down numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in 10s and 100s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Building up and breaking down numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in 10s and 100s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:               <ul style="list-style-type: none"> <li>- Building up and breaking down numbers</li> <li>- Practise doubling and halving</li> <li>- Use number lines</li> <li>- Use 100 chart</li> <li>- Rounding off in 10s and 100s</li> </ul> </li> </ul>
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Add to 200</li> <li>Subtract from 200</li> <li>Use appropriate symbols</li> <li>(+, -, =, □)</li> </ul>	<ul style="list-style-type: none"> <li>Add to 300</li> <li>Subtract from 300</li> <li>Use appropriate symbols (+, -, =, □)</li> </ul>	<ul style="list-style-type: none"> <li>Add to 400 and beyond</li> <li>Subtract from 400 and beyond</li> <li>Use appropriate symbols</li> <li>(+, -, =, □)</li> </ul>	<ul style="list-style-type: none"> <li>Add to 500 and beyond</li> <li>Subtract from 500 and beyond</li> <li>Use appropriate symbols</li> <li>(+, -, =, □)</li> </ul>
<b>1.14</b>	<ul style="list-style-type: none"> <li>Multiply numbers 1 to 10 by 2,</li> </ul>	<ul style="list-style-type: none"> <li>Multiply numbers 2, 3, 4, 5 and</li> </ul>	<ul style="list-style-type: none"> <li>Multiply numbers 2, 3, 4, 5 and</li> </ul>	<ul style="list-style-type: none"> <li>Multiply numbers 2, 3, 4, 5 and</li> </ul>

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

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>Add or subtract multiples of 10 from 0 to 200</li> </ul>	<ul style="list-style-type: none"> <li>Add or subtract multiples of 10 from 0 to 300</li> </ul>	<ul style="list-style-type: none"> <li>Add or subtract multiples of 10 from 0 to 400</li> </ul>	<ul style="list-style-type: none"> <li>Add or subtract multiples of 10 from 0 to 500</li> </ul>
<b>1.17 Fractions</b>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context including halves, quarters, third and fifth</li> <li>Recognise fractions in diagrammatic form</li> <li>Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context including halves, quarters, third and fifth</li> <li>Recognise fractions in diagrammatic form</li> <li>Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>Use and name unitary and non-unitary fractions including halves, quarters, third and fifth</li> <li>Recognise fractions in diagrammatic form</li> <li>Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent</li> <li>Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>Use and name unitary and non-unitary fractions including halves, quarters, third and fifth</li> <li>Recognise fractions in diagrammatic form</li> <li>Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent</li> <li>Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>



<b>GRADE 5 OVERVIEW PER TERM</b> <b>2. PATTERNS, FUNCTIONS AND ALGEBRA</b>				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<b>2.1 Geometric patterns</b>	<b>Copy ,extend and describe patterns around us</b> <ul style="list-style-type: none"> <li>Identify ,describe and copy geometric patterns:               <ul style="list-style-type: none"> <li>in nature</li> <li>from modern everyday life</li> <li>from our cultural heritages</li> </ul> </li> <li>Create own geometric patterns:               <ul style="list-style-type: none"> <li>with concrete objects</li> <li>by drawing lines</li> <li>Shapes or objects</li> <li>Describe own patterns</li> </ul> </li> </ul>	<b>Copy, extend and describe patterns around us</b> <ul style="list-style-type: none"> <li>Identify ,describe and copy geometric patterns made with:               <ul style="list-style-type: none"> <li>Concrete objects</li> <li>Drawings</li> <li>Shapes or objects</li> </ul> </li> <li>Simple patterns in which shapes or group of shapes are repeated in exactly the same way</li> <li>Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns</li> <li>Create own geometric patterns with physical objects</li> <li>Create own patterns by drawing lines, shapes or objects</li> <li>Describe own patterns</li> </ul>	<b>Copy, extend and describe patterns around us</b> <ul style="list-style-type: none"> <li>Identify ,describe and copy geometric patterns made with:               <ul style="list-style-type: none"> <li>Concrete objects</li> <li>Drawings</li> <li>Shapes or objects</li> </ul> </li> <li>Simple patterns in which shapes or group of shapes are repeated in exactly the same way</li> <li>Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns</li> <li>Create own geometric patterns with physical objects</li> <li>Create own patterns by drawing lines, shapes or objects</li> <li>Describe own patterns</li> </ul>	<b>Copy, extend and describe patterns around us</b> <ul style="list-style-type: none"> <li>Identify ,describe and copy geometric patterns made with:               <ul style="list-style-type: none"> <li>Concrete objects</li> <li>Drawings</li> <li>Shapes or objects</li> </ul> </li> <li>Simple patterns in which shapes or group of shapes are repeated in exactly the same way</li> <li>Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns</li> <li>Create own geometric patterns with physical objects</li> <li>Create own patterns by drawing lines, shapes or objects</li> <li>Describe own patterns</li> </ul>

