Every child is a National Asset

2021
REVISED TRIMMED CURRICULUM AND ASSESSMENT PLANS
MATHEMATICS
GRADE: R - 3

IMPLEMENTATION: February 2021

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

PRESENTATION OUTLINE

1. **Purpose**
2. **Curriculum**
    - Principles
    - Overview
    - Readiness & Baseline Assessments
    - Annual Teaching Plan 2021
    - Programme of Assessment (POA)
3. **Conclusion**

1. PURPOSE

To mediate the:

- Amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School Based Assessment for **Mathematics, Grade 1-3** for implementation in January 2021 as stipulated in **Circular S11 of 2020-Curriculum Recovery.**
- To ensure that **meaningful teaching continues** during the remaining teaching time as per the school calendar for **TERM 1**.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

1. PURPOSE…

- To enable teachers to **cover the core skills and knowledge** in each grade within the available time.
- To assist teachers with **planning** for the **different forms of assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of skills, knowledge, attitudes and values.

CURRICULUM 2021 TERM 1

2. PRINCIPLES

For the **2021-2023 the DBE is committed** to:

- provide **carefully planned curriculum guidelines** which are CAPS compliant – and **aims to ensure that all the core concepts, knowledge and skills are covered.**

PRINCIPLES

TEACHER AGENCY

- Teachers are centre of all teaching and the work of the teachers enable learners to achieve the desired outcomes each year.
- DBE plans are aimed at assisting teachers in the critical work they carry out.
- Initiative that enables good teaching in less than optimal conditions is applauded and supported.
- Teachers are encouraged to use their professional judgement, and available resources in order to achieve the goals set.

TIME

We need a more streamlined curriculum. We need to build on the curriculum trimming suggested in 2020, and reorganise the content so that deep and meaningful learning can take place. This is an iterative process and will be carried out over the next 3 years, term by term, progressively, in order to restore the full content scope by the end of 2023.

CONSULTATIONS & COLLABORATION

Curriculum planning will be carried out in consultation with the whole mathematics education community to ensure that it is of the highest possible standard and aligned with the needs of learners and teachers.

INTEGRATION FOR DEEP LEARNING

Deeper learning is **enabled when the planned concepts are taught, the links are recognised and the practise is enabled for mastery**.

CONCEPT TEACHING → LINKS → PRACTICE → MASTERY

ASSESSMENT LINKED TO TEACHING

Teachers must use their **professional judgement** when they plan for and do the assessments.

ASSESSMENT MUST INFORM LEARNING

There is no time for assessment that does not inform the way forward. Teachers should do the **error analysis on the immediate recognition of the learning (written, oral, practical; formal, informal)** and think about how to address these.

RESOURCES

The **use of concrete apparatus are strongly advocated**. Teachers must be creative and innovative. The **DBE workbook** is a resource given to every South African learner. **Optimal use of this** together with other-available resources, is critical and is encouraged.

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2030 NDP

THE PHASE OVERVIEW

The Content Overview shows the Grade 1 to 3 Content Areas as follows:

- **specification of concepts** (skills and knowledge)
- **progression of concepts** (skills and knowledge)
- maps **grade specific, concepts** (skills and knowledge) to be acquired in **Grade 1 to 3.**

GRADE 1-3 CONTENT OVERVIEW FOR TERM 1

CONTENT AREA TERM 1 (10 WEEKS)	Gr1	Gr2	Gr3
NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects to 10 • Count forwards and backwards to 20 • Read number names and symbols 20 • Write number names and symbols to 5 • Describe, compare and order numbers to 5 • Number bonds to 5 • Problem Solving in context to 5 • Addition and subtraction context free to 5 • Grouping and sharing to 5 • Mental Maths to 5; compare numbers.	• Count concrete objects to 100 • Count forwards and backwards to 100 (10s, 5s, 2s) • Read and write number symbols 100 • Read and write number names to 25 • Describe, compare and order numbers to 25 • Place value to 25 • Problem Solving in context to 20 (+, -) • Grouping and sharing leading to division (÷) to 20 • Money- solve problems (R, c) • Addition and subtraction context free to 20 • Number bonds to 10 • Repeated Addition leading to multiplication (×) to 20 • Mental Maths to 25, rapid recall +, - to 10.	• Count concrete objects to 200 • Count forwards and backwards to 200 (10s, 5s, 2s, 3s, 4s, 100s) • Read and write number symbols to 500 • Read number names to 250 • Write number names to 100 • Describe, compare and order numbers to 99 • Place value to 99 • Problem Solving in context to 99 (+, -) • Repeated Addition leading to Multiplication (×) to 50 • Equal grouping and sharing to 50 • Grouping and sharing leading to division (÷) to 50 • Solve money problems (R, c) • Addition and subtraction context free to 99 • Repeated Addition leading to multiplication (×) 1-10 by 2, 5, 3, 4 • SA money (solve money sums up to R100 and convert Rands to cents) • Multiply 1 to 10 by 2, 5, 3, 4 • Divide numbers to 50 by 2, 5, 10 (-, ÷ , □, =) • Mental Maths – 200, rapid recall to 20.
PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns (integrated with Data handling) • Number patterns to 20 (integrated into counting)	• Geometric patterns Number patterns up to 100	• Geometric patterns (Integrated with 3-D objects)
SPACE AND SHAPE	• 3-D objects ○ Boxes, balls (features- size) • Position, orientation and views	• 3-D objects (integrated with Data handling) • Boxes, balls (features- roll, slide)	• Features of 2-D Shapes
MEASUREMENT	• Time Mass	• Time Length (metre)	• Time
DATA HANDLING	• Collect and sort objects • Represent sorted objects • Discuss sorted collections (integrated with Time; Birthday calendar).	• Collect and sort objects • Represent sorted objects • Discuss sorted collections (pictographs with one-to-one correspondence) • Analyse and interpret data.	• Collect and sort data • Represent data • Analyse and interpret data represented on ○ Tally tables, ○ Tables ○ Bar graphs.

