

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 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 200. 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 R		GRADE R CONTENT OVERVIEW PER TERM			
		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"> Number range 1 to 5 One to one correspondence Counting in 1s (concrete objects) to 5 Rote counting Counting forwards and backwards up to 5 Songs and rhymes, body movement Compare collections of objects Solve problems 1 to 5 orally Awareness of Money -Rands (notes and coins) 	<ul style="list-style-type: none"> Number range 1 to 7 One to one correspondence Counting in 1s (concrete objects) to 7 Rote counting Counting forwards and backwards up to 7 Songs and rhymes, body movement Compare collections of objects Solve problems 1 to 7 orally Awareness of Money-Rands (notes and coins) 	<ul style="list-style-type: none"> Number range 1 to 9 One to one correspondence Counting in 1s (concrete objects) to 9 Rote counting Counting forwards and backwards up to 9 Songs and rhymes, body movement Compare collections of objects Solve problems 1 to 9 orally Awareness Money-Rands (notes and coins) 	<ul style="list-style-type: none"> Number range 1 to 10 One to one correspondence Counting in 1s (concrete objects) to 10 Rote counting Counting forwards and backwards up to 10 Songs and rhymes, body Compare collections of objects Solve problems 1 to 10 orally Awareness Money -Rands (notes and coins)
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns 	<ul style="list-style-type: none"> Geometric patterns
	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 		<ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views
	MEASUREMENT	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Time Mass 	<ul style="list-style-type: none"> Time Length 	<ul style="list-style-type: none"> Time Capacity/Volume
	DATA HANDLING	<ul style="list-style-type: none"> Collect and sort objects Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Discuss sorted collections Discuss sorted collections (integrated with Time; Birthday calendar, Weather chart) 	<ul style="list-style-type: none"> Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday calendar)
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Repertoire of Rhymes and Songs NCF pp. 51-56 (ELDA 4) 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-5 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-6 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA 4) Days of the week, calendar Daily programme Numbers 1-6 	
RESOURCES to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i>	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting Daily programme, Maths games, puzzles Weather chart, calendar, Birthday chart, height chart Dot and number cards Play money Analogue Clock 	
INFORMAL ASSESSMENT	Assessment in Grade R is informal and continuous. Learners are assessed best in small groups (Helper groups) Teachers must record informal observations of the learners. This will serve as evidence of learners' achievement and support the teacher's professional judgement in the final analyses.				
ASSESSMENT	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 R

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 = 7 hours)

- The Grade R approach to learning is based on the principles of integration and play based learning. The teacher must be proactive and make the most of incidental learning opportunities throughout.
- In Grade R the timetable is called the Daily Programme. See a suggested Grade R Daily Programme on page 15 in the Grade R CAPS document.
- There are three teacher guided activities mapped out on the Daily Programme for the day. Each of these have a:
 1. Language,
 2. Mathematics and
 3. Life Skills component
- It is imperative that at a strong Mathematics teaching focus must emanate from each during the day.