<b>GRADE 5 OVERVIEW PER TERM</b> <b>2. PATTERNS, FUNCTIONS AND ALGEBRA</b>				
<b>TOPICS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>2.2</b> <b>Number patterns</b>	<b>Copy, extend and describe number sequence to at least 600</b> <ul style="list-style-type: none"> <li>Sequences should show counting forward and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 0-600</li> <li>10s from any multiple up to 600</li> <li>5s from any multiple up to 600</li> <li>2s from any multiple up to 600</li> <li>3s from multiple up to 600</li> <li>4s from multiples up to 600</li> </ul> </li> <li>Create own number patterns</li> </ul>	<b>Copy, extend and describe number sequence to at least 700</b> <ul style="list-style-type: none"> <li>Sequences should show counting forward and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 0-700</li> <li>10s from any multiple up to 700</li> <li>5s from any multiple up to 700</li> <li>2s from any multiple up to 700</li> <li>3s from multiple up to 700</li> <li>4s from multiples up to 700</li> </ul> </li> <li>Create own number patterns</li> </ul>	<b>Copy, extend and describe number sequence to at least 800</b> <ul style="list-style-type: none"> <li>Sequences should show counting forward and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 0-800</li> <li>10s from any multiple up to 800</li> <li>5s from any multiple up to 800</li> <li>2s from any multiple up to 800</li> <li>3s from multiple up to 800</li> <li>4s from multiples up to 800</li> </ul> </li> <li>Create own number patterns</li> </ul>	<b>Copy, extend and describe number sequence to at least 1000</b> <ul style="list-style-type: none"> <li>Sequences should show counting forward and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 0-1000</li> <li>10s from any multiple up to 1000</li> <li>5s from any multiple up to 1000</li> <li>2s from any multiple up to 1000</li> <li>3s from multiple up to 1000</li> <li>4s from multiples up to 1000</li> </ul> </li> <li>Create own number patterns</li> </ul>

<b>GRADE 5 OVERVIEW PER TERM</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<b>3.1</b> <b>Position, orientation and views</b>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Recognise and match different views of the same everyday objects</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom and school</li> <li>Follow directions on a map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Recognise and match different views of the same everyday objects</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom and school</li> <li>Follow directions on a map</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>Recognise and match different views of the same everyday objects</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom and school</li> <li>Follow directions on a map</li> </ul>	<b>Position and views</b> <ul style="list-style-type: none"> <li>Understand the position of one object in relation to the other e.g. top and bottom</li> <li>Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom and school</li> <li>Follow directions on a map</li> <li>Read basic co-ordinates</li> </ul>
<b>3.2</b> <b>3D objects</b>		<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>	<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and in pictures</li> </ul>

<b>GRADE 5 OVERVIEW PER TERM</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
		<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> <li>- Pyramids</li> <li>- Cones</li> </ul> <b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> <li>- Pyramids</li> <li>- Cones</li> </ul> <b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> <li>- Objects that are flat</li> <li>- Objects that are curved</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> <li>- Pyramids</li> <li>- Cones</li> </ul> <b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> <li>- Objects that are flat</li> <li>- Objects that are curved</li> </ul> </li> </ul>
<b>3.3</b> <b>2D shapes</b>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> </ul>

