

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY MATHEMATICS: TEACHER GUIDE: LESSON

PLANS

GRADE R-5

Curriculum and Assessment Policy Statement Grade R-5 for learners with Severe Intellectual Disability

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1. INTRODUCTION

1.1 ABOUT THE LESSON PLAN AND CLARIFICATION NOTES

The Lesson Plan and Clarification notes are resources that will support teachers with **lesson planning**, **assessment and teaching and learning**. The Lesson Plan and Clarification notes are aligned to the Differentiated Curriculum and Assessment Policy Statement for Grades R-5.

1.2 THE LESSON PLAN

The purpose of the Lesson Plan is to give teachers a weekly overview of the content that needs to be instructed as well as the assessed in every week of each term. The topics that need to be assessed are indicated in **bold** in the Lesson Plan.

The Tracker maps the content (concepts and skills) that need to be covered on weekly basis for each of the 5 Content Areas.

GRADE	GRADE R : LESSON PLAN TRACKER: TERM 1						
Term 1	Numbers, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape	Measurement	Data Handling		
Week 1							
• Orien	tation to Grade R						
• Time:	Classroom routine	es					
Week	Counting			•Time			
2	concrete			Conscious:			
	objects up to			Daily routine			
	2			practice			
	This is in Bold						
	- thus need to						
	be assessed						
	(observation,						
	oral & practical)						
	ongoing						

The teacher should package the content accordingly for her daily lesson plans (Monday to Friday). The Tracker also enables the teacher to ensure that the curriculum set out for the Term is covered.

1.3 THE CLARIFICATION NOTES

The Clarification notes are informed by the Tracker. The Clarification notes provide the teaching ideas and resources to mediate the content that needs to be instructed and assessed for each week in the Term, in accordance with Tracker. The Clarification notes are set out in format that indicates the following:

Grade	Term		
Topic	Activities	Resources	Clarification Notes
Count	Number range: 1 to 2:	Concrete objects	Count concrete
objects	count in ones	Action songs/rhymes	objects:
			-One to one
			correspondence
			- Count in ones
			- Clap hands
			- Stamp feet
			- Climb stairs
			- Identify body parts
			- Rote counting using
			number rhymes and
			songs

The tables on the following pages indicate the topics, activities, recommended resources as well as the clarification notes.

2. LESSON PLANNING

2.1 GRADE R TERM 1

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	 Mental Mathematics 	context	Measurement			
the following		• Time	Data handling			
daily						
Time: Daily	Passing of time	Daily programme	•Introduce the Birthday chart			
Routine	Class room routine	represented in picture	Birthday wall display with twelve months of the year displayed from left to right			
	Introduction to the	format	Drill and practice the routines:			
	attendance register	Birthday chart	- Arrival welcome & greetings			
	Birthday consciousness	Attendance register	- Register, Birthdays, weather, news			
	Introduce the months of the	Name tags	-Teacher-guided class activity, visual art & free play inside			
	year	Wall Clock	- Tidy up			
			- Teacher-guided class activity			
			- Toilet routine			
			- Refreshments time			
			- Free play outside & tidy up			
			- Toilet routine			
			- Teacher-guided class activity & story			
			- Rest			
			- Departure			

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
Week 2	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	•Measurement			
the following		• Time	Data handling			
daily						
Count objects	Number range: 1 to 2:	Concrete objects	Counting concrete objects:			
	counting in ones	Number songs and rhymes	Number range: 1 to 2			
		Action song/rhyme	- One- to- one correspondence			
		• Learners	- Count in ones the same number of different objects e.g. 2 beads, 2 girls, 2			
			boys, 2 hands, 2 legs etc.			
			- Clap hands			
			- Stamp feet			
			- Climb stairs			
			- Count body parts			
			- Rote counting using number rhymes and songs			
Time	Sequence recurring	Grade R daily	Time consciousness: morning and night			
	events in own daily life	programme	- Introduce the daily programme with pictures showing daily classroom routines			
		Weather chart	(snack, toilet, rest, free play, brushing teeth etc.)			
		Birthday chart	- Weather chart (daily)			
			- Birthday Chart(daily)			
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra			
	Mental Mathematics	context	•Measurement			
		• Time	Data handling			

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
Continue with the following						
daily						
Count forwards	Number range: 1 to 2	Concrete objects	•Incidental counting using number rhymes and songs, concrete objects,			
and backwards	Count in ones	Action song/rhyme	counters, counting with body movements			
			Count everyday objects up to 2			
			Count forwards and backwards up to 2			
			•Rote counting in ones, forwards using number rhymes, songs, concrete			
			objects and body parts			
Addition and	•Use concrete objects to	•Use of concrete	Solve orally stated addition and subtraction problems with solutions up to 2			
subtraction	solve problems that involve	apparatus e.g. counters	Use concrete apparatus e.g. counters or any concrete objects available			
	the number 1 and 2	•Egg trays (Cut into 2)	• Examples:			
			- Teacher calls 1 learner to the front of the classroom. She then calls another			
			learner. How many learners has she called?			
			- How many eggs will fill this tray with 2 holes			
Position,	Language of position	Outdoor equipment	Language of position			
orientation	•The position of two or more	Classroom furniture	- The position of two or more objects in relation to the learner			
and views	objects in relation to the	•Hops	- In front of and behind			
	learner	•Whistle	- In and out			
		Tambourine	- Up and down			
			Outdoor play is important.			

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
			- In Physical Education stand in front of and behind a partner, pairs change			
			position when teacher blows the whistle			
			- Put arms up/down			
			- Jump in/out of the hoop			
Geometric	Copy and extend simple	Concrete objects	Copy and extend simple patterns using body percussion (clapping, stamping)			
patterns	patterns using concrete	Count body parts	Make repeating patterns with cones, blocks, counters			
	objects	• Counters				
	•Creates own repeating					
	patterns					
	Copy and extend simple					
	patterns using body					
	percussion (clapping,					
	stamping)					
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	 Mental Mathematics 	context	Measurement			
the following		• Time	Data handling			
daily						
Describe,	•Use ordinal numbers to	Concrete objects	Develop an awareness of ordinal numbers e.g. first, second, third			
compare and	show order, place or					
order	position					
numbers						

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
3D objects	Recognize and identify 3D	Balls in different sizes	Balls: Introduce and explore balls (discuss shape e.g. round)			
	object in the class room	and mass	Boxes: Introduce and explore boxes (discuss shape and sides)			
	and outdoor	Boxes in different sizes	• Provide learners with a variety of different 3-D objects such as blocks, boxes,			
	Sort 3D objects per size	and shapes	balls, containers etc.			
	Name three dimensional	Bottles	Allow learners to experiment through play and name 3D objects in the			
	objects in the classroom	Containers	classroom and outdoors			
	Identify body parts	Crayons	• Teacher puts a variety of objects on each group's table such as rulers, pencils,			
			crayons, etc.			
Length	Length consciousness	Concrete objects	Concretely compare and order objects per short and long			
	(long/short)	Building blocks	•Play with building blocks and make long and short rows, cut outs of lengths of			
		• 3 D objects e.g. boxes	string			
			•Identify the long/short sides in 3 D shapes egg boxes, and other 2 D shapes			
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	Measurement			
the following		• Time	Data handling			
daily						
Grouping and	Identify him or herself in a	Concrete objects	Take a photo of each learner, let the learner identify himself on the photo			
sharing leading	photograph		Make duplicate photos and learners can match the two photos			
to division						
Follow	Directionality forwards/	Obstacle course	Follow directions (alone and/or as a member of a group or team)			
directions	backwards	Learners form human	Follow instructions to run forwards, walk backwards			
		chain				

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
			Move forwards and backwards as per teacher's instruction (human chain in			
			groups and move forwards and backwards from 1 point to another)			
			Games such as tracking the train			
			Obstacle course-following a direction			
2D shapes	Recognise, identify and	Photographs of learners	2D shapes:			
	name two dimensional	Name cards	Identify him or herself in a photograph			
	shapes: photographs and		Learner's symbol			
	symbols		Prepare the creative art display block with each learner 's symbol (picture or			
			photograph)			
			Paste a symbol on each learner's locker			
			Allow learner to identify own locker linked to own symbol			
			Pin symbol with name on learner's clothes			
			Learners identify own and friend's symbols by playing games			
			Small photographs of learners can also be used as symbol cards, if available			
			Use Class name tags			
			Promote the concept that learners belong in one big group by introducing the			
			class name e.g. by using a picture – the "Teddy Bear" class			
Collect and sort	Collect and sort concrete	Concrete objects	Collect and sort concrete objects per shape and colour			
objects	objects per one attribute	• 3 D objects	• Let's play a game:			
		Building blocks	- Classify and give each learner the choice of the colour of the play dough			
		Play dough	for the following day e.g. red, blue, yellow			

GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			- Let the learners try to remember the chosen colour of dough to play with		
			the following day		
Week 6	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with	 Mental Mathematics 	context	Measurement		
the following		• Time	Data handling		
daily					
Number	Number range: 1 to 2:	Count body parts	Number symbols: 1 to 2		
symbols and	Number symbols: 1 to 2	Concrete objects	●Kinaesthetic (experience with body): Count body parts eg eyes, ears, hands,		
number names		•Toys	feet etc.		
		Number symbols 1 and 2	Concrete with 3D objects that involve the numbers 1 to 2		
		cut outs	Reinforce the knowledge gained that involves numbers from 1 to 2		
			•The use of concrete apparatus e.g. counters in the classroom to count from 1-		
			2		
3D objects	Describe, sort and	• Balls	Collect and sort objects that will roll (ball, hoop etc)		
	compare 3D objects	• Hoops	Reinforce objects that slide (box, story book, Legos)		
		• Boxes	Sort 3D objects per size		
		Recycled containers			
2D shapes	Introduce figure-ground	• Body	Introduce figure-ground perception (identify objects)		
	perception	• 2 D shapes	Be aware of different shapes by sorting a collection of flat shapes e.g. circles,		
			diamonds, oval, triangles etc.		
			Draw shapes when playing in the sand pit		
			Trace templates of shapes		

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
Week 7	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	Measurement			
the following		• Time	Data handling			
daily						
Number	Identify whole numbers up to	Concrete objects	Number symbols: 1 to 2			
symbols and	2	Number cards	Count up to 2 and identify number symbols 1 and 2 orally and practically			
number names						
Language of	Identify the position of	Outdoor equipment	Language of position: Consolidate			
position	two or more objects in	Classroom furniture	The position of two or more objects in relation to the learner			
	relation to the learner		• In front of and behind			
			• In and out			
			● Up and down			
3D objects	Build 3D objects using	•3D objects	Provide building blocks and construction materials during free play daily			
	concrete materials	Building blocks	Explore with building blocks			
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	•Measurement			
the following		• Time	Data handling			
daily						
Money	Develop awareness of	Play money	•Use play or real money (coins) to develop awareness of South African coins			
	South African coins R1, R2, R5		R1, R2, R5			

	GRADE R LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
Geometric	Copy and extend simple	Body percussion	Copy and extend simple patterns using concrete objects			
Patterns	patterns	(clapping, stamping,	Copy and extend simple patterns using body percussion (clapping, stamping)			
		clicking etc.)	•Follow and repeat body percussion movements demonstrated by teacher			
		Tambourine				
		●Whistle				
		∙Bell				
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	Measurement			
the following		• Time	Data handling			
daily						
Mental	Count 1-2 concrete objects	Concrete objects	Concrete using 3-D objects			
Mathematics	daily		•Learners develop number sense by:			
			- Counting objects			
			- Develop an awareness of number conservation by letting learners			
			- Arrange a pack/s of 1 and 2 counters in different ways			
			•When counting, the number of objects is not affected by their size, or position,			
			or whether they are of the same type. For example:			
			- Arrange 2 buttons, 2 pencils, 2 hoops in many different patterns etc.			
			- Count them in a different order e.g. count them spread out, close together,			
			in a line or stacked up			
Symmetry	•Recognise line of	●Own Body	•Rhymes and songs			
	symmetry in self		•Identify body parts (under counting)			

	GRADE R LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			•Identify head, eyes, nose, mouth, chin, necks, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes		
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with	Mental Mathematics	context	Measurement		
the following		• Time	Data handling		
daily					
Addition and	•Use concrete objects to	Concrete objects e.g.	Solve orally stated addition and subtraction problems with solutions up to 2		
subtraction	solve problems that	counters or any concrete	By using the concrete apparatus		
	involve numbers 1 and 2	objects available			
	(orally and practically)				

SUGGESTED DAILY PROGRAMME



2.2 GRADE R TERM 2

	GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Counting objects	Count concrete	Concrete objects	Number range 1 to 5	
	objects up to 5		Rote counting using number rhymes and songs	
			Count out concrete objects	
Counting	Count in: one	Concrete objects	Number range: 1 to 3	
forwards and	forwards and	Number rhymes and songs	Incidental counting using number rhymes and songs, concrete objects	
backwards	backwards up to 3		Count in: one forwards and backwards up to 3	
3D objects	Sort, match and	• 3D objects	Balls: discuss shape e.g. round and size	
	group shapes	Construction blocks	Play with balls roll, kick, catch, throw balls	
	according to colour,	• Boxes	Play with boxes and discuss	
	size and shape	• Balls	Shape and sides	
		Recycled containers	Sort toys while packing up	
Time: Daily	Passing of time	Daily programme represented	Passing of time activities will be done throughout the term	
Routine	• Class room routine	in the picture format	Practice and Drill classroom routines as per Daily programme	
	Birthday	Birthday chart	Birthday consciousness: display birthday month and circle birthday date on	
	consciousness	Weather Chart	calendar	
		Calendar	Observe and discuss the weather daily	

GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Consolidate the		Identify weather on weather chart
	months of the year		(sunny, cloudy, windy, rainy etc.)
	• Weather		
	consciousness		
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Count objects	Count concrete	Concrete objects	Number range 1 to 5
	objects up to 5		Clap hands
	One- to- one		Stamp feet
	correspondence		Climbing stairs
	• Count in ones		Count body parts
			Rote counting using number rhymes and songs
			Count out concrete objects
3D objects	• Sort, match and	• 3D Objects	Build 3D objects using concrete materials (e.g. blocks)
	group shapes	Construction blocks	Compare 3D objects per shape and size
	according to	• Boxes	Sort toys while packing up
	colour, size and	• Balls	
	shape	Recycled containers	
Time	Talk about things	• Posters	Passing of time: Introduce both the concepts "day and night"
	that happen during	• Cut outs of sun, moon and stars	Integrate these concepts with Beginning Knowledge topics in Life Skills
	the night		Kinesthetic

	GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Experience darkness by closing eyes	
			Darken classroom by closing curtains and switching off the light	
			• Learners talk about their experiences when the classroom was dark and when	
			it was light	
			Talk about activities which take place during the day and at night	
			Semi-concrete using 2-D shapes or pictures	
			The teacher prepares a poster of the sun and the moon and provides pictures	
			showing what happens during the day and night time	
			Learners must place their pictures under the sun and/or the moon	
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Addition and	Orally solve	Counters or any concrete	Orally solve addition and subtraction problems with answers up to 3	
subtraction	addition and	objects	Use the following techniques:	
	subtraction		- Concrete apparatus e.g. counters or any concrete objects available	
	problems up to 3		- Decide to either to put objects together, or take away	
Time	Talk about things	• Posters	Passing of time: Introduce both the concepts "day and night"	
	that happen during	Cut outs of sun, moon and stars	Integrate these concepts with Beginning Knowledge topics in Life Skills	
	the night		Kinesthetic	
			Experience darkness by closing eyes	
			Darken classroom by closing curtains and switching off the light	

	GRADE R LESSON PLANNING				
TOPIC	TERM 2 CONTENT RECOMMENDED RESOURCES CLARIFICATION NOTES				
			• Learners talk about their experiences when the classroom was dark and when		
			it was light		
			Talk about activities which take place during the day and at night		
			Semi-concrete using 2-D shapes or pictures		
			• The teacher prepares a poster of the sun and the moon and provides pictures		
			showing what happens during the day and night time		
			Learners must place their pictures under the sun and/or the moon		
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	Measurement		
following daily			Data handling		
Number symbols:	Count out concrete	Concrete objects	Number range: 1 to 3		
1 to 3	objects up to 3	• 3D objects	Kinaesthetic (experience with body)		
	Recognise number	• 2D shapes	Concrete with 3D objects that involve the numbers 1 to 3		
	symbols 1 to 3	Building blocks	Recognise Number symbols: 1 to 3		
		Number cards	■ Match number value with symbol e.g. △ 1, ○○ 2, ΔΔΔ 3		
2D shapes	• Introduce: Figure-	• 2D shapes	Reinforce figure-ground perception through sorting activities, matching and		
	ground perception	• Pictures	grouping shapes per size and shape		
		Cut outs of objects	Introduce: circle		
Collect and sort	Collect and sort	Concrete objects	Collect and sort concrete objects of a similar kind individually alone and /or in		
objects	concrete objects		a group)		
	per size				
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra		

GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Describe and	Identify whole	Concrete objects	Kinaesthetic
order numbers	numbers up to 3	Real objects	Learners experience the concept big and small by curling their bodies to make
	Compare which of	• Pictures	• themselves as small as possible and then stretching out as big as possible
	the two given	• 3 D objects	• Let learners match their hands on friend's hands to see whose hands are big
	collection of objects	• 2 D shapes	or small
	are: small and big		Semi – concrete using 2-D shapes or pictures
	Incidentally develop		Apply the concept big and small during art activities by:
	an awareness of		- Look for pictures of "big" and "small" objects and cut them out
	ordinal numbers		- Let the learners trace their hands and cut it out
			- Put it on top of one another. See whose hands are big and whose are small
			- Trace and draw cut outs of big and small objects
			• Incidentally develop an awareness of ordinal numbers e.g. first, second, third,
			last. (games, races)
			Introduce during refreshment/breakfast and Toilet Routine- 1st, 2nd, last, next
Symmetry	Recognise line of	Own body	Rhymes and songs
	symmetry in self		Crossing the midline-performing actions
			Creative art activities
			Understand one's body has two sides
			Demonstrate and touch body parts on both sides e.g. eyes, ears, arms, legs
			etc.

	GRADE R LESSON PLANNING				
	TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	Measurement		
following daily			Data handling		
Money	Use play or real	Play money	Use play or real money (coins) to develop awareness of South African coins		
	money to develop		R1, R2, R5		
	an awareness of				
	South African coins				
	50c, R1, R2, R5				
2D shapes	Identify own photo	• 3 D objects	Reinforce figure-ground perception through sorting activities, matching and		
	and symbol	• 2 D shapes	grouping shapes per size and shape		
	Build Puzzles (3	Jig saw puzzles	Consolidate: circle		
	pieces)		Make puzzles of 3 pieces (Matching and putting pieces together according)		
			shape)		
Mass	Compare and	Concrete objects (different	Mass consciousness e.g. heavy/light		
	weigh objects	sizes and mass	Compare and weigh objects physically understanding the following: light,		
	physically		heavy		
			Concretely compare and order objects using appropriate vocabulary to		
			describe mass, e.g. light, heavy		
			Kinesthetic		
			Let learners guess the mass of objects		
			● e.g. a crayon and a book		
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra		

GRADE R LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Grouping and	Share objects	Concrete objects	Grouping and sharing leading to division (Equal sharing and grouping with	
sharing leading to	equally between 2		whole numbers up to 5	
division	people up to 3		Share objects equally up to 4	
	(practically)			
3D objects	Describe, sort and	• 3D objects	Sort 3D objects per similarities and differences (size)	
	compare. 3D	Construction blocks	Identify and explore features of 3 D objects e.g. size and shape	
	objects	• Boxes		
		• Balls		
		Recycled containers		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Mental	Count 1-3 concrete	Concrete objects	Count 1-3 concrete objects daily	
Mathematics	objects daily	Number cards	Number that comes after1-2	
			• 1 more than 2-3	
Symmetry	Recognise line of	Own body	Reinforce the concept of symmetry	
	symmetry in self,		Crossing the midline activities (demonstrate physically)	
	and own			
	environment			

	GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Capacity/Volume	Understand the	• Sand	Introduce the measuring concept of capacity by comparing how much various	
	concept of full and	• Water	containers hold e.g. "empty/full"	
	empty	Recycled containers	Kinesthetic: Sand and Water play	
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Addition and	Orally solve	Concrete objects	Kinesthetic	
subtraction	addition and		Teacher calls 1 learner to the front of the classroom. She then calls another 2	
	subtraction		learners. How many learners?	
	problems with		Teacher packs out 2 counters. She adds another one. How many counters?	
	answers up to 3			
3D objects	Build 3D objects	• 3D Objects	Sort 3D objects per similarities and differences (size)	
	Describe, sort and	Construction blocks	Identify and explore	
	compare 3D	• Boxes	Objects that roll	
	objects	• Balls	Objects that slide	
		Recycled containers		
Collect and sort	Collect and sort	Concrete objects	Collect and sort concrete objects of a similar kind individually alone and /or in	
objects	concrete objects per		a group)	
	size			
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	

	GRADE R LESSON PLANNING TERM 2				
TOPIC	TOPIC CONTENT RECOMMENDED RESOURCES CLARIFICATION NOTES				
Length	Concretely	Lengths of String	Length consciousness (long/short)		
	compare and order	Skipping ropes	Concrete 3-D using objects		
	objects per short,		Teacher puts a variety of objects on each group's table such as rulers,		
	long		pencils, crayons, erasers, etc.		
			Sort all the long objects and all the short objects together		

2.3 GRADE R TERM 3

	GRADE R LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 3 CLARIFICATION NOTES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	•Measurement	
following daily	Mathematics		Data handling	
Count objects	Count concrete	Concrete objects	Number range 1 to 7	
	objects up to 7		Rote counting using number rhymes and songs	
			Count out concrete objects	
Counting	• Count in: ones	Concrete objects	Number range: 1 to 4	
forwards and	forwards and	Number rhymes and songs	• Incidental counting using number rhymes and songs, concrete objects	
backwards	backwards up to 4		Count in: ones forwards and backwards up to 4	
			Play the board game e.g. "Snakes and Ladders"	
3D objects	• Recognise,	• 3D Objects	Balls: discuss shape e.g. round and size	
	identify and name	Construction blocks	Play with balls roll, kick, catch, throw balls	
	three dimensional	• Boxes	Play with boxes and discuss	
	objects in the	• Balls	Shape and sides	
	classroom	Recycled containers		
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	Measurement	
following daily	Mathematics		Data handling	

	GRADE R LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Count objects	Count concrete	Concrete objects	Number range 1 to 7		
	objects up to 7		Clap hands		
	One- to- one		Stamp feet		
	correspondence		Climb stairs		
	• Count in ones		Count body parts		
			Rote counting using number rhymes and songs		
			Count out concrete objects		
3D objects	Describe, sort	• 3D objects	Build 3D objects using concrete materials (e.g. blocks)		
	and compare 3D	Construction blocks	Compare 3D objects per shape and size		
	objects	• Boxes			
		• Balls			
		Recycled containers			
Time	Talk about things	• Posters	Passing of time: Introduce both the concepts "day and night"		
	that happen	Cut outs of sun, moon and	Integrate these concepts with Beginning Knowledge topics in Life Skills		
	during the night	stars	Kinaesthetic		
			Experience darkness by closing eyes		
			Darken classroom by closing curtains and switching off the light		
			Learners talk about their experiences when the classroom was dark and when		
			it was light		
I			Talk about activities which take place during the day and at night		
			Semi-concrete using 2-D shapes or pictures		

	GRADE R LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			 The teacher prepares a poster of the sun and the moon and provides pictures showing what happens during the day and night time Learners must place their pictures under the sun and/or the moon 	
Week 3 Continue with the following daily	Counting objectsMentalMathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement Data handling	
Geometric patterns	Copy and extend simple patterns using concrete objects	2 D geometric shapes (cuts outs of circles, squares, triangles, rectangles etc.)	Follow simple patterns using body percussion (clapping, stamping) Make simple patterns using 2D geometric shapes	
Addition and subtraction	Orally solve addition and subtraction problems up to 4	Counters or any concrete objects	 Orally solve addition and subtraction problems with answers up to 4 Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available Decide to- either to put objects together or take away Count in on in ones 	
2D shapes	 Recognise, identify and name two dimensional shapes 	Photographs Name tags	Identify own photo and symbol	
Week 4	Counting objects	Solve problems in contextTime	Patterns, functions and algebra Measurement	

GRADE R LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 3 CLARIFICATION NOTES	
Continue with the following daily	Mental Mathematics		Data handling	
Number symbols: 1 to 4	Count out concrete objects up to 4 Recognise number symbols 1 to 4	Concrete objects 3 D objects 2 D shapes Building blocks Number cards	Number range: 1 to 4 • Kinaesthetic (experience with body) • Concrete with 3D objects that involve the numbers 1 to 4 • Recognise Number symbols: 1 to 4 • Match number value with symbol eg. - Δ 1, - ∞ 2, - ΔΔΔ 3	
2D shapes	Introduce: Figure-ground perception	D shapes Pictures Cut outs of objects	- **** 4 Consolidation Term 2 •Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape •Introduce: circle	
Follow directions	Follow directions moving forwards and backwards from point to another	Obstacle course Learners form human chain	•Follow directions alone and/or as a member of a group or team •Move forward /backwards from one given point to another in the classroom and outdoors alone and in a group •Learners play a game follow the leader/tracking the train •Physical education and musical activities •Obstacle course-following a direction	

GRADE R LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	Measurement	
following daily	Mathematics		Data handling	
Describe and	Identify whole	Concrete objects	Refer to Term 2 but work up to 4	
order numbers	numbers up to 4	•Real objects		
	Compare which	•Pictures		
	of the two given	•3 D objects		
	collection of	•2 D shapes		
	objects are:			
	small and big			
	Incidentally			
	develop an			
	awareness of			
	ordinal numbers			
Symmetry	Recognise line	•Own body	Consolidation Term 2	
	of symmetry in		Rhymes and songs	
	self		Crossing the midline-performing actions	
			Creative art activities	
			Understand one's body has two sides	
			Demonstrate and touch body parts on both sides e.g. eyes, ears, arms, legs	
			etc.	