Term 3 (49 days)	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 (4 days) & 10	
CAPS Topic	NUMBERS, OPERATIONS & RELATIONSHIPS					
	<ul style="list-style-type: none"> • Number range 1 to 9 • Rote counting (Songs and rhymes, body percussion) • One to one correspondence • Counting in 1s (concrete objects) to 9 • Counting forwards and backwards up to 9 • Compare collections of objects • Solve problems orally 1 to 7 • Awareness of money - Rands (notes and coins); Cents(coins) 					
				PATTERNS, FUNCTIONS AND ALGEBRA		
	SPACE AND SHAPE					
	<ul style="list-style-type: none"> • Position, orientation and view. • 3D objects, 2D shapes 					
	MEASUREMENT		MEASUREMENT		MEASUREMENT	
	Time		Length		Length	
	DATA HANDLING INTEGRATED WITH ALL OTHER CONTENT AREAS. THE GRADE R TEACHER MUST PLAN WELL FOR THE NATURAL INTEGRATION TO HAPPEN.					
	<p>DAILY: The teacher must plan well and note the potential these charts allow for data handling activities as well.</p> <p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Helpers chart • Height chart • Weather chart • Birthday chart - (link with ordinal nos.) 					
		Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 (4 days) & 10
	<ul style="list-style-type: none"> • Days of the week, calendar • Estimate and count objects to 5 • One -to- one correspondence • Count in 1s up to 5 <ul style="list-style-type: none"> ○ concrete apparatus / 3D objects ○ body parts ○ clap hands, stamp feet, climb steps. • Vocabulary: more, less • Rote counting use number rhymes and songs • Count forwards and backwards up to 5 <ul style="list-style-type: none"> ○ Recognise and identify number names and number symbols • Incidental awareness of ordinal numbers • Describe whole numbers 1-5 • Orally solve problems up to 5 	<ul style="list-style-type: none"> • Days of the week, calendar • Estimate and count objects to 6 • One -to- one correspondence • Count in 1s up to 6 <ul style="list-style-type: none"> ○ concrete apparatus / 3D objects ○ body parts ○ clap hands, stamp feet, climb steps. • Vocabulary: more, less • Rote counting use number rhymes and songs • Count forwards and backwards up to 6 <ul style="list-style-type: none"> ○ Recognise and identify number names and number symbols • Describe whole numbers 1-6 • Orally solve problems up to 6 	<ul style="list-style-type: none"> • Days of the week, calendar • Estimate and count objects to 6 • One -to- one correspondence • Count in 1s up to 6 <ul style="list-style-type: none"> ○ concrete apparatus / 3D objects ○ body parts ○ clap hands, stamp feet, climb steps. • Vocabulary: most, least • Rote counting use number rhymes and songs • Count forwards and backwards up to 6 <ul style="list-style-type: none"> ○ Recognise and identify number names and number symbols • Describe whole numbers 1-6 • Orally solve problems up to 6 • Awareness of Money- provide this in the house corner. 	<ul style="list-style-type: none"> • Days of the week, calendar • Estimate and count objects to 7 • One -to- one correspondence • Count in 1s up to 7 <ul style="list-style-type: none"> ○ concrete apparatus / 3D objects ○ body parts ○ clap hands, stamp feet, climb steps. • Vocabulary: most, least • Rote counting use number rhymes and songs • Count forwards and backwards up to 7 <ul style="list-style-type: none"> ○ Recognise and identify number names and number symbols • Incidental awareness of ordinal numbers • Describe whole numbers 1-7 • Orally solve problems up to 7 	<ul style="list-style-type: none"> • NCF pp. 51-56 (ELDA4) • Days of the week, calendar • Estimate and count objects to 7 • One -to- one correspondence • Count in 1s up to 7 <ul style="list-style-type: none"> ○ concrete apparatus / 3D objects ○ body parts ○ clap hands, stamp feet, climb steps. • Vocabulary: more, less; most, least • Rote counting use number rhymes and songs • Count forwards and backwards up to 7 <ul style="list-style-type: none"> ○ Recognise and identify number names and number symbols • Describe whole numbers 1-7 • Orally solve problems up to 7 	
	SPACE AND SHAPE	SPACE AND SHAPE	PATTERNS FUNCTIONS & ALGEBRA	PATTERNS FUNCTIONS AND ALGEBRA	SPACE AND SHAPE	
	<ul style="list-style-type: none"> • Position of objects in relation to each other. <ul style="list-style-type: none"> ○ In front of, behind ○ On top, under, bottom, below • Sort 3D objects according to size, colour, shape 	<ul style="list-style-type: none"> • Position of objects in relation to each other. <ul style="list-style-type: none"> ○ Next to, middle, left, right ○ Describe objects from looking at it from different views • Sort 3D objects and 2D shapes according to size, colour, shape 	<ul style="list-style-type: none"> • Geometric Patterns • Copy, extend and create own pattern with pictures. 	<ul style="list-style-type: none"> • Geometric Patterns • Copy, extend and create own pattern with pictures. 	<ul style="list-style-type: none"> • Follow directions <ul style="list-style-type: none"> ○ Forwards and backwards ○ Arrow chart • Build 3D objects • 2D Shapes- provide variety of puzzles daily- aim for plus 18piece puzzles 	

MEASUREMENT					
	Time: dealt with during whole class teaching time		Length		
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-5 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-6 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-6 	<ul style="list-style-type: none"> NCF pp. 51-56 (ELDA4) Days of the week, calendar Daily programme Numbers 1-7
	DBE WORKBOOK 3 Pg. 8 1.5 Data Handling – Counting 1-5 Pg.18 2.5 Six 6	DBE WORKBOOK 3 Pg. 30 smaller number of objects/ less objects Pg. 32 On the farm... do data handling. Pg. 35 Count and trace numbers Pg. 37 Farming – design own data handling activity.	DBE WORKBOOK 3 Pg. 39 Addition/ counting on/ Pg. 43 Healthy environment – create counting. activity Pg. 44: Count the recycled items per category.	DBE WORKBOOK 3 Pg. 45 Colour 7 shapes    Pg. 50 Colour the correct number of items 1-7 Pg. 51 Cut out dotted cards for practice-match picture with number of dots	DBE WORKBOOK 3 Pg. 27 Follow the arrow chart number chart Pg. 53 Addition/ counting on
RESOURCES to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i>	<ul style="list-style-type: none"> Number rhymes and songs Recycle material for sorting, comparing, counting Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, birthday chart, height chart Dot and number cards Play money Analogue clock Blocks 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, birthday chart, height chart Dot and number cards Play money Analogue clock Blocks 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, birthday chart, height chart Dot and number cards Play money Analogue clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, birthday chart, height chart Dot and number cards Play money Analogue clock 	<ul style="list-style-type: none"> Recycle material for sorting, comparing, counting. Props, dress up clothes, toys Maths games, puzzles Weather chart, calendar, birthday chart, height chart Dot and number cards- Blocks
INFORMAL ASSESSMENT	ORAL, PRACTICAL <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 has to observe and record the observations made by using an assessment tool. This will serve as evidence of the learner's achievement which is further used to inform the assessment codes given to the learner to indicate progress made. The teacher has to observe all assessment criteria as per DBE directive. 				