<b>GRADE 5 OVERVIEW PER TERM</b> <b>3. SPACE AND SHAPE (GEOMETRY)</b>				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	<b>Features of shapes</b> <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> <li>Curved sides</li> </ul> </li> </ul> <b>Draw shapes:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> </ul>	<b>Features of shapes</b> <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> <li>Curved sides</li> </ul> </li> </ul> <b>Draw shapes:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> </ul>	<b>Features of shapes</b> <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> </ul> </li> </ul> <b>Draw shapes:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> </ul>	<b>Features of shapes</b> <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> </ul> </li> </ul> <b>Draw shapes:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> </ul>
<b>3.4</b> <b>Symmetry</b>		<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes</li> </ul>	<b>Symmetry</b> <ul style="list-style-type: none"> <li>Recognise and draw line of symmetry in 2D geometrical and non-geometrical shapes</li> </ul>

GRADE 5 OVERVIEW PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<b>4.1 Time</b>	Passing of time <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Read dates on a calendar</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	Passing of time <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Read dates on a calendar</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	Passing of time <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Read dates on a calendar</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	Passing of time <ul style="list-style-type: none"> <li>Name days of the week in correct sequence</li> <li>Name and sequence months of the year</li> <li>Read dates on a calendar</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
<b>4.2 Length</b>	Formal measuring <ul style="list-style-type: none"> <li>Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm):</li> </ul>	Formal measuring <ul style="list-style-type: none"> <li>Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm):</li> </ul>	Formal measuring <ul style="list-style-type: none"> <li>Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm):</li> </ul>	Formal measuring <ul style="list-style-type: none"> <li>Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm):</li> </ul>

GRADE 5 OVERVIEW PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	metre sticks metre long length of string measuring tape ruler	metre sticks metre long length of string measuring tape ruler • Read distances in km	metre sticks metre long length of string measuring tape ruler • Read distances in km	metre sticks metre long length of string measuring tape ruler • Read distances in km
<b>4.3</b> <b>Mass</b>		<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>
<b>4.4</b> <b>Capacity/Volume</b>		<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the</li> </ul>	<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the</li> </ul>

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 millilitre	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 millilitre
4.5 Perimeter and area			<b>Perimeter</b> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units <b>Area</b> • Investigate the area using tiling	<b>Perimeter</b> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units <b>Area</b> • Investigate the area using tiling



<b>GRADE 5 OVERVIEW PER TERM</b> <b>5. DATA HANDLING</b>				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<b>5.1</b> <b>Collect and sort objects</b>	<ul style="list-style-type: none"> <li>• Collect data on the theme</li> <li>• Answer question posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data on the theme</li> <li>• Answer question posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data on the theme</li> <li>• Answer question posed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data on the theme</li> <li>• Answer question posed by the teacher</li> </ul>
<b>5.2</b> <b>Represent sorted collection of objects</b>	<ul style="list-style-type: none"> <li>• Collect and sort own data according to different characteristics</li> <li>• Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort own data according to different characteristics</li> <li>• Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort own data according to different characteristics</li> <li>• Draw a picture of collected objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort own data according to different characteristics</li> <li>• Draw a picture of collected objects</li> </ul>
<b>5.3</b> <b>Discuss and report on sorted collection of objects</b>	<ul style="list-style-type: none"> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Draw collections</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Draw collections</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Draw collections</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Draw collections</li> </ul>
<b>5.4</b> <b>Collect and organise data</b>	<ul style="list-style-type: none"> <li>• Discuss independently the collected data</li> <li>• Organise and discuss data in:</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss independently the collected data</li> <li>• Organise and discuss data in:</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss independently the collected data</li> <li>• Organise and discuss data in:</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss independently the collected data</li> <li>• Organise and discuss data in:</li> </ul>
<b>5.5</b> <b>Represent data</b>	<ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictograph</li> </ul>	<ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictograph</li> </ul>	<ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictograph</li> </ul>	<ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictograph</li> </ul>
<b>5.6</b> <b>Analyse and interpret data</b>	<ul style="list-style-type: none"> <li>- Bar graphs</li> <li>• Answer questions on the data</li> </ul>	<ul style="list-style-type: none"> <li>- Bar graphs</li> <li>• Answer questions on the data</li> </ul>	<ul style="list-style-type: none"> <li>- Bar graphs</li> <li>• Answer questions on the data</li> </ul>	<ul style="list-style-type: none"> <li>- Bar graphs</li> <li>• Answer questions on the data</li> </ul>