	GRADE R LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the following daily	Mental Mathematics	• Time	Measurement Data handling		
Money	Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5	Play money	Consolidation Term 2 Use play or real money (coins) to develop awareness of South African coins R1, R2, R5		
Repeated Addition leading to multiplication	Add the same number repeatedly up to 4	Concrete objects Body parts	 Examples for repeated addition: 1 shoe and 1 shoe 2 boys and 2 boys 		
2D shapes	Identify own photo and symbol Build Puzzles (4 pieces)	 3D objects 2D shapes Jig saw puzzles	Consolidation Term 2 Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape Consolidate: circle Make puzzles of 3 pieces (Matching and putting pieces together according shape)		
Mass	Compare and weigh objects physically	Concrete objects (different sizes and mass	Consolidation Term 2 • Mass consciousness e.g. heavy/light		

	GRADE R LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 3 CLARIFICATION NOTES		
			 Compare and weigh objects physically understanding the following: light, heavy Concretely compare and order objects using appropriate vocabulary to describe: mass e.g. light, heavy Kinaesthetic Let learners guess the mass of objects Hold the following objects, one in each hand to be able to guess which is heavier or lighter e.g. a crayon and a building block 		
Week 7 Continue with the following daily	Counting objectsMentalMathematics	Solve problems in context Time	Patterns, functions and algebra Measurement Data handling		
Grouping and sharing leading to division	Share objects equally between 2 people up to 4 (practically) Group concrete objects in 1s and 2s	Concrete objects	 Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5 Share objects equally up to 4 Group concrete objects in 1s and 2s up to4 		
3D objects	Describe, sort and compare 3D objects	 3D objects Construction blocks Boxes	 Consolidation Term 2 Sort 3D objects per similarities and differences (size) Identify and explore features of 3 D objects e.g. size and shape 		

GRADE R LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 3 CLARIFICATION NOTES	
		Balls Recycled containers		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	Measurement	
following daily	Mathematics		Data handling	
Mental	• Count 1-4	Concrete objects	Count 1-4 concrete objects daily	
Mathematics	concrete objects	Number cards	Number that comes after1-2-3	
	daily		- 1 more than 1-2-3-4-5	
			- 1 less than 2-3-4-5	
Symmetry	Recognise line	●Own body	Reinforce the concept of symmetry	
	of symmetry in		Crossing the midline activities (demonstrate physically)	
	self, and own			
	environment			
Capacity/Volume	Understand the	• Sand	Consolidation Term 2	
	concept of full	• Water	Concept of capacity by comparing how much various containers hold e.g.	
	and empty	Recycled containers	"empty/full"	
			Kinaesthetic: Sand and Water play	
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	•Measurement	
following daily	Mathematics		Data handling	

	GRADE R LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Addition and	Orally solve	Concrete objects	Play musical chairs in groups of 4	
subtraction	addition and		Give each learner 4 smarties. Tell them to eat 1. How many left? Eat another	
	subtraction		1. How many left? etc.	
	problems with		Give each learner a pack of 4 concrete objects. Learners count the objects.	
	answers up to 4		Each learner gives 1 object to his/her friend. Count how many left.	
			Count out	
			- How many eyes, ears, fingers?	
			- 1 circle and 2 circle= 3 circles	
			- 2 blocks and 1 block = 3 blocks	
			- 3 marbles and 1 marble= 4 marbles	
3D objects	Build 3D objects	• 3D objects	Consolidation Term 2	
	• Describe, sort	Construction blocks	Sort 3D objects per similarities and differences (size)	
	and compare 3D	• Boxes	Identify and explore	
	objects	• Balls	Objects that roll	
		Recycled containers	Objects that slide	
Collect and sort	Collect and sort	Concrete objects	• Collect and sort concrete objects of a similar kind individually alone and /or in a	
objects	concrete objects		group)	
	per size			
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental	• Time	Measurement	
following daily	Mathematics		Data handling	

GRADE R LESSON PLANNING TERM 3				
TOPIC CONTENT RECOMMENDED			CLARIFICATION NOTES	
		RESOURCES		
Length	Concretely	Lengths of String	Consolidation Term 2	
	compare and	Skipping ropes	Length consciousness (long/short)	
	order objects	Classroom items: rulers,	Teacher puts a variety of objects on each group's table such as rulers, pencils,	
		pencils, crayons, erasers,	crayons, erasers, etc.	
		etc.	- Sort all the long objects and all the short objects together	

2.4 GRADE R TERM 4

	GRADE R LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Week 1 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in context Time	Patterns, functions and algebra Measurement Data handling		
Count objects	Count concrete objects up to 10	Concrete objects	Number range 1 to 10 • Rote counting using number rhymes and songs • Count out concrete objects		
Counting forwards and backwards	Count in: ones forwards and backwards up to 3	Concrete objects Number rhymes and songs	Number range: 1 to 5 Incidental counting using number rhymes and songs, concrete objects Count in: ones forwards and backwards up to 5 Play the board game e.g. "Snakes and Ladders"		
Position, orientation and views	Recognise the position of two or more objects in relation to the learners	Classroom furnitureBoxesBallsJungle gym	Language of position The position of two or more objects in relation to the learner; In front of and behind On top, under or below Top and bottom Left and right Outdoor play and games are encouraged to teach vocabulary in relation to position Learners must engage in practical activity through play		

	GRADE R LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 4 CLARIFICATION NOTES		
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with	Mental Mathematics	• Time	•Measurement		
the following			Data handling		
daily					
Count objects	Count concrete	Concrete objects	Number range 1 to 10		
	objects up to 10		Clap hands		
	One- to- one		Stamp feet		
	correspondence		Climb stairs		
	• Count in ones		Count body parts		
			Rote counting using number rhymes and songs		
			Count out concrete objects		
Follow	Follow directions	Obstacle course	Forwards and backwards		
directions	moving forwards	Learners form human chain	Up and down		
	and backwards	• Arrows	Upwards and downward		
	from point to		Left and right		
	another		Where does the sound come from Physical education and music activities?		
			Obstacle course-following a direction		
3D objects	Describe, sort and	• 3D objects	Consolidation Term 3		
	compare 3D objects	Construction blocks	Build 3D objects using concrete materials (e.g. blocks)		
		• Boxes	Compare 3D objects per shape and size		
		• Balls			

		LESS	GRADE R SON PLANNING TERM 4
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		Recycled containers	
Time	Talk about things	• Posters	Passing of time: Introduce both the concepts "day and night"
	that happen	Cut outs of sun, moon and	Integrate these concepts with Beginning Knowledge topics in Life Skills
	during the night	stars	Kinaesthetic
			Experience darkness by closing eyes
			Darken classroom by closing curtains and switching off the light
			-Learners talk about their experiences when the classroom was dark and when it
			was light
			-Talk about activities which take place during the day and at night
			Semi-concrete using 2-D shapes or pictures
			The teacher prepares a poster of the sun and the moon and provides pictures
			showing what happens during the day and night time
			Learners must place their pictures under the sun and/or the moon
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with	Mental Mathematics	• Time	•Measurement
the following			Data handling
daily			
3D objects	Describe, sort and	• 3D objects	Consolidation Term 3
	compare 3D	Construction blocks	Sort 3D objects per similarities and differences (size)
	objects	• Boxes	Identify and explore
		• Balls	Objects that roll

	GRADE R LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
		Recycled containers	Objects that slide		
Addition and	Orally solve	Counters or any concrete	Orally solve addition and subtraction problems with answers up to 4		
subtraction	addition and	objects	Use the following techniques:		
	subtraction		- Concrete apparatus e.g. counters or any concrete objects available		
	problems up to 5		- Decide to- either to put objects together or take away		
			- Count in on in ones		
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with	Mental Mathematics	• Time	Measurement		
the following			Data handling		
daily					
Number	Count out concrete	Concrete objects	Number range: 1 to 5		
symbols: 1 to 5	objects up to 5	• 3 D objects	Kinaesthetic (experience with body) action rhymes		
	Recognise	• 2 D shapes	Concrete with 3D objects that involve the numbers 1 to 5		
	number symbols	Building blocks	Recognise Number symbols: 1 to 5		
	1 to 5	Number cards	Match number value with symbol e.g.		
		• Dominoes	- △1		
			- 00 2		
			- ΔΔΔ 3		
			- ¤¤¤¤ 4		
			- ◎◎◎◎ 5		

		LESS	GRADE R SON PLANNING TERM 4
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
2D shapes	Consolidate:	• 2 D shapes	Consolidation Term 3
	Figure-ground	Pictures	Reinforce figure-ground perception through sorting activities, matching and
	perception	Cut outs of objects	grouping shapes per size and shape
			Recognise: circle
			Awareness that one's body has two sides e.g. left and right
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with	Mental Mathematics	• Time	•Measurement
the following			Data handling
daily			
Repeated	Add the same	Concrete objects	Examples for repeated addition:
Addition	number repeatedly	Body parts	• 2 girls how many eyes
leading to	up to 4		• 2 boys how many feet
multiplication			• 2 bicycles how many wheels
			• 2 birds how many wings
3D objects	Describe, sort and	• 3D objects	Consolidation Term 3
	compare 3D objects	Construction blocks	Sort 2D objects per similarities and differences (size)
		• Boxes	Identify and explore
		• Balls	Objects that roll
		Recycled containers	Objects that slide
Collect and	Collect and make	Concrete objects	Consolidation Term 3
sort 3D objects	simple patterns		Make simple patterns using 3D geometric shapes

	GRADE R LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	using 3D			
	geometric shapes			
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with	Mental Mathematics	• Time	•Measurement	
the following			Data handling	
daily				
Money	Use play or real	Play money	Consolidation Term 3	
	money to develop		• Use play or real money (coins) to develop awareness of South African coins R1,	
	an awareness of		R2, R5	
	South African coins			
	50c, R1, R2, R5			
Describe and	Identify whole	Concrete objects	Refer to Term 3 but work up to 5	
order numbers	numbers up to 5	Real objects		
	Compare which of	• Pictures		
	the two given	• 3 D objects		
	collection of objects	• 2 D shapes		
	are: small and big			
	Incidentally develop			
	an awareness of			
	ordinal numbers			

		LES	GRADE R SON PLANNING TERM 4
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
2D shapes	Identify own photo	• 3 D objects	Consolidation Term 3
	and symbol	• 2 D shapes	Reinforce figure-ground perception through sorting activities, matching and
	Build puzzles (5	Jig saw puzzles	grouping shapes per size and shape
	pieces)		Consolidate: circle
			Make puzzles of 5 pieces (Matching and putting pieces together according
			shape)
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with	• Mental Mathematics	• Time	•Measurement
the following			Data handling
daily			
Grouping and	Share objects	Concrete objects	Grouping and sharing leading to division (Equal sharing and grouping with whole
sharing leading	equally between 2		numbers up to 5
to division	people up to 5		Share objects equally up to 4
	(practically)		Group concrete objects in 1s and 2s up to 4
	Group concrete		Cut bread (sandwich) into halves
	objects in 1s and 2s		
	Halving practically		
3D objects	Describe, sort and	• 3D objects	Consolidation Term 3
	compare 3D objects	Construction blocks	Sort 3D objects per similarities and differences (size)
		• Boxes	• Identify and explore features of 3 D objects e.g. size and shape
		• Balls	

	GRADE R LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 4 CLARIFICATION NOTES		
		Recycled containers			
Symmetry	Recognise line of	Own body	Consolidation Term 3		
	symmetry in self,		Reinforce the concept of symmetry		
	and own environment		Crossing the midline activities (demonstrate physically)		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with	Mental Mathematics	• Time	Measurement		
the following			Data handling		
daily					
Money	Use play or real	Play money	Consolidation Term 3		
	money to develop		• Use play or real money (coins) to develop awareness of South African coins R1,		
	an awareness of		R2, R5		
	South African				
	coins 50c, R1, R2,				
	R5				
Build 3D	Build 3D objects	• 3 D objects of different	Provide building blocks and construction materials during free play daily		
objects	using concrete	shapes and sizes (recycled	Explore with building blocks		
	materials	boxes)			
		Building blocks			
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra		
	Mental Mathematics	• Time	•Measurement		

			GRADE R
		LESS	SON PLANNING TERM 4
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Continue with			Data handling
the following			
daily			
Addition and	Orally solve	Concrete objects	Play musical chairs in groups of 5
subtraction	addition and		Give each learner 5 smarties. Tell them to eat 1. How many left? Eat another 1.
	subtraction		How many left? Etc.
	problems with		Give each learner a pack of 5 concrete objects. Learners count the objects.
	answers up to 5		Each learner gives 1 object to his/her friend. Count how many left
			Counting on:
			• 1 circle and 2 circle= 3 circles
			• 2 blocks and 1 block = 3 blocks
			• 3 marbles and 1 marble= 4 marbles
			• 4 buttons and 1 button- 5 buttons
			• 3 beads and 2 beads= 5 beads
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with	Mental Mathematics	• Time	•Measurement
the following			Data handling
daily			
Length	Concretely compare	Lengths of String	Consolidation Term 3
	and order objects	Skipping ropes	Length consciousness (long/short)
	per short, long	Rulers of different lengths	Concrete 3-D objects

	GRADE R LESSON PLANNING TERM 4			
			CLARIFICATION NOTES	
			 Teacher puts a variety of objects on each group's table such as rulers, pencils, crayons, erasers, etc. Sort all the long objects and all the short objects together 	

2.5 GRADE 1 TERM 1

	GRADE 1 LESSON PLANNING				
	TERM 1				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with	 Mental Mathematics 	context	Measurement		
the following		• Time	Data handling		
daily					
Time	Passing of time	Weather Chart	Talk about things that happen during day and night		
	• Day	Birthday chart	Class Routine		
	Night	Season Chart	Weather chart		
	Learners should know		Birthday chart		
	their age		Season chart		
Count Objects	Number range 1 to 10	Concrete counters	Number range 1 to 10		
	Counting concrete	• Body	Counting concrete objects		
	objects		- One- to- one correspondence		
	- Count in ones		- Count in ones		
			- Clap hands		
			- Stamp feet		
			- Climb stairs		
			- Count body parts		
			- Rote counting using number rhymes and songs		
Mental	Count everyday	Concrete counters	Mental Maths		
Mathematics	objects:	• Body			

	GRADE 1 LESSON PLANNING			
TOPIC	CONTENT	RECOMMENDED RESOURCES	TERM 1 CLARIFICATION NOTES	
	- forwards up to 10		The teacher claps her hands rhythmically and slowly to represent a number e.g. 5 The I5earners have to take out the same number of counters (5) and show them Learners pack 5 counters out in a row and count them	
Problem Solving	Solve Problems - number 1 to 5	Concrete objects	Use concrete objects to solve problems that involve the number 1 to 5 - Teacher states problem orally and work with learners to solve simple problem	
Number Names and symbols	Revise number names Number names 1-5 • Recognise, identify and read number symbols 1-5	Flash cartCounting ChartNumber Frieze	Semi-concrete with picture cards and number cards Reinforce the knowledge gained	
Week 2 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement Data handling	
Time	Passing of time	Weather ChartBirthday chartSeason Chart	 Talk about things that happen during day and night Class Routine Weather chart Birthday chart Season chart 	

	GRADE 1 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Count Objects	Number range 1 to 5	Concrete counters	Number range 1 to 10	
	Count concrete	• Body	Counting concrete objects	
	objects		-One- to- one correspondence	
	• Count in ones		-Count in ones	
			-Clap hands	
			-Stamp feet	
			-Climb stairs	
			-Count body parts	
			-Rote counting using number rhymes and songs	
Mental	Count everyday	Concrete counters	Mental Maths	
Mathematics	objects:	• Body	- The teacher claps her hands rhythmically and slowly to represent a number e.g.	
	- Forwards up to 10		5	
			- The learners should take out the same number of counters (5) and show them	
			- Learners pack 5 counters out in a row and count them	
Problem	Solve Problems with	Concrete objects	Use concrete objects to solve problems that involve the number 1 to 5	
Solving	number 1 to 5		- Teacher states problem orally and work with learners to solve simple problem	
Position,	Language of position	Objects in the classroom	The position of one object in relation to another	
orientation and	• Position and		- on top of	
views	directions		- in front, of	
			- behind, up	
			- down	

	GRADE 1 LESSON PLANNING			
		2200	TERM 1	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			- next to	
			Follow directions to move around the classroom	
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with	 Mental Mathematics 	context	Measurement	
the following		• Time	Data handling	
daily				
Counting	Number range: 1 to 5	Counting Chart	Incidental counting using number rhymes and songs, concrete objects,	
forwards and	• Count in ones		counters, counting with body movements	
backwards	• Forwards			
	Backwards from any			
	given number			
	between 1-5			
Geometric	Identify patterns in	Objects in the	Identify patterns in clothes, objects and the environment	
Patterns	clothes, objects and	environment		
	the environment			
	Copy patterns using			
	body percussion			
Time	Passing of time	Weather Chart	Talk about things that happen during day and night	
	Talk about things that	Calendar	Class Routine	
	happen during	Season Chart	Weather chart	
	- day		Birthday chart	

	GRADE 1 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	- Night		Season chart	
	• Learners should		Learners should know their age	
	know their age			
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with	Mental Mathematics	context	•Measurement	
the following		• Time	Data handling	
daily				
Describe,	Number range: 1 to 2	Objects in the class	Number range: 1 to 2	
compare and	Identify whole numbers	• Learners	Compare which of the two given collection of objects are:	
order numbers	Compare which of	• counters	- Small and big	
	the two given		- More and less	
	collection of objects		-Number rhymes and songs	
	are:			
	- Small and big			
	- More and less			
	- Number rhymes and			
	songs			
Sharing leading	Introduction to half	Paper folding	Teacher can introduce by telling a story about sharing in half incorrectly	
to fractions	using concrete	Sharing toy pizza made	Then try to get learners to share more correctly in half	
	objects	with play dough	Half is generally a sharing between two people	

	GRADE 1 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Data handling	Collect and sort everyday concrete objects	LeavesLidsBottle tops	Leaners can collect different everyday objects and sort them according to specific criteria		
Week 5 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling		
Number symbols and number names	Number range: 1 to 5 Recognise identify read number symbols 1-5	Number Cards Trace numbers Body	 Number symbols Number Range 1 to 5 Semi-concrete with picture cards and number cards Reinforce the knowledge gained 		
3D objects	Range of objects • Recognise • Identify 3D objects	3D objects in the classroom	 Use 3D objects such as building blocks, recycled material etc., to construct composite objects Find 3D objects in the class 		
Data Handling	Collect and sort everyday concrete objects	Objects in the environment	Sort objects collected per criteria the teacher specifies Size Colour		
Week 6	Counting objectsMental Mathematics	Solve problems in context	Patterns, functions and algebra Measurement		

	GRADE 1					
	LESSON PLANNING TERM 1					
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES			
		RESOURCES				
Continue with		• Time	Data handling			
the following			o The state of the			
daily						
Grouping and	Practically solve	Rubber bands	Practically solve problems involving sharing			
sharing leading	problems involving	• Plates	Use concrete objects to share equally amongst the 4 learners			
to division	sharing					
	 equally amongst the 					
	4 learners					
Mass	Informal measuring	• Scale	Informal Measuring			
	• Introduce the	Objects of different mass	compare the masses of different objects by lifting the objects to determine heavy			
	concept of mass		and light			
Week 7	Counting objects	Solve problems in	Patterns, functions and algebra			
Continue with	Mental Mathematics	context	•Measurement			
the following		• Time	Data handling			
daily						
Addition and	Solve addition	Concrete objects	Use of concrete apparatus e.g. counters			
subtraction	problems with					
	answers up to 5					
	 Solve orally 					
	subtraction problems					
	with answers up to 5					

	GRADE 1				
	LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
2D shapes	2D shapes	Flash Cards	Use two-dimensional shapes in the classroom and in pictures including:		
	Recognise	• Pictures	Class name		
	• Identify		Learners Symbols		
	Name		Figure ground perception		
			Recognition of 2D shapes e.g. circle		
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with	Mental Mathematics	context	Measurement		
the following		• Time	Data handling		
daily					
Repeated	Add the same	Counters	Use rubber bands to group pencils in groups specified by the teacher		
addition leading	number repeatedly	Rubber bands			
to multiplication	up to 4	• plates			
Problem solving	Doubling	Counters	Use the concrete apparatus e.g. Counters		
techniques		• Toys	A physical number ladder		
			or concrete objects available in and outside the classroom		
Number	Number range: 1 to 5	Number Cards	Number symbols		
symbols and	Revise	Trace numbers	Number Range 1 to 5		
number names	Recognise	• Body	Semi-concrete with picture cards and number cards		
	Identify		Reinforce the knowledge gained		
	Read number symbols				
	1-5				

GRADE 1 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with	Mental Mathematics	context	Measurement	
the following		• Time	Data handling	
daily				
Capacity/	Informal measuring	Buckets	Informal Measuring	
Volume		• Cups	• Fill cups, bottles, buckets with water	
		• Bottle	Use vocabulary e.g.	
			• full	
			• empty	
Sharing leading	Introduction to half	Paper for folding	Share between to people	
to fractions	using concrete objects	Play dough		
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with	Mental Mathematics	context	•Measurement	
the following		• Time	Data handling	
daily				
Symmetry	Symmetry	Own body	Reinforce the concept of symmetry	
	Recognise symmetry		Crossing the midline activities (demonstrate physically)	
	in own body			
Length	Inform Informal			
	measuring			

	GRADE 1 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
	Compare and order				
	objects per length:				
	- Short and long				

2.6 GRADE 1 TERM 2

	LESSO	GRADE 1 N PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Time	Passing of time	Weather Chart	Passing of Time
	• Day	Birthday chart	Talk about things that happen during day and night
	Night	Season Chart	Class Routine
	Learners should know their age		Weather chart
			Birthday chart
			Season chart
Count Objects	Number range 1 to 10	Concrete counters	Number range 1 to 10
	Count in ones	• Body	Counting concrete objects
			- One- to- one correspondence
			- Count in ones
			- Clap hands
			- Stamp feet
			- Climb stairs
			- Count body parts
			- Rote counting using number rhymes and songs
Mental Mathematics	Count everyday objects forwards up to 10	Concrete counters	Mental Maths

	LES	GRADE 1 SON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Problem Solving	Say number names of up to 10 daily Solve problems Addition Subtraction with answers up to 7	Body Counting chart Concrete objects	 The teacher claps her hands rhythmically and slowly to represent a number e.g. 10 The learners have to take out the same number of counters 10 and show them Learners recite number names1-10 Use concrete objects to solve problems that involve the number 1 to 7 Teacher states problem orally and work with learners to solve simple problem
Week 2	Counting objects	Solve problems in	 Use words like put together and take away Patterns, functions and algebra
Continue with the following daily	Mental Mathematics	context • Time	Measurement Data handling
Time	Passing of time Day Night Learners should know their age	Weather Chart Birthday chart Season Chart	 Talk about things that happen during day and night Class Routine Weather chart Birthday chart Season chart
Count Objects	Number range 1 to 7Count in ones	Concrete counters Body	Number range 1 to 10Counting concrete objectsOne- to- one correspondence

	LESSOI	GRADE 1 N PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		RESOURCES	- Count in ones - Clap hands - Stamp feet - Climb stairs - Count body parts
Mental Mathematics	Count everyday objects forwards up to 10 Say number names of up to 10 daily	Concrete counters Body Counting chart	 Rote counting using number rhymes and songs Mental Maths The teacher claps her hands rhythmically and slowly to represent a number e.g. 10 The learners should take out the same number of counters 10 and show them Learners recite number names1-10
Problem Solving	Solve problemsAdditionSubtraction with answers up to 7	Concrete objects	 Use concrete objects to solve problems that involve the number 1 to 7 Teacher states problem orally and work with learners to solve simple problem Use words like put together and take away
Position, orientation and views	Language of position • Describe the position of one object in relation to another Position and directions	Objects in the classroom	 The position of one object in relation to another: on top of, in front of, behind, up,

	LESS	GRADE 1 ON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Follow directions		- down,
			- next to
			Follow directions to move around the classroom
			Follow instructions to place one object in relation to
			another
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	•Measurement
following daily		• Time	Data handling
Counting forwards and	Number range: 1 to 7	Counting chart	Incidental counting using
backwards	Count in ones		- number rhymes and songs
	• Forwards		- concrete objects counters
	Backwards from any given number		- counting with body movements
	between 1-7		
Data Handling	Collect and sort objects	Concrete objects	Collect and sort objects per different attributes e.g.
			- size
			- shape
			- colour
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	•Measurement
following daily		• Time	Data handling
Geometric Patterns	Identify patterns	•Body	Identify patterns in clothes

		GRADE 1 N PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Copy patterns		objects and the environmentCopy patterns using body percussion
Number Names and	Number range: 1 to 7	Flash cart	Number range: 1 to 7
symbols	• Recognise	Counting Chart	Semi-concrete with picture cards and number cards
	• identify	Number Frieze	Reinforce the knowledge gained
	• read number symbols 1-7		write number symbols incidentally by coping or tracing
	• Trace		
	• colour		
	• copy		
3D objects	Range of objects	• 3D objects around the	Focused activities
	Recognise and identify 3D objects in	classroom	- Use 3D objects such as:
	the classroom e.g. box and ball shapes		- building blocks, recycling material etc., to construct
			composite objects
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Describe, compare and	Number range: 1 to 10	Counters	Number Range 1- 10
order numbers	• Identify whole numbers	Concrete objects	- Compare which of the two given collection of objects
			are:
			Small and big
			More and less

	LESSO	GRADE 1 N PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Number rhymes Songs
Week 6	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Problem solving	Solve problems involving	Concrete Objects	Use concrete objects to solve problems involving
	Addition		addition and subtraction with answers up to 7
	• Subtraction with answers up to 7		
Length	Informal measuring	• String	Informal Measurement
	Compare	• Rope	Compare and order objects per length:
	Order objects Introduce the concept of	• Hands	Short and long
	height:		Introduce the concept of height: short, tall
	• Introduce height chart		Introduce height chart
Week 7	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Addition and	Solve addition problems with answers	Concrete objects	Orally solve addition problems with answers up to 7
subtraction	up to 7		
Geometric Patterns	Copy patterns using body percussion	• Body	Copy the pattern as demonstrated by the teachers
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra
	Mental Mathematics	context	Measurement

	LESSO	GRADE 1 IN PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<u></u>	• Time	Data handling
Data Handling	Collect and sort objects	Concrete objects	 Collect and sort objects per different attributes size Shape colour
Problem solving	Solve orally subtraction problems with answers up to 7	Concrete objects	Orally solve problems
Problem solving techniques	Doubling and halving	Play dough Paper plates	 Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom
Week 9 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Repeated addition leading to multiplication	Add the same number repeatedly up to	Concrete objects	 Make groups of objects by tying objects in groups of 1 and 2 then add together
Sharing leading to fractions	Introduction to half using concrete objects	Paper Sweet	Share between two people
Week 10	Counting objectsMental Mathematics	Solve problems in context	Patterns, functions and algebra Measurement

	LESSO	GRADE 1 ON PLANNING TERM 2			
TOPIC CONTENT RECOMMENDED CLARIFICATION NOTES RESOURCES					
Continue with the following daily		• Time	Data handling		
Money	 Recognition of South African Rand. Identify similarities and differences 	Money Play Money	 Recognition of South African Rand., R1, R2, R5 Identify similarities and differences between coins e.g. sort play money per amount 		

2.7 GRADE 1 TERM 3

GRADE 1			
		LESSON PLANNIN TERM 3	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	context	Measurement
following daily		• Time	Data handling
Time	Passing of time	Weather Chart	Talk about things that happen during day and night
	• Day	Birthday chart	Class Routine
	• Night	Season Chart	Weather chart
	• Learners should know their age		Birthday chart
			Season chart
Count Objects	Number range 1 to 13	Concrete counters	Number range 1 to 10
	• Count in ones	• Body	Counting concrete objects
			- One- to- one correspondence
			- Count in ones
			- Clap hands
			- Stamp feet
			- Climb stairs
			- Count body parts
			- Rote counting using number rhymes and songs
Mental Mathematics	Count everyday objects forwards	Concrete counters	Mental Maths
	up to 10	• Body	- The teacher claps her hands rhythmically and slowly to represent
		Counting chart	a number e.g. 10.

	GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Say number names of up to 10 daily		- The learners have to take out the same number of counters 10 and show them. - Learners recite number names1-10	
Problem Solving	Solve problemsAdditionsubtraction with answers up to 7	Concrete objects	Use concrete objects to solve problems that involve the number 1 to 7 - Teacher states problem orally and work with learners to solve simple problem - Use words like put together and take away	
Addition and subtraction	Solve addition problems with answers up to 7	Concrete objects	Orally solve addition problems with answers up to 7	
Week 2 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling	
Time	Passing of time Talk about things that happen during Day Night	Weather Chart Birthday chart Season Chart	 Passing Time Identify activities that take place during: Night Day Class Routine Weather chart Birthday chart Season chart 	

GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			Learners should know their age
Counting Objects	Number range 1 to 15	Concrete counters	Estimate and count everyday objects reliably
	Count in ones	• Body	Daily counting
			- Rote /rhythmic counting from 1-15
			- Sing Number songs and rhymes
			Although learners some a concept of number when they enter
			Grade 1, they should be encouraged to sing number rhymes and
			songs and do rote counting daily
Mental Mathematics	Count everyday objects	Concrete counters	Concrete using 3-D objects
	forwards up to 10	• Body	Learners develop number sense by:
	Say number names of up to 10	Counting chart	- Making a number 10 with play dough.
	daily		- Picking up 10leaves
			- Counting objects and linking them with counters.
			- Develop an awareness of number conservation by letting learners
			- Pack five counters or any objects in different ways e.g.
			When counting, the number of objects is not affected by their size,
			or position, or whether
			they are of the same type
			For example:
			- Arrange 10 buttons, 10pencils, 10 hoops, 10 learners etc.

	GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- Count them in a different order e.g. count them spread out, close together, in a line or stacked up	
Problem Solving	Use concrete objects to solve problems involving addition and subtraction with answers up to 8	Concrete objects	Word sums are often used as the entry into operations. Learners start off with solving the problem by using concrete apparatus; which then develops into: - drawing pictures; - drawing pictures and writing numbers to describe the operation; and - only using numbers. Example: • There are five children on the see-saw. Three of them are on one side. How many are on the other side? • During the first term learners, can record this word problem in the following way • Calculating strategies • Using counting all to solve the see-saw problem • Here learners count each group and the whole collection, so they are counting at least three times • Using counting on to solve the see-saw problem • Learners count on from three until they get to five. This is a far more efficient strategy to use	

	GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Length	Informal measuring	String	Concretely compare and order objects using appropriate		
	Compare and order objects	• Rope	vocabulary to describe length		
	per length	Hand span	- Long		
	• Introduce the concept of	Height Chart	- short		
	height		Reinforce the concept of length		
	Introduce height chart		Kinesthetic		
	• Introduce the concept of		- Let the learners:		
	width		- Explore length by comparing objects with one another.		
			- Compare the height of two learners and identify which learner		
			is short and which one is tall		
			Teacher measures learners again using the height chart from		
			the first term.		
			Informal measuring		
			Compare and order objects per length:		
			- Short		
			- Long		
			Introduce the concept of height:		
			- Short		
			- Tall		
			Introduce height chart		
			Introduce the concept of width:		

GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			- Wide
			- Narrow
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Number symbols and	Number range: 1 to 8	Tracing cards	Number range: 1 to 8
number names	Recognise, identify and read	• Pictures	Semi-concrete with picture cards and number cards
	number symbols 1-8	Number cards	- Reinforce the knowledge gained
			- Trace
			- Colour
			- Copy
			- write
			- number symbols incidentally
Geometric patterns	Number range: 1 to 8	Patterns in the	Create own pattern
	Recognise, identify and read	environment	Concrete using 3-D objects
	number symbols 1-8		- Learners initially copy patterns from given patterns.
	Semi-concrete with picture		Eventually learners create their own pattern and describe their
	cards and number cards		own pattern
	Reinforce the knowledge		
	gained		

	GRADE 1 LESSON PLANNING			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Trace, colour, copy and write number symbols incidentally		Pegboard work: Let the learner use first his right and then his left hand, then both hands together to place the	
			pegs on the pegboard - The teacher tells the learners where to place the pegs e.g. • In the top row • In the bottom row	
Week 4 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling	
Count forwards and backwards	Number range: 1 to 8 Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements	Number line Counting chart	 Count everyday objects up to 5 Count forwards and backwards up to 5 Rote counting in ones, forwards using Number rhymes Songs, concrete objects 	

	GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Count in ones, forwards and backwards from any given number between1-8		Count body parts	
3 D Objects	Range of objects Recognise identify 3D objects in the classroom	3D objects in the environment	 Identify 3D objects in the classroom e.g. box and ball shapes Features of objects Sort 3D objects in terms of: size colour Focused activities Use 3D objects such as building blocks, recycled material etc., to construct composite objects 	
Length	Symmetry Recognise symmetry in body and shapes	• Shapes • Paper	 Reinforce the line of symmetry in self by performing actions that encourage the crossing of the mid-line Kinesthetic Let the learners: Play follow-the leader where learners copy positions from the chart Play "follow the leader" where the teacher demonstrates a position and the learners copy him/her. (Include actions where learners cross the mid-line e.g. touch right knee 	

	GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			• with left hand)	
			Play "follow the leader" where a learner demonstrates a position	
			and the rest copy him/her	
			The teacher demonstrates "star jumps" and the learners are	
			encouraged to perform the same actions	
Data handling	Collect and sort at least 5	Natural resources	Collect flowers and leaves and sort them according to colour and	
	objects according to size and		shape	
	colour			
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	 Mental Mathematics 	context	Measurement	
following daily		• Time	Data handling	
Describe, compare	Number range: 1 to 4	Counting charts	Compare which of the two given collection of objects are:	
and order numbers	•Identify whole numbers	Number line	- Small and big	
	Compare which of the two		- Most and least	
	given collection of objects		- First to last	
	are:		- Equal	
	- Small and big		Position objects from first to last in a line	
	- Most and least			
	- First to last			
	- Equal			

	GRADE 1 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Position objects from first to last in a line			
3 D Objects	Range of objects Recognise Identify 3D objects in the classroom	3D objects in the environment	Range of Objects identify 3D objects in the classroom e.g. box and ball shapes	
Sharing Leading to fractions	Introduction to half using concrete objects	Shapes Play dough		
Week 6 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling	
Addition and Subtraction	Use concrete objects to solve problems involving addition and subtraction with answers up to 8	Concrete objects	Orally solve word problems (story sums) in context that involve numbers 1 to 9 Kinesthetic • Tell a story of about a tree with one bird in it. Another bird joins him. How many birds are there now? Learners act the story out with masks. 1 and 1 gives 2 • Repeat the story till there are 9 birds	
Problem Solving Techniques and methods	Use of concrete apparatus e.g. countersDoubling and halving	Concrete objects	Introduce the concept of Half Double	

	GRADE 1 LESSON PLANNING				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	• Number lines		 Concrete using 3D objects The teacher creates a number line or ladder on the floor or ground The teacher gives instructions such as: Always stand on the zero or start at the zero. Always count while moving. Move to number 5. Move back to number 2. Move forward to number 8 Move to number 8. Move 1 number forward. Move 2 numbers backward What comes after 3? What comes before 7 		
Time	Passing of time Talk about things that happen during Seasonal changes	Weather Chart Birthday chart Season Chart	 Passing Time Identify activities that take place during: Night day Class Routine Weather chart Birthday chart Season chart Learners should know their age 		

GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 7	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Share equally leading	Practically solve problems	Counters	The teaching of fractions should be to help learners understand	
to fractions	involving sharing with	• Toys	the idea of fractional parts of the whole the parts that result when	
	concrete objects equally		the whole or unit has been partitioned into equally sized portions	
	amongst the 8 learners		or fair shares	
	Practically solve problems		Learners seem to understand the idea of separating a quantity	
	involving grouping with concrete		into two or more parts to be shared fairly among friends	
	objects up to 8		• They eventually make connections between the idea of fair shares	
			and fractional parts. Sharing activities are therefore good places	
			to begin the idea of fractions	
Problem Solving	Use concrete apparatus e.g.	Concrete counters	Solve orally stated double and half problems	
techniques	Counters and physical number		• Example	
	ladder		- 12. Teacher packs out 3 counters. She wants to double it.	
	Doubling and halving		How much must she add on? What will the final answer be?	
			- 2 doubled =?	
Position and views	Language of position	Flash Cards	Language of position	
	•The position of one object in	Objects in the	- The position of one object in relation to another on top of	
	relation to another e.g. on top	classroom	- In front of	
			- Behind	

	GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	of, in front of, behind, up, down, next to		- Up - Down		
	Position and views		- Next to		
	The position of one object in		Position and views		
	relation to the other e.g. top		The position of one object in relation to the other		
	and bottom		- Тор		
			- Bottom		
			Teacher demonstrates to the learners by doing the activity with		
			them and by saying the words in and out		
			Teacher can use boxes for learners to jump in and out		
			Use clay and roll it into a ball then press it flat (bird's nest) roll		
			more than one small ball (egg) and put them in/ out of the nest on		
			instruction of the teacher		
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	context	Measurement		
following daily		• Time	Data handling		
Addition and	Solve addition problems with	Counters	Solve problems by using concrete counters		
subtraction	answers up to 8				
	Solve orally subtraction				
	problems with answers up to				
	8				

	GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Data Handling	Collect and sort at least 5 objects per size and colour	Concrete object	Collect data - Learners count the number of letters in their names from a name label teacher made • Teacher holds up a number card corresponding to the number of letters in a learner's name and ask: Who has 4 letters in his/her name holding up the number 4 symbol card? Repeat with all the numbers		
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	context	Measurement		
following daily		• Time	Data handling		
Repeated addition leading to multiplication	Add the same number repeatedly up to 8	Group of counters Rubber bands	 Sharing There are 18 toy cars; can you share them equally between the two of you? Grouping How many cars can you make if you have 8 wheels? How many motorbikes? 		
Geometric Patterns	Number range: 1 to 8 • Recognise, identify and read number symbols 1-8	Shapes Counters	• As week 3		

GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Semi-concrete with picture cards and number cards Reinforce the knowledge gained Trace, colour, copy and write			
	number symbols incidentally			
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	 Mental Mathematics 	context	Measurement	
following daily		• Time	Data handling	
Number symbol and	Number range: 1 to 10	Number Frieze	As per week 3	
number names	Recognise, identify and read number symbols 1-10	Number card		
	Semi-concrete with picture cards and number cards			
	Reinforce the knowledge gained			
3D objects	Range of objects	• 3D objects	Recognise identify 3D objects in the classroom e.g. box and ball	
	Recognise and identify 3D		shapes	
	objects		Features of objects	
			Sort 3D objects in terms of:	
			• size	
			• colour	

	GRADE 1 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			Use 3D objects such as building blocks, recycled		
Money	Recognition of South African	• Money	Recognise and identify South Africa Banknotes		
	Rand R1, R2, R5	Play money	• Use banknotes e.g. R10, R20, R50, R100, R200		
	 Identify similarities and 		Make the learners aware of the different animal pictures on the		
	differences between coins e.g.		banknotes		
	sort play money per amount		Role-play with money in the house corner		

2.8 GRADE 1 TERM 4

GRADE 1 LESSON PLANNING			
		TERM 4	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	context	Measurement
following daily		• Time	Data handling
Time	Passing of time	Weather Chart	Passing Time
	Talk about things that happen	Birthday chart	Identify activities that take place during:
	during	Season Chart	• Night
	• Day		• Day
	• Night		Class Routine
			Weather chart
			Birthday chart
			Season chart
			Learners should know their age
Counting Objects	Number range 1 to 15	Concrete counters	Estimate and count everyday objects reliably
	• Count in ones	• Body	Daily counting
			Rote /rhythmic counting from 1-15
			Sing Number songs and rhymes
			Although learners some a concept of number when they enter
			Grade 1, they should be encouraged to sing number rhymes
			and songs and do rote counting daily

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Mental Mathematics	Count everyday objects forwards	Concrete counters	Learners develop number sense by:	
	up to 10	• Body	- Making a number 10 with play dough	
	Say number names of up to 10	Counting chart	- Picking up 10 leaves	
	daily		- Counting objects and linking them with counters	
			Develop an awareness of number conservation by letting	
			learners:	
			- Pack five counters or any objects in different ways e.g.	
			- When counting, the number of objects is not affected by their	
			size, or position, or whether they are of the same type	
			Example:	
			- Arrange 10 buttons, 10pencils, 10 hoops, 10 learners etc.	
			- Count them in a different order e.g. count them spread out,	
			close together, in a line or stacked up	
Problem Solving	Use concrete objects to solve	Concrete objects	Word sums are often used as the entry into operations. Learners	
	problems involving addition and		start off with solving the problem by using concrete apparatus;	
	subtraction with answers up to 8		which then develops into:	
			Drawing pictures	
			drawing pictures and writing numbers to describe the operation;	
			and only using numbers	
			• Example:	

		GRADE 1 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			- There are five children on the see-saw. Three of them are on
			one side. How many are on the other side?
			- During the first term learners can record this word problem in the
			following way
Geometric patterns	Number range: 1 to 8	Patterns in the	Create own pattern
	Recognise, identify and read	environment	Concrete using 3-D objects
	number symbols 1-8		Learners initially copy patterns from given patterns.
	Semi-concrete with picture cards		Eventually learners create their own pattern and describe their
	and number cards		own pattern
	Reinforce the knowledge gained		
	Trace, colour, copy and write		
	number symbols incidentally		
			Pegboard work:
			•Let the learner use first his right and then his left hand, then both
			hands together to place the
			•pegs on the pegboard
			•The teacher tells the learners where to place the pegs e.g.
			- In the top row

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- In the bottom row	
Week 2	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Time	Passing of time	Weather Chart	Passing Time	
	Talk about things that happen	Birthday chart	Identify activities that take place during:	
	during	Season Chart	Night	
	• Day		• day	
	• Night		Class Routine	
			Weather chart	
			Birthday chart	
			Season chart	
			Learners should know their age	
Counting objects	Number range 1 to 20	Concrete counters	Estimate and count everyday objects reliably	
	One to one correspondence	• Body	Daily counting	
	• Count in ones		- Rote /rhythmic counting from 1-20	
	Clap hands		- Sing Number songs and rhymes	
	Concrete objects		Although learners some a concept of number when they enter	
	• Count body parts		Grade 1, they should be encouraged to	
	Stamp feet		- sing number rhymes and songs	
			- do rote counting daily	

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Rote counting using number rhymes and songs			
Mental Mathematics	Number Concepts: Ordinal	Concrete objects	Mental Maths	
	counting up to 10	Counting Chart	•The teacher claps her hands rhythmically and slowly to	
	Count everyday objects forwards	Number frieze	represent a number e.g. 10	
	up to 10.		•The learners should take out the same number of counters 10	
	Recognise number names of up to		and show them	
	10 daily		- Learners pack 10 counters out in a row and count them	
	Compare numbers and say which		•Teacher asks:	
	is more and less		- What number comes before the number 10?	
			- What comes after 4 etc.?	
			- If you have 5 apples and you give 2 apples away. How many	
			apples will you have left?	
			- Show me 5 fingers	
			- How many toes do you have on 1 foot?	
Problem Solving	Number Concepts: Ordinal	Drawings	Word sums are often used as the entry into operations. Learners	
	counting to 10	Pictures	start off with solving the problem by using concrete apparatus;	
	Count everyday objects forwards	Writing numbers	which then develops into:	
	up to 10		- Drawing pictures	
	Say number names of up to 10		- Drawing pictures and writing numbers to describe the	
	daily		operation	

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Compare numbers and say which		- only using numbers	
	is more and less		Example:	
			-There are five children on the see-saw. Three of them are on	
			one side. How many are on the other side?	
			- During the first term learners, can record this word problem	
			in the following way	
3D objects	Range of objects	• 3D objects in the	Features of objects	
	Recognise and identify 3D	environment	Sort 3D objects in terms of:	
	objects in the classroom e.g.		-size	
	box and ball shapes		- colour	
			Focused activities	
			Use 3D objects such as building blocks, recycled material etc.,	
			to construct composite objects	
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Problem Solving	Revise:		Solve problems using	
Techniques and	Doubling		Use of concrete apparatus e.g. counters	
methods	halving		-100 chart	
	Number lines			

	GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Geometric patterns	Identify patterns in clothes, objects	Material in the class	Learners identify the pattern found in objects around the class		
	and the environment	Pictures	State why they think it is a pattern		
	Copy patterns using concrete	• Books			
	objects				
Data Handling	Collect and sort objects per	Objects in the	Collect objects found on school ground		
	different attributes e.g. size,	environment	Sort objects collected		
	shape, colour		Give reasons for sorting		
Time	Passing of time	Class Routine	Talk about things that happen during day and night		
	Talk about things that happen	Weather chart	- Class Routine		
	during day and night	Birthday chart	- Weather chart		
	Class Routine	Season chart	- Birthday chart		
	Weather chart		- Season chart		
	Birthday chart		-Learners should know their age		
	Season chart				
	Learners should know their age				
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	Mental Mathematics	context	Measurement		
following daily		• Time	Data handling		
Money	Recognition of South African	Banknotes	Recognise and identify South African		
	Rand, R1, R2, R5, R10	Play money	•Banknotes		
			- Use banknotes e.g. R10, R20, R50, R100, R200		

	GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	•Identify similarities and		- Make the learners aware of the different animal pictures on	
	differences between coins e.g.		the banknotes	
	sort play money per amount		- Role-play with money in the house corner	
Mass	•Informal measuring	Objects that differ in	Concretely compare and order objects using appropriate	
	•Introduce the concept of mass	mass	vocabulary to describe:	
	by comparing the masses of		mass e.g. light, heavy, lighter, heavier	
	different objects by feeling		Introduce the concept mass	
	them		Measuring mass means finding how much something weighs.	
			Kinaesthetic	
			Let learners guess the masses of objects:	
			Hold the following objects, one in each hand to be able to guess	
			which is heavier or lighter e.g.	
			A stone and a building block.	
			A plastic toy car and a metal toy car	
			A coffee tin and a toilet roll	
			A large rubber ball and a cricket ball	
			Learners usually judge the larger object to be heavier when	
			asked to guess the mass of two objects	
			- Introduce the balancing scale e.g. weigh the objects to see	
			which learners were correct	

	GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- Ask questions such as: "Which object is heavier/lighter? Let learners find an object in the classroom that they think is heavier/lighter than the objects that they weighed - Make the balancing scale available during free play so that learners can continue with the weighing activity - Provide a balancing scale in the "house corner" so that the learners can see how many • Lego blocks weigh the same as, for example, an apple	
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	●Data handling	
Position and Views	Language of position	Arrow chart	Follow directions to move or place self within a specific space	
	•The position of one object in	Objects around the	(directionality)	
	relation to another	class	•The position of one object in relation to another	
	Position and views		- on top of	

GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	•The position of one object in		- in front, of
	relation to the other		- behind, up
			- down,
			- next to
			Develop a sense of direction by using the arrow flash cards and
			the arrow chart
			Kinaesthetic
			- Let learners walk in different directions:
			- To the door,
			- To the window,
			- To the book corner etc.
			Concrete using 3-D objects
			- Let the learners
			- Draw a horizontal figure eight on the chalkboard. Ensure
			that learners cross the midline
Number symbols and	Number range: 1 to 10	Number cards	Recognise the number symbols and the number name.
number names	Recognise, identify and read	Flash cards	Let the learners:
	number symbols 1-10	Domino Cards	-Select the number 9 symbol and number name amongst other
	Semi-concrete with picture cards		flash cards
	and number cards		-Place the number symbol flash cards on the floor in the correct
	Reinforce the knowledge gained		number order

	GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Trace, colour, copy and write		-Place the number symbol flash cards in a scattered order	
	number symbols		Divide the learners into smaller groups. The teacher gives each	
			group a set of number symbol cards	
			Give the learners instructions e.g.	
			-Touch number 4, put your elbow on number 8, sit on number 3,	
			run around number 5 five times etc.	
			-Play games by linking the number of counters with the number	
			name, the number symbol, the dots and the picture cards	
			-Ensure that the number symbol and number name is always	
			linked with the same number of objects	
• Week 6	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Describe compare	Number range: 1 to 5	Concrete objects	Use the number 5 in familiar context	
and order numbers	•Identify whole numbers	 Position chart 	Oral: Count everyday objects up to 5	
	Compare which of the two given	 Ordinal numbers 	Count forwards and backwards up to 5	
	collection of objects are:		Reinforce counting in two's using number rhymes	
	- Small and big		Reinforce the concepts of "many" and "few"	
	- Most and least		Clap hands many times STOP	
	- First to last		Clap hands fewer times. Teacher claps 5 times	
	- Equal		Ask question which number of claps was most/least	

	GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	 Many and few Position objects from first to tenth in a line			
Volume/ Capacity	Informal measuring	• String	Kinaesthetic	
	Capacity and volume	• Rope	Activities to discover	
		• Lego blocks	Use vocabulary e.g. full, empty	
		Plastic blocks	• Fill cups, bottles, buckets with water	
		Variety of containers	 Let the learners: -Arrange two to three different empty containers in order of capacity. In other words, which container will take the most or least? The learners can test their guesses by pouring cups of water into the empty containers and counting which one takes the most cups Increase the number of empty containers to make it more difficult The learners can use the same cup as a measure and determine how many cups of rice or beans or sand it would take to fill the same containers used above Order similar kinds of containers (e.g. buckets in the sandpit) from small to big 	

	GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Give learners a variety of containers (different sizes and shapes) and ask questions such as: -"Which of these containers do you think holds the most sand/water? -If you pour water from one container to another, guess whether you will fill it?" -Let learners discover what happens to a partially filled container of water when small items are added. learners enjoy guessing games in which they guess which container holds more and then check the results to see who wins. (Teacher points out that items that float will not influence the height of the water)	
Week 7Continue with the	Counting objectsMental Mathematics	Solve problems in context	Patterns, functions and algebraMeasurement	
following daily Addition and Subtraction	Solve problems Addition subtraction with answers up to 10	Concrete objects	 Data handling Solve orally stated addition and subtraction problems up to number 10 Use concrete objects to solve problems Oral: Count everyday objects up to 10 Count forwards and backwards up to 10 Reinforce counting in two's using number rhymes 	

GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Clap hands many times STOP
			Clap hands fewer times. Teacher claps up to 10 times
			Ask question which number of claps was most/least.
Data handling	• Collect	Objects in the	• See week 3
	Sort objects per different	environment	
	attributes		
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
2D Shapes	Recognise, Identify and name		Two-dimensional shapes in the classroom and in pictures
	two-dimensional shapes		including:
	Recognition of 2D shapes		- Learners Symbols
	• Star		- Class name
	• Hart		- Figure ground perception
	• Circle		- Recognition of 2D shapes
	Triangle		- Circle
	Rectangle		- Triangle
	_		- Rectangle
Count backwards	Number range: 1 to 10	CD player	Incidental counting using
and forwards	Count in ones	• CD song rhymes	Number rhymes and songs
	Forwards	Counters	Concrete objects

GRADE 1 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Backwards from any given number between1-10		Counters Counting with body movements
Week 9 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Addition and Subtraction	Solve subtraction problems with answers up to 10	Concrete objects	 Orally solve word problems (story sums) that involve the number 10 Place 4 twigs in the one learner's hands and 4 twigs in the other learner's hands. How many twigs altogether now Concrete using 3 D objects Give each learner 7 twigs Tshidi has 5 twigs and her friend has 5 twigs. How many twigs do they have altogether 5 and 2 → 7 Monica has 10twigs. She lost 2 twigs. How many twigs does Monica have left? 10 take away 2 → 8 Semi-concrete using 2-D objects or pictures The teacher puts 2 pictures on the flannel board. She adds another 5 pictures. How many pictures are there now? 2 and 5 → 7 Place 8 shapes on the flannel board. Take away 5. How many are left. 7 take away 5 → 2

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Problem Solving	•Introduce concepts	 Concrete objects 	Use concrete apparatus e.g. Counters and physical number	
techniques	Doubling		ladder	
	• halving			
Repeated addition	Add the same number	•Counters	•The calculating number range during this term allows for learners	
leading to	repeatedly up to 10	•grouped unifix blocks	to begin repeated addition. Calculating to 10 allows for recording	
multiplication			Example:	
			-1+1+1	
			-2+2+2+2	
			-3+3+3	
			During this term learner will work with word problems that allow	
			for an image of repeated addition	
			Problems involving repeated addition are all of the form:	
			-Groups of 2: hands, feet, socks, gloves, shoes, yes, ears, bicycle	
			wheels	
			-Groups of 3: tricycle wheels, edges to triangles	
			-Groups of 4: car wheels, legs of chairs	
			-Groups of 5: fingers, toes	

GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Grouping and	Practically solve problems	Counters	Grouping	
sharing leading to	Sharing objects equally		Grouping, discarding the remainder	
division	amongst the 10 learners		Stella sells squash in bags of two squash each. She has five	
	Practically solve problems		squash left. How many bags of two squash each can she make	
	involving grouping up to 10		up?	
			Grouping, incorporating the remainder in the answer	
			There are four apples. How many bags of two apples can be	
			filled?	
			•Sharing	
			Sharing, discarding the remainder	
			Share five sweets among three friends so that they all get the	
			same number of sweets	
Sharing leading to	•Introduction to half using concrete	•Counters	•Sharing activities are therefore good places to begin the idea of	
fractions	objects	•toys	fractions. Our curriculum also introduces the concept of sharing	
			resulting in fractional parts	
			•Sharing activities are generally posed in the form of simple word	
			problems	

	GRADE 1 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
			•Initially when learners perform sharing activities (division) they		
			find dividing or sharing leaves left-over pieces		
			•They then share the left-over pieces again		
			•The language of fractions can be introduced verbally		
			• Then one can write out fraction words, e.g. one-Half, one.		
			Quarter, one. Third		
			•When writing about many fractions parts. e.g. 3 halves, 3		
			quarters, write this as the figure and the word		
I			•The expression 3 over 2 or 3 over 4 is meaningless and it is best		
			to leave this symbolism to the Intermediate		

2.9 GRADE 2 TERM 1

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather chart	Teach learners the song or a rhyme about days of the
	Talk about things that happen during	Birthday Chart	week
	day and night	Calendar	Reinforce season chart
	Learners should know their age		Place birthdays on a chart
			Class Routine
Count Objects	Complete one to one correspondence	Concrete counters	Count in ones
	up to 10	• Body	Clap hands
			Concrete objects
			Count body parts
			Stamp feet
			Rote counting using number rhymes and songs
Count forwards and	Number range: 1 to 10	CD rhymes and songs	Incidental counting using number rhymes and songs
backwards	Incidental counting concrete objects	Concrete objects	Counting from any number up to 10
	counters, counting with body		Count in ones, forwards and backwards from any
	movements		given number between1-10

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Mental Mathematics	Ordinal counting of ordinal numbers up	Flash cards	Compare numbers and say which is more of less
	to 10	Number chart	Addition and subtraction facts (number bonds) to 5
	Count everyday objects forwards up to	Pictures cards	Semi-concrete with picture cards and number cards
	10	Number cards	Reinforce the knowledge gained
	Recognise, identify and read number		Trace, colour, copy and write number symbols
	symbols 1-10		
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Revise the months of the year	Weather chart	Teach learners the song or a rhyme about days of the
	Teach the Days of the week in a song	Birthday Chart	week
		Calendar	Reinforce season chart
			Place birthdays on a chart
Count Objects	Count with whole numbers 0-20	Concrete counters	Count everyday objects reliable
		• Body	Give a reasonable estimate of several objects that can
			be checked by counting
			Strategy of grouping is encouraged
Count forwards and	Count forwards 0-20	CD rhymes and song	Incidental counting using number rhymes and songs
backwards		Concrete objects	• 3D objects, counting with body movements
			Counting from any number up to 20

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Mental Mathematics	Name the numbers before and after a given number up to 10	Chart Flash cards Number chart	Compare numbers and say which is more of less Addition and subtraction facts (number bonds) to 5
Addition and subtraction	Solve simple word problems in context and explain own solution to problems	Concrete apparatus e.g.CountersConcrete objectsNumber lines	Do simple word problems oral supported by concrete objects
Data Handling	Collect and sort everyday concrete objects	Concrete objects Shapes of different colours	Sort concrete objects per attribute e.g. blue cups for breakfast, colour, shape and size
Week 3 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Number symbols and number names	Number symbols 1-20RecogniseIdentifyRead	 Pictures of number names Pictures of number symbols 100 chart 	 Recognise, identify and read number symbols 1-20 Trace number symbols 1-10 Write number symbols 1-10 Recognise, identify and read number names 1-5
Time	Days of the week Birthdays	Season chart Birthdays chart	 Reinforce season chart Revise the days of the week Teach learners a rhyme about days of the week Place birthdays on a chart

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Grouping and sharing	Solve simple word problems in	Concrete objects	Using drawings or concrete apparatus e g counters
leading to division	context and explain own solution to	Number line	Doubling and halving (concrete objects)
	problems involving, equal sharing		Number lines supported by concrete apparatus
	and grouping up to 10		
3D objects	Describe, sort and compare 3D	Concrete objects such as	Observe and build given 3D objects using concrete
	objects in terms of:	balls, boxes	materials such as building blocks, recycling material,
	- size	• Pictures of 3D objects	construction kits
	- colour		
	- shape		
	•Recognise and name 3D objects in the		
	classroom and in pictures		
	-ball shapes (spheres)		
	- box shapes (prisms		
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Problem solving	Solve simple word problems in	Concrete apparatus	Using drawings or concrete apparatus e g counters
	context and explain own solution to	Number lines	Doubling and halving (concrete objects)

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	problems involving, addition and subtraction with answers 1 up to 10		Number lines supported by concrete apparatus
Mass	Compare and order the mass of two or more objects using a balancing scale	Balancing scale Concrete objects	 Informal measuring Compare and order the mass of two or more objects by feeling them or using a balancing scale Discuss mass e.g. light, heavy, lighter, heavier
Week 6 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Addition and subtraction	 Addition and subtraction up to 10 Counting forwards in 1s from any number up to 20 Count with whole numbers 	Pictures of number namesPictures of number symbols100 chart	 Recognise, identify and read number symbols 1-20 Write number symbols 1-10 Recognise, identify and read number names 1-5
Represent data Length	Represent data Informal measuring Compare and order the length of objects	Pictures Objects	 Use pictures to represent data in pictograph Compare and order the length (long and short), height (tall and short) of two or more objects by placing them next to each other
Week 7 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in context Time	Patterns, functions and algebraMeasurementData handling

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Number symbols and	Recognise, identify and read	Pictures of number names	Recognise, identify and read number symbols 1-20
number names	number names 1-20	Pictures of number	Write number symbols 1-10
	Write number symbols 1 - 10	symbols	Recognise, identify and read number names 1-5
		• 100 chart	
Number patterns	Copy and extend simple number	Concrete objects	Sequence should show counting forwards in 1's
	sequence to at least 10	Number chart	
• Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Describe, compare	Describe, compare and order		- Compare whole numbers using big, small, more, less
and order numbers	numbers 1-15		and equal to
			- Order numbers from biggest to smallest
			- Recognise more and less
2D shapes	•Recognise and name 2D shapes	- Concrete objects	Features of shapes
	- Star	- Pictures of shapes	•Describe, sort and compare 2D shapes in terms of:
	- Hart		-Size
	- Circles		-Colour
	- Triangles		Draw shapes
	- Square		- Circles
			-Triangles
			- Squares

		GRADE 2 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Number symbols and	Number symbols 1-20	Pictures of number names	Recognise, identify and read number symbols 1-20
number names	Recognise	Pictures of number	Write number symbols 1-10
	Identify	symbols	Recognise, identify and read number names 1-5
	• Read	• 100 chart	
Repeated addition	Add the same number repeatedly up	Concrete objects	Addition of the same number repeatedly up to 10
leading to	to 10		• 2 + 2 + 2 + 2 = 8
multiplication			
Money	Recognise and identify the South	Cut outs of money	Bring the attention of the learners to the different
	African coins, R1, R2, R5 and the bank	S.A coins and notes	pictures on the coins and notes
	notes R10, R20, R50 and R100		
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Money	Recognise and identify the South	Cut outs of money	Bring the attention of the learners to the different
	African coins, R1, R2, R5 and the	S.A coins and notes	pictures on the coins and notes
	bank notes R10, R20, R50 and R100		

2.10 GRADE 2 TERM 2

GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Time	Revision of Term 1: Passing of time	Weather chart	Teach learners the song or a rhyme about days of the	
	Talk about things that happen during	Birthday Chart	week	
	day and night	Calendar	Reinforce season chart	
	Learners should know their age		Place birthdays on a chart	
			Class Routine	
Count Objects	Revision of Term 1: Count	Concrete counters	Count in ones	
	Whole numbers 1-20	• Body	Clap hands	
	Count everyday objects reliable		Concrete objects	
			Count body parts	
			Stamp feet	
			Rote counting using number rhymes and songs	
			Strategy of grouping is encouraged	
Count forwards and	Revision of Term 1: Counting 1 -20	CD rhymes and songs	Incidental counting using number rhymes and songs	
backwards	Count forwards and backwards: 1-	Concrete objects	Counting from any number up to 15	
	20		Count in ones, forwards and backwards from any given	
	Counting from any number up to 20		number between1-20	

GRADE 2 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number symbols and	Revision of Term 1:	Flash cards	Compare numbers and say which is more of less
number names	Number range 10	Number chart	Addition and subtraction facts (number bonds) to 5
	Name the numbers before and after	Pictures cards	Semi-concrete with picture cards and number cards
	a given number	Number cards	Reinforce the knowledge gained
	 Recognise, identify and read number symbols 1-20 Write number symbols 1-10 		Trace, colour, copy and write number symbols
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			●Data handling
Time	Revise the months of the year	Weather chart	Teach learners the song or a rhyme about days of the
	Teach the Days of the week in a	Birthday Chart	week
	song	Calendar	Reinforce season chart
			Place birthdays on a chart
Count Objects	Count with whole numbers 0-30	Concrete counters	Count everyday objects reliable
		• Body	Give a reasonable estimate of a number of objects that
			can be checked by counting
			Strategy of grouping is encouraged
Count forwards and	Count forwards 0-30	CD rhymes and songs	Incidental counting using number rhymes and songs,
backwards		Concrete objects	counters 3D objects, counting with body movements.
			Count from any number in multiples of:

GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			-2s up to 14	
			-10s up to 50	
Mental Mathematics	Number range 15	Flash cards	Compare numbers and say which is more of less	
	Name the numbers before and after	Number chart	Addition and subtraction facts (number bonds) to 5	
	a given number			
Data Handling	Collect and sort everyday	Concrete objects	Sort concrete objects per on	
	concrete objects	Shapes of different colours	Attribute e.g. blue cups for breakfast	
			Sort concrete objects according different attributes e.g.	
			colour, shape, size	
Count forwards and	Count forwards 0-30	CD rhymes and songs	Incidental counting using number rhymes and songs,	
backwards		Concrete objects	counters 3D objects, counting with body movements	
			Count from any number	
			Count in multiples of:	
			-2s up to 14	
			-10s up to 50	
Number symbols and	Number symbols 1-30	Pictures of number names	Recognise, identify and read number symbols 1-30	
number names	Recognise	Pictures of number	Write number symbols 1-15	
	Identify	symbols	Recognise, identify and read number names 1-5	
	• Read	• 100 chart		

