ENGLISH MATHEMATICS _2021 WEEKLY TEACHING PLAN _ GRADE 5

TERM 1	Week 1 3 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:		Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 4 days	Week 10 3 days
Hours per week	3 hrs.	6 hrs.	6 hrs.	6 hrs.		6 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	3 hrs.
Hours per topic	3 hrs.	12 hrs.		9 hrs.		2 hrs.	18 hrs.			5 hrs	3 hrs.

Topics, concepts and skills	ORIENTATION AND REVISION	**WHOLE NUMBERS:**
		
		Number range for counting, ordering, comparing and representing, and place value of digits
		
		• Order, compare and represent numbers to at least 6-digit numbers
		• Recognize the place value of digits in whole numbers to at least 6 digit numbers
		• Round off to the nearest 5, 10, 100 and 1 000
				NUMBER SENTENCES
				• Write number sentences to describe problem situations
				• Solve and complete number sentences by
				  – inspection
				  – trial and improvement
				• Check solution by substitution
						FORMAL ASSESSMENT TASKS ASSIGNMENT
						Whole numbers
						Number sentences
							WHOLE NUMBERS:
							
							Number range for calculations
							• Addition and subtraction of whole numbers with at least 5-digit numbers
							
							Calculation techniques
							• Using a range of techniques to perform and check written and mental calculations of whole numbers including:
							  – estimation
							  – adding and subtracting in columns
							  – building up and breaking down numbers
							  – using a number line
							  – rounding off and compensating
							  – using addition and subtraction as inverse operations
							
							Properties of whole numbers
							• Recognize and use the commutative and associative properties of whole numbers
							• 0 in terms of its additive property
							
							Solving problems
							• Solve problems involving whole numbers, including the following:
							  – financial contexts
							  – measurement contexts
										FORMAL ASSESSMENT TASKS TEST
										All topics	

Prerequisite skill or pre-knowledge		• Counting ordering, comparing, and representing place value of 4-digit numbers. • Recognize the place value of digits in whole numbers to at least 4-digit numbers. • Rounding off to the nearest 100		• Basic operations with whole numbers			• Addition and subtraction of 4-digit numbers. • Round off to the nearest 10, 100, 1 000 and estimate answers. • Adding and subtracting units, multiples of 10 and multiples of 100, 1 000 to/from any 4-digit number				

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TERM 2	Week 1 4 days	Week 2 5 days	Week 3 3 days	Week 4 5 days	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 4 days	Week 11 5 days
Hours per week	5 hrs.	6 hrs.	3 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs	5 hrs.	6 hrs.
Hours per topic	15 hrs			15 hrs.			9 hrs.	2 hrs.	6 hrs	5 hrs.	6 hrs.
Topics, concepts and skills	**WHOLE NUMBERS:** **Number range for calculations** • Multiplication of at least whole 3-digit by 2-digit numbers **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – building up and breaking down numbers – doubling and halving – using multiplication and division as inverse operations **Number range for multiples and factors** • Multiples of 2-digits whole numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 **Properties of whole numbers** • Recognize and use the commutative; associative and distributive properties with whole numbers • 1 in terms of its multiplicative property **Solving problems** • Solve problems involving whole numbers, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate)			**WHOLE NUMBERS:** **Number range for calculations** • Division of at least whole 3-digit by 2-digit numbers **Calculation techniques** • Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – using multiplication and division as inverse operations **Properties of whole numbers** • Recognize and use the distributive properties of whole numbers • 1 in terms of its multiplicative property **Solving problems** • Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate) grouping and equal sharing with remainders			**NUMERIC PATTERNS:** **Investigate and extend patterns** • Investigate and extend numeric patterns looking for relationships or rules of patterns – sequences not limited to constant difference or ratio – of learner's own creation • Describe observed relationships or rules for sequences involving constant difference or ratio in learner's own words **Input and output values** Determine input values, output values and rules for patterns and relationships: – flow diagrams – tables **Equivalent forms** • Determine equivalence of different descriptions of the same relationship or rule presented: – verbally – in a flow diagram – by a number sentence	**FORMAL ASSESSMENT TASKS** **INVESTIGATIONS** • Multiplication • Division • Numeric Patterns	**GEOMETRIC PATTERNS** **Investigate and extend patterns** • Investigate and extend geometric patterns looking for relationships or rules of patterns: – represented in physical or diagram form – sequences not limited to a constant difference or ratio – of learner's own creation • Describe observed relationships or rules in learner's own words **Input and output values** • Determine input values, output values and rules for the patterns and relationships using flow diagrams **Equivalent forms** • Determine equivalence of different descriptions of the same relationship or rule presented: – verbally – in a flow diagram – by a number sentence	**REVISION**	**FORMAL ASSESSMENT TASKS** **TEST** All Term 1 and Term 2 topics
Prerequisite skill or pre-knowledge	• Describe, compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) fractions in diagram form • Equivalent fractions • Multiply at least and 2-digit by 2-digit numbers. • Doubling and halving • Multiplication facts for units by multiples of 10 100.and 1 000 • Building up and breaking down 4 digit whole numbers.			• Division of 3-digit numbers by 1-digit numbers • Solve problems in financial and measurement contexts with whole numbers including sharing, grouping and rate • Multiples of 2-digit numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 1 in terms of its multiplicative property			• Investigate and extend patterns • Describe patterns in own words • Describe general rules observed in patterns • Determine input and output values in tables and flow diagrams		• Investigate and extend patterns • Describe patterns in own words • Describe general rules observed in patterns • Determine input and output values in tables and flow diagrams		

