

2021 RECOVERY ANNUAL TEACHING PLAN – CONTENT OVERVIEW: MATHEMATICS: GRADE R - 3

		GRADE R	GRADE 1	GRADE 2	GRADE 3
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> Count concrete objects up to 10 Count forwards and backwards up to 10 Read and write number symbols up to 10 Read and write number names up to 5 Compare and order numbers up to 10. Addition and subtraction in context and context free up to 10 Money problems up to R10 	<ul style="list-style-type: none"> Count concrete objects up to 100 Count forwards and backwards up to 100 Read and write number symbols up to 20 Read and write number names up to 10 Compare and order objects to up to 20 Compare and order numbers up to 20 Place value: Tens and Ones up to 20 Number bonds up to 10 Mental Maths up to 20 Addition and subtraction in context and context free up to 20 Addition and subtraction facts up to 20 Repeated addition leading to multiplication up to 20. Grouping and sharing up to 20 Money problems up to R20 	<ul style="list-style-type: none"> Count concrete objects up to 200 Count forwards and backwards up to 200 Read and write number symbols up to 200 Read and write number names up to 100 Compare and order numbers up to 20 Place value: Hundreds, Tens and Ones up to 200 Number bonds up to 20 Addition and subtraction in context and context free up to 100 Multiplication up to 100 Grouping and sharing up to 100 Sharing leading to fractions Money problems up to R100 	<ul style="list-style-type: none"> Count forwards and backwards up to 1000 Read and write number symbols up to 1000 Read and write number names up to 1000 Compare and order numbers up to 1000 Place value: Thousands, Hundreds, Tens and Ones up to 1000 Number bonds up to 30 Addition and subtraction of 3-digit numbers by 3 digits with crossing over to 10s and 100s up to 1000 in context and context free calculations Money (solve money problems and convert between rands and cents) Multiplication: 1-9 times tables 1×10 to 100 Grouping and sharing leading to division up to 100 (with and without remainders) Sharing leading to fractions
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns Number patterns up to 100 	<ul style="list-style-type: none"> Geometric patterns Number patterns up to 200 	<ul style="list-style-type: none"> Geometric patterns Number patterns up to 1 000
	SPACE AND SHAPE	<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views 	<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views 	<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views Symmetry 	<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views Symmetry
	MEASUREMENT	<ul style="list-style-type: none"> Time Mass Length Capacity/Volume 	<ul style="list-style-type: none"> Time Mass Length Capacity/Volume 	<ul style="list-style-type: none"> Time Mass Length Capacity/Volume 	<ul style="list-style-type: none"> Time Mass Length Capacity/Volume Perimeter and Area
	DATA HANDLING	<ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections (integrated with Time; Birthday calendar, Helpers chart, Height chart, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections (integrated with Time; Birthday calendar) 	<ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections: (pictographs with one-to-one correspondence) Analyse and interpret data 	<ul style="list-style-type: none"> Collect and sort objects (Tallies, Tables) Represent sorted objects: (bar graphs) Discuss sorted collections. Analyse and interpret data