GRADE 2 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Problem Solving	Solve simple word problems in context and explain own solution to problems	Concrete apparatus e.g.Counters or any concrete objects available	 Using drawings or concrete apparatus e g counters Doubling and halving (concrete objects) Number lines supported by concrete apparatus
Week 3 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement Data handling
Number symbols and number names	Number symbols 1-30RecogniseIdentifyRead	Pictures of number namesPictures of number symbols100 chart	 Recognise, identify and read number symbols 1-30 Write number symbols 1-15 Recognise, identify and read number names 1-5
Time	 Revise the months of the year Teach the Days of the week in a song 	Weather chart Birthday Chart Calendar	 Teach learners the song or a rhyme about days of the week Reinforce season chart Place birthdays on a chart
Geometric patterns	Copy and extend simple patterns using concrete objects and drawings	Concrete objects	 Encourage learners to make their patterns with the concrete objects Learners then draw the patterns Look for patterns in the class
Week 4 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement Data handling

	GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Describe, compare and order numbers	Describe, compare and order numbers 1-15	Concrete objects	 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest Recognise more and less 		
Position, orientation and views	Follow directions to move around the classroom Follow instructions to place one object in relation to another	Concrete objects	 Language of position The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views The position of one object in relation to the other e.g. top and bottom Position and directions Follow directions to move around the classroom Follow instructions to place one object in relation to another 		
Week 5 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling		
Count forwards and backwards	Count forwards 0-30	CD rhymes and songsConcrete objects	 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements Count from any number Counting in multiples of: 		

		GRADE 2 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			-2s up to 14
			-10s up to 50
Length	Informal measuring	Concrete objects	Compare and order the length, height and width (narrow
	Compare and order the length of		and wide) of two or more objects by placing them next to
	objects		each other
			- Describe length in terms of short and long
			- Estimate, measure and compare lengths using non-
			standard measures e.g. hand spans
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Problem Solving	Solve simple word problems in	Concrete apparatus	Using drawings or concrete apparatus e g counters
	context and explain own solution to	Counters or any concrete	Doubling and halving (concrete objects)
	problems involving, addition and	objects available	Number lines supported by concrete apparatus
	subtraction with answers 1 up to 15		
Addition and	Add to 15	Pictures of number names	Use appropriate symbols (+,-,=)
subtraction	Subtract from 15	Pictures of number	Practice number bonds to 5
		symbols	
		• 100 chart	
Represent data	Represent data	Pictures	Use pictures to represent data in pictograph

GRADE 2 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
2D shapes	Describe, sort and compare 2D	Concrete objects	Describe, sort and compare 2D shapes in terms of:
	objects in terms of:	• 2 D shapes	Size and colour
	- size		Draw shapes
	- colour		Circles ,triangles and squares
	- shape		
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Number symbols and	Recognise, identify and read	Pictures of number names	Recognise, identify and read number symbols 1-30
number names	number names 1-30	• Pictures of number	Write number symbols 1-10
		symbols	Recognise, identify and read number names 1-5
		• 100 chart	
Addition and	• Add to 15	Pictures of number names	• Use appropriate symbols (+,-,=)
subtraction	Subtract from 15	Pictures of number	Practice number bonds to 5
		symbols	
		• 100 chart	
Number Patterns	Copy and extend simple number	Number chart	Sequence should show counting forwards in 1's
	sequence to at least 20		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling

	GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Describe, compare	Describe, compare and order	Number lines	Compare whole numbers using big, small, more, less and		
and order numbers	numbers 1-15	• 100 chart	equal to		
		Number cards	Order numbers from biggest to smallest		
			Recognise more and less		
Repeated addition	Add the same number repeatedly up	Concrete objects	Addition of the same number repeatedly up to 10		
leading to	to 15		2 + 2 + 2 + 2 = 8		
multiplication					
2D shapes	Recognise and name 2D shapes	Concrete objects	Features of shapes		
	• Star	Pictures of shapes	Describe, sort and compare 2D shapes in terms of:		
	• Hart		- Size		
	• Circles		- Colour		
	• Triangles		Draw shapes		
	• Square		- Star		
			- Hart		
			- Circles		
			- Triangles		
			- Squares		
Fractions	Reinforce half with concrete apparatus	Concrete objects	Introduction of half using concrete objects		
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra		
	Mental Mathematics	• Time	•Measurement		

	GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Continue with the			Data handling		
following daily					
Number symbols and	Number symbols 1-30	Pictures of number names	Recognise, identify and read number symbols 1-15		
number names	Recognise	Pictures of number	Write number symbols 1-10		
	• Identify	symbols	Recognise, identify and read number names 1-5		
	• Read	• 100 chart			
Repeated addition	Add the same number repeatedly	Concrete objects	Addition of the same number repeatedly up to 10		
leading to	up to 15		2 + 2 + 2 + 2 = 8		
multiplication					
Capacity	Informal measuring	Concrete apparatus	Compare and order the amount of liquid that two		
/Volume	Compare and order the amount of	Containers of various sizes	containers can hold if filled (capacity)		
	liquid (volume) in two containers		Use vocabulary e.g. more than, less than, full, empty		
	placed next to each other				
Money	Recognise and identify the South	Cut outs of money	Bring the attention of the learners to the different pictures		
	African coins, R1,R2, R5 and the	S.A coins and notes	on the coins and notes		
	bank notes R10, R20, R50 and				
	R100				
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	•Measurement		
following daily			Data handling		

GRADE 2 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Money	Recognise and identify the South	Cut outs of money	Bring the attention of the learners to the different pictures	
	African coins, R1,R2, R5 and the	S.A coins and notes	on the coins and notes	
	bank notes R10, R20, R50 and			
	R100			
Symmetry	Recognise symmetry in own body	Own Body	Use the mirror to show symmetry	
3D objects	Describe, sort and compare 3D	Concrete objects such as	Observe and build given 3D objects using concrete	
	objects in terms of:	balls, boxes	materials such as building blocks, recycling material,	
	- size	Pictures of 3D objects	construction kits	
	- colour			
	- shape			
	Recognise and name 3D objects in			
	the classroom and in pictures			
	- ball shapes (spheres)			
	- box shapes (prisms)			

2.11 GRADE 2 TERM 3

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Revision of Term 2	Weather chart	Teach learners the song or a rhyme about days of the
	Passing of time	Birthday Chart	week
	Talk about things that happen during	Calendar	Reinforce season chart
	day and night		Place birthdays on a chart
	Learners should know their age		Class Routine
Count Objects	Revision of Term 1	Count with whole numbers	Concrete objects
	Count Objects	0-20	
Count forwards and	Count in multiples of 10 up to 80	CD rhymes and songs	Incidental counting using number rhymes and songs,
backwards	Count in multiples of 2s up 18	Concrete objects	counters 3D objects, counting with body
			movements.
			Count from any number
			Counting in multiples of:
			- 2s up to 14
			- 10s up to 50
Number symbols and	Revision of Term 2:	Flash cards	Compare numbers and say which is more of less
number names	Number range 15	Number chart	Addition and subtraction facts (number bonds) to 5

	GRADE2 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Name the numbers before and after a given number Revision of Term 2: Recognise, identify and read number symbols 1-30 Write number symbols 1-15 Recognise, identify and read number names 1-5	Pictures cards Number cards	Semi-concrete with picture cards and number cards Reinforce the knowledge gained Trace, colour, copy and write number symbols		
Week 2 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling		
Time	Teach learners the song or a rhyme about days of the week	Weather chart Birthday Chart Calendar	 Teach learners the song or a rhyme about days of the week Concept of today and tomorrow Order regular events from their own lives Sequence of events Reinforce season chart Place birthdays on a chart 		
Count Objects	•Count with whole numbers 0-40	Concrete counters Body	 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting 		

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Strategy of grouping is encouraged
Count forwards and	•Count in multiples of 10 up to 80	CD rhymes and songs	Incidental counting using number rhymes and songs,
backwards	Count in multiples of 2s up 18	Concrete objects	counters 3D objects, counting with body movements. • Count from any number • in multiples of: • 2s up to 18 • 10s up to 80
Data Handling	Collect and sort everyday concrete objects	Concrete objects Shapes of different colours	 Sort concrete objects per on attribute e.g. blue cups for breakfast Sort concrete objects according different attributes e.g. colour, shape, size
Mental Mathematics	Number range 18Name the numbers before and after a given number	ChartFlash cardsNumber chart	 Compare numbers and say which is more of less Addition and subtraction facts (number bonds) to 10
Problem Solving	Solve simple word problems in context and explain own solution to problems	Concrete apparatus e.g.Counters or any concrete objects available	 Using drawings or concrete apparatus e g counters Doubling and halving (concrete objects) Number lines supported by concrete apparatus
Week 3	Counting objectsMental Mathematics	Solve problems in context Time	Patterns, functions and algebra Measurement

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Continue with the			Data handling
following daily			
Number symbols and	Number symbols 1-40	Pictures of number names	Identify, recognise and read number symbols 0-15
number names	Recognise	Pictures of number symbols	Write number symbols 1-15
	Identify	• 100 chart	Identify, recognise and read number names 1-5
	• Read		Know number names 1-5
Time	Teach learners the song or a rhyme	Weather chart	Teach learners the song or a rhyme about days of the
	about days of the week	Birthday Chart	week
		Calendar	Concept of today and tomorrow
			Order regular events from their own lives
			Sequence of events
			Reinforce season chart
			Place birthdays on a chart
Describe, compare	Order numbers from biggest to	Concrete objects	Compare whole numbers using big, small, more, less
and order numbers 1-	smallest and smallest to biggest;	Number chart number line	and equal to
15	smaller than, greater than, more		Order numbers from biggest to smallest and smallest
	than, less than and equal to up to 15		to biggest; smaller than, greater than, more than, less
	Order and position numbers up to 20		than and equal to
			Position objects in a line from first to tenth
			Use ordinary numbers to show order, place per
			position

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Use the number line to show order and position
Geometric patterns	Copy and extend simple patterns using	Concrete objects	Encourage learners to make their patterns with the
	concrete objects and drawings		concrete objects
			Learners then draw the patterns
			Look for patterns in the class
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number symbols and	Number symbols 1-30	Pictures of number names	Identify, recognise and read number symbols 0-30
number names	Recognise	Pictures of number symbols	Write number symbols 1-15
	Identify	• 100 chart	Identify, recognise and read number names 1-5
	Read		Know number names 1-5
Position, orientation	•Follow directions to move around the	Concrete objects	Language of position
and views	classroom		• The position of one object in relation to another e.g. on
	•Follow instructions to place one		top of, in front of, behind, up, down, next to
	object in relation to another		Position and views
			The position of one object in relation to the other e.g.
			top and bottom
			Position and directions
			Follow directions to move around the classroom

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Follow instructions to place one object in relation to another
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Place value	Recognise place value of numbers	Flash cards	Recognise place value of numbers up to 30
	up to 30	Number grid	Decompose 2 digit numbers into multiples of 10s and
	Decompose 2 digit numbers into		ones (units)
	multiples of 10s and ones (units		Identify and state the value of each digit
	• Identify and state the value of each		
	digit		
Capacity	•Informal measuring	Concrete apparatus	Compare and order the amount of liquid that two
/Volume	Compare and order the amount of	Containers of various sizes	containers can hold if filled (capacity)
	liquid (volume) in two containers		• Use vocabulary e.g. more than, less than, full, empty
	placed next to each other		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Addition and	•Add to 18	Pictures of number names	• Use appropriate symbols (+, -, =)
subtraction	Subtract from 18	Pictures of number symbols	Practice number bonds to 5
		• 100 chart	

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Time	Revise the months of the year Teach the Days of the week in a song	Weather chart Birthday Chart Calendar	 Teach learners the song or a rhyme about days of the week Reinforce season chart Place birthdays on a chart
Represent data	Represent data	• Pictures	Use pictures to represent data in pictograph
2D shapes	Describe, sort and compare 2D objects in terms of size, colour, shape	Concrete objects 2 D shapes	 Features of shapes Describe, sort and compare 2D shapes in terms of: size and colour Draw shapes: circles, squares, triangles
Problem solving techniques	Doubling up to 20	Concrete aids Number Lines	Use technique of doubling when addressing addition and subtraction, grouping and sharing problem solving sums
Week 7 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Number symbols and number names	Recognise, identify and read number names 1-30	Pictures of number namesPictures of number symbols100 chart	 Identify, recognise and read numbers 1-30 Identify, recognise and read number symbols 0-30 Write number symbols 1-15 Identify, recognise and read number names 1-5 Know number names 1-5

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and	•Add to 18	Pictures of number names	• Use appropriate symbols (+,-,=)
subtraction	Subtract from 18	Pictures of number symbols100 chart	Practice number bonds to 5
Problem Solving: Addition and Subtraction	Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 18	Problem Solving: • Addition and subtraction • Grouping and sharing leading to division • Money • Introduction to half using concrete aids	Solve simple word problems in context and explain own solution to problems
Number Patterns	Copy and extend simple number sequence to at least 30	Number chart	Sequence should show counting forwards in 1's, 5s and 10s
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the following daily	Mental Mathematics	• Time	Measurement Data handling
Repeated addition leading to multiplication	Add the same number repeatedly up to 20	Concrete objects	• Addition of the same number repeatedly up to 10 2 + 2 + 2 + 2 =8
2D shapes	•Recognise and name 2D shapes - Circles - Triangles	Concrete objects Pictures of shapes	Features of shapes •Describe, sort and compare 2D shapes in terms of: -Size

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	- Square		- Colour
			Draw shapes
			- Star
			-Hart
			- Circles
			-Triangles
			-Squares
Problem Solving:	Solve simple word problems in	Concrete objects	•Using drawings or concrete apparatus e g counters
Grouping and sharing	context involving, equal sharing and	Pictures	Doubling and halving (concrete objects)
leading to division	grouping up to 40		Number lines supported by concrete apparatus
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number symbols and	Recognise, identify and read number	Pictures of number names	Identify, recognise and read numbers 1-30
number names	names 1-30	Pictures of number symbols	Identify, recognise and read number symbols 0-15
		• 100 chart	Write number symbols 1-15
			Identify, recognise and read number names 1-5
			Know number names 1-5
Repeated addition	Add the same number repeatedly up	Concrete objects	Addition of the same number repeatedly up to 10
leading to	to 15		2 + 2 + 2 + 2 = 8
multiplication			

		GRADE2 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Symmetry	Recognise symmetry in geometrical shapes and picture	Geometrical shapes Pictures	 Paper folding activity of geometrical shapes should be encouraged When pictures are used ensure that it has symmetry
Week 10 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Money	Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100	Cut outs of money S.A coins and notes	Bring the attention of the learners to the different pictures on the coins and notes
Symmetry	Recognise symmetry in own body	Own Body	Use the mirror to show
Fractions	Identify half with concrete object Reinforce half with concrete apparatus	Concrete objects	Introduction of half using concrete objects
3D objects	Describe, sort and compare 3D objects in terms of: size colour shape Recognise and name 3D objects in the classroom and in pictures ball shapes (spheres)	Concrete objects such as balls, boxes Pictures of 3D objects	Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits

GRADE2 LESSON PLANNING TERM 3				
TOPIC	C CONTENT RECOMMENDED CLARIFICATION NOTES			
		RESOURCES		
	- box shapes (prisms			

2.12 GRADE 2 TERM 4

	LES	GRADE 2 SSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	 Solve problems in 	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Time	Teach learners the song or a rhyme about	Weather chart	Teach learners the song or a rhyme about days of
	days of the week	Birthday Chart	the week
		Calendar	Concept of today and tomorrow
			Order regular events from their own lives
			Sequence of events
			Reinforce season chart
			Place birthdays on a chart
Count Objects	Count with whole numbers 0-40	Concrete counters	Count everyday objects reliable
		• Body	Give a reasonable estimate of several objects that
			can be checked by counting
			Strategy of grouping is encouraged
Count forwards and	Count in multiples of 10 up to 80	CD rhymes and songs	Incidental counting using number rhymes and
backwards	Count in multiples of 2s up 18	Concrete objects	songs, counters 3D objects, counting with body
			movements
			Count from any number
			• in multiples of:
	1		

GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			• 2s up to 15	
			• 10s up to 80	
Mental Maths	Number range 18	Flash cards	Compare numbers and say which is more of less	
Number symbols and	Name the numbers before and after a	Number chart	Addition and subtraction facts (number bonds) to 10	
number names	given number	Pictures cards	Semi-concrete with picture cards and number cards	
	Recognise, identify and read number	Number cards	Reinforce the knowledge gained	
	symbols 1-40		Trace, colour, copy and write number symbols	
	Write number symbols 1-15			
	Recognise, identify and read number			
	names 1-5			
Week 2	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	●Data handling	
Time	Teach learners the song or a rhyme	Weather chart	Teach learners the song or a rhyme about days of the	
	about days of the week	Birthday Chart	week	
		Calendar	Concept of today and tomorrow	
			Order regular events from their own lives	
			Sequence of events	
			Reinforce season chart	
			Place birthdays on a chart	

	GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Count Objects	Count with whole numbers 0-50	Concrete counters Body	 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encouraged 		
Count forwards and backwards	 Count in multiples of 10 up to 100 from a given number Count in multiples of 2s up to 20 from a given number 	CD rhymes and songs Concrete objects	 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: 2s up to 20 10s up to 100 		
Mental Maths	Number range 20 Name the numbers before and after a given number	Flash cards Number chart	Compare numbers and say which is more of less Addition and subtraction facts (number bonds) to 10		
3D objects	Describe, sort and compare 3D objects in terms of: size colour shape Recognise and name 3D objects in the classroom and in pictures ball shapes (spheres)	Concrete objects such as balls, boxes Pictures of 3D objects	 Focused activities Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits 		

GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	- box shapes (prisms			
Problem Solving:	Solve simple word problems in context	Concrete apparatus	Using drawings or concrete apparatus e g counters	
Addition and	and explain own solution to problems	e.g.	Doubling and halving (concrete objects)	
subtraction		• Counters or any	Number lines supported by concrete apparatus	
Grouping and		concrete objects		
sharing leading to		available		
division				
Money				
Introduction to half				
using concrete aids				
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	
Number symbols and	Number symbols 1-30	Pictures of number	Identify, recognise and read number symbols 0-15	
number names	Recognise	names	Write number symbols 1-15	
	• Identify	Pictures of number	Identify, recognise and read number names 1-5	
	• Read	symbols	Know number names 1-5	
		• 100 chart		

GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Time	Teach learners the song or a rhyme	Weather chart	Teach learners the song or a rhyme about days of	
	about the days of the week and the	Birthday Chart	the week	
	seasons of the year	Calendar	Concept of today and tomorrow	
			Order regular events from their own lives	
			Sequence of events	
			Reinforce season chart	
			Place birthdays on a chart	
Geometric patterns	Copy and extend simple patterns using	Concrete objects	Encourage learners to make their patterns with the	
	concrete objects and drawings		concrete objects	
			Learners then draw the patterns	
			Look for patterns in the class	
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	
Number symbols and	Number symbols 1-50	Pictures of number	Identify, recognise and read number symbols 0-15	
number names	Recognise	names	Write number symbols 1-15	
	• Identify	Pictures of number	Identify, recognise and read number names 1-5	
	• Read	symbols	Know number names 1-5	
		• 100 chart		

GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
• Position,	Follow directions to move around the	Concrete objects	Language of position	
orientation and	classroom		The position of one object in relation to another e.g.	
views	• Follow instructions to place one object in		on top of, in front of, behind, up, down, next to	
	relation to another		Position and views	
			• The position of one object in relation to the other e.g.	
			top and bottom	
			Position and directions	
			Follow directions to move around the classroom	
			Follow instructions to place one object in relation to	
			another	
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	
Place value	Recognise place value of numbers up	Flard cards	Recognise place value of numbers up to 30	
	to 30	Number grid	Decompose 2digit numbers into multiples of 10s and	
	Decompose 2 digit numbers into tens		ones (units)	
	and units		Identify and state the value of each digit	
	Identify and state the value of each			
	digit			
Mass	Compare and order the mass of two or	Balancing scale	Informal measuring	
	more objects using a balancing scale	Concrete objects		

GRADE 2 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			 Compare and order the mass of two or more objects by feeling them or using a balancing scale Discuss mass e.g. light, heavy, lighter, heavier 	
Week 6	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Problem Solving	 Solve simple word problems in contexts involving addition and subtraction up to 20 	 Concrete apparatus e.g. Counters or any concrete objects available 	 Using drawings or concrete apparatus e g counters Doubling and halving (concrete objects) Number lines supported by concrete apparatus 	
Addition and	• Add to 20	Pictures of number	Use appropriate symbols (+,-,=)	
subtraction	Subtract from 20	names • Pictures of number symbols • 100 chart	Practice number bonds to 10	
Represent data	Represent data	• Pictures	Use pictures to represent data in pictographAnswer questions about data in pictographs	
2D shapes	Describe, sort and compare 2D objects in terms of:size	Concrete objects2 D shapes	 Features of shapes Describe, sort and compare 2D shapes in terms of: size and colour 	

GRADE 2 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	- colour		Draw shapes
	- shape		Circles ,triangles and squares
Week 7	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Number symbols and	Recognise, identify and read number	Pictures of number	Identify, recognise and read numbers 1-30
number names	names 1-30	names	Identify, recognise and read number symbols 0-15
		Pictures of number	Write number symbols 1-15
		symbols	Identify, recognise and read number names 1-5
		• 100 chart	Know number names 1-5
Addition and	Add to 20	Pictures of number	Use appropriate symbols (+,-,=)
subtraction	Subtract from 20	names	Practice number bonds to 5
		Pictures of number	
		symbols	
		• 100 chart	
Problem Solving:	Solve simple word problems in	Concrete apparatus	Using drawings or concrete apparatus e g counters
Equal sharing and	context involving, equal sharing and	e.g.	Doubling and halving (concrete objects)
grouping	grouping up to 50	Counters or any	Number lines supported by concrete apparatus
		concrete objects	
		available	

	LE	GRADE 2 SSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
N. I. D.			
Number Patterns	Copy and extend number sequence to	Number chart	Sequence should show counting forwards in 1's, 5s
	at least 20, sequence should show		and 10s up to 50.
	counting forwards in 1's, 5's and 10's		
	up to 50		
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Repeated addition	Add the same number repeatedly up	Concrete objects	Addition of the same number repeatedly up to 10
leading to	to 20		• 2 + 2 + 2 + 2 = 8
multiplication			
2D shapes	Recognise and name 2D shapes	Concrete objects	Features of shapes
	• Star	Pictures of shapes	Describe, sort and compare 2D shapes in terms of:
	• Hart		• Size
	• Circles		• Colour
	Triangles		Draw shapes
	Square		- Star
			- Hart
			- Circles
			- Triangles
			- Squares

GRADE 2 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Problem Solving:	Solve simple word problems in contexts	Concrete objects	Using drawings or concrete apparatus e g counters
 repeated addition 	involving repeated addition leading to	• Pictures	Doubling and halving (concrete objects)
leading to multiplication	multiplication with answers up to 20		Number lines supported by concrete apparatus
Symmetry	Draw a line of symmetry n shapes	Geometrical shapes	Paper folding activity of geometrical shapes should
		• Pictures	be encouraged
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	•Measurement
following daily		• Time	Data handling
Problem solving	Sharing leading to fractions	Concrete objects	Introduction of half using concrete objects
Money	Recognise and identify the South	Cut outs of money	Bring the attention of the learners to the different
	African coins, R1,R2, R5 and the bank	S.A coins and notes	pictures on the coins and notes
	notes R10, R20, R50 and R100		
Symmetry	Recognise symmetry in geometrical	Geometrical shapes	Paper folding activity of geometrical shapes should
	shapes and picture	• Pictures	be encouraged
			When pictures are used ensure that it has symmetry
Data Handling	Collect and sort everyday concrete	Concrete objects	Sort concrete objects according to on
	objects	Shapes of different	attribute e.g. blue cups for breakfast
		colours	Sort concrete objects according different attributes
			e.g. colour, shape, size
			Answer questions on how the sorting was done

GRADE 2 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	•Measurement
following daily		• Time	Data handling
Money	Recognise and identify the South African	Cut outs of money	Bring the attention of the learners to the different
	coins, R1,R2, R5 and the bank notes	S.A coins and notes	pictures on the coins and notes
	R10, R20, R50 and R100		
Symmetry	Recognise symmetry in own body	Own Body	Use the mirror to show
3D objects	Describe, sort and compare 3D objects	Concrete objects such	Focused activities
	in terms of:	as balls, boxes	Observe and build given 3D objects using concrete
	• size	Pictures of 3D objects	materials such as building blocks, recycling material,
	• colour		construction kits
	• shape		
	Recognise and name 3D objects in the		
	classroom and in pictures		
	• ball shapes (spheres)		
	• box shapes (prisms		

2.13 GRADE 3 TERM 1

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with	Mental Mathematics	• Time	Measurement	
the following daily			Data handling	
Count objects	Count with whole numbers up to	Number line	Age appropriate activities and resources must be applied	
	150 reliably	Beads and string	• Learners still need the experience of being given a collection of	
	Give a reasonable estimate of a	• Abacus	objects and then count on from there	
	number of objects that can be	Counting sticks	Structured apparatus, such as a string and counting of beads	
	checked by counting	Matches		
	Count forwards and backwards 0-			
	150			
	Count in 1s from any number up to			
	150			
Daily Routine	Time is dealt with daily	Daily programmed	Learners continue to practice talking about the duration of time	
Time	Days of the week	represented in the picture	and the sequencing of time	
	Revise the song or a rhyme about	format	During whole class teaching time and focus group time, learners	
	the days of the week	Calendar	talk about:	
	Reinforce season chart	Days of the week chart	- Day of the week	
	Place birthdays on a chart	Season chart	- Month of the year	
	Concept of today and tomorrow	Birthdays chart	- Date of the current day	

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Teach today is Yesterday was Tomorrow will be Order regular events from their own lives Sequence of events		 Days before and days to come Learners become familiar with calendars by plotting dates on a calendar: Birthdays Religious festivals Historical events School events Public holidays 	
Week 2 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in context Time	Patterns, functions and algebra Measurement Data handling	
Count forwards and backwards	•Count forwards and backwards 0-50 •Incidental counting •Count in 1s from any number up 50 •Count forwards in multiples of: -2s up to 50 -5s up to 50 -10s up to 100 •Count backwards in:	Concrete objects Number songs and rhymes Action song/rhyme Learners	 The focus in this term is on counting on and counting in groups Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens Number cards should be displayed at each collection to show the number of objects counted The counting in groups will prepare learners for understanding multiples Learners still need the experience of being given a collection of objects and then count on from there 	

GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	●1s from 20		
	•10s from 50		
	•2s from 20		
Mental	Number concept: Range 50	Concrete objects	During the mental mathematics sessions learners should be
Mathematics	Name the number before and after	Number songs and rhymes	given an opportunity to explain their methods
	a given number	Action song/rhyme	The mental mathematics sessions build an awareness of
	Order a given set of selected		numbers (to have a feel for numbers) and begin to teach
	numbers		learners how to work flexibly with numbers
	Compare numbers and say which		Put these number cards in order from the smallest to the
	is more or less		biggest number
	Addition and subtraction up to 50		Questions on counting can also be asked:
			Start with 3 and count forwards in ones to 10
			More or less
			What is
			• 1 less than 45
			• 1 more than 69
			more than 49
			• less than 73
			• more than 58
			• 3 less than 52
			• more than 48

GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			• 4 less than 61
			• more than 27
			• 5 less than 36
			• 10 more than 30
			• 10 less 60
			What is the 5th letter of the alphabet?
			What is the 9th month of the year?
Addition and	Solve simple word problems in	Concrete objects	Calculating strategies
subtraction	context involving addition and	• Counter	 Using counting all to solve the problem
	subtraction with answers up to 20		Here learners count each group and the whole collection, so
			they are counting at least three times
			 Using counting on to solve the see-saw problem
			 Learners count on from three until they get to five. This is a far more efficient strategy to use
			Doing addition and subtraction using apparatus:
			• Learners use concrete apparatus in particular ways to arrive at
			an answer. Learners use the apparatus to construct a meaning
			of addition and subtraction using objects that they can touch,
			hold and move around. How learners use the apparatus is
			often determined by the structure of the word sum
			 Addition and subtraction problem types

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			There are at least three basic types of addition and subtraction	
			problems and each type can be posed in different ways. The	
			basic types are:	
			Change	
			Shawn had 12 apples. Silo gave her 7 more apples. How many	
			apples does she now have?	
			Mary had 15 apples. She gave 14 apples to Silo. How many	
			apples does she have now?	
			Combine	
			Nico has 11 green and 6 blue marbles. How many marbles	
			does she have?	
			Solomon has 14 marbles. 8 are green and the rest are blue.	
			How many blue marbles does Solomon have?	
			Compare	
			Thembi has 9 bananas. Samo has 3 bananas. How many	
			more bananas does Thembi have than Samo?	
Position,	Describe the position of one	Variety of concreate objects	Language of position	
orientation	object in relation to another e.g.	Worksheets	The position of one object in relation to another e.g. on top of, in	
and views	on top of, in front of, behind, up,		front of, behind, up, down, next to	
	down, next to		Position and views	

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	 Follow directions to move around the classroom Follow instructions to place one object in relation to another 		 Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Position and directions Follow directions to move around the classroom Follow instructions to place one object in relation to another 	
Week 3 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in context Time	Patterns, functions and algebra Measurement Data handling	
Count objects	 Count with whole numbers up to 50 reliably Give a reasonable estimate of a number of objects that can be checked by counting 	 Structured apparatus, such as a string of counting beads Abacus to practice counting in groups of ten Counting on Number cards 	 Strategy of grouping is encouraged Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens Number cards should be displayed at each collection to show the number of objects counted The counting in groups will prepare learners for understanding multiples 	
Number Symbols and number names	 Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Identify, recognise and read number names 1-5 	Symbol and Name Cards100 chartNumber lines	 Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Identify, recognise and read number names 1-5 Know number names 1-5 	