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	• Round off to the nearest 10, 100 and 1 000 to estimate answers. • Multiples of 1 digit numbers to at least 100 • 1 in terms of its multiplicative property									

TERM 3	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 4 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 5 days	Week 11 4 days
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs	6 hrs.	5 hrs.
Hours per topic	18 hrs.			6 hrs.		9 hrs	3 hrs	3 hrs	9 hrs	6 hrs.	5 hrs.
Topics, concepts and skills	**COMMON FRACTIONS:** **Describing and ordering fractions:** • Count forwards and backwards in fractions • Compare and order common fractions to at least twelfths **Calculations with fractions:** • Addition and subtraction of common fractions with same denominator • Addition and subtraction of mixed numbers fractions of whole numbers • Fractions of whole which result in whole numbers • Recognise, describe and use the equivalence of division and fractions **Solving problems** • Solve problems in contexts involving common fractions, including grouping and sharing **Equivalent forms**: • Recognize and use equivalent forms of common fractions with denominators which are multiples of each other			**LENGTH:** **Practical measuring** • Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers – metre sticks – tape measures – trundle wheels • Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km) **Calculations and problem-solving** • Solve problems in contexts involving length • Convert between any of the following units. – millimetres (mm), – centimetres (cm), – metres (m) and – kilometres (km) • Conversions limited to whole numbers and common fractions		**PROPERTIES OF 2D SHAPES:** **Range of shapes** • Recognize, visualize and name 2-D shapes in the environment and geometric setting, focusing on • regular and irregular polygons - triangles, • squares, rectangles, other quadrilaterals, • pentagons, hexagons, heptagons • circles • similarities and differences between squares and rectangles **Characteristics of shapes** • Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides – lengths of sides – angles in shapes, limited to: ✓ right angles ✓ angles smaller than right angles ✓ angles greater than right angles **Further activities** • Draw 2-D shapes on grid paper **Angles** • Recognize and describe angles in 2-D shapes: – right angles – angles smaller than right angles – angles greater than right angles	**SYMMETRY:** • Recognize, draw and describe line(s) of symmetry in 2-D shapes	**TRANSFORMATIONS:** **Use transformations to make composite shapes** • Make composite 2-D shapes including shapes with line symmetry by tracing and moving a 2-D shape in one or more of the following ways: – by rotation – by translation – by reflection **Use transformations to make tessellations** • Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D in one or more of the following ways: – by rotation – by translation – by reflection **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns.	**PROPERTIES OF 3-D OBJECTS:** **Range of objects** • Recognize, visualize and name 3-D objects in the • environment and geometric settings, focusing on: – rectangular prisms and other prisms – cubes – cylinders – cones – pyramids – similarities and differences between cubes and rectangular prisms **Characteristics of objects** • Describe, sort and compare 3-D objects in terms of – shape of faces – number of faces – flat and curved surfaces **Further activities** • Make 3-D models using cut out polygons • Cut open boxes to trace and describe their nets	**REVISION**	**FORMAL ASSESSMENT TASKS** **TEST** All topics