GRADE 1		GRADE 1 CONTENT OVERVIEW				
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)	TERM 4 (10 WEEKS)	
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> Readiness Count concrete objects up to 5 Count forwards and backwards up to 5 Read number names and symbols up to 10 Write number names and symbols up to 5 Compare and order numbers up to 5 Number bonds to 5 Practical addition and subtraction in context and context free up to 5 Grouping and sharing up to 5 Mental Maths up to 5 	<ul style="list-style-type: none"> Diagnostic 1 Count concrete objects up to 20 Count forwards and backwards up to 10 Read number symbols up to 10 Write number names and symbols up to 10 Compare and order numbers up to 10 Number bonds to 7 Practical addition and subtraction in context and context free up to 10 Grouping and sharing up to 10 Mental Maths up to 10 	<ul style="list-style-type: none"> Diagnostic 2 Count concrete objects up to 50 Count forwards and backwards to 50 Read number symbols up to 15 Write number symbols up to 15 Write number names and symbols up to 15 Compare and order numbers up to 15 Number bonds to 9 Practical addition and subtraction in context and context free up to 15 Repeated addition up to 15 Grouping and sharing up to 15 Mental Maths up to 15 Money up to R10 	<ul style="list-style-type: none"> Preparing for Grade 2 Count concrete objects up to 100 Count forwards and backwards up to 100 Read and write number symbols up to 20 Write number names and symbols up to 20 Compare and order numbers up to 20 Place value: Tens and Ones up to 20 Number bonds to 10 Practical addition and subtraction in context and context free up to 20 Repeated addition leading to multiplication up to 20 Grouping and sharing up to 20 Mental Maths up to 20 Money up to R20 	
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> Geometric patterns (integrated into Data handling) Number patterns up to 20 (integrated into counting) 	<ul style="list-style-type: none"> Geometric patterns Number patterns up to 50 (integrated into counting) 	<ul style="list-style-type: none"> Number patterns up to 80 (integrated into counting) 	<ul style="list-style-type: none"> Geometric patterns Number patterns up to 100 	
	SPACE AND SHAPE	<ul style="list-style-type: none"> 3-D objects Position, orientation, and views 	<ul style="list-style-type: none"> 3-D objects 2-D shapes 		<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views 	
	MEASUREMENT	<ul style="list-style-type: none"> Time Mass 	<ul style="list-style-type: none"> Time Length 	<ul style="list-style-type: none"> Time Volume and Capacity 	<ul style="list-style-type: none"> Time Mass Length Capacity/Volume 	
	DATA HANDLING	<ul style="list-style-type: none"> Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday Calendar, etc.) 	<ul style="list-style-type: none"> (Integrated into other content areas) 	<ul style="list-style-type: none"> (Integrated into other content areas) 	<ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections (integrated into Time; Birthday Calendar) 	
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Numbers 1-5 Count on beads / abacus up to 20 Maths Vocabulary: <ul style="list-style-type: none"> Many and fewer Before, after, between Just as many, the same as Ordinal numbers 1st – 6th Position in the line/ race/ on the number line 	<ul style="list-style-type: none"> Days of the week, current month. Count on beads / abacus/ number line up to 10 Position in the line/ race/ on the number line up to 10 Order a collection of objects: most, least More than, less than; before, after, between 3-D objects: boxes, balls Number bonds of 5 and 6 Grouping and sharing up to 7 	<ul style="list-style-type: none"> Days of the week, current month. Count on beads / abacus / number line up to 20 Position in the line / race / on the number line up to 10 More than, less than; before, after, between Number bonds of 10 Grouping and sharing up to 10 Money 	<ul style="list-style-type: none"> Days of the week, current month. Count on beads / abacus/ number line up to 20 Position in the line/ race/ on the number line to 10 Ordinal numbers up to 10th More than, less than; Before, after, between, light, heavy 3-D objects: boxes, balls 2-D shapes: properties - triangle, square, circle Number bonds of 15 Grouping and sharing up to 15 Money 		
RESOURCES (other than textbooks) to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i>	<ul style="list-style-type: none"> Concrete counters, abacus Beads on string Weather chart Number cards, Number Name Cards Calendar, Flash cards Number frieze Number line 	<ul style="list-style-type: none"> Number line Concrete counters, abacus Beads on string Weather chart Number cards, Number Name Cards Calendar, Flash cards Number frieze Number line 	<ul style="list-style-type: none"> Concrete counters abacus Beads on string Weather chart, Number cards, Number Name Cards Calendar, Flash cards Number frieze Number line Place Value table 	<ul style="list-style-type: none"> Concrete counters, abacus Beads on string Weather chart Number cards, Number Name Cards Calendar, Flash cards Number frieze Number line Place Value table 		
INFORMAL ASSESSMENT		<ul style="list-style-type: none"> Daily activities as in the Core Concepts 				
		WEIGHTING with an exemplar of the NUMBER OF SKILLS				
SBA (Formal Assessment)	CONTENT AREA	NO. OF TASKS ONE formal task per term	% AS PER CAPS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS
	NOR		65%	10	13	16
	PFA		10%	1	2	3
	SS		11%	2	2	3
	M		9%	1	2	2
	DH		5%	1	1	1
		TOTAL: 100%	15	20	25	

ASSESSMENT	TASK/S FORMAT	<ul style="list-style-type: none">• Oral, Practical and Written
	TERMS 1 - 3	<ul style="list-style-type: none">• Observation and continuous assessment (record observations daily) integrated into lesson time per DBE directive
	TERM 4	<ul style="list-style-type: none">• Observation and continuous assessment (record observations daily) integrated into lesson time.• Final formative assessment at the end of term (recording and progression meetings-2 weeks)

2021 Recovery Annual Teaching Plan – Term 3: MATHEMATICS: Grade 1

Mathematics time allocation: 7 hours per week. (26 JULY – 1 OCTOBER)

1 hr. 24 min × 5 = 7 hours OR (1hr 30 min lessons × 4 plus one, 60 min lesson = 7hours)

1. Whole Class Activity:

- Counting, Mental Maths (consolidation of concepts)
- New Concept teaching
- Classroom Management (allocation of independent activities)

5 min +10 min
20 min

2. Independent group teaching and independent work

(Inclusive of the differentiated teaching of new concepts - oral, practical and written activities daily)

The teacher is also mindful to plan well for effective assessment (for learning and of learning). This will inform the remediation and teaching.