ASSESSMENT: READINESS & BASELINE

READINESS : GRADE 1	BASELINE: GRADE 2&3
• **Readiness Assessment** identifies the **potential opportunities, challenges and p**redicts the readiness for **Grade 1.** It **identifies learners** who may benefit from **additional stimulation programmes** and **learning support** at an early stage and also informs the teachers future teaching plan to accommodate all learners.	• **Baseline Assessment** helps teachers to **understand, the learners knowledge, learning gaps** and to **address** these optimally via **teaching, remediation** or ultimately developing a learning support plan.
• First week of school (first 3 days)	• First week of school (first 3 days)
• One-on-one activity/ group activity	• Written task
• Requires **error analysis**	• Requires **error analysis**

2021 TERM 1 RECOVERY ATPs

FOUNDATION PHASE	AMENDED 2021 ATPS TERM 1
GRADE 1	2021_Term1 Grade1 APT
GRADE 2	2021 Term1 Gr2 ATP
GRADE 3	2021 Term1 Grade3 ATP

SUMMARY: AMENDMENT TO THE WEIGHTING OF CONTENT AREAS

As the **concepts and skills** are packaged in a **more integrated and unitary** format:

- The **weighting** of content areas remains unchanged.

Grade	CONTENT AREA (CA)1: Numbers, Operations and Relationships	CA 2: Patterns, Functions and Algebra	CA 3: Space and Shapes (Geometry)	CA 4: Measurement	CA 5: Data Handling
1	65%	10%	11%	9%	5%
2	60%	10%	13%	12%	5%
3	58%	10%	13%	14%	5%

CLASSROOM MANAGEMENT

SOME TEACHERS PREFER TO EMBRACE A GROUP teaching strategy as suggested below:

- A plus, factor here is that the teacher can manage to teach the third group daily while the other groups can **complete more written work independently** at the tables.
- **7 hours are** allocated for Mathematics. Below is a suggested plan.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching consolidation of concepts taught.

WEEK: 7 HOURS	
PER DAY 1 hr. 24 min × 5 = 7 hrs.	
Counting	5 min
Consolidation of Concepts	10 min
New Concept	20 min
Group work	24 × 2 groups = 48 min

GRADE R
PROGRAMME OF ASSESSMENT

- **In Grade R**, School Based Assessment (SBA) remains **100 % continuous** and ongoing.
- Assessment practices in Grade R should continue to be informal and the **learner should not be subjected to any 'test' situations.**
- **Assessment for learning** practices will continue to track Grade R learner progress for **term 1.**
- The Grade R assessment activities should be **purposely integrated across all subjects** in the daily/weekly lesson plans.
- **The use of observations, checklists and rubrics are encouraged to record learner progress.**

PROGRAMME OF ASSESSMENT

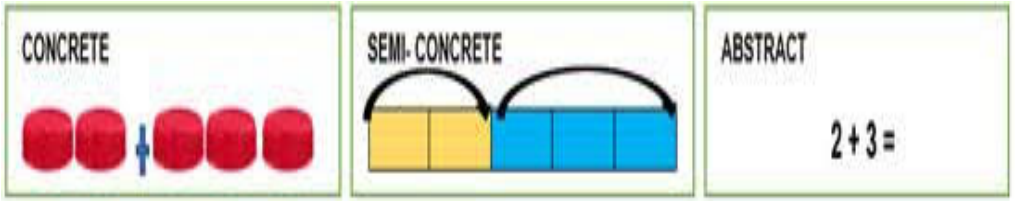
- The Programme of Assessment (POA) will comprise of **ONE assessment task for Mathematics per Term per Grade**
- The POA is informed by the **REVISED SECTION 4**
- An Assessment Task covers all Content Areas in Mathematics and comprises of **Oral, Practical and Written** activities.
- Teachers teaching the same grade can team up and **collaborate via respective (PLCs)** groups e.g., WhatsApp, etc. and jointly develop assessment activities for this purpose.
- Assessments are **designed on teaching practices** and where topics have not been taught, testing can still take place using the previous Grade level.

SCHOOL BASED ASSESSMENT

TERM 1				
CONTENT AREA	TYPE	GRADE 1	GRADE 2	GRADE 3
NUMBER OPERATIONS & RELATIONSHIPS (NOR)	ORAL	1	1	1
	PRACTICAL			1
	WRITTEN		3	3
PATTERNS, FUNCTIONS & ALGEBRA (PFA)	ORAL			
	PRACTICAL			1
	WRITTEN		1	
SPACE & SHAPE (SS)	ORAL	2		
	PRACTICAL		1	1
	WRITTEN		1	1
MEASUREMENT (M)	ORAL	1	1	
	PRACTICAL			1
	WRITTEN			
DATA HANDLING (DH)	ORAL	1		
	PRACTICAL		1	1
	WRITTEN			

CONCLUSION

- Cognisance was taken of the **holistic development** of the child.
- The limited teaching time necessitates the **integration of concepts across the content areas.**
- If taught well this will support a deeper insight of the concepts taught.
- Good **number sense** is a key building block for further Mathematics development in the primary school.
- Number sense is an intuitive process that is internalised by the learner once the learner **understands** the concept taught.
- Learners must be encouraged to "**do/ demonstrate, talk about, and record**", their mathematical thinking.



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