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Know number names 1-5			
Geometric	Copy and extend simple patterns	Concrete objects	Copy and extend simple patterns using body percussion	
patterns	using concrete objects	Count body parts	(clapping, stamping)	
	Creates own repeating patterns	Counters		
	Copy and extend simple patterns			
	using body percussion			
3D objects	Recognise and name 3D objects in	• Learner's body	Features of the object:	
	the classroom and the picture	• Puppets	Describe sort and compare 3D objects in terms of:	
	- Ball shapes (spheres)	Picture showing body parts	- Size	
	- Box shapes (prism)	• Toys	- Colour	
		• 3D objects	- Shape	
		• Pictures	Focused activities:	
			Observe and build 3D objects using concrete materials such as	
			building blocks, recycling materials, construction kits	
			We experience the world in three dimensions, so starting with	
			physical objects helps learners to build on the experience that	
			they bring to understand the features of the object completely	
			Building with 3D objects	
			Learners start with free play with various 3D objects and	
			building things of their own choice using building blocks or	

GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			construction kits or recycling. This can be done in independent
			time
			Recognising and Naming balls (spheres) and boxes (prisms)
			Learners identify and describe ball shapes (spheres) and box shapes (prisms)
			Learners should describe everyday objects by saying whether
			they are shaped like a ball or are shaped like a box, e.g. this
			brick is shaped like a box or this orange is shaped like a ball.
			It is important for learners to see and work with more than one
			example of objects shaped like balls and objects shaped like
			boxes
			Make ball shapes or box shapes from clay or play dough
			Comparing and describing 3D objects: size
			Learners compare the size of similar objects
			Describing 3D objects: Colour
			Learners talk about the colours of objects and then sort objects
			per colour
			Identifying and naming objects and their colours, as well as
			comparing sizes of objects can be practiced during work with
			patterns

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Time	Passing of time	Daily programme	Time is dealt with daily	
	Days of the week	represented in the picture	Days of the week	
	Concept of today and tomorrow	format	Teach the learners the song or a rhyme about the days of the	
	Order regular events from their own		week	
	lives		Reinforce season chart	
	Sequence of events		Place birthdays on a chart	
	Reinforce season chart		Teach today is	
	Place birthdays on a chart		Yesterday was	
			Tomorrow will be	
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with	Mental Mathematics	• Time	Measurement	
the following			Data handling	
daily				
Describe,	Use ordinal numbers to show	Concrete objects	Develop an awareness of ordinal numbers e.g. first, second,	
compare and	order, place or position		third	
order				
numbers				
Number	Number Symbols and number	Counting beads to 50	Reading numbers. This can be done by:	
symbols and	names	• Abacus	- Pointing to numbers on the number line or on a number grid	
number	Recognise, identify and read	Number line	- Reading number cards	
names	number symbols 1-50			

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Place Value	Write number symbols 1-20 Recognise, identify and read number names 1-5 Know number names 1-5 Recognise place value of numbers up to 30 Decomposed 2-digit numbers into	Number grids help to develop learner's ability to read information in a table Number cards Number cards Concrete apparatus	 Matching number symbols to a collection of objects. This can be done by: Matching the number of objects with numerals Counting out a group of objects and selecting the appropriate number card for the number of objects Counting objects in pictures and writing the number symbol Learners work with a higher number range and continue to: count and group to make a group of tens and loose units; and writ e.g.18 = 1 tens and 8 loose units 13 = 10 and 3 	
	multiples of 10s and ones (units) • Identify and state the value of each digit	Counting sticks/matches	 During this term learners have to continue to engage in many experiences to establish ten as a benchmark and a unit. Ten is 1 ten that contains 10 ones Counting sticks or matches can be grouped to show bundles of tens and loose ones Example: 12 18 	
3D objects	 Recognize and identify 3D object in the class room and outdoor Sort 3D objects per size 	 Balls in different sizes and mass Boxes in different sizes and shapes 	Balls: Introduce and explore balls (discuss shape e.g. round) Boxes: Introduce and explore boxes(discuss shape and sides)	
Time	Passing of time		Time is dealt with daily	

	GRADE 3 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Name the days of the week		Days of the week		
	Understand the concept of today		Teach the learners the song or a rhyme about the days of the		
	and tomorrow		week		
	Order regular events from their		Reinforce season chart		
	own lives		Place birthdays on a chart		
	Sequencing of events		• Teach today is		
	Reinforce season chart		Yesterday was		
	Place birthdays on a chart		• Tomorrow will be		
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with	Mental Mathematics	• Time	•Measurement		
the following			Data handling		
daily					
Describe	Describe, compare and order	Concreate apparatus	Use the following techniques when solving problems and		
compare and	numbers 1-20	• Pictures	explain solutions to problems		
order	Compare whole numbers up to 20	Drawings	- Building up and breaking down of numbers		
numbers	using smaller than, greater than,	Number lines	- Number lines supported by concrete apparatus		
	more than, less than and is equal	• 100 chart			
	to				
	Order numbers from biggest to				
	smallest and smallest to biggest;				
	smaller than, greater than, more				

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	than, less than and equal to, up to			
	50			
	Position objects in a line from first			
	to tenth			
	Use ordinary numbers to show			
	order, place per position			
Addition and	Solve simple word problems in	Number cards	Learners understand addition as combining groups and	
subtraction	context involving, addition and	Calculate	counting on	
	subtraction with answers up to	String of beads	They use their understanding that addition can be done in any	
	20	Draw pictures	order	
		Number line	Calculate can be introduced	
		Concrete apparatus	They use a string of beads	
			Draw pictures or a number line to	
			They also break up numbers in order to add	
			Learners interpret subtraction as taking away	
			Building up and breaking down of numbers	
			Adding two-digit numbers by breaking up both numbers	
			Learners might break down the number in ways that are	
			manageable for them. This means that they will do it in different	
			ways	

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
3D Objects	Describe, sort and compare 3D	Balls in different sizes and	Different colour, size and shapes of 3D shapes can be	
	objects in terms of:	massBoxes in different sizes and	described, sort and compare	
	- Size	shapes		
	- Colour			
	- Shape			
	- Objects that roll			
	- Objects that slide			
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with	Mental Mathematics	• Time	Measurement	
the following			Data handling	
daily				
Count objects	Count with whole numbers up to	Number line	Age appropriate activities and resources must be applied	
	150 reliably	Beads and string	Learners still need the experience of being given a collection of	
	Give a reasonable estimate of a	Abacus	objects and then count on from there	
	number of objects that can be	Counting sticks	Structured apparatus, such as a string and counting of beads	
	checked by counting	Matches		
	Count forwards and backwards 0-			
	150			
	Count in 1s from any number up to			
	150			

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Mental Mathematics	 Number concept: Range 50 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 Addition and subtraction up to 50 	Concrete objects Number songs and rhymes Action song/rhyme	 During the mental mathematics sessions learners should be given an opportunity to explain their methods The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers Put these number cards in order from the smallest to the biggest number Questions on counting can also be asked: Start with 3 and count forwards in ones to 10 More or less What is more than 49 What is less than 73 	
Sharing leading to fractions	 Add to 20 Subtract from 20 Use appropriate symbols (+,-,=) Addition and subtraction facts (number bonds) to 5 	Concrete objects Paper shapes of pictures relating to the theme Two and four piece puzzles	 What is the 5th letter of the alphabet? What is the 9th month of the year? learn the names of fraction parts; use the names in different contexts; identify the fraction part; begin to understand the relative size of fractions; find fractions of objects; and Learn about equivalent fractions Learners compare fractions: 	

GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			Example: 2 halves makes a hole
			2 quarters makes a half
			Using fraction strips or Cuisenaire rods
Number	Copy, extend and describe simple	Number cards	Copy and extend number sequence to at least 20
patterns	number sequences to at least 20	Number lines	Sequence should show counting forwards and backwards in 1s
	Sequence should show counting	• 100 chart	
	forwards in 1s	Number games	
		Number dominos	
Collect and	Collecting data on the theme	Concrete objects in nature	Collecting data on the theme
sort objects	Sort objects per different attributes	and in the class	Sort objects per different attributes
	Answer questions on collections		Answer questions on collections
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with	Mental Mathematics	• Time	Measurement
the following			Data handling
daily			
Count	Count forwards and backwards 0-50	Concrete objects	The focus in this term is on counting on and counting in groups
forwards and	•Incidental counting	Number songs and	Help learners to count large numbers of objects, by
backwards	•Count in 1s from any number up 50	rhymes	encouraging them to group objects in twos, fives and tens
	Count forwards in multiples of:	Action song/rhyme	Number cards should be displayed at each collection to show
	- 2s up to 50	• Learners	the number of objects counted

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	- 5s up to 50		The counting in groups will prepare learners for understanding	
	- 10s up to 100		multiples	
	Count backwards in:		Learners still need the experience of being given a collection of	
	•1s from 20		objects and then count on from there	
	•10s from 50			
	•2s from 20			
Repeated	Solve simple word problems in	Number lines	Use the following techniques when performing solving simple	
addition	context and explain own solution	• 100 chart	word problems:	
leading to	to problems involving repeated	• 100 chart	- Drawings or concrete apparatus e.g. counters	
multiplication	addition leading to multiplication		- Doubling and halving	
	Repeated addition of 10s, 5s,		- Building up and breaking down	
	with answers up to 20		- Number lines	
			- 100 chart	
			- Rounding of in 10s	
Length	Informal measuring	Measure by using any non-	Informal measuring	
	Compare and order the length,	standard measuring tool e.g.	Compare and order the length, height or width of two or more	
	height or width of two or more	Body parts, pencil, counters	objects by placing them next to each other	
	objects by placing them next to	etc.	Estimate measure, compare, order and record length using non-	
	each other		standard measuring	
			Learners can measure their desk by using hands of feet	

	GRADE 3 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
	Estimate measure, compare, order				
	and record length using non-				
	standard				
Collect and	Collecting data on the theme	Concrete objects form	Collecting data on the theme		
sort objects	Sort objects per different	nature and in the class	Sort objects per different attributes		
	attributes		Answer questions on collections		
	Answer questions on collections				
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with	Mental Mathematics	• Time	Measurement		
the following			Data handling		
daily					
Count objects	Count with whole numbers up to 50	Structured apparatus, such	Strategy of grouping is encouraged		
	reliably	as a string of counting beads	Help learners to count large numbers of objects, by encouraging		
	Give a reasonable estimate of a	Abacus to practice counting	them to group objects in twos, fives and tens		
	number of objects that can be	in groups of ten	Number cards should be displayed at each collection to show		
	checked by counting	Counting on	the number of objects counted		
		Number cards	The counting in groups will prepare learners for understanding		
			multiples		

GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number	Number Symbols and number	Number lines	Learners must be able to recognise, identify and read number
symbols and	names	Number charts	symbols 1-50 on different media e.g.:
number	Recognise, identify and read	• 100 chart	In a telephone directory
names	number symbols 1-50	Digital time	Prices of products on a pamphlet
	Write number symbols 1-20	Telephone numbers	Digital time in a TV magazine
	Recognise, identify and read	Prices of products	
	number names 1-5		
	Know number names 1-5		
Repeated	Solve simple word problems in	Concrete counters	The focus is not on memorising tables but rather on building the
addition	context and explain own solution	Number line	concept of multiplication
leading to	to problems involving repeated	Number chart	Learners are learning to read and understand the multiplication
multiplication	addition leading to multiplication		number sentence
	Repeated addition of 10s, 5s,		Multiple images for multiplication should be provided and lots of
	with answers up to 20		recording done in the work book
Money	Recognise and identify the South	Real money	Have a play shop day
	African coins: 50c, R1, R2, R5 and	Play money	Arrange an entrepreneurs day
	bank notes R10, R20, R50, R100	Pictures of money	• Let the learners work out there is the best prices to bay per the
	and R200	Shops pamphlet	shops pamphlet
Length	Informal measuring	• hand spans, pencil lengths,	Compare and order the length, height or width of two or more
	Compare and order the length,	counters etc.	objects by placing them next to each other
	height or width		

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Estimate measure, compare, order and record		Estimate measure, compare, order and record length using non- standard measures	
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with	Mental Mathematics	• Time	Measurement	
the following			Data handling	
daily				
Describe	Describe, compare and order	Concreate apparatus	Describe, compare and order numbers 1-20	
compare and	numbers 1-20	• Pictures	Compare whole numbers up to 20 using smaller than, greater	
order	Order numbers up to 50	Drawings	than, more than, less than and is equal to	
numbers	Position objects in a line from first to	Number lines	Order numbers from biggest to smallest and smallest to biggest;	
	tenth	• 100 chart	smaller than, greater than, more than, less than and equal to, up	
			to 50	
			Position objects in a line from first to tenth	
			Use ordinary numbers to show order, place per position	
Grouping and	Solve simple word problems in	Concrete objects	The learners must be able to solve word sums that requires the	
sharing	context and explain own solution to	Counters	equal sharing of concrete objects and counters up to 10	
leading to	problems that involve equal sharing			
division	and grouping up to 10			
Money	Recognise and identify the South	Real money	Have a play shop day?	
	African coins: 50c, R1,R2, R5 and	Play money	Arrange an entrepreneurs day	
		Pictures of money		

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	bank notes R10, R20, R50, R100 and R200	Shops pamphlet	Let the learners work out there is the best prices to bay per the shops pamphlet	
Mental Maths	Number concept: Range 50	Concrete objectsNumber songs and rhymesAction song/rhyme	 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 Addition and subtraction up to 50 	
Symmetry	Symmetry Recognise symmetry in own body and draw line of symmetry in geometric shapes	Magazine Work sheet	 Fold a photo in the middle and draw the rest of the picture Fold a paper with a shape on in the middle and complete the picture of the shape 	
Time	Passing of time	Week chartWeather chartTimetableBirthday chart	 Name the days of the week Understand the concept of today and tomorrow Order regular events from their own lives Sequencing of events Reinforce season chart Place birthdays on a chart 	
Represent data	Represent data in pictograph with one-to-one correspondence	Collected objects	Draw pictograph to represent the data that the learners collect on a given theme	
Week 10	Counting objects Mental Mathematics	Solve problems in context Time	Patterns, functions and algebraMeasurementData handling	

GRADE 3 LESSON PLANNING			
Table	CONTENT	TERM 1	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Continue with			
the following			
daily			
Count objects	Count with whole numbers up to 50	Structured apparatus, such	String a given number of beads
	reliably	as a string of counting beads	Count beads on a string
	Give a reasonable estimate of a	Abacus	String groups of 10 in matching colours
	number of objects that can be	Number cards	Abacus to practice counting in groups of ten
	checked by counting		Counting on from a given number
			Estimate the number objects before counting
Place value	Recognise place value of numbers	Counters	Decompose 2- digit numbers into 10s and units
	up to 30	String and beads	Identify and state the value of each digit
		Abacus	
Grouping and	Solve simple word problems in	Concrete objects	The learners must be able to solve word sums that requires the
sharing	context and explain own solution	Counters	equal sharing of concrete objects and counters up to 10
leading to	to problems that involve equal		
division	sharing and grouping up to 10		
2D shapes	Range of shapes	Shapes	Learners can build pictures with 2D geometric shapes both
	Recognise and name 2D shapes	Tracing objects	during independent work time or during arts and culture time
	- Circles		
	- Triangles		
	- Squares		

	GRADE 3 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Features of shapes			
	Describe, sort and compare 2D			
	shapes in terms of:			
	- Size			
	- Colour			
	Draw shapes			
	- Circles			
	- Triangles			
	- Squares			
Time	Passing of time	Week chart	Name the days of the week	
		Weather chart	Understand the concept of today and tomorrow	
		Timetable	Order regular events from their own lives	
		Birthday chart	Sequencing of events	
			Reinforce season chart	
			Place birthdays on a chart	

2.14 GRADE 3 TERM 2

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	•Measurement
following daily			Data handling
Count objects	Count with whole	Number line	Age appropriate activities and resources must be applied
	numbers up to 150	Beads and string	• Learners still need the experience of being given a
	reliably	• Abacus	collection of objects and then count on from there
	Give a reasonable	Counting sticks	Structured apparatus, such as a string and counting of
	estimate of a number of	Matches Examples of loose counters	beads
	objects that can be	are:	Learners can use loose counters, to help them to see what
	checked by counting	Counters	happens when one puts amounts together or take them
	 Count forwards and 	Counting sticks	apart
	backwards 0-150	Bottle tops	Loose counters help learners to see what happens when
	 Count in 1s from any 	Peach pips	they count all
	number up to 150	• Stones	Working within the number range 1 to 100, learners can use
		Unifix cubes	their fingers to act as loose counters
Mental Maths	Number concept: Range 50	Concrete objects	During the mental mathematics sessions learners should
	Name the number before	 Number songs and rhymes 	be given an opportunity to explain their methods
	and after a given number	Action song/rhyme	The mental mathematics sessions build an awareness of
	Order a given set of		numbers (to have a feel for numbers) and begin to teach
	selected numbers		learners how to work flexibly with numbers

GRADE 3 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Compare numbers and		Put these number cards in order from the smallest to the
	say which is more or less		biggest number
	Addition and subtraction		Questions on counting can also be asked:
	up to 50		Start with 3 and count forwards in ones to 10
			More or less
			What is more than 49
			What is less than 73
			What is the 5th letter of the alphabet?
			What is the 9th month of the year?
Addition and	Solve word problems in	Concrete objects	Use the following techniques when solving problems and
subtraction	context involving addition	Concrete apparatus	explain solutions to problems
	and subtraction with	Drawings	- Drawings or concrete apparatus e.g. counters
	answers up to 50	Number lines	- Building up and breaking down of numbers
		• 100 chart	- Number lines supported by concrete apparatus
		Calculator	- 100 chart
			- Calculator
Repeated addition	Solve simple word	Concrete apparatus	The concept of division is introduced through presenting
leading to	problems in context and	Concrete objects	learners with practical problems that involve sharing and
multiplication	explain own solution to	Drawings	grouping
	problems involving	Number lines	Introduce the division sign
	repeated addition leading	• 100 chart	Below are examples of types of word problems that can be
	to multiplication	Calculator	done

GRADE 3 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Repeated addition of 10s,		Sharing, discarding the remainder
	5s and 2s with answers up		Share five sweets among three friends so that they all get
	to 50		the same number of sweets.
			Recording image for grouping and sharing
			When illustrating sharing word problems, learners will
			—share out∥ one item or object at a time
			• Learners are likely to share out one/two item at a time
			The focus is not on memorising tables but rather on
			building the concept of multiplication
			Learners are also learning to read and understand the
			multiplication number sentence.
			Multiple images for multiplication should be provided and
			lots of recording done in the classwork book
			Examples of written work
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6
Grouping and	Solve simple word	Concrete apparatus	Grouping
sharing leading to	problems in context and	Concrete objects	Grouping, discarding the remainder
division	explain own solution to	Drawings	Stella sells squash in bags of two squash each. She has
	problems that involve	Number lines	five squash left. How many bags of two squash each can
		• 100 chart	she make up?

	GRADE 3 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	equal sharing and	Calculator	Grouping, incorporating the remainder in the answer	
	grouping up to 20		There are four apples. How many bags of two apples can be filled?	
Sharing leading to	Solve practical problems	Concrete objects	Work from concrete to semi concrete to the abstract	
fractions	that equal sharing leading	Concrete apparatus	Let learner cut concrete objects in halve	
	to solutions that include	Drawings	Continue to pictures of concrete objects	
	unitary fractions e.g. half	Number lines	The learner cut geometrical shapes in halve and past them	
		• 100 chart	to build pictures	
		• Calculator	 Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size 	
Time	Time is dealt with daily Days of the week	Daily programme represented in the picture format Calendar	Learners continue to practice talking about the duration of time and the sequencing of time	

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Revise the song or a	Days of the week chart	During whole class teaching time and focus group time,
	rhyme about the days of	Season chart	learners talk about:
	the week	Birthdays chart	- Day of the week
	Reinforce season chart		- Month of the year
	Place birthdays on a chart		- Date of the current day
	Concept of today and		- Days before and days to come
	tomorrow		Learners become familiar with calendars by plotting dates
			on a calendar:
			- Birthdays
			- Religious festivals
			- Historical events
			- School events
			- Public holidays
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Count forwards	Count backwards in:	Concrete objects	The focus in this term is on counting on and counting in
and backwards	• 1s from 20	Number songs and rhymes	groups
	• 10s from 50	Action song/rhyme	Help learners to count large numbers of objects, by
	• 2s from 20	• Learners	encouraging them to group objects in twos, fives and tens
			Number cards should be displayed at each collection to
			show the number of objects counted

	GRADE 3 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			 The counting in groups will prepare learners for understanding multiples Learners still need the experience of being given a collection of objects and then count on from there 		
Describe compare	Describe, compare and	Concreate apparatus	Practice writing first to tenth		
and order numbers	order numbers 1-30	Pictures	Record the following in class work books:		
	Compare whole numbers	Drawings	- Which number comes just before 46?		
	up to 30 using smaller	Number lines	- Which number comes after 48?		
	than, greater than, more	• 100 chart	- Which number lies between 45 and 47?		
	than, less than and is		- Use the given number line and fill in the missing numbers		
	equal to		Write 1 more than each of these numbers:		
	Order numbers from		- Write 1 less than each of these numbers:		
	biggest to smallest and		- Write 10 more than each of these numbers:		
	smallest to biggest; smaller		- Write 10 less than each of these numbers.		
	than, greater than, more		- Write the numbers in order from the biggest to the		
	than, less than and equal		smallest. (130, 133, 123, 143, 103, 113)		
	to, up to 100		- Complete the sentence. Fill in more or less		
	Position objects in a line				
	from first to tenth				
	Use ordinary numbers to				
	show order, place per				
	position				

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number	Copy, extend and describe	Number line	Number sequences can be linked with and support
patterns	simple number sequences	Beads and string	counting
	to at least 100	Abacus	As learners counting skills change and develop, the kinds
	Sequence should show	Counting sticks	of number sequences learners work with can develop
	counting forwards in 1s;	Matches	Sequences should show counting forwards and backwards
	2s; 5s; and 10s	Counters	in:
		Counting sticks	 1s from any number between 1 and 100
		Bottle tops	• 10s from any multiple of 10 between 1 and 100
		Peach pips	• 5s from any multiple of 5 between 1 and 100
		Stones	• 2s from any multiple of 2 between 1 and 100
		Unifix cubes	• Learners count backwards in multiples of 10, 5, and 2 for
		Number lines	the first time
		Number grids	• Learners can point to numbers as they count
		Number chains	• It is useful to give learners number sequences in different
			representations e.g.
			• A written sequence of numbers 100; 99; 98.97; 96,
			• Learners can cover, colour, or circle numbers as they
			count on number lines and number grids
			• Learners can fill in missing numbers on number lines,
			number grids, in written number sequences and number
			chains

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Collect and sort	Collecting data on the	Concrete objects	Learners collect and sort a variety of data on the theme
objects	theme	Concrete apparatus	The learners discuss the different attributes of their
	• Sort objects per different	Pictures	collections with the class
	attributes	Drawings	
	Answer questions on		
	collections		
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number Symbols	Identify, recognise and	Symbol and Name Cards	Identify, recognise and read number symbols 1-100
and number	read number symbols 1-	• 100 chart	Write number symbols 1-30
names	100	Number lines	• Identify, recognise and read number names 1-10
	Write number symbols 1-		Know number names in multiples of 10s up to 100
	30		
	• Identify, recognise and		
	read number names 1-10		
	Know number names in		
	multiples of 10s up to		
	100		
Describe compare	Describe, compare and	Concreate apparatus	Practice writing first to tenth
and order numbers	order numbers 1-30	Pictures	Record the following in class work books:
		Drawings	- Which number comes just before 46?

	GRADE 3 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Compare whole numbers	Number lines	- Which number comes after 48?	
	up to 30 using smaller	• 100 chart	- Which number lies between 45 and 47?	
	than, greater than, more		- Use the given number line and fill in the missing numbers	
	than, less than and is		- Write 1 more than each of these numbers:	
	equal to		- Write 1 less than each of these numbers:	
	Order numbers up to 100		- Write 10 more than each of these numbers:	
	Position objects in a line		- Write 10 less than each of these numbers.	
	from first to tenth		- Write the numbers in order from the biggest to the	
	• Use ordinary numbers to		smallest. (130, 133, 123, 143, 103, 113)	
	show order, place per		- Complete the sentence. Fill in more or less	
	position			
Number	Copy, extend and	Number line	Number sequences can be linked with and support	
patterns	describe simple number	Beads and string	counting	
	sequences to at least 50	Abacus	As learners counting skills change and develop, the kinds	
	Sequence should show	Counting sticks	of number sequences learners work with can develop	
	counting forwards in 1s;	Matches	Sequences should show counting forwards and backwards	
	2s; 5s; and 10s	Counters	in:	
		Counting sticks	1s from any number between 1 and 100	
		Bottle tops	• 10s from any multiple of 10 between 1 and 100	
		Peach pips	• 5s from any multiple of 5 between 1 and 100	
		• Stones	2s from any multiple of 2 between 1 and 100	
		Unifix cubes		

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		Number lines	• Learners count backwards in multiples of 10, 5, and 2 for
		Number grids	the first time
		Number chains	Learners can point to numbers as they count
			It is useful to give learners number sequences in different representations e.g.
			• A written sequence of numbers 100; 99; 98.97; 96,
			Learners can cover, colour, or circle numbers as they
			count on number lines and number grids
			• Learners can fill in missing numbers on number lines,
			number grids, in written number sequences and number
			chains
Length	Informal measuring	Hand spans	Informal measuring
	• Estimate, measure,	Pencil lengths	Estimate, measure, compare, order and record length
	compare, order and record	Counters etc.	using non-standard measures
	length using non-standard		Use language to talk about comparison e.g. long, short, tall,
	measures		short
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			●Data handling
Count objects	Count with whole numbers	Structured apparatus, such as a string	Strategy of grouping is encouraged
	up to 100 reliably	of counting beads	Help learners to count large numbers of objects, by
			encouraging them to group objects in twos, fives and tens
	1	1	I.