24 × 2 groups = 48 min

See a suggested group teaching plan below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

Term 3. 49 days	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 (4 days) & 10
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CAPS Topic	NUMBERS, OPERATIONS & RELATIONSHIPS integrated with NUMBER PATTERNS				
	First 3 days of Week 1 are used to do a Grade 1 Diagnostic Assessment.				
	<ul style="list-style-type: none"> • Estimate and count whole numbers to 50 • Count, compare and order objects up to 15 • Count, compare and order numbers up to 15 • Read and write number symbols and number names up to 15 • Solve Problems in context up to 15 • Grouping and Sharing up to 15 • Context free calculations (+, -, =, □) • Repeated Addition up to 15 				
				PATTERNS, FUNCTIONS AND ALGEBRA <ul style="list-style-type: none"> • Geometric Patterns 	
	SPACE AND SHAPE <ul style="list-style-type: none"> • 3-D objects balls (spheres), boxes (prisms) • Position and directions 				
	MEASUREMENT				
				Capacity/ Volume <ul style="list-style-type: none"> • Estimate, compare, order the amount of liquid that 2 containers can hold if filled. • Use language to compare: <ul style="list-style-type: none"> – more than, less than; full, empty • Use non-standard measures e.g. spoons, cups 	
	DATA HANDLING (INTEGRATED WITH OTHER CONTENT AREAS)				
Number Concept Development: Describe, compare, order whole numbers	Number Concept Development: <ul style="list-style-type: none"> – Count forwards and backwards to 50. – Count in multiples of 10s, 5s, 2s to 50 (group counting) – Order and compare a given set of numbers (1-15) and say which is one more and less. (follow examples up to 15 as with 5 in term 1 and 2) – Read and write number symbols and number names Mental Maths Number range 15. This is a daily activity for 10 minutes. (work at calculation strategies: Counting on; number line, building up and breaking down, doubling and halving)				
	Week 1 & 2 <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 11 <ul style="list-style-type: none"> – according to many, fewer; most, least • Describe, compare and order numbers <ul style="list-style-type: none"> – from smaller than, greater than, more than, less than, is equal to. – to greatest and greatest to smallest • Place value 11 is 10 and 1 	Week 3 & 4 <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 12 <ul style="list-style-type: none"> – according to more than, less than • Describe, compare and order numbers: <ul style="list-style-type: none"> – from smaller than, greater than, more than, less than, is equal to. – use number line 0-15 • Read and write number symbols and number names to 12 • Place value 12 is 10 and 2 	Week 5 & 6 <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 13 <ul style="list-style-type: none"> – according to just as many, the same as, different • Describe, compare and order numbers: <ul style="list-style-type: none"> – from smallest to greatest and greatest to smallest – before, after, in the middle / between – use number line 0-15 • Read and write number symbols and number names to 13 • Place value 13 is 10 and 3 	Week 7 & 8 <ul style="list-style-type: none"> • Count compare and order objects and numbers up to 14. <ul style="list-style-type: none"> – according from most to least; more than, less than – before, after, in the middle / between – use number line 0-15 • Read and write number symbols and number names to 14 • Place value 14 is 10 and 4 	Week 9 (4 days) & 10 <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 15 <ul style="list-style-type: none"> – from most to least and least to most. – from smallest to greatest and greatest to smallest – according to more than, less than – before, after, in the middle / between – use number line 0-15 • Read and write number symbols and number names 15 • Place value 15 is 10 and 5
Use the following techniques to solve Addition, Subtraction, Repeated Addition, Equal sharing and grouping that may include remainders problems in context and context free calculations and explain own solutions to 15.					
Use concrete apparatus e.g. counters; draw pictures; breaking down and building up; doubling and halving, number line supported by beads.					