### 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.

<b>GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)</b>					
<b>Term 1</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>• Counts forwards and backwards in:               <ul style="list-style-type: none"> <li>- 1s from any number between 0-500</li> <li>- 10s from any multiple of 10, 0-500</li> <li>- 2s from any multiple of 2, 0-100</li> <li>- 5s from any multiple of 5, 0-100</li> </ul> </li> </ul>		<b>Position and views</b> <ul style="list-style-type: none"> <li>• Recognise and match different views of the same everyday objects</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow directions on a map</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-500</li> <li>• Write number symbols 1-500</li> <li>• Know number names in multiples of 10s up to 500</li> </ul>			<ul style="list-style-type: none"> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks</li> </ul>	

**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
Week4	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:                             <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> <li>- Curved sides</li> </ul> </li> <li><b>Draw shapes:</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul> </li> </ul>		
Week5	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers from <b>10 to 500</b></li> <li>Decompose three digit numbers into hundreds, tens and units</li> <li>Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>Create own geometric patterns:                             <ul style="list-style-type: none"> <li>- with concrete objects</li> <li>- by drawing lines</li> <li>- with shapes or objects</li> </ul> </li> </ul>			
Week6	<ul style="list-style-type: none"> <li>Solve word problems in</li> </ul>			<ul style="list-style-type: none"> <li>Estimate, measure, order and</li> </ul>	

**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
	context and explain own solution to problems involving addition and subtraction with answers up to <b>200</b> <ul style="list-style-type: none"> <li>• Add to 200</li> <li>• Subtract from 200</li> <li>• Use appropriate symbols (+, -, =, □)</li> </ul>			record length using standardised unit of length metres (m) and centimetres (cm)	
Week7	<ul style="list-style-type: none"> <li>• Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>200</b></li> <li>• Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10</li> </ul>				<ul style="list-style-type: none"> <li>• Organise and discuss data in:                             <ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictographs</li> <li>- Bar graphs</li> </ul> </li> </ul>

**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
Week8	<ul style="list-style-type: none"> <li>• Solve money problems involving total change in cents up to 90c and Rand up to R199.99</li> </ul>			<ul style="list-style-type: none"> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to <b>200</b> with answers that may include remainders</li> <li>• Divide numbers up to 100 by 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe</b> number sequences to at least 600 in: <ul style="list-style-type: none"> <li>- 5s from multiples of 5s between 0-600</li> <li>- 10s from multiples of 10s between 0-600</li> <li>- Create own number patterns</li> </ul> </li> </ul>			
Week 10	<ul style="list-style-type: none"> <li>• Recognise fractions in diagrammatic form</li> <li>• Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent</li> </ul>				

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
	<ul style="list-style-type: none"> <li>Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>				

PUBLIC COMMENT

**GRADE 5 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 2</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:               <ul style="list-style-type: none"> <li>- 10s from any multiple up to 600</li> <li>- 2s from any multiple up to 200</li> <li>- 5s from any multiple up to 400</li> <li>- 3s from any multiple up to 300</li> </ul> </li> </ul>	<b>Copy, extend and describe simple number sequence to at least 700,</b> counting forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number between 0-700</li> <li>- 10s from any multiple up to 700</li> <li>- 5s from any multiple up to 700</li> </ul>			
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-700</b></li> <li>Write number symbols 0-700</li> <li>Write number names 0-20</li> <li>Know number names in multiples of 10s up to 700</li> </ul>		<b>Range of objects</b> <ul style="list-style-type: none"> <li>Recognise and name 3D objects               <ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> <li>- Pyramids</li> <li>- Cones</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700</li> </ul>			<ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	
Week5	<ul style="list-style-type: none"> <li>Recognise the place value of three digit numbers from , up to <b>-700</b></li> <li>Decompose three digit numbers into hundreds, tens and units</li> <li>Identify and state the value of each digit</li> </ul>			<ul style="list-style-type: none"> <li>Measuring using metres and centimetres</li> </ul>	
Week6	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>300</b></li> <li>Add to 300</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>		