GRADE 3 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Give a reasonable	Abacus to practice counting in groups	Number cards should be displayed at each collection to	
	estimate of a number of	of ten	show the number of objects counted	
	objects that can be	Counting on	The counting in groups will prepare learners for	
	checked by counting	Number cards	understanding multiples	
Describe compare	Describe, compare and	Concreate apparatus	Practice writing first to tenth	
and order numbers	order numbers 1-30	Pictures	Record the following in class work books:	
	Compare whole numbers	Drawings	- Which number comes just before 26?	
	up to 30 using smaller	Number lines	- Which number comes after 28?	
	than, greater than, more	• 100 chart	- Which number lies between 25 and 27?	
	than, less than and is		- Use the given number line and fill in the missing numbers	
	equal to		- Write 1 more than each of these numbers	
	Order numbers from		- Write 1 less than each of these numbers	
	biggest to smallest and		- Write 10 more than each of these numbers	
	smallest to biggest;		- Write 10 less than each of these numbers	
	smaller than, greater			
	than, more than, less			
	than and equal to, up to			
	100			
	Position objects in a line			
	from first to tenth			

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Use ordinary numbers to show order, place per position		
Geometric patterns	Copy and extend simple patterns using concrete objects • Creates own repeating patterns • Copy and extend simple patterns using body percussion	Concrete objectsCount body partsCounters	Copy and extend simple patterns using body percussion (clapping, stamping)
3D objects	Recognise and name 3D objects in the classroom and the picture Ball shapes (spheres) Box shapes (prism)	 Learner's body Puppets Picture showing body parts Toys 3D objects Pictures 	Features of the object: Describe sort and compare 3D objects in terms of: Size Colour Shape Focused activities: Observe and build 3D objects using concrete materials such as building blocks, recycling materials, construction kits We experience the world in three dimensions, so starting with physical objects helps learners to build on the

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			experience that they bring to understand the features of
			the object completely
			Building with 3D objects
			 Learners start with free play with various 3D objects and
			building things of their own choice using building blocks or
			construction kits or recycling. This can be done in
			independent time
			Recognising and Naming balls (spheres) and boxes
			(prisms)
			Learners identify and describe ball shapes (spheres) and
			box shapes (prisms)
			Learners should describe everyday objects by saying
			whether they are shaped like a ball or are shaped like a
			box, e.g. this brick is shaped like a box or this orange is
			shaped like a ball.
			It is important for learners to see and work with more than
			one example of objects shaped like balls and objects
			shaped like boxes
			 Make ball shapes or box shapes from clay or play dough
			Comparing and describing 3D objects: size
			Learners compare the size of similar objects
			Describing 3D objects: Colour

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Learners talk about the colours of objects and then sort
			objects per colour
			Identifying and naming objects and their colours, as well
			as comparing sizes of objects can be practiced during
			work with patterns
Time	Passing of time	Daily programme represented in the	Time is dealt with daily
	Days of the week	picture format	Days of the week
	Concept of today and		Teach the learners the song or a rhyme about the days of
	tomorrow		the week
	Order regular events from		Reinforce season chart
	their own lives		Place birthdays on a chart
	Sequence of events		Teach today is
	Reinforce season chart		Yesterday was
	Place birthdays on a chart		Tomorrow will be
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Place value	Recognise place value of	• Unifix	Learn can make domino cards by making dots on pieces
	two digit numbers from 10-	Lego blocks	of cardboard in tens and units
	50	Domino cards	Place numbers in tables to make tens and units
			E.g.
			Tens Units -

		GRADE 3 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFI	CATION NO	OTES
	Decompose two- digit		2	3	23
	numbers into tens and		1	5	15
	units				
	 Identify and state the 				
	value of each digit				
Addition and	Solve word problems in	Number lines	• Use the	e following t	techniques when solving problems and
subtraction	context involving addition	• 100 chart	explain	solutions to	o problems
	and subtraction with	Calculator	- Buildin	g up and b	reaking down of numbers
	answers up to 50		- Doubli	ng and halv	ving
			- Numbe	er lines	
			- 100 ch	art	
			- Round	ing off in te	ns and hundreds
			Calcula	tor	
Mental	Number Concept: Range	Number line	• Co	mpare num	bers to 50
Mathematics	50	Calculator	- 1 more	or1 less	
	Name the number before	• 100 chart	- 2 more	or 2 less	
	and after a given number		- 3 more	or 3 less	
	Order a given set of		- 4 more	or 4 less	
	selected numbers		- 5 more	or 5 less	
	Compare numbers and		- 10 more	e or 10 less	
	say which is more or less		- Additio	n and subtr	action facts to 30
			- Calcu	ulation strat	regies

GRADE 3 LESSON PLANNING TERM 2					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Addition and subtraction		- Use calculation strategies to add and subtract efficiently:		
	up to 50		- Put the larger number first in order to count on or count		
			back		
			- Use the relationship between addition and subtraction		
			- Number line		
			- Doubling and halving		
			- Building up and breaking down		
			- Use calculators		
Fractions	Use and name fractions:	Concrete objects	Cut pictures in halves and rebuild		
	halves	• Puzzles	Paste paper halves of shapes to build a picture		
		• Paper	Build puzzles		
		• Pictures			
Time	Passing of time	Daily programme represented in the	Time is dealt with daily		
	Days of the week	picture format	Days of the week		
	 Concept of today and 		Teach the learners the song or a rhyme about the days of		
	tomorrow		the week		
	Order regular events		Reinforce season chart		
	from their own lives		Place birthdays on a chart		
	Sequence of events		Teach today is		
	Reinforce season chart		Yesterday was		
	Place birthdays on a		Tomorrow will be		
	chart				

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Place value	Recognise place value of	Number chart	Recognise place value of two digit numbers from 10-50
	two digit numbers from 10-	Flard cards	Decompose two- digit numbers into tens and units
	50		Identify and state the value of each digit
Addition and	Solve word problems in	Number chart	Calculation strategies
subtraction	context involving	Flard cards	- Use calculation strategies to add and subtract efficiently:
	addition and subtraction	Number line	- Put the larger number first in order to count on or count
	with answers up to 50	Calculator	back
		Abacus	- Use the relationship between addition and subtraction
		Rulers	- Number line
			- Doubling and halving
			- Building up and breaking down
			- Use calculators
Addition and	• Add to 50	Number chart	Calculation strategies
subtraction	Subtract from 50	Flard cards	- Use calculation strategies to add and subtract efficiently:
	Use appropriate symbols	Number line	- Put the larger number first in order to count on or count
	(+,-,=)	Calculator	back
	Addition and subtraction	Abacus	- Use the relationship between addition and subtraction
	facts (number bonds) to	• Rulers	- Number line
	10		- Doubling and halving

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Building up and breaking down
			- Use calculators
Time	Passing of time	Daily programme represented in the	Time is dealt with daily
	Days of the week	picture format	Days of the week
	Concept of today and		Teach the learners the song or a rhyme about the days of
	tomorrow		the week
	Order regular events		Reinforce season chart
	from their own lives		Place birthdays on a chart
	Sequence of events		Teach today is
	Reinforce season chart		Yesterday was
	Place birthdays on a chart		Tomorrow will be
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Repeated addition	Solve simple word	• 100 chart	- Count in 10s, 5s and 2s up to 50
leading to	problems in context and	Number line	Use the following techniques when solving problems and
multiplication	explain own solution to	Counters	explain solutions to problems
	problems involving	Calculator	- Building up and breaking down of numbers
	repeated addition leading		- Doubling and halving
	to multiplication		- Number lines
			- 100 chart
			- Rounding off in tens and hundreds

GRADE 3 LESSON PLANNING TERM 2					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Repeated addition of 10s,		- Calculator		
	5s and 2s with answers up				
	to 50				
Addition and	• Add to 50	Number chart	Calculation strategies		
subtraction	Subtract from 50	Flard cards	- Use calculation strategies to add and subtract efficiently:		
	Use appropriate	Number line	- Put the larger number first in order to count on or count		
	symbols (+,-,=)	Calculator	back		
	Addition and subtraction	Abacus	- Use the relationship between addition and subtraction		
	facts (number bonds) to	Rulers	- Number line		
	10		- Doubling and halving		
			- Building up and breaking down		
			- Use calculators		
Geometric patterns	Copy, extend and create	• Shapes	Range of shapes		
	simple patterns	Concrete objects	Recognise and name 2D shapes		
		Drawings or lines	- Circles		
			- Triangles		
			- Squares		
			Features of shapes		
			Describe, sort and compare 2D shapes in terms of:		
			- Size		
			- Colour		
			Draw shapes		

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Circles
			- Triangles
			- Squares
Mass	Informal measuring	Balancing scale	Estimate, measure, compare, order and record using a
	• Estimate, measure,	Blocks	balancing scale and non-standard measures
	compare, order and record	Bricks	Use language to talk about the comparison:, light, heavy,
			lighter, heavier
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Repeated addition	Solve simple word	• 100 chart	- Count in 10s, 5s and 2s up to 50
leading to	problems in context and	Number line	Use the following techniques when solving problems and
multiplication	explain own solution to	Counters	explain solutions to problems
	problems involving	Calculator	- Building up and breaking down of numbers
	repeated addition leading		- Doubling and halving
	to multiplication		- Number lines
	Repeated addition of 10s,		- 100 chart
	5s and 2s with answers		- Rounding off in tens and hundreds
	up to 50		- Calculator
Sharing leading to	Solve practical problems	Paper	Use and name fractions in familiar context
fractions	that equal sharing leading	- i apei	Recognise that two halves make one whole
		Shapes	

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	to solutions that include		Use paper folding, pasting of paper shapes, cutting of
	unitary fractions e.g. half		halves and pasting them to make a whole
Fractions	Use and name fractions:	Paper	Use and name fractions in familiar context
	halves	·	Recognise that two halves make one whole
		• Shapes	Use paper folding, pasting of paper shapes, cutting of
			halves and pasting them to make a whole
Number patterns	Copy, extend and describe	Number line	Number sequences can be linked with and support counting
	simple number sequences	Beads and string	As learners counting skills change and develop, the kinds of
	to at least 20	Abacus	number sequences learners work with can develop
	Sequence should show	Counting sticks	Sequences should show counting forwards and backwards
	counting forwards in 1s	Matches	in:
		Counters	1s from any number between 1 and 20
		Counting sticks	• Learners can cover, colour, or circle numbers as they count
		Bottle tops	on number lines and number grids
		Peach pips	• Learners can fill in missing numbers on number lines,
		• Stones	number grids, in written number sequences and number
		Unifix cubes	chains
		Number lines	
		Number grids	
		Number chains	
Mass	Informal measuring	Balancing scale	Estimate, measure, compare, order and record using a
		• Blocks	balancing scale and non-standard measures

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Estimate, measure,	Bricks	Use language to talk about the comparison:, light, heavy,
	compare, order and		lighter, heavier
	record		
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Count forwards	Count forwards and	Concrete objects	The focus in this term is on counting on and counting in
and backwards	backwards 0-50	Number songs and rhymes	groups
	Incidental counting	Action song/rhyme	Help learners to count large numbers of objects, by
	Count in 1s from any	Learners	encouraging them to group objects in twos, fives and tens
	number up 100		Number cards should be displayed at each collection to
	Count forwards in multiples		show the number of objects counted
	of:		The counting in groups will prepare learners for
	• 2s up to 100		understanding multiples
	• 5s up to 100		Learners still need the experience of being given a
	• 10s up to 100		collection of objects and then count on from there
	Count backwards in:		
	• 1s from 20		
	• 10s from 100		
	• 2s from 100		
Sharing leading to	Solve practical problems	• Paper	Use and name fractions in familiar context
fractions	that equal sharing leading	Shapes	Recognise that two halves make one whole

		GRADE 3 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	to solutions that include		Use paper folding, pasting of paper shapes, cutting of
	unitary fractions e.g. half		halves and pasting them to make a whole
Fractions	Use and name fractions:	• Paper	Use and name fractions in familiar context
	halves	• Shapes	Recognise that two halves make one whole
			Use paper folding, pasting of paper shapes, cutting of
			halves and pasting them to make a whole
Represent sorted	Represent sorted collection	Concrete objects	Collecting data on the theme
collection of	of objects	• Pictures	Sort objects per different attributes
objects		• Drawings	Draw pictures of the collected data
Money	Recognise and identify	Real money	Have a play shop day
	the South African coins:	Play money	Arrange an entrepreneurs day
	50c, R1,R2, R5 and bank	Pictures of money	• Let the learners work out there is the best prices to bay per
	notes R10, R20, R50,	Shops pamphlet	the shops pamphlet
	R100 and R200		
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Count objects	Count with whole numbers	Structured apparatus, such as a string	Strategy of grouping is encouraged
	up to 50 reliably	of counting beads	Help learners to count large numbers of objects, by
	Give a reasonable	Abacus to practice counting in groups	encouraging them to group objects in twos, fives and tens
	estimate of a number of	of ten	Number cards should be displayed at each collection to
		Counting on	show the number of objects counted

GRADE 3 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	objects that can be	Number cards	The counting in groups will prepare learners for	
	checked by counting		understanding multiples	
Sharing leading to	Solve practical problems	• Paper	•	
fractions	that equal sharing leading	Shapes		
	to solutions that include			
	unitary fractions e.g. half			
Fractions	Use and name fractions:	• Paper	Use and name fractions in familiar context	
	halves	Shapes	Recognise that two halves make one whole	
			Use paper folding, pasting of paper shapes, cutting of	
			halves and pasting them to make a whole	
Represent data	Represent data in	Concrete objects	Collect and sort objects or pictures related to the current	
	pictograph with one-to-one	Pictures	theme. Learners draw a pictograph with one-to-one	
	correspondence	Collections	correspondence in groups or individual	

2.15 GRADE 3 TERM 3

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	• Time	Measurement		
following daily			Data handling		
Count objects	Count with whole numbers up	Number line	Age appropriate activities and resources must be applied		
	to 150 reliably	Beads and string	Learners still need the experience of being given a collection of		
	Give a reasonable estimate of	Abacus	objects and then count on from there		
	a number of objects that can	Counting sticks	Structured apparatus, such as a string and counting of beads		
	be checked by counting	Matches Examples of loose	Learners can use loose counters, to help them to see what		
	Count forwards and	counters are:	happens when one puts amounts together or take them apart		
	backwards 0-150	Counters	Loose counters help learners to see what happens when they		
	Count in 1s from any number	Counting sticks	count all		
	up to 150	Bottle tops	Working within the number range 1 to 100, learners can use their		
		Peach pips	fingers to act as loose counters		
		• Stones			
		Unifix cubes			
Mental Maths	Number concept: Range 80	Concrete objects	During the mental mathematics sessions learners should be		
	Name the number before and	Number songs and rhymes	given an opportunity to explain their methods		
	after a given number	Action song/rhyme			

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
	Order a given set of selected		The mental mathematics sessions build an awareness of		
	numbers		numbers (to have a feel for numbers) and begin to teach		
	Compare numbers and say		learners how to work flexibly with numbers		
	which is more or less		Put these number cards in order from the smallest to the		
	Addition and subtraction up to		biggest number		
	80		Questions on counting can also be asked:		
			Start with 3 and count forwards in ones to 10		
			More or less		
			What is more than 49		
			What is less than 73		
			What is the 5th letter of the alphabet?		
			What is the 9th month of the year?		
Addition and	Solve word problems in	Concrete objects	Use the following techniques when solving problems and		
subtraction	context involving addition and	Concrete apparatus	explain solutions to problems		
	subtraction with answers up to	Drawings	- Drawings or concrete apparatus e.g. counters		
	80	Number lines	- Building up and breaking down of numbers		
		• 100 chart	- Number lines supported by concrete apparatus		
		Calculator	- 100 chart		
			- Calculator		

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Repeated	Solve simple word problems in	Concrete apparatus	The concept of division is introduced through presenting		
addition leading	context and explain own	Concrete objects	learners with practical problems that involve sharing and		
to multiplication	solution to problems involving	Drawings	grouping		
	repeated addition leading to	Number lines	Introduce the division sign		
	multiplication	• 100 chart	Below are examples of types of word problems that can be		
	Repeated addition of 10s, 5s	Calculator	done		
	and 2s with answers up to 80		Sharing, discarding the remainder		
			Share five sweets among three friends so that they all get the		
			same number of sweets.		
			Recording image for grouping and sharing		
			When illustrating sharing word problems, learners will —share		
			outll one item or object at a time		
			Learners are likely to share out one/two item at a time		
			• The focus is not on memorising tables but rather on building the		
			concept of multiplication		
			Learners are also learning to read and understand the		
			multiplication number sentence.		
			Multiple images for multiplication should be provided and lots of		
			recording done in the classwork book		
			Examples of written work		
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4		

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4	
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6	
Grouping and	Solve simple word problems in	Concrete apparatus	Grouping	
sharing leading to	context and explain own	Concrete objects	Grouping, discarding the remainder	
division	solution to problems that	Drawings	Stella sells squash in bags of two squash each. She has five	
	involve equal sharing and	Number lines	squash left. How many bags of two squash each can she make	
	grouping up to 30	• 100 chart	up?	
		Calculator	Grouping, incorporating the remainder in the answer	
			There are four apples. How many bags of two apples can be	
			filled?	
Sharing leading	Solve practical problems that	Concrete objects	Work from concrete to semi concrete to the abstract	
to fractions	equal sharing leading to	Concrete apparatus	Let learner cut concrete objects in halve	
	solutions that include unitary	Drawings	Continue to pictures of concrete objects	
	fractions e.g. half	Number lines	The learner cut geometrical shapes in halve and past them to	
		• 100 chart	build pictures	
		Calculator	Learners can fold paper into half and name each part. It is	
			important that they understand that when you make two equal	
			parts from something, you call each part a half. They could fold	
			the piece of paper into half again. The importance here is to fold	
			the page in different ways to obtain a different looking half	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Always ask learners to predict how many pieces they will get	
			and allow them to unfold the page and check. Comparing the	
			two different half shapes or the two different quarter shapes can	
			lead to interesting conversations on shape and size	
Time	Time is dealt with daily	Daily programmed	Learners continue to practice talking about the duration of time	
	Days of the week	represented in the picture	and the sequencing of time	
	Revise the song or a rhyme	format	During whole class teaching time and focus group time, learners	
	about the days of the week	Calendar	talk about:	
	Reinforce season chart	Days of the week chart	Day of the week	
	Place birthdays on a chart	Season chart	Month of the year	
	Concept of today and tomorrow	Birthdays chart	Date of the current day	
	Teach today is		Days before and days to come	
	Yesterday was		Learners become familiar with calendars by plotting dates on a	
	• Tomorrow will be		calendar:	
	Order regular events from their		Birthdays	
	own lives		Religious festivals	
	Sequence of events		Historical events	
			School events	
			Public holidays	
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra	
	Mental Mathematics	• Time	Measurement	

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Continue with the			Data handling		
following daily					
Count forwards	Count forwards and	Number line	Count forwards and backwards 0-150		
and backwards	backwards 0-150	• 100 chart	Incidental counting		
		Abacus	Count in 1s from any number up 150		
		Counters	Count forwards in multiples of:		
			- 2s up to 100		
			- 10s up to 150		
			- 5s up to 150		
			Count backwards in:		
			- 1s from 50		
			- 10s from 100		
			- 2s from 100		
Number Symbols	Identify, recognise and read	Symbol and Name Cards	Identify, recognise and read number symbols 1-100		
and number	number symbols 1-100	• 100 chart	Write number symbols 1-30		
names	Write number symbols 1-30	Number lines	Identify, recognise and read number names 1-10		
	Identify, recognise and read		Know number names in multiples of 10s up to 100		
	number names 1-10				
	Know number names in				
	multiples of 10s up to 100				

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Geometric	Copy, extend and create	• Shapes	Range of shapes
patterns	simple patterns made with	Concrete objects	Recognise and name 2D shapes
	shapes or concrete objects;	• Drawings or lines	- Circles
	drawings or lines		- Triangles
			- Squares
			Features of shapes
			Describe, sort and compare 2D shapes in terms of:
			- Size
			- Colour
			Draw shapes
			- Circles
			- Triangles
			- Squares
Position,	Position and directions	• Shapes	Position and views
orientation and		Concrete objects	Describe the position of one object in relation to another. E.g.
views		Drawings or lines	top and bottom, front and back etc.
			Position and directions
			Follow instructions to place one object in relation to another
Time	Passing of time	Birthday chart	Days of the week
		Time table	Months of the year
		Daily program	Concept of today and tomorrow

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		Daily news	Order regular events from their own lives
			Sequence of events
			Reinforce season chart
			Place birthdays on a chart
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number Symbols	Identify, recognise and read	Symbol and Name Cards	Identify, recognise and read number symbols 1-100
and number	number symbols 1-100	• 100 chart	Write number symbols 1-30
names	Write number symbols 1-30	Number lines	Identify, recognise and read number names 1-10
	• Identify, recognise and read		Know number names in multiples of 10s up to 100
	number names 1-10		
	Know number names in		
	multiples of 10s up to 100		
Describe	Describe, compare and order	Concreate apparatus	Practice writing first to tenth
compare and	numbers 1-40	Pictures	Record the following in class work books:
order numbers	Compare whole numbers up to	Drawings	- Which number comes just before 36?
	40 using smaller than, greater	Number lines	- Which number comes after 38?
	than, more than, less than and	• 100 chart	- Which number lies between 35 and 37?
	is equal to		- Use the given number line and fill in the missing numbers
			- Write 1 more than each of these numbers

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Order numbers from biggest to		- Write 1 less than each of these numbers	
	smallest and smallest to		- Write 10 more than each of these numbers	
	biggest; smaller than, greater		- Write 10 less than each of these numbers	
	than, more than, less than and			
	equal to up to 150			
	Position objects in a line from			
	first to twentieth			
	Use ordinary numbers to show			
	order, place per position			
Place value	•Recognise the place value of	Number chart	Recognise place value of two digit numbers from 10-80	
	two digit numbers from 10-80	Flard cards	Decompose two- digit numbers into tens and units	
	Decompose two digit		Identify and state the value of each digit	
	numbers into tens and units			
	•Identify and state the value of			
	each digit			
Position,	Language of position	Informal map	Position and directions	
orientation and			Follow directions using an informal map	
views			Give verbal directions to move around in the class and on the	
			school premises	
			Provide the learners with an informal map to follow	
Time	Passing of time	Birthday chart	Days of the week	

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
		Time table	Months of the year
		Daily program	Concept of today and tomorrow
		Daily news	Order regular events from their own lives
			Sequence of events
			Reinforce season chart
			Place birthdays on a chart
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Describe	Describe, compare and	Number chart	Describe, compare and order numbers 1-40
compare and	order numbers 1-40	Flard cards	Compare whole numbers up to 40 using smaller than, greater
order numbers			than, more than, less than and is equal to
			Order numbers from biggest to smallest and smallest to biggest;
			smaller than, greater than, more than, less than and equal to up
			to 150
			Position objects in a line from first to twentieth
			Use ordinary numbers to show order, place per position
Place value	•Recognise the place value of	Number chart	Recognise place value of two digit numbers from 10-80
	two digit numbers from 10-80	Flard cards	Decompose two- digit numbers into tens and units
			Identify and state the value of each digit
Length	Informal measuring	Hand spans	Informal measuring

GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Estimate, measure, compare,	Pencil lengths	Estimate, measure, compare, order and record length using	
	order and record length using	Counters etc.	non-standard measures	
	non-standard measures		Use language to talk about comparison e.g. long, short, tall,	
			short	
Position,	Position and directions	• Shapes	Position and views	
orientation and		Concrete objects	Describe the position of one object in relation to another. E.g.	
views		Drawings or lines	top and bottom, front and back etc.	
			Position and directions	
			Follow instructions to place one object in relation to another	
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	•Measurement	
following daily			Data handling	
Addition and	Solve word problems in	Concrete objects	Use the following techniques when solving problems and	
subtraction	context involving addition and	Concrete apparatus	explain solutions to problems	
	subtraction with answers up to	Drawings	- Drawings or concrete apparatus e.g. counters	
	80	Number lines	- Building up and breaking down of numbers	
		• 100 chart	- Number lines supported by concrete apparatus	
		Calculator	- 100 chart	
			- Calculator	

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Place value	Recognise the place value of two digit numbers from 10-80 Decompose two digit numbers into tens and units	Number chart Flard cards	 Recognise place value of two digit numbers from 10-80 Decompose two- digit numbers into tens and units Identify and state the value of each digit 		
Symmetry	•Identify and state the value of each digit • Recognise symmetry in own body and draw line of symmetry in geometric shapes	Magazine Work sheet	 Fold a photo in the middle and draw the rest of the picture Fold a paper with a shape on in the middle and complete the picture of the shape 		
Capacity/volume	Informal measuring	Commercially packaged objects	 Informal measuring 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 Introduction of formal measuring 		

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
			Compare and order the volume of commercially packaged
			objects which have their volume stated in litres (I) and millilitres
			(ml) e.g. 500ml of cool drink and 1l of milk
Length	Introducing formal measuring	• Ruler	Measure using metre (m), and centimetres (cm)
		Measuring tape	Estimate and measure height using height chart
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Addition and	Solve word problems in	Concrete objects	Use the following techniques when solving problems and
subtraction	context involving addition	Concrete apparatus	explain solutions to problems
	and subtraction with	Drawings	- Drawings or concrete apparatus e.g. counters
	answers up to 80	Number lines	- Building up and breaking down of numbers
		• 100 chart	- Number lines supported by concrete apparatus
		Calculator	- 100 chart
			- Calculator
Number Symbols	Identify, recognise and read	Symbol and Name Cards	Identify, recognise and read number symbols 1-100
and number	number symbols 1-100	• 100 chart	Write number symbols 1-30
names	Write number symbols 1-30	Number lines	Identify, recognise and read number names 1-10
	Identify, recognise and read number names 1-10		Know number names in multiples of 10s up to 100

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Know number names in multiples of 10s up to 100		
Addition and	• Add to 80	Concrete objects	Use the following techniques when solving problems and
subtraction	Subtract from 80	Concrete apparatus	explain solutions to problems
	Use appropriate symbols (+,-	Drawings	- Drawings or concrete apparatus e.g. counters
	,=)	Number lines	- Building up and breaking down of numbers
	Addition and subtraction facts	• 100 chart	- Number lines supported by concrete apparatus
	(number bonds) to 20	Calculator	- 100 chart
			- Calculator
Number patterns	Copy, extend and describe	Number line	Number sequences can be linked with and support counting
	simple number sequences to at	Beads and string	As learners counting skills change and develop, the kinds of
	least 20	Abacus	number sequences learners work with can develop
	Sequence should show	Counting sticks	Sequences should show counting forwards and backwards in:
	counting forwards in 1s	Matches	1s from any number between 1 and 20
		Counters	Learners can cover, colour, or circle numbers as they count on
		Counting sticks	number lines and number grids
		Bottle tops	Learners can fill in missing numbers on number lines, number
		Peach pips	grids, in written number sequences and number chains
		• Stones	
		Unifix cubes	
		Number lines	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
		Number grids Number chains		
Capacity/volume	Informal measuring	Commercially packaged objects	 Informal measuring 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 Introduction of formal measuring Compare and order the volume of commercially packaged objects which have their volume stated in litres (I) and millilitres (ml) e.g. 500ml of cool drink and 1I of milk 	
Week 7 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling	
Addition and subtraction	Add to 80 Subtract from 80	Concrete objectsConcrete apparatusDrawings	 Use the following techniques when solving problems and explain solutions to problems Drawings or concrete apparatus e.g. counters 	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	• Use appropriate symbols (+,-,=)	Number lines 100 chart	- Building up and breaking down of numbers - Number lines supported by concrete apparatus - 100 chart	
	Addition and subtraction facts (number bonds) to 20	Calculator	- Calculator	
Repeated addition leading to multiplication	 Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Repeated addition of 10s, 5s and 2s with answers up to 80 Multiply numbers 1-10 by 2, 5 and 10 	 Concrete apparatus Concrete objects Drawings Number lines 100 chart Calculator 	 The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping Introduce the division sign Below are examples of types of word problems that can be done Sharing, discarding the remainder Share five sweets among three friends so that they all get the same number of sweets. Recording image for grouping and sharing When illustrating sharing word problems, learners will —share outll one item or object at a time Learners are likely to share out one/two item at a time The focus is not on memorising tables but rather on building the concept of multiplication Learners are also learning to read and understand the multiplication number sentence. 	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			Multiple images for multiplication should be provided and lots of	
			recording done in the classwork book	
			Examples of written work	
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4	
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4	
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6	
Number patterns	Copy, extend and describe	Number line	Number sequences can be linked with and support counting	
	simple number sequences to	Beads and string	As learners counting skills change and develop, the kinds of	
	at least 80	Abacus	number sequences learners work with can develop	
	Sequence should show	Counting sticks	Sequences should show counting forwards and backwards in:	
	counting forwards and	Matches	1s from any number between 1 and 80	
	backwards in 1s, 2s,10s, 5s	Counters	Learners can cover, colour, or circle numbers as they count on	
		Counting sticks	number lines and number grids	
		Bottle tops	Learners can fill in missing numbers on number lines, number	
		Peach pips	grids, in written number sequences and number chains	
		Stones		
		Unifix cubes		
		Number lines		
		Number grids		
		Number chains		

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
2D shapes	Describe, sort and compare 2D	Shapes	Range of shapes	
	shapes in terms of:		Recognise and name 2D shapes	
	- Size		- Circles	
	- Colour		- Triangles	
			- Squares	
			Features of shapes	
			Describe, sort and compare 2D shapes in terms of:	
			- Size	
			- Colour	
			Draw shapes	
			- Circles	
			- Triangles	
			- Squares	
Represent data	Represent data in pictograph	Concrete objects	Collect data on a specific theme and represent the data in a	
	with one to one		pictograph	
	correspondence			
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Sharing leading	Solve practical problems that	Concrete objects	Work from concrete to semi concrete to the abstract	
to fractions	equal sharing leading to	Concrete apparatus	Let learner cut concrete objects in halve	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	solutions that include unitary	Drawings	Continue to pictures of concrete objects	
	fractions e.g. half	Number lines	The learner cut geometrical shapes in halve and past them to	
		• 100 chart	build pictures	
		Calculator	During this term learner are introduced to fractions. Learners will	
			be introduced to fractions through sharing word problems and	
			activities	
			However, the concept of fractional parts is so important that it	
			should be developed further using additional activities e.g.:	
			Making half shapes by folding and cutting	
			Learners can fold paper into half and name each part. It is	
			important that they understand that when you make two equal	
			parts from something, you call each part a half. They could fold	
			the piece of paper into half again. The importance here is to fold	
			the page in different ways to obtain a different looking half	
			Always ask learners to predict how many pieces they will get	
			and allow them to unfold the page and check. Comparing the	
			two different half shapes or the two different quarter shapes can	
			lead to interesting conversations on shape and size	
Repeated	Solve simple word problems in	Concrete apparatus	The concept of division is introduced through presenting	
addition leading	context and explain own	Concrete objects	learners with practical problems that involve sharing and	
to multiplication	solution to problems involving	Drawings	grouping	

GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	repeated addition leading to	Number lines	Introduce the division sign
	multiplication	• 100 chart	Below are examples of types of word problems that can be
	Repeated addition of 10s, 5s	Calculator	done
	and 2s with answers up to 80		Sharing, discarding the remainder
	Multiply numbers 1-10 by 2,		Share five sweets among three friends so that they all get the
	5 and 10		same number of sweets.
			Recording image for grouping and sharing
			When illustrating sharing word problems, learners will —share
			outll one item or object at a time
			Learners are likely to share out one/two item at a time
			The focus is not on memorising tables but rather on building the concept of multiplication
			Learners are also learning to read and understand the
			multiplication number sentence.
			Multiple images for multiplication should be provided and lots of
			recording done in the classwork book
			Examples of written work
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Money	Recognise and identify the	Real money	Have a play shop day	
	South African coins: 50c,	- real meney	Arrange an entrepreneurs day	
	R1,R2, R5 and bank notes	Play money	• Let the learners work out there is the best prices to bay per the	
	R10, R20, R50, R100 and	Pictures of money	shops pamphlet	
	R200	Shops pamphlet		
	Solve money problems	Handmade products		
	involving totals and change in	ľ		
	cents up to 50c and Rand to			
	R80 Solve money problems			
	involving totals and change in			
	cents up to 50c and Rand to			
	R80			
Mass	Introduce formal measuring	Commercially packaged	Compare and order the mass of commercially packaged objects	
		objects	which have their mass stated only in kilograms e.g. 2 kg of rice	
			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	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Represent data	Represent data in pictograph with one-to-one correspondence	Concrete objectsPicturesCollections	Collect and sort objects or pictures related to the current theme. Learners draw a pictograph with one-to-one correspondence in groups or individual	
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	
Sharing leading	Solve practical problems that	Concrete objects	Work from concrete to semi concrete to the abstract	
to fractions	equal sharing leading to	Concrete apparatus	Let learner cut concrete objects in halve	
	solutions that include unitary	Drawings	Continue to pictures of concrete objects	
	fractions e.g. half	Number lines100 chart	The learner cut geometrical shapes in halve and past them to build pictures	
		Calculator	During this term learner are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities	
			 However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting 	
			Learners can fold paper into half and name each part. It is important that they understand that when you make two equal	

	GRADE 3 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Money	 Recognise and identify the South African coins: 50c, R1,R2, R5 and bank notes R10, R20, R50, R100 and R200 Solve money problems involving totals and change in cents up to 50c and Rand to R80 	Real money Play money Pictures of money Shops pamphlet	parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half • Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size • Have a play shop day • Arrange an entrepreneurs day • Let the learners work out there is the best prices to bay per the shops pamphlet	
Mass	Introduce formal measuring	Commercially packaged objects	 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 Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg 	