	<ul style="list-style-type: none"> Solve word problems in context and explain solutions up to 11 Do context free calculations (+, -, =, □ to 11 Practise number bonds to 7. 	<ul style="list-style-type: none"> Solve word problems in context to 12. Do context free calculations (+, -, =, □, and repeated addition) to 12 Practise number bonds to 7. 	<ul style="list-style-type: none"> Solve grouping and sharing problems in context to 13. Do context free calculations (+, -, =, □) to 13 Practise number bonds to 8. 	<ul style="list-style-type: none"> Solve repeated Addition problems in context leading to multiplication to 14. Do context free calculations (+, -, =, □ and repeated addition) to 14 Practise number bonds to 8. 	<ul style="list-style-type: none"> Solve repeated Addition problems in context leading to multiplication with answers to 15. Do context free calculations (+, -, =, □ and repeated addition) to 15 Practise number bonds to 9. 	
		<ul style="list-style-type: none"> Solve money problems involving totals and change. 		<ul style="list-style-type: none"> Solve money problems involving totals and change. 	<ul style="list-style-type: none"> Solve money problems involving totals and change. 	
			PATTERNS FUNCTIONS AND ALGEBRA Geometric Patterns <ul style="list-style-type: none"> Copy, extend and describe simple patterns <ul style="list-style-type: none"> Pack out objects Draw own simple patterns Create and describe own patterns 			
		SPACE AND SHAPE 3-D objects Position and directions <ul style="list-style-type: none"> Follow directions: right, left, etc. 2-D shapes Recognise & name: circles, triangles, squares 				
	MEASUREMENT Time: dealt with during whole class teaching time.					
		Capacity / Volume <ul style="list-style-type: none"> Estimate, compare, order the amount of liquid that 2 containers can hold if filled. Use language to compare: <ul style="list-style-type: none"> more than, less than; full, empty Use non-standard measures e.g. spoons, cups 				
CORE CONCEPTS & SKILLS	<ul style="list-style-type: none"> Count in 1s, 10s, 5s, 2s (multiples) 50 Compare and order objects; Compare and order numbers up to 15 Solve problems in context and context free calculations up to 15 Mental Maths up to 15 and problem-solving strategies: number line, doubles, halves, break down, build up, draw pictures Place value -15 Follow direction Create geometric patterns Compare liquids (more/ less) Number bonds to 15 					
STRATEGIES	Use concrete apparatus; Draw pictures; Break down and build up; Doubles and halves; Number line, supported by concrete apparatus.					
REQUISITE PRE-KNOWLEDGE	Days of the week, current month. Count on beads / abacus/ number line to 15: Position in the line/ race/ on the number line to 10; more than, less than; before, after, between.					
	<ul style="list-style-type: none"> Position: in front of, behind, etc. Number bonds of 5 	<ul style="list-style-type: none"> 3-D objects: boxes, balls Number bonds of 6 Grouping and sharing to 12 	<ul style="list-style-type: none"> Number bonds of 7 Grouping and sharing to 13 	<ul style="list-style-type: none"> Number bonds of 8 Grouping and sharing to 14 	<ul style="list-style-type: none"> Number bonds of 8 Grouping and sharing to 15 	
RESOURCES (other than textbooks) to enhance learning. See pg. 16 in CAPS for more ideas.	CONCRETE COUNTERS, ABACUS/ BEADS ON STRING, WEATHER CHART, NUMBER CARDS, CALENDAR, FLASH CARDS, NUMBER FRIEZE, NUMBER LINE.					
	Act. 65: Understanding number 11 pp.2-3 Act. 78: Data one more pp.28-31 Act. 80: Groups of 5, context free calculations – repeated addition pp.32- 33	Act. 66: Understanding number 12 pp.4-5 Act. 81: Repeated Addition up to 5 pp.34-35 Act. 87: 3-D Objects pp.46-47 Act. 86: Halves pp.44-45	Act. 67: Understanding number 13 pp.6-7 Act. 82: Counting in fives up to 15 pp.36-37 Act. 88: 3-D Objects pp.48-49 Act. 85: Doubles pp.42-43	Act. 68: Understanding number 14 pp.8-9 Act. 83: Number patterns of 5 pp.38-39 Act. 89: Geometric patterns pp.50-51 Act. 92: Problem solving pp.56-57	Act. 69: Understanding number 15 pp.10-11 Act. 90: Groups of 2 up to 15 pp.52-53 Act. 91: Repeated Twos Addition up to 15 pp.54-55 Act. 95: Place Value pp.62-63	
INFORMAL ASSESSMENT	ORAL, PRACTICAL, WRITTEN <ul style="list-style-type: none"> Continuous assessment prevails through observations. The onus is on the teacher to be cognisant of learner progress and vigilant about whether the learner learns meaningfully and with understanding. The teacher aptly records the observations made; this is integrated in the lesson time per DBE directive. 					
SBA (Formal Assessment)	WRITTEN <ul style="list-style-type: none"> NUMBERS OPERATIONS & RELATIONSHIPS MEASUREMENT 		ORAL & PRACTICAL <ul style="list-style-type: none"> NUMBERS, OPERATIONS & RELATIONSHIPS PATTERNS FUNCTIONS & ALGEBRA SPACE & SHAPE 		WRITTEN <ul style="list-style-type: none"> NUMBERS, OPERATIONS & RELATIONSHIPS 	
	Formal Assessment must be fair, reliable, and valid . The assessment must reveal what the learner knows, the onus is on the teacher to: <ul style="list-style-type: none"> Teach and assess well for learning gains. (AfL) Use an appropriate form of assessment so that the learner's knowledge and skills can be gauged, and the evidence of attainment can be justified at all times. 					