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
	<ul style="list-style-type: none"> <li>Subtract from 300</li> <li>Use appropriate symbols (+, =, □)</li> </ul>				
Week7	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solution to problems involving multiplication with answers up to <b>300</b></li> <li>Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10</li> <li>Use appropriate symbol (+, x, =)</li> </ul>				<ul style="list-style-type: none"> <li>Collect data on the theme</li> <li>Draw a picture of collected objects</li> <li>Discuss independently the collected data</li> <li>Answer questions on the data</li> </ul>
Week8	<ul style="list-style-type: none"> <li>Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to <b>300</b> with answers that may include remainders</li> <li>Divide numbers up to 100 by 2 and 10</li> </ul>			<ul style="list-style-type: none"> <li><b>Formal measuring</b></li> <li>Measure liquids using measuring jug in litres and measuring cup and spoon in millilitres ml</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>Solve money problems</li> </ul>				<ul style="list-style-type: none"> <li>Answer questions on the</li> </ul>

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 to R299.99 and beyond				data represented in tables, pictographs and bar graphs
Week 10	<ul style="list-style-type: none"> <li>Solve word problems in 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</li> </ul>				

**GRADE 5 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:                             <ul style="list-style-type: none"> <li>- 10s from any multiple up to 800</li> <li>- 2s from any multiple up to 800</li> <li>- 5s from any multiple up to 800</li> <li>- 3s from any multiple up to 800</li> <li>- 4s from any multiple up to 800</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way</li> </ul>	<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:                             <ul style="list-style-type: none"> <li>- Objects that roll</li> <li>- Objects that slide</li> <li>- Objects that are flat</li> <li>- Objects that are curved</li> </ul> </li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-800</b></li> <li>Write number symbols 0-800</li> <li>Write number names 0-20</li> <li>Know number names in multiples of 10s up to 800</li> </ul>			<b>Telling time</b> <ul style="list-style-type: none"> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> <li>Read and know the date e.g. calendar</li> </ul>	
Week4	<ul style="list-style-type: none"> <li>Recognise the place</li> </ul>		<ul style="list-style-type: none"> <li>Recognise, name and</li> </ul>		

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 numbers up to 800 • Decompose three digit numbers into hundreds, tens and units up to 800		draw 2D shapes Circles Triangles Rectangle Squares		
Week5	• Add to 400 and beyond • Subtract from 400 and beyond • Use appropriate symbols (+, -, =, $\square$ )	<b>Copy , extend and describe number sequence to at least 800,</b> sequences should show counting forward and 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, 5 and 10 up to 100 and beyond • Use appropriate symbol (+, x, =)			• Compare and order the mass of commercially packaged objects which have their mass stated 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
	<ul style="list-style-type: none"> <li>Tables 2,3,4,5 and 10</li> </ul>			of rice and 1 kg of flour	
Week7				<b>Perimeter</b> <ul style="list-style-type: none"> <li>Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units</li> </ul>	
Week8	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>400</b></li> </ul>			<b>Area</b> <ul style="list-style-type: none"> <li>Investigate the area using tiling</li> </ul>	

**GRADE 5 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 3</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week9	<b>Solve money problems involving total change up to R399.99 and beyond</b>			<b>Formal measuring</b> <ul style="list-style-type: none"> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cool drink and 1ℓ of milk</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>• Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent</li> <li>• Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>				

**GRADE 5 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 4</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week 2	<ul style="list-style-type: none"> <li>Counts forwards and backwards in:                             <ul style="list-style-type: none"> <li>- 1s from any number 0-1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 2s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> <li>- 3s from any multiple up to 1000</li> <li>- 4s from any multiple up to 1000</li> <li>- 50s and 100s to 1000 and more</li> </ul> </li> </ul>		<b>Position and directions</b> <ul style="list-style-type: none"> <li>Follow directions on a map</li> <li>Read basic co-ordinates on a map</li> </ul>		
Week3	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols <b>0-1000</b></li> <li>Write number symbols 0-1000</li> <li>Write number names 0-20</li> <li>Know number names in multiples of 10s up to 1000</li> </ul>	<ul style="list-style-type: none"> <li>Copy, extend and describe number sequence to at least 1000 :sequences should show counting forwards and backwards in:</li> </ul>			

**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
		<ul style="list-style-type: none"> <li>• 1s from any number between 0-1000</li> <li>• 10s from any multiple up to 1000</li> <li>• 5s from any multiple up to 1000</li> </ul>			
Week4	<ul style="list-style-type: none"> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000</li> </ul>			<ul style="list-style-type: none"> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>	
Week5	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from up to <b>-1000</b></li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Decompose four digit numbers into thousands,</li> </ul>			<ul style="list-style-type: none"> <li>• Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm)</li> <li>• Read distances in km</li> </ul>	



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	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to <b>500</b></li> </ul>	<ul style="list-style-type: none"> <li>Copy ,extend and describe number sequence showing counting forward and backwards in:                             <ul style="list-style-type: none"> <li>- 10s from any multiple up to 1000</li> <li>- 5s from any multiple up to 500</li> <li>- 2s from any multiple up to 500</li> <li>- 3s from any multiple up to 200</li> <li>- 4s from any multiples up to 200</li> </ul> </li> </ul>			
Week7	<ul style="list-style-type: none"> <li>Add to 500 and beyond</li> <li>Subtract from 500 and beyond</li> </ul>		<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:                             <ul style="list-style-type: none"> <li>- Objects that roll</li> <li>- Objects that slide</li> <li>- Objects that are flat</li> <li>- Objects that are curved</li> </ul> </li> </ul>		

**GRADE 5 SUGGESTED ASSESSMENT PLAN  
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>Term 4</b>	<b>Numbers, Operations and Relationships</b>	<b>Patterns, functions and algebra</b>	<b>Space and shape</b>	<b>Measurement</b>	<b>Data handling</b>
Week8	<ul style="list-style-type: none"> <li>• Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond</li> <li>• Divide numbers up to 100 and beyond by 2,5,10</li> </ul>			<b>Perimeter</b> <ul style="list-style-type: none"> <li>• Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units</li> <li>• Area</li> <li>• Investigate the area using tiling</li> </ul>	
Week9	<ul style="list-style-type: none"> <li>• Solve money problems involving total change up to R499.99 and beyond</li> </ul>		<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>• Use and name unitary and non-unitary fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>				<ul style="list-style-type: none"> <li>• Collect and sort own data according to different characteristics</li> <li>Draw a picture of collected objects</li> </ul>

#### 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	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Recognise, identify and read number symbols 1-5</li> <li>• Add the same number repeatedly up to 4</li> <li>• Recognise, identify and name 2D-shapes</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Count forwards and backwards from any given number up to 13</li> <li>• Solve addition problems with answers up to 7</li> <li>• Compare and order objects according to length</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Count forwards and backwards from a given number up to 15</li> <li>• Use concrete objects to solve problems involving addition and subtraction with answers up to 8</li> <li>• Collect and sort at least 5 objects according to size and colour</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Count in ones up to 20</li> <li>• Recognise of South African Rands, R1, R2, R5, R10</li> <li>• Recognise and identify 3D objects in the classroom</li> <li>• Recognise the mass (heavy and light)</li> <li>• Recognise capacity (full, empty)</li> </ul>
2	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Recognise, identify and read number symbols up to 1-20</li> <li>• Solve addition and subtraction problems up to 10</li> <li>• Copy and extend simple number</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Write number symbols 1-25</li> <li>• Order numbers from biggest to smallest up to 10</li> <li>• Solve addition and subtraction problems up to 15</li> <li>• Understand the position of one</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Identify, recognise and read number symbols 1-40</li> <li>• Recognise place value of numbers up to 30</li> <li>• Solve simple word problems involving addition and subtraction</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Solve addition and subtraction problems up to 20</li> <li>• Solve simple word problems in</li> </ul>

# **FORMAL ASSESSMENT TASKS OVERVIEW : 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 <ul style="list-style-type: none"> <li>Recognise, name and draw 2D shapes</li> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul>	context involving, equal sharing and grouping up to 50 <ul style="list-style-type: none"> <li>Draw a line of symmetry in geometric shapes</li> <li>Use pictures to represent data in pictograph</li> </ul>
3	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>Content to be assessed (oral, practical, written recording)</li> <li>Count forwards in multiples: 5s up to 50 10s up to 100 2s up to 50</li> <li>Compare whole numbers up to 20</li> <li>Solve addition and subtraction problems up to 20</li> <li>Name days of the week in correct sequence</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>Content to be assessed (oral, practical, written recording)</li> <li>Recognise place value of numbers up to 30</li> <li>Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50</li> <li>Copy and extend a given geometric pattern</li> </ul>	<p>Task 1: Weeks 4-5</p> <ul style="list-style-type: none"> <li>Content to be assessed (oral, practical, written recording)</li> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R50</li> <li>Recognise the place value of two digit numbers from 10-80</li> <li>Solve addition and subtraction problems up to 80</li> <li>Describe the position of one object in relation to another</li> </ul> <p>Task 2: Weeks 7-8</p> <ul style="list-style-type: none"> <li>Content to be assessed (oral, practical, written recording)</li> <li>Solve word problems in context involving addition and subtraction</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>Content to be assessed (oral, practical, written recording)</li> <li>Recognise place value of two digit numbers from 10-99</li> <li>Solve addition and subtraction problems up to 100</li> <li>Copy, extend and describe number sequence to at least 100</li> <li>Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg)</li> </ul>

# **FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5**

Grade	Term 1	Term 2	Term 3	Term 4
			<p>with answers up to 80</p> <ul style="list-style-type: none"> <li>• Measure using metre (m), and centimetres (cm)</li> <li>• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml)</li> <li>• Use pictures to represent data in pictograph</li> </ul>	
4	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed(oral, practical, written recording)</i></li> <li>• Identify, recognise and read number symbols 1-200</li> <li>• Recognise the place value of two digit numbers 10-99</li> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> </ul>	<p>Task 1: Weeks 4-5</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Solve addition problems up to 150</li> <li>• Solve subtraction problems from 150</li> <li>• Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150</li> </ul>	<p>Task 1: Weeks 4-5</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed(oral, practical, written recording)</i></li> <li>• Recognise the place value of three digit numbers 10-300</li> <li>• Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30</li> <li>• Solve addition and subtraction problems up to 180</li> </ul>	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> <li>• <i>Content to be assessed (oral, practical, written recording)</i></li> <li>• Copy, extend and describe number sequence to at least 500</li> <li>• Recognise the place value of three digit numbers up to 500</li> <li>• Solve money problems involving total change in cents up to 90c and Rands up to R99</li> </ul>

### FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5

Grade	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Tell-12 hour time in hours on analogue clocks and digital</li> </ul>	Task 2: Weeks 7-8 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Multiply numbers 1 to 10 by 10, 5 and 2 up to 150</li> <li>Measure using metres (m) and centimetres (cm)</li> <li>Represent data in a pictograph</li> </ul>	Task 2: Weeks 7-8 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Draw line of symmetry in 2D geometrical and non-geometrical shapes</li> <li>Recognise and match different views of objects</li> <li>Represent data in pictograph and bar graph with one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context including halves, quarters and thirds</li> </ul>
5	Task 1: Weeks 7-8 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500</li> <li>Solve addition and subtraction problems up to 500</li> <li>Solve number problems in context and explain own solution to problems involving multiplication</li> </ul>	Task 1: Weeks 4-5 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Decompose three digit numbers into hundreds, tens and units</li> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300</li> <li>Divide numbers up to 100 by 2 and 10</li> </ul>	Task 1: Weeks 4-5 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond</li> <li>Divide numbers up to 100 and beyond by 2, 5, and 10</li> <li>Solve money problems involving total change up to R299.99 and beyond</li> <li>Solve word problems in context and explain own solutions to problems that involve equal</li> </ul>	Task 1: Weeks 7-8 <ul style="list-style-type: none"> <li><i>Content to be assessed (oral, practical, written recording)</i></li> <li>Identify, recognise and read number symbols 0-1000</li> <li>Recognise the place value of three digit numbers from 10-1000</li> <li>Solve addition and subtraction problems up to 500 and beyond</li> <li>Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond</li> </ul>





## 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 Screening, 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.