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	Measurement		
following daily			●Data handling		
Fractions	Solve practical problems	Concrete objects	Work from concrete to semi concrete to the abstract		
	that equal sharing leading to	Concrete apparatus	Let learner cut concrete objects in halve		
	solutions that include	Drawings	Continue to pictures of concrete objects		
	unitary fractions e.g. half	Number lines	The learner cut geometrical shapes in halve and past them to		
		• 100 chart	build pictures		
		Calculator	During this term learner are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities		
			 However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting 		
			 Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half Always ask learners to predict how many pieces they will get and 		
			 Always ask learners to predict how many pieces they will ge allow them to unfold the page and check. Comparing th 		

	GRADE 3 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
			different half shapes or the two different quarter shapes can lead		
			to interesting conversations on shape and size		
2D shapes	Describe, sort and compare	• Shapes	Range of shapes		
	2D shapes in terms of:		Recognise and name 2D shapes		
	- Size		- Star		
	- Colour		- Hart		
			- Circles		
			- Triangles		
			- Squares		
			Features of shapes		
			Describe, sort and compare 2D shapes in terms of:		
			- Size		
			- Colour		
			Draw shapes		
			- Circles		
			- Triangles		
			- Squares		

2.16 GRADE 3 TERM 4

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Count objects	Count with whole numbers up to	Number line	Age appropriate activities and resources must be applied
	150 reliably	Beads and string	• Learners still need the experience of being given a
	Give a reasonable estimate of a	Abacus	collection of objects and then count on from there
	number of objects that can be	Counting sticks	• Structured apparatus, such as a string and counting of
	checked by counting	Matches Examples of loose	beads
	Count forwards and backwards 0-	counters are:	• Learners can use loose counters, to help them to see
	150	Counters	what happens when one puts amounts together or take
	Count in 1s from any number up to	Counting sticks	them apart
	150	Bottle tops	Loose counters help learners to see what happens
		Peach pips	when they count all
		Stones	Working within the number range 1 to 100, learners can
		Unifix cubes	use their fingers to act as loose counters
Mental	Number concept: Range 80	Concrete objects	During the mental mathematics sessions learners
Mathematics	Name the number before and	Number songs and rhymes	should be given an opportunity to explain their
	after a given number	Action song/rhyme	methods
	Order a given set of selected		
	numbers		

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Compare numbers and say which		The mental mathematics sessions build an awareness
	is more or less		of numbers (to have a feel for numbers) and begin to
	Addition and subtraction up to 80		teach learners how to work flexibly with numbers
			• Put these number cards in order from the smallest to
			the biggest number
			Questions on counting can also be asked:
			Start with 3 and count forwards in ones to 10
			More or less
			What is more than 49
			What is less than 73
			What is the 5th letter of the alphabet?
			What is the 9th month of the year?
Addition and	Solve word problems in context	Concrete objects	Use the following techniques when solving problems
subtraction	involving addition and subtraction	Concrete apparatus	and explain solutions to problems
	with answers up to 80	Drawings	- Drawings or concrete apparatus e.g. counters
		Number lines	- Building up and breaking down of numbers
		• 100 chart	- Number lines supported by concrete apparatus
		Calculator	- 100 chart
			- Calculator
Repeated addition	Solve simple word problems in	Concrete apparatus	The concept of division is introduced through
leading to	context and explain own solution	Concrete objects	presenting learners with practical problems that involve
multiplication		Drawings	sharing and grouping

	GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	to problems involving repeated	Number lines	Introduce the division sign		
	addition leading to multiplication	• 100 chart	Below are examples of types of word problems that can		
	Repeated addition of 10s, 5s and	Calculator	be done		
	2s with answers up to 80		Sharing, discarding the remainder		
			Share five sweets among three friends so that they all get the same number of sweets.		
			Recording image for grouping and sharing		
			When illustrating sharing word problems, learners will —share outll one item or object at a time		
			Learners are likely to share out one/two item at a time		
			The focus is not on memorising tables but rather on		
			building the concept of multiplication		
			Learners are also learning to read and understand the		
			multiplication number sentence.		
			Multiple images for multiplication should be provided		
			and lots of recording done in the classwork book		
			Examples of written work		
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4		
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4		
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6		

	GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Grouping and	Solve simple word problems in	Concrete apparatus	Grouping	
sharing leading to	context and explain own solution	Concrete objects	Grouping, discarding the remainder	
division	to problems that involve equal	Drawings	Stella sells squash in bags of two squash each. She	
	sharing and grouping up to 30	Number lines	has five squash left. How many bags of two squash	
		• 100 chart	each can she make up?	
		Calculator	Grouping, incorporating the remainder in the answer	
			There are four apples. How many bags of two apples	
			can be filled?	
Sharing leading to	Solve practical problems that	Concrete objects	Work from concrete to semi concrete to the abstract	
fractions	equal sharing leading to solutions	Concrete apparatus	Let learner cut concrete objects in halve	
	that include unitary fractions e.g.	Drawings	Continue to pictures of concrete objects	
	half	Number lines	The learner cut geometrical shapes in halve and past	
		• 100 chart	them to build pictures	
		Calculator	• During this term, learners are introduced to fractions.	
			Learners will be introduced to fractions through sharing	
			word problems and activities	
			However, the concept of fractional parts is so important	
			that it should be developed further using additional	
			activities e.g.: Making half shapes by folding and cutting	
			• Learners can fold paper into half and name each part. It	
			is important that they understand that when you make	
I			two equal parts from something, you call each part a	

GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			half. They could fold the piece of paper into half again.	
			The importance here is to fold the page in different ways	
			to obtain a different looking half	
			Always ask learners to predict how many pieces they will	
			get and allow them to unfold the page and check.	
			Comparing the two different half shapes or the two	
			different quarter shapes can lead to interesting	
			conversations on shape and size	
Time	Days of the week	Daily programmed represented	Time is dealt with daily	
	• Season	in the picture format	Days of the week	
	Concept of today and tomorrow	Calendar	Revise the song or a rhyme about the days of the week	
	Sequence of events	Days of the week chart	Reinforce season chart	
		Season chart	Place birthdays on a chart	
		Birthdays chart	Concept of today and tomorrow	
			Teach today is	
			Yesterday was	
			Tomorrow will be	
			Order regular events from their own lives	
			Sequence of events	
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	Measurement	
following daily			Data handling	

	GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Count forwards	Count forwards and backwards	Beads	• They should begin to apply this skill to predict what	
and backwards	0-200	Abacus	numbers would be in the count. Example:	
	Incidental counting	Number grids	• Ask learners: When we count in twos, will we use the	
	Count in 1s from any number up	• number lines	number 20? Is the number 20 in the 2 times table?	
	200	Number track	By the end of the term they should be able to respond to	
	Count forwards in multiples of:		questions such as:	
	- 2s up to 100		- Count in tens from 170 to 200	
	- 10s up to 200		- Count backwards in tens from 180 to 140	
	- 5s up to 150		- Count in fives from 115 to 145	
	Count backwards in:		- Count backwards in fives from 135 to 110	
	- 1s from 50		- Count in threes from 66 to 81	
	- 10s from 200		- Count backwards in threes from 190 to 169	
	- 2s from 100		- Count in fours from 120 to 140	
			- Count backwards in fours from 180 to 160	
			• Learners can use number grids, number lines, number	
			tracks, abacus and counting beads to support the	
			counting	
Describe	Identify, recognise and read	Symbol and Name Cards	Identify, recognise and read number symbols 1-100	
compare and order	number symbols 1-100	• 100 chart	Write number symbols 1-30	
numbers	Write number symbols 1-30	Number lines	• Identify, recognise and read number names 1-10	
	Identify, recognise and read number names 1-10		• Know number names in multiples of 10s up to 100	

GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Know number names in multiples		
	of 10s up to 100		
Measuring	Measure using meters (m), and	Objects of different length	Measure different objects using meters (m), and
	centimetres (cm)		centimeters (cm)
Position,	Language of position	Concreate objects	Verbally discuss the position of object in relation to
orientation and	The position of one object in	Worksheet	another e.g. on top of, in front of, behind, up, down, next
views	relation to another e.g. on top of,	Pictures	to
	in front of, behind, up, down, next		• Pictures of different objects to be discussed in relation to
	to		another
	Position and views		Learners can discuss pictures for magazines and use
	Describe the position of one object		the appropriate language
	in relation to another. E.g. top and		
	bottom, front and back etc.		
	Position and directions		
	Follow directions using an informal		
	map		
	Follow instructions to place one		
	object in relation to another		
Data handling	Use pictures to represent data		Collect and sort objects
	in pictograph		Collecting data on the theme
	Answer questions about data in		Sort objects per different attributes
	pictographs		Answer questions on collections

	GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			Make pictograph with one-to-one correspondence		
			Discuss and report on sorted collection of		
			 Answer questions about how the sorting was done 		
			(process)		
			What the sorted collection looks like (product)		
			Describe the collection through drawings		
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	•Measurement		
following daily			Data handling		
Number Symbols	Identify, recognise and read	Word cards and number cards	Learner recognise, read and write number symbols to		
and number	number symbols 1-200		200		
names	Write number symbols 1-50		Knowledge of the number symbols is reinforced when		
	 Identify, recognise and read 		counting objects and when counting forwards and		
	number names 1-20		backwards		
	Know number names in multiples		• Learners should be able to respond to the following type		
	of 10s up to 200		questions or instructions:		
			- Write the number symbol:		
			- Twenty-three		
			- Fifty-seven		
			- Ninety-two		
			- One hundred and nine		
			One hundred and eleven		

GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			One hundred and twenty-seven
			Match the symbols to the number names
Position,	Position objects in a line from	Concreate objects	Verbally discuss the position of object in relation to
orientation and	first to thirtieth	Worksheet	another e.g. first and last or second and thirtieth
views	Use ordinary numbers to show	• Pictures	• Pictures of different objects to be discussed in relation
	order, place per position	Play cards	to another
			• Learners can discuss pictures for magazines and use
			the appropriate language
Time	• Tell-12-hour time in hours on	Analogue clock	Telling the time in hours
	analogue clocks and digital	• a large	Telling the time, should be practiced during the term on
	instruments	working clock displayed in the	a continual basis
		classroom	For example, learners can be asked to tell the time
		Digital instruments	when:
		Cell phone	- school starts
			- at break time
			- at home time
			Learners can make models of clocks
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Count objects	Count with whole numbers up to	Careful consideration needs to	Learners still need the experience of being given a
	200 reliably	be given to the kind of apparatus	collection of objects and then count on from there.

	GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	 Give a reasonable estimate of a number of objects that can be checked by counting Counting by grouping is encouraged 	used to encourage learners to count in groups • Suitable types of apparatus include: - Structured apparatus, such as a string of counting beads - Sticks or matches - The abacus to practice counting	 Making bundles of 2, bundles of 5 and ten and then counting all with counting sticks or matches Making bundles of 2, bundles of 5 and ten and then counting of ten; 100 loose ones; or 2 groups of 50 	
Place value	Recognise the place value of two digit numbers from 10-99 Decompose two digit numbers into tens and units Identify and state the value of each digit	in groups of ten Objects that can be grouped Counting sticks Counters that can be threaded Matchsticks Ice cream sticks Interlocking cubes Unifix cubes	 Learners should understand and use the vocabulary of place value: Ones or units, tens, digit, one-digit number, two-digit number Partition two-digit numbers in multiple of tens and ones Write the number: 6 tens and 3 ones 2 tens and 5 ones 12 tens and 8 ones 18 tens and 4 ones Show 4 tens and 5 ones using the abacus Show 7 tens and 6 ones using the abacus Say what the digit 8 in 28 represents. And the 2? 	

	GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			Which number needs to go into each box?		
			- 34 = □ + 4		
			- 78 = 70 + □		
Time	Tell-12-hour time in hours on	Analogue clock	Telling the time in hours		
	analogue clocks and digital	a large working clock displayed	You can ask them to show various times: e.g. Show me		
	instruments	in the classroom	10 o'clock		
		Digital instruments	Learners should also do calculations using the clock:		
		Cell phone	Show the time is 12 noon, ask them what the time will be		
			in 3 hours		
			They move the hands of their model clocks to calculate		
			their answer		
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	Mental Mathematics	• Time	Measurement		
following daily			Data handling		
Count objects	Count with whole numbers up to	Careful consideration needs to	Learners still need the experience of being given a		
	200 reliably	be given to the kind of apparatus	collection of objects and then count on from there.		
	Give a reasonable estimate of a	used to encourage learners to	Making bundles of 2, bundles of 5 and ten and then		
	number of objects that can be	count in groups	counting all with counting sticks or matches		
	checked by counting	Suitable types of apparatus	Making bundles of 2, bundles of 5 and ten and then		
	Counting by grouping is	include:	counting of ten;		
	encouraged	- Structured apparatus, such as a	• 100 loose ones; or 2 groups of 50		
		string of counting beads			

	GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
		- Sticks or matches - The abacus to practice counting in groups of ten			
Mental Maths	Number concept: Range 100 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 Addition and subtraction up to 100	 Concrete objects Number songs and rhymes Action song/rhyme 	 During the mental mathematics sessions learners should be given an opportunity to explain their methods The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers 		
Place value	Recognise the place value of two digit numbers from 10-80 Decompose two digit numbers into tens and units Identify and state the value of each digit	 Objects that can be grouped Counting sticks Counters that can be threaded Matchsticks Ice cream sticks Interlocking cubes Unifix cubes 	 Learners should understand and use the vocabulary of place value: Ones or units, tens, digit, one-digit number, two-digit number Partition two-digit numbers in multiple of tens and ones Write the number: 6 tens and 3 ones 2 tens and 5 ones 12 tens and 8 ones 18 tens and 4 ones 		

GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Show 4 tens and 5 ones using the abacus	
			Show 7 tens and 6 ones using the abacus	
			• Say what the digit 8 in 28 represents. And the 2?	
			Which number needs to go into each box?	
			- 34 = □ + 4	
			- 78 = 70 + □	
Capacity/ Volume	Informal measuring	Variety of containers with	Measure the volume of different containers	
	Compare and order the amount of	different capacity	Discus the measurement by using the appropriate	
	liquid (volume) in two containers		language: more than, less than, full, empty	
	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			
	Introduction of formal measuring			
	Compare and order the volume			
	of commercially packaged			

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	objects which have their volume		
	stated in litres (I) and millilitres		
	(ml) e.g. 500ml of cool drink and		
	1I of milk		
Length	Informal measuring	Concreate objects	• Do informal measuring by using: hand spans, paces,
	• Estimate, measure, compare,		pencil lengths counters etc.
	order and record length using non-		• Discuss the length of objects measured by using the
	standard measures		appropriate language: e.g. long, short, tall
	Use language to talk about		
	comparison		
	Introducing formal measuring		
	Measure using metre (m), and		
	centimetres (cm)		
	Estimate and measure height		
	using height chart		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Addition and	Solve word problems in context	Worksheets	Solve word problems in context involving addition and
subtraction	involving addition and		subtraction
	subtraction with answers up to		
	100		

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and	• Add to 100	Number chart	Do addition and subtractions with numbers up to 800
subtraction	Subtract from 800	Abacus	Practice number bonds with the learners verbally and in
	• Use appropriate symbols (+, -, =)	Number line	writing
	Addition and subtraction facts	Counters	
	(number bonds) to 25		
Data handling	Represent data in pictograph	Concreate objects	Theme related pictographs can be drawn up with objects
	with one to one correspondence		that the learners collected
	Answer questions about data in		
	a pictograph		
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Addition and	• Add to 100	• Learners can use loose counters,	Word sums are often used as the entry into operations
subtraction	Subtract from 100	to help them to see what happens	Learners start off with solving the problem by using
	• Use appropriate symbols (+, -,	when one puts amounts together	concrete apparatus; which then develops into:
	=)	or take them apart	- Drawing
	Addition and subtraction facts	Loose counters help learners to	- Pictures
	(number bonds) to 20	see what happens when they	- Drawing pictures and writing
		count all	- Numbers to describe the operation
		Examples of loose counters:	- Using only numbers
		- Counters	
		- Counting sticks	

GRADE 3 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
		- Bottle tops		
		- Peach pips		
		- Stones		
		- Unifix cubes		
Repeated addition	Solve simple word problems in	Counters	Using counting all to solve the see-saw problem	
leading to	context and explain own solution	Counting sticks	Here learners count each group and the whole	
multiplication	to problems involving repeated	Bottle tops	collection, so they are counting at least three times	
	addition leading to multiplication	Peach pips	• Using counting on to solve the see-saw problem	
	Repeated addition of 10s, 5s and	• Stones	Learners count on from three until they get to five. This	
	2s with answers up to 80	Unifix cubes	is a far more efficient strategy to use	
	Multiply numbers 1-10 by 2, 5 and		Doing addition and subtraction using apparatus	
	10		Learners use concrete apparatus in particular ways to	
			arrive at an answer. Learners use the apparatus to	
			construct a meaning of addition and subtraction using	
			objects that they can touch, hold and move around. How	
			learners use the apparatus is often determined by the	
			structure of the sum	
			There are at least three basic types of addition and	
			subtraction problems and each type can be posed in	
			different ways. The basic types are:	
			Change	

GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Shawn had 12 apples. Silo gave her 7 more apples.
			How many apples does she now have?
			Mary had 15 apples. She gave 14 apples to Silo. How
			many apples does she have now?
			Combine
			Nico has 11 green and 6 blue marbles. How many
			marbles does she have?
			Solomon has 14 marbles. 8 are green and the rest are
			blue. How many blue marbles does Solomon have?
			Compare
			Thembi has 9 bananas. Samo has 3 bananas. How
			many more bananas does Thembi have than Samo?
Number patterns	Copy, extend and describe	Counters	Learners work with a higher number range and
	simple number sequences to at	Counting sticks /matches	continue to: count and group to make a group of tens
	least 100	Bottle tops	and loose units. E.g.
	Sequence should show	Peach pips	• 18 = 1 tens and 8 loose units
	counting forwards and	• Stones	• 13 = 10 and 3
	backwards in 1s, 2s,10s, 5s	• Unifix cubes	• Ten is 1 ten that contains 10 units
			• The vocabulary tens and units e.g.(24 is 2 groups or 2
			tens and 4 units) need to be used regularly to establish
			a language that symbolises decomposing and
			composing

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Counting sticks or matches can be grouped to show
			bundles of tens and loose units
Mass	Compare and order the mass of	commercially packaged	Commercially packaged products can be collected
	commercially packaged objects	products	measured sorted and compared in the class
	which have their mass stated only	• scale	
	in kilogram (kg)		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Repeated addition	Multiply numbers 1-10 by 2,5,10	• 100 chart	• Learners count in 2; 5 and 10 up to 50 using different
leading to	up to 50	Number lines	apparatus
multiplication		Concrete objects	
		Abacus	
		Stacker blocks	
Mass	Compare and order the mass of	commercially packaged products	Commercially packaged products can be collected
	commercially packaged objects	• scale	measured sorted and compared in the class
	which have their mass stated		
	only in kilogram (kg)		
Repeated addition	Solve simple word problems in	Work sheets	Word sums that has to do with problems involving
leading to	context and explain own solution		repeated addition leading to multiplication
multiplication	to problems involving repeated		
	addition leading to multiplication		

		GRADE 3 LESSON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Repeated addition of 10s, 5s and		
	2s with answers up to 80		
	Multiply numbers 1-10 by 2, 5 and		
	10		
Money	Recognise and identify the South	Pictures of money	Learners cut and past the money and write the value of
	African coins: R1, R2, R5 and		the different coins and notes
	bank notes R10, R20, R50, R100		
	and R200		
	Solve money problems involving		
	totals and change in cents up to		
	50c and Rand to R80		
Mass	Commercially packaged products	Balancing scale	Commercially packaged products can be collected
	can be collected measured sorted	Non-standard measures e.g.	measured sorted and compared in the class
	and compared in the class	Blocks, bricks etc.	
		Bathroom scale	
		Kitchen scale	
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Sharing leading to	Solve simple word problems in	Number lines	Use the following techniques when performing
fractions	context and explain own	• 100 chart	calculations:
	solution to problems that		Drawings or concrete apparatus e.g. counters

	GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	involve equal sharing and		Doubling and halving	
	grouping up to 50		Building up and breaking down	
			• Rounding of in 10s	
Money	Recognise and identify the South	Pictures of bank notes	Arrange a market day	
	African coins: R1, R2, R5and bank	Real money	Have a shop in the class where the learners can pretend	
	notes R10, R20, R50, R100 and		to bay and sell products	
	R200		Let the learners assist in the school tuck shop	
	Solve money problems involving			
	totals and change in cents up to			
	50c and Rand to R100			
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	•Measurement	
following daily			Data handling	
Money	Recognise and identify the South	Pictures of bank notes	Could you share 50c equally among these four	
	African coins: R1, R2, R5and bank	Real money	children? Explain how	
	notes R10, R20, R50, R100 and		Joe spent 50c on 10c sweets. How many sweets did he	
	R200		buy?	
	Solve money problems		Thenje pays R5 to travel by taxi to school in the	
	involving totals and change in		morning. She pays with a R20 note. How much change	
	cents up to 50c and Rand to		does she receive? How much money will she have left	
	R100		when she returns home?	

GRADE 3 LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Zurina's taxi fare is R5,50. How much change does she
			get from R10,00?
			• Mia spent R38,00. She had R50,00. How much money
			does she have left?
2D shapes	Range of shapes	Different coloured shapes	Learners can sort the shapes
	Recognise and name 2D shapes	Pictures of different coloured	• Learners can build theme related pictures with the
	- Circles	shapes	shapes and then draw the shapes of
	- Triangles		Theme related pictures can be built in like a puzzle
	- Squares		
	Features of shapes		
	Describe, sort and compare 2D		
	shapes in terms of:		
	- Size		
	- Colour		
	Draw shapes		
	- Circles		
	- Triangles		
	- Squares		

2.17 GRADE 4 TERM 1

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather Chart	Passing Time
	Talk about things that happen	Birthday chart	Identify activities that take place during:
	during	Season Chart	Night
	• Day		• Day
	Night		Class Routine
			Weather chart
			Birthday chart
			Season chart
			Learners should know their age
Counting objects	Number range 1 to 20	Concrete counters	Estimate and count everyday objects reliably
	One to one correspondence	• Body	Daily counting
	Count in ones		Rote /rhythmic counting from 1-20
	Clap hands		Sing Number songs and rhymes
	Concrete objects		Although learners some a concept of number when
	Count body parts		they enter Grade 1, they should be encouraged to
	Stamp feet		sing number rhymes and songs
			do rote counting daily.

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Rote counting using number rhymes and songs		
Mental Mathematics	Number Concepts: Ordinal counting	Counting charts	Mental Mathematics
	up to 10	•Flash cards	The teacher claps her hands rhythmically and slowly to
	Count everyday objects forwards up		represent a number e.g. 10. The learners have to take
	to 10.		out the same number of counters 10 and show them.
	•Recognise number names of up to		• Learners pack 10 counters out in a row and count them.
	10 daily		Teacher asks:
	•Compare numbers and say which is		What number comes before the number 10?
	more and less		What comes after 4 etc.?
			• If you have 5 apples and you give 2 apples away. How
			many apples will you have left?
			Show me 5 fingers.
			How many toes do you have on 1 foot?
Problem Solving	Number Concepts: Ordinal	Concrete pictures	Word sums are often used as the entry into operations.
	counting up to 10		Learners start off with solving the problem by using
	Count everyday objects forwards		concrete apparatus; which then develops into:
	up to 10.		drawing pictures;
	Say number names of up to 10		drawing pictures and writing numbers to describe the
	daily		operation; and only using numbers.
	Compare numbers and say which is more and less		Example:

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			There are five children on the see-saw. Three of them
			are on one side. How many are on the other side?
			During the first term learners can record this word
			problem in the following way.
			Calculating strategies
			Using counting all to solve the see-saw problem
			Here learners count each group and the whole
			collection, so they are counting at least three times.
			Using counting on to solve the see-saw problem
			Learners count on from three until they get to five. This
			is a far more efficient strategy to use
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather chart	Passing of time
	Days\ Months	Season Chart	Days of the week
	Concept of:	Calendar	Months of the year
	• today	• Clocks	Concept of today and tomorrow
	• tomorrow		Order regular events from their own lives
	Order regular events		Place birthdays, public holidays, school events,
	Place in a calendar:		religious holidays and historical events on the calendar
	birthdays		Telling time

GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	public holidays		Tell-12 hour time in hours on analogue clocks and
	• school events		digital instruments e.g. Cell phones
	religious holidays		
	historical events		
	Telling time		
	• Tell-12 hour time in hours on:		
	analogue clocks		
	digital instruments		
	• cell phones		
Counting Object	•Range 0-200	Concrete objects	Count with whole numbers up to 200 reliable
	•Count whole numbers		•Give a reasonable estimate of a number of objects that
	Counting by grouping		can be checked by counting
			Give a reasonable estimate of a number of objects that
			can be checked by counting
			Counting by grouping is encouraged
Mental Mathematics	• Range 100	Concrete objects	Range 100
	Name the number before and after	Counting chart	Name the number before and after a given number.
	Addition and subtraction facts		- 1 more or1less
	Multiplication tables		- 2 more or 2 less
			- 3 more or 3 less
			- 4 more or 4 less
			- 5 more or 5 less

	GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- 10 more or 10 less	
			Addition and subtraction facts up to 30	
			 Multiplication tables of 2, 5 and 10 	
Problem Solving	Solve word problems in context	Concrete counters	Addition and subtraction problems	
	and explain own solution to	Story sum activity cards	- Pamela has collected 413 bottle tops. If Ken gives her	
	problems involving addition and		29 bottle tops, he will have the same number as	
	subtraction with answers up to		Pamela.	
	100		- How many bottle tops will they both have?	
			- How many bottle tops did Ken have to begin with?	
Count forwards and	• Range 0-200	Counting chart	• Range 0-200	
backwards	• Counting in 1s	• Bonds	Counting in 1s from any number up to 200	
	- forward in multiples		Count forward in multiples from a given number:	
	Count backwards i:		- 2s up to 200	
			- 10s up to 200	
			- 5s up to 200	
			Count backwards in:	
			- 1s from 100	
			- 10s from 200	
			- 2s from 150	
			- 5s from 150	
Position, orientation and views	Language of position	Objects in the classroom	Language of position	

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	The position of one object		The position of one object in relation to another e.g.
	Position and views		on top of, in front of, behind, up, down, next to
	• The position of one object in		Position and views
	relation to the other		The position of one object in relation to the other e.g.
	Describe the position of one		top and bottom
	object in relation		Describe the position of one object in relation to
	Position and directions		another. e.g. top and bottom, front and back etc.
	Follow directions		Position and directions
	• Follow directions on an informal		Follow directions to move around the classroom and
	map		school
			Follow directions on an informal map
			Position and directions
			Following directions
			This should be done through practical activities in
			which learners move themselves per instructions. In
			Grade 3 learners can be given either verbal or written
			directions
			• to move around the classroom e.g. —come to the front
			of the class; —stand next to your chair; —jump over
			the dirt bin
			Giving directions

GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Some learners will find it easy to give directions by
			modelling what they say on the directions that you
			have given. For other learners it helps to provide
			guidelines for the key elements of directions
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number symbols and	Number symbols 1-200	Flash cards	Identify, recognise and read number symbols 1-200
number names	• Identify	Number cards	Write number symbols 1-50
	Recognise	Number Frieze	• Identify, recognise and read number names 1 -50
	• Read		Know number names in multiples of 10s up to 200
	Write number symbols 1-50		
	Identify		
	Recognise		
	Read number names		
	Know number names in		
	multiples		
3D objects	Range of objects	• 3D objects in the environment	Range of objects
	Recognise and name 3D		Recognise and name 3D objects
	objects		Features of the objects
	Features of the objects		Describe
	Describe		• Sort

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	• Sort		Compare
	Compare		Focused activities
	Focused activities		Observe and build objects
	Observe and build objects		3D geometric objects
	3D geometric objects		
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Data handling	Collect data	Objects in the environment	Collect data on the theme to answer questions posed by
	Whole data cycle		the teacher
	Pictograph		Whole data cycle to make class pictograph with one-to-
			one correspondence
			Teachers in the phase should ensure that different
			topics are chosen for data collection and analysis in
			each of the grades.
			Suitable topics include favourite sports, favourite cool
			drinks, favourite colours, favourite pass times, favourite
			foods, favourite TV programmes etc.
			Learners can start by calling out options. Once you get
			an idea of the range of answers, you should set
			categories for learners to choose from. Let learners

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			practice all the —non-graphll forms of representation
			i.e. lists, tallies and tables e.g.
			- list the names of each learners under the category they
			have chosen as favorite;
			- show learners how to make a tally table from the list
			(teaching learners how to tally can take a whole lesson)
			- make a table with numbers from the tally table
Place Value	• Range10-99	Number cards	Recognise the place value of two digit numbers 10-99
	Recognise place value	• Dieses blocks	Decompose two digit numbers into tens and units
	Decompose two digit numbers	Flard Cards	Identify and state the value of each digit
	Identify and state value of each		
	digit		
Time	Place birthdays, public holidays,	Calendar	During whole class teaching time and focus group time,
	school events, religious holidays	• Clocks	learners continue to talk about the day of the week, month
	and historical events on the		of the year and the date of the current day, as well as
	calendar		days before and days to come. Learners continue to place
	Telling time		the following on a calendar as the events arise
	• Tell-12 hour time in hours on		- birthdays
	analogue clocks and digital		- religious festivals
	instruments e.g. Cell phones		- historical events
			- school events
			- public holidays

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Money	Recognise and identify the	Real money	Recognise and identify the South African coins 50c,
	South African coins 50c, R1, R2,	Toy money	R1, R2, R5 and bank notes R10, R20, R50, R100,
	R5 and bank notes R10, R20,		R200
	R50, R100, R200		Solve money problems involving total change in cents
	Solve money problems involving		up to 50c and Rand up to R50
	total change in cents up to 50c		
	and Rand up to R50		
Capacity/	Informal measuring	• Bottle	What is capacity? What is volume?
Volume	• Estimate, measure, compare, order	• Cups	A bottle can have a 1 litre capacity, but it may not be
	and record the capacity of	Measuring cup	filled to its full capacity, it could, for example, only
	containers by using non-standard		contain a volume of one cup of water
	measures e.g. spoons and cups		Capacity is the total amount that an object can hold (or
	Formal measuring		the amount of space inside the object)
	•Compare and order the volume of		Volume is the amount of space that something takes up
	commercially packaged objects		
	which have their volume stated		
	in litres and millilitre e.g. 500mℓ		
	of cold drink and 1ℓ of milk		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra

	GRADE 4 LESSON PLANNING TERM 1				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Continue with the	Mental Mathematics	• Time	Measurement		
following daily			Data handling		
Addition and	• Add to 100	Counters	Adding three-digit with two-digit		
subtraction	Subtract from 100		Example:		
	• Use appropriate symbols (+,-		- 324 + 82 = □		
	,=,□)		- 324 + 82 = (300 + 20 + 4) + (80 + 2)		
	Practice number bonds to 15		- = 300 + (20 + 80)+ (4 + 2)		
			- = (300 + 100) + 6		
			- = 400 + 6		
Techniques	Use the following techniques when	Number lines	Learners are expected to use the following techniques		
(methods or	performing calculation	• 100 chart	when doing context free calculations:		
strategies)	- Building up and breaking down		- Building up or breaking down numbers		
	numbers		- Doubling and halving		
	- Doubling and halving		- Number lines		
	- Number lines		- Rounding off in tens		
	- Rounding of in 10s		Allow learners to choose the technique most		
	- Calculator		comfortable for them. However, if learners are using		
			techniques that are not efficient they need to be		
			guided to use more efficient methods		
			See notes for Term 1 on:		
			- Building up and breaking down		
			- Doubling and halving; and		

	GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- Number lines	
Describe order and	Describe, compare and order	Number cards	Learners consolidate ordering and comparing	
compare numbers	numbers 1-50	Counting chart	numbers to 50 and should be able to give reasons for	
	Compare whole numbers up to 50		why one number is bigger than another. Allow learners	
	using smaller than, greater than,		to use a number line, number track, number grids or	
	more than, less than and is equal to		even their knowledge of breaking up numbers into	
	Order numbers from biggest to		tens and ones to illustrate their understanding. When	
	smallest and smallest to biggest;		ordering numbers learners must be able to say why a	
	smaller than, greater than, more		number is bigger than another using the value of the	
	than, less than and equal to, up to		digits to explain themselves	
	50		Example:	
	Position objects in a line from first to		- 39 is smaller than 59 because:	
	thirtieth		- I know that 39 = 30 and 9, and 59 = 50 and 9. Also 30	
	Use ordinary numbers to show		is three bundles of ten and 50 is five bundles of ten.	
	order, place per position		There are more bundles of ten in 50 than 30	
Mass	Informal measuring	Scale	Informal measuring	
	Estimate, measure, compare,		Measured mass informally using a measuring balance	
	order and record using a		ordered products per the mass stated on the package	
	balancing scale and non-		Read bathroom scales (both real scales and pictures	
	standard measures e.g. blocks,		of scales)	
	bricks etc.		During independent work times learners can practice	
			these measuring skills	

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Use language to talk about the		Measuring mass as a context for solving problems and
	comparison: light, heavy, lighter,		calculations
	heavier		During time allocated to Numbers, Operations and
	Describe the mass of objects by		Relationships learners can solve problems that use the
	counting and stating the mass		context of
	using informal units		Informal measurement of mass
	Introduce formal measuring		Measuring mass in kilograms
	Compare and order the mass of		Take account of the number range appropriate for the
	commercially packaged objects		term, as well as the range of problems types
	which have their mass stated		appropriate for the term
	only in kilograms e.g. 2 kg of rice		
	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		
	Measure own mass in kilograms		
	using a bathroom scale		
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling

GRADE 4 LESSON PLANNING TERM 1			
multiplication can be			
rstand and write the			
supported by using			
ers to see that 3×10			
aving bricks, with 8			
oricks will he need?			
ach bag contains 6			
there altogether?			
ce to at least 50			
rwards and backwards			
ge learners will work			
g with an increased			

GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	• Use appropriate symbols (÷, =)		number range means that learners need to begin to
			work with appropriate calculation strategies and written
			recordings to arrive at their answers
			Recording strategies
			Learners will be practising recording division using
			numbers and become less dependent on drawings.
			The recording strategies will not be accessible to
			learners if they do not understand the operation. In
			attempting to try a method that they do not understand
			will result in errors that learners themselves will not
			have the ability to detect. It is important that learners
			are able to identify links among multiplication and
			division. The purpose of the written recordings should
			also be to develop learners 'understanding of number
			relationships
Sharing leading to	Solve word problem in context and	Fraction strips	Learn the names of fraction parts
fractions	explain own solutions to problems	Fraction Wall	Use the names in different contexts
	that involve equal sharing leading to	Fraction strips	Identify the fraction part
	solutions that include unitary	Cuisenaire rods	Begin to understand the relative size of fractions
	fractions e.g. half		Find fractions of objects
			Learn about equivalent fractions
			Using fraction strips or Cuisenaire rods

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			These models are ideal for teaching learners to name fractions and to compare them. For example: Orange
Data Handling	 Make pictograph with one-to-one correspondence Represent data in pictographs and bar graphs Represent data in pictograph with one-to-one correspondence Answer questions about data in pictograph with one-to-one correspondence 	Concrete objects in the environment	 Collect and organise data Pose the questions that allow learners to collect data e.g. —What are our class's favorite colours? Teachers in the phase should ensure that different topics are chosen for data collection and analysis in each of the grades Suitable topics include favorite sports, favorite cool drinks, favorite colours, favorite pass times, favorite foods, favorite TV programs etc.

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Learners can start by calling out options. Once you get
			an idea of the range of answers, you should set
			categories for learners to choose from. Let learners
			practice all the —non-graphll forms of representation
			i.e. lists, tallies and tables e.g.
			• List the names of each learners under the category they
			have chosen as favorite
			Show learners how to make a tally table from the list
			(teaching learners how to tally can take a whole lesson)
			Make a table with numbers from the tally table
			Once the data is in a table, show learners how to draw
			the bar graph (see guidelines above)
			Analyse and interpret data
			Learners continue to work with pictographs – both
			constructing them as part of the data cycle and
			analysing pictographs that they are given
			The complete data cycle
			In the data handling cycle,
			Learners collect information to answer a question. In the
			Foundation and Intermediate Phase this question is
			normally provided by the teacher or text book

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Learners sort and represent the information in ways
			which make it easier to analyses. The form of
			representation that learners in Grade 3 deal with are
			lists, tallies, tables, pictographs and bar graphs
			Learners analyses the information by answering
			questions posed by the teacher
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Grouping and	Solve word problems in context	Concrete counters	Examples:
sharing leading to	and explain own solution to	Drawings	- Mrs. Tshongwe packs 66 muffins into packets of 6. How
division	problems that involve equal		many packets does she have?
	sharing and grouping up to 30 with		- Remi gets R72 from selling R9,00 raffle tickets. How
	answers that may include		many tickets did he sell?
	remainders		
Symmetry	Symmetry	• Paper	Paper folding
	•Recognise symmetry in own body	• Pictures	Finding the line of symmetry through paper folding and
	and draw line of symmetry in 2D		reflection
	geometrical shapes and non-		Paper-folding activities that develop an understanding of
	geometrical shapes		symmetry include:
			activities in which wet paint is placed on the page
			before folding it

		GRADE 4 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			activities in which paper is cut or torn on the fold line
			These activities can be done both in the Mathematics
			lesson and the Life Skills lessons
			Ask learners to predict what shape they will get once they
			unfold the cut paper. This helps to train their ability to
			visualize symmetrical shapes
Length	Informal measuring	• Strings	Informal measuring
	Estimate	• Rope	•Estimate, measure, compare, order and record length
	Measure	• Ruler	using non-standard measures e.g. hand, spans, paces,
	Compare	Measuring tape	pencil lengths, counters etc.
	•Order		Describe the length of objects by counting and stating
	•record length using non-standard		the length using informal units
	measures		Introducing formal measuring
	Describe the length of objects		Measurement using metres (m), and centimetres (cm)
	Introducing formal measuring		Estimate, and measure height using height chart
	Measurement using metres		
	Estimate		
	measure height		
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	•Measurement
following daily			Data handling

	GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Fractions	Recognise halves and quarters	Fraction Wall	Learners continue to:	
		Fraction Strips	- learn the names of fraction parts	
			- use the names in different contexts	
			- identify the fraction part	
			- begin to understand the relative size of fractions	
			- find fractions of objects	
			- learn about equivale	
Number patterns	Copy extend number sequence	Counting charts	Copy and extend number sequence to at least 50	
	forwards backwards	• tables	Sequence should show counting forwards and backwards	
			in 5s, 10s	
Geometric Patterns	Copy, extend and create patterns	• Shapes	In Grade 4 learners can work with patterns in which	
	made with drawings of lines, shape	• 2D shapes	- the elements are repeated in the same way	
	or objects		- the size of the shapes changes in predictable ways	
	• Identify, describe (in own words)		- the number of shapes or objects changes in a	
	and copy geometric patterns from		predictable way	
	nature and modern everyday life		Patterns can be made by using one object but having	
			the colours of the object change in a regular way, e.g.	
			- 00•••	
			- Some patterns have identical groups of shapes or	
			objects repeated, where the size of the shape in each	
			group changes in a regular, predictable way, e.g. the	
			size of the shape gets bigger or smaller	

GRADE 4 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Example:
			The size of the shape gets bigger
			·

2.18 GRADE 4 TERM 2

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Count objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	•Measurement
following daily			Data handling
Time	Passing of time	Weather Chart	Passing Time
	Talk about things that happen	Birthday chart	Identify activities that take place during:
	during day and night	Season Chart	•Night
			•Day
			•Class Routine
			Weather chart
			Birthday chart
			Season chart
			•Learners should know their age
Count objects	Number range 1 to 20	Concrete counters	Estimate and count everyday objects reliably
	One to one correspondence	• Body	Daily counting
	Count in ones		Rote /rhythmic counting from 1-20
	Clap hands		Sing Number songs and rhymes
	Concrete objects		Although learners some a concept of number when
	Count body parts		they enter Grade 1, they should be encouraged to
	Stamping feet		sing number rhymes and songs
			do rote counting daily.

GRADE 4 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Rote counting using number		
	rhymes and songs		
Mental Mathematics	Number Concepts: Ordinal	Counting chart	Mental Mathematics
	counting up to 10	•Bonds	- The teacher claps her hands rhythmically and slowly to
	Count everyday objects forwards		represent a number e.g. 10. The learners have to take
	up to 10.		out the same number of counters 10 and show them.
	Recognise number names of up to		- Learners pack 10 counters out in a row and count them.
	10 daily		- Teacher asks:
	Compare numbers and say which		- What number comes before the number 10?
	is more and less		- What comes after 4 etc.?
			- If you have 5 apples and you give 2 apples away. How
			many apples will you have left?
			- Show me 5 fingers.
			- How many toes do you have on 1 foot?
Problem Solving	Number Concepts: Ordinal	Concrete objects	Word sums are often used as the entry into operations
Should cover all	counting up to 10	Counters	Learners start off with solving the problem by using
operations during the	Count everyday objects forwards	Pictures	concrete apparatus; which then develops into:
term	up to 10	Drawings	- Drawing pictures
	Say number names of up to 10		- Drawing pictures and writing numbers to describe
	daily		the operation
	Compare numbers and say which		- Only using numbers
	is more and less		Calculating strategies

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Using counting all to solve the see-saw problem
			- Here learners count each group and the whole
			collection, so they are counting at least three times
			Using counting on to solve the see-saw problem
			• Learners count on from three until they get to five. This
			is a far more efficient strategy to use
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather Chart	Days of the week
	• Days	Season chart	Months of the year
	Months	Calendar	Concept of today and tomorrow
	Regular events	• Clocks	Order regular events from their own lives
	Telling time	Digital clocks and other digital	Place birthdays, public holidays, school events, religious
	Analogue	instruments that show time	holidays and historical events on the calendar
	Digital	Cell Phone	• Tell 12 hour time in hours, half hours, quarter hours and
		• Table	minutes on analogue clocks and digital clocks and other
			digital instruments that show time e.g. Cell phone
			Tell 12 hour time in:
			- Hours
			- Half hours
			- Quarter hours

	GRADE 4 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- Minutes on analogue clocks and digital	
Counting Objects	Count in 1s from any number	Concrete objects	Count with whole numbers up to 300 reliable	
	up to 300		Give a reasonable estimate of a number of objects that	
	Count forward in multiples from		can be checked by counting	
	a given number in:		Counting by grouping is encouraged	
	- 2s up to 300			
	- 10s up to 300			
	- 5s up to 200			
	Count backwards in multiples			
	from a given number in:			
	- 1s from 300			
	- 10s from 300			
	- 2s from 200			
	- 5s from 200			
Mental Mathematics	Range 150	Number chart	Range 150	
	Name the number	Flash cards	Name the number before and after a given number	
	• before		- 1 more or1less	
	• after		- 2 more or 2 less	
	Addition		- 3 more or 3 less	
	Subtraction facts		- 4 more or 4 less	
	Multiplication		- 5 more or 5 less	
			- 10 more or 10 less	

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Addition and subtraction facts up to 30
			Multiplication tables of 2, 5 and 10
Problem Solving	Range 150	Concrete counters	Solve word problems in context and explain own
Should cover all	Solve word problems and explain		solution to problems involving addition and subtraction
operations during the	solution		with answers up to 150
term	addition		
	subtraction		
Counting Objects	• Range:0 -300	Concrete objects	Count with whole numbers up to 300 reliable
	Count whole numbers		Give a reasonable estimate of a number of objects that
	estimate		can be checked by counting
	Counting by grouping		Counting by grouping is encouraged
Data Handling	Whole data cycle	Events in the community/school	Whole data cycle to make class pictograph with one-to-
	• pictograph		one correspondence
	Collect data		Collect data about the theme to answer questions
	Analyse data		posed by the teacher
			Analyse data from representations provided
			At least one pictograph with one-to-one correspondence
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number names and	Identify, recognise and read	Number Frieze	Identify, recognise and read number symbols 1-300
number symbols	number symbols 1-300	Number Cards	Write number symbols 1-100

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Write number symbols 1-100	Domino Cards	Identify, recognise and read number names 1 -100
	• Identify, recognise and read		Know number names in multiples of 10s up to 300
	number names 1 -100		
	Know number names in		
	multiples of 10s up to 300		
Length	Formal measuring	Metre stick	Formal measuring
	• Measuring in metres (m), and	Tape measure	Measuring using metres (m), and centimetres (cm)
	centimetres (cm)		Estimate, measure, order and record length using
	• Estimate, measure, order and		metres (either metre sticks or metre long length of
	record		string, measuring tape and ruler) and centimetres as
			the standard unit of length
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Describe, compare	Range:1-60	Concrete objects	Describe, compare and order numbers 1-60
and order numbers	• Describe		Compare whole numbers up to 60 using smaller than,
	• compare		greater than, more than, less than and is equal to
	• order numbers		Order numbers from biggest to smallest and smallest to
	• Position		biggest; smaller than, greater than, more than, less
			than and equal to, up to 80
			Position objects in a line from first to thirtieth
			Use ordinary numbers to show order, place per position

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Time	Passing of time	Weather Chart	Telling time
	Days of the week	Season chart	• Tell 12 hour time in hours, half hours, quarter hours and
	Months of the year	Calendar	minutes on analogue clocks and digital clocks and other
	Concept of today and tomorrow	• Clocks	digital instruments that show time
	Order regular events from their own	Cell phone	Place on calendar:
	lives		- Birthdays
	Telling time		- Public holidays
	• Tell 12 hour time in hours, half		- School events
	hours, quarter hours and minutes		- Religious holidays
	on analogue clocks and digital		- Historical events
	clocks and other digital		
	instruments that show time		
Problem Solving	Use the following techniques:	Number lines	Addition and subtraction problem types
Techniques	- Building up and breaking down	• 100 Chart	There are at least three basic types of addition and
	numbers	Calculator	subtraction problems and each type can be posed in
	- Doubling and halving		different ways
	- Number lines		Examples:
	- 100 chart		- Shawn had 12 apples. Silo gave her 7 more apples.
	- Rounding off in tens		How many apples does she now have?
	- Calculator		- Mary had 15 apples. She gave 14 apples to Silo. How
			many apples does she have now?
			- Combine

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Nico has 11 green and 6 blue marbles. How many
			marbles does she have?
			- Solomon has 14 marbles. 8 are green and the rest are
			blue. How many blue marbles does Solomon have?
			- Compare
			- Thembi has 9 bananas. Samo has 3 banana. How
			many more bananas does Thembi have than Samo
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Place Value	• Range 10-200	Number Cards	Learners work with a higher number range and
	Recognise the place value	Number Frieze	continue to: count and group to make a group of tens
	• Decompose	• Dienes Blocks	and loose ones; and write18 = 1 ten and 8 loose units
	• Identify		-13 = 10 and 3
			During this term learners have to continue to engage in
			many experiences to establish ten as a benchmark
			and a unit. Ten is 1 ten that contains 10 ones. Regular
			ten and one words (24 is 2 groups or 2 tens and 4
			ones) need to be used regularly to establish a
			language that symbolises decomposing and
			composing
			Working with concrete apparatus

GRADE 4 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Counting sticks/matches
			Counting sticks or matches can be grouped to show
			bundles of tens and oose ones
			• Example: 12
			• 18
Geometric Patterns	Copy, extend and create patterns	• Shapes	It was recommended that learners work with patterns
	made with drawings of lines, shape	Patterns	in which elements (shapes, lines or objects) are
	or objects		repeated in exactly the same way. Learners can begin
	• Identify, describe (in own words)		to work with patterns in which the size of the shapes or
	and copy geometric patterns		number of shapes changes in a predictable way.
	from nature and modern		Some patterns have identical groups of shapes or
	everyday life		objects repeated, where the size of the shape in each
			group changes in a regular, predictable
Number patterns	• Range:0-100	Number chart	Number sequences can be linked with and support
	• Copy	• 100 Chart	counting
	• Extend		• As learners counting skills change and develop, the
	Describe		kinds of number sequences learners work with can
	Counting		develop
	Forwards		• Sequences should show counting forwards and backwards in:

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Backwards		-1s from any number between 1 and 100
			-10s from any multiple of 10 between 1 and 100
			-5s from any multiple of 5 between 1 and 100
			-2s from any multiple of 2 between 1 and 100
			• Learners count backwards in multiples of 10, 5, and 2
			for the first time
			• Learners can point to numbers as they count. It is useful
			to give learners number sequences in different
			representations e.g.
			Number lines Number grids
			Number chains
			• Learners can cover, colour, or circle numbers as they
			count on number lines and number grids.
			• Learners can fill in missing numbers on number lines,
			number grids, in written number sequences and
			number chains
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Addition and	Solve word problems and explain	Counters	Solve word problems in context and explain own solution
Subtraction	own solution		to problems, involving addition and subtraction with
	Addition		answers up to 150

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Subtraction		Addition and subtraction problem types
			Example:
			- Noluthando had two apples. Silo gave her three apples.
			How many apples does she have now?
			- Noluthando had five apples. She gave four apples to Silo.
			How many apples does she have now?
			- Combine
			- Nosisi has two green and two blue marbles. How many
			marbles does she have?
			- Nosisi has four marbles. Three are green and the rest are
			blue. How many blue marbles does Nosisi have?
Addition and	• Range 0-150	Counters	Building up and breaking down of numbers
Subtraction	• Add	• Flard cards	Adding and subtracting focuses on getting learners to
	Subtract	• Dienes blocks	think about numbers as composed of other numbers
	Use appropriate symbols		Adding two-digit numbers by breaking up both numbers
	Number bonds up to 15		- 23 + 36 = □
			- 23 + 36 = (20 + 3) + (30 + 6)
			- = (20 + 30) + (3 + 6)
			- = 50 + 9
			- = 59
			Adding two-digit numbers by breaking up one number
			- 23 + 36 = □

	GRADE 4 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- 23 + (30 + 6)	
			- 23 + 30 53 + 6 = 59	
Data Handling	Whole data cycle	• Events in the	Whole data cycle to make class pictograph with one-to-	
	• pictograph	community/school	one correspondence	
	Collect data		Collect data about the theme to answer questions	
	Analyse data		posed by the teacher	
			Analyse data from representations provided	
			At least one pictograph with one-to-one correspondence	
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	Mental Mathematics	• Time	•Measurement	
following daily			Data handling	
Repeated addition	Solve word problems in context	Concrete counters	• 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4	
leading to	and explain own solution to		• 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4	
multiplication	problems involving repeated		• 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6	
	addition leading to		The focus is not on memorising tables but rather on	
	multiplication with answers up		building the concept of multiplication	
	to 100		Learners are also learning to read and understand	
			the multiplication number sentence.	
			Multiple images for multiplication should be	
			provided and lots of recording done in the	
			classwork book	

GRADE 4 LESSON PLANNING TERM 2				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Repeated addition	Multiply numbers	• Tables	• For introducing multiplication by 5, see the notes for	
leading to	appropriate symbol	Counters	multiplying by 2	
multiplication			By the end of the term learners should be able to	
			record the following:	
			- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4	
			- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4	
			- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6	
			The focus is not on memorising tables but rather on	
			building the concept of multiplication. Learners are	
			also learning to read and understand the	
			multiplication number sentence	
Counting forwards	• Range 0-300	Counting chart	Count forwards and backwards 0-300	
and backwards	Count forwards and backwards	• 100 chart	 Counting in 1s from any number up to 300 	
	0-300		Count forward in multiples from a given number:	
	Counting in 1s		- 2s up to 300	
	Count forward in multiples		- 10s up to 300	
			- 5s up to 300	
			Count backwards in:	
			- 1s from 300	
			- 10s from 300	
			- 2s from 200	
			- 5s from 200	

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Division	Divide numbers	Concrete objects	Divide numbers to 50 by 2, 5,and 10
	Appropriate symbols		• Use appropriate symbols (÷, =)
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Money	Recognise, identify South	• Money	Examples:
	African coins and bank notes	Play Money	- Could you share 50c equally among these four
	Solve money problems		children? Explain how
			- Joe spent 50c on 10c bubble-gum sweets. How many
			bubble-gum sweets did he buy?
			- Thenje pays R5 to travel by taxi to school in the
			morning. She pays with a R20 note. How much
			change does she receive? How much money will she
			have left when she returns home?
			- Zurina's taxi fare is R5,50. How much change does
			she get from R10,00?
			- Mia spent R38,00. She had R50,00. How much money
			does she have left?

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
2D shapes	Range of shapes	• Shapes	Work on 2-D shapes can be consolidated through
	• Recognise and name 2D shapes	Tracing objects	written exercises during Independent work time
	- Circles		• Learners can continue to make pictures with 2-D
	- Triangles		geometric shapes both during independent work time
	- Rectangle		or during arts and culture time
	- Squares		
	Features of shapes		
	Describe, sort and compare 2D		
	Shapes in terms of:		
	- Size		
	- Colour		
	- Straight sides		
	Draw shapes		
	- Star		
	- Hart		
	- Circles		
	- Triangles		
	- Squares		
	- Rectangles		
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
ollowing daily			Data handling

		GRADE 4 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Fractions	Name fractions	Play dough	Use and name fractions in familiar context including
	Recognise fractions	• Fraction wall	halves, quarters
	Write fractions	• Fraction Strips	Recognise fractions in diagrammatic form
			•Write fractions 1 half, 1 quarter, 1 third e.g. ½, ¼, ⅓
			•The focus of fraction word problems in this term
			continues to allow learners to:
			- share and group things equally
			- name fraction parts
			- find fractions of whole objects
			- recognise that a fraction is part of a whole
			- write fractions as one third
			Learners name thirds and fifths. It is important that
			learners are exposed to fractions other than one half
			and one quarter
			Examples of problems that can be done this term:
			- Six friends share 7 liquorice sticks equally. Draw a
			picture to show your answer. Compare your answer
			with that of a friend
			- Eight friends share 9 liquorice sticks equally. Draw a
			picture to show your answer. Compare your answer
			with that of a friend
			- 1 quarter

GRADE 4 LESSON PLANNING TERM 2			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Sharing leading to	Solve and explain solutions	Play dough	These kind of activities encourage:
fractions	Equal sharing leading to solutions	Fraction wall	- knowing that fractions are equal parts
	that include unitary fractions	Fraction Strips	- identifying fraction parts
			- naming fraction parts
			Writing:
			We do not introduce learners to writing the symbol of
			fractions. Learners learn how to label fraction parts as
			1 quarter, 1 fifth

2.19 GRADE 4 TERM 3

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Time	Passing of time	Weather Chart	Days of the week
	• Days	Season chart	Months of the year
	• Months	Calendar	Concept of today and tomorrow
	Regular events	• Clocks	Order regular events from their own lives
	Telling time		Place birthdays, public holidays, school events,
	Analogue		religious holidays and historical events on the
	• Digital		calendar
			• 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
			Tell 12 hour time in
			• Hours
			Half hours
			Quarter hours
			and minutes on analogue clocks

GRADE 4 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Digital clocks and other digital instruments that show
			time
			Cell Phone
			• Tablet
Counting Objects	• Range:0 -300	Concrete objects	Count with whole numbers up to 300 reliable
	Count whole numbers		Give a reasonable estimate of a number of objects
	Estimate		that can be checked by counting
	Counting by grouping		Counting by grouping is encouraged
Mental	• Range 150	Number chart	• Range 150
Mathematics	Name the number	• Flash cards	Name the number before and after a given number
	• before		• 1 more or1less
	• after		• 2 more or 2 less
	Addition		• 3 more or 3 less
	Subtraction facts		• 4 more or 4 less
	Multiplication		• 5 more or 5 less
			• 10 more or 10 less
			Addition and subtraction facts up to 30
			Multiplication tables of 2, 5 and 10
Problem Solving	• Range 150	Concrete counters	Solve word problems in context and explain own
Should cover all	Solve word problems and		solution to problems involving addition and
operations during	explain solution		subtraction with answers up to 150
the term	• Addition		

GRADE 4 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Subtraction		
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather chart	Passing of time
	Days of the week	Calendar	Days of the week
	Months of the year	Season Chart	Months of the year
	Concept	Birthday Chart	Concept of today and tomorrow
	today		Order regular events from their own lives
	tomorrow		• Place birthdays, public holidays, school events,
	Order regular events from		religious holidays and historical events on the
	their own lives		calendar
	Telling time		Telling time
	• Tell 12 hour time in hours,		• Tell 12 hour time in hours, half hours, quarter hours
	half hours, quarter hours		and minutes on analogue clocks and digital clocks and
	and minutes on analogue		other digital instruments that show time e.g. Cell
	clocks and digital clocks and		phone
	other digital instruments that		
	show time		
Count Objects	• Range :0-400	Counting chart	• Range: 0-400
	Count whole numbers	Multiples chart	 Count with whole numbers up to 400 reliable
	Estimate of a number		

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Counting by grouping is		Give a reasonable estimate of a number of objects
	encouraged		that can be checked by counting
			Give a reasonable estimate of a number of objects
			that can be checked by counting
			Counting by grouping is encouraged
Mental	Range 180	Counting chart	• Range 180
Mathematics	Name the number	• Bonds	Name the number before and after a given number.
	- Before	• tables	- 1 more or1 less
	- After		- 2 more or 2 less
	Addition and subtraction		- 3 more or 3 less
	facts		- 4 more or 4 less
	Multiplication tables		- 5 more or 5 less
			- 10 more or 10 less
			Addition and subtraction facts up to 30
			Multiplication tables of 2, 5 and 10
Position orientation	Language of position	Objects in the environment	Language of position
and views	The position of one object		•The position of one object in relation to another e.g.
	in relation to another		on top of, in front of behind, up, down, next to
	Position and views		Position and views
	Describe the position of		Describe the position of one object in relation to
	one object in relation to		another e.g. top and bottom, front and back etc.
	another Recognise and		Recognise and match different views of objects

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	match different views of		Position and directions
	objects		•Follow and give directions to move around the
	Position and directions		classroom
	Follow and give directions		•Follow directions on an informal map
	Follow directions		
Count forwards	• Range;0-400	• 100 chart	Count forwards and backwards 0-400
and backwards	• Count	Counting chart	Counting in 1s from any number up to 400
	• forwards		Count forward in multiples from a given number:
	• backwards		- 2s up to 400
	• Counting in 1s		- 10s up to 400
	Count forward multiples		- 5s up to 400
	Count backwards		Count backwards in:
			- 1s from 400
			- 10s from 400
			- 2s from 200
			- 5s from 250
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number names	Identify, recognise and	Number Names	Learners continue to read and write number symbols
and number	read number symbols 1-	Number Frieze	and number names to an increased number range
symbols	400		

GRADE 4 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	Write number symbols 1-250 Identify, recognise and read number names 1-250 Know number names in multiples of 10s up to 400		 Learners will be recognising, reading and writing symbols beyond one hundred and write number names to 100 Care should be taken when talking about three-digit numbers, for example one should say — three hundred and twenty-threell rather than — one, two, three When writing three-digit numbers between 100 and 110, the digit in the tens position is zero Some learners find it difficult to write these numbers in symbols when they are given symbols in words. For example, writing 102 might be difficult for some learners. They might write 1002 Place value cards are particularly useful for helping learners to understand how to represent these numbers correctly Learners should also be given plenty of practice writing these numbers Learners must be able to: Write the number symbols Match number names to number