| Prerequisite skill or pre-knowledge | • Describe, compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) fractions in diagram form
• Equivalent fractions
• Adding and subtracting fractions in context | • Estimating, measuring, recording, comparing and ordering length
• Use Measuring instruments:
• Units of length
• Solve problems in contexts
• Converting between units
• Conversions limited to whole numbers and common fractions | • Recognize, visualize and name 2-D shapes in the environment and geometric settings:
– regular and irregular polygons up to hexagons
– circles
• Describe, sort and compare 2-D shapes in terms of
– straight and curved sides
– number of sides | • Recognise lines of symmetry in nature | • Building composite shapes
• Tessellations and describing patterns in the world. | • Recognize, visualize and name
– rectangular prisms
– spheres
– cylinders
– cones
– square-based pyramids
• Describe, sort and compare 3-D objects in terms of:
– shapes of faces
– flat and curved surfaces
• Make 3-D models using cut-out polygons | | |

N.B. BY THE END OF TERM 3, LEARNERS SHOULD HAVE COMPLETED A PROJECT AND A TEST. SEE NOTES ON PROJECT FROM ABRIDGED SECTION 4 OF CAPS.

TERM 4	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 3 days
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs	3 hrs.
Hours per topic	12 hrs.		6 hrs.		6 hrs.	12 hrs.		6 hrs.	6 hrs	3 hrs.
Topics, concepts and skills	**PERIMETER, AREA AND VOLUME OF 2 D SHAPES** **Perimeter** • Measure perimeter using rulers or measuring tapes **Measurement of area** • Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units **Measurement of volume** • Find volume/capacity of objects by packing or filling them in order to develop an understanding of cubic units		**CAPACITY/VOLUME** **Practical Measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: — measuring spoons — measuring cups, — measuring jugs • Record, compare and order capacity and volume of 3D objects in millilitres (ml) and litres (l) **Calculations and problem- solving** • Solve problems in contexts involving capacity/volume • Convert between millilitres and litres limited to examples with whole numbers and fractions		**TIME:** **Reading time and time instruments** • Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: – hours – minutes – seconds • Instruments include clocks, watches and stopwatches **Reading calendars** **Calculations and problem solving time include:** • problems in contexts involving time • calculation of time intervals where time is given in – seconds and/or minutes minutes and/or hours – hours and/or days – days, weeks and/or months • years and/or decades	**USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT** **Solving problems** • Solve problems in contexts involving whole numbers and fractions, including: – financial contexts – measurement contexts – fractions, including grouping and equal sharing – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate)		**REVISION**	**FORMAL ASSESSMENT TASKS** **TEST** All Term 3 and Term 4 topics	**FORMAL ASSESSMENT TASKS** **TEST** All Term 3 and Term 4 topics
Prerequisite skill or pre-knowledge	• Measure perimeter using rulers or measuring tapes • Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units • Find volume/capacity of objects (by packing or filling them in order to develop an understanding of cubic units		• Millilitres and litres. • Measuring instruments such as measuring cups and measuring spoons. • Read off measurements where the calibration line is numbered.		• Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in hours, minutes and seconds • Calculation of the number of days between any two dates within the same or consecutive years • Calculation of time intervals where time is given in minutes or hours only • Reading calendars	• Number sentences • All operations with whole numbers and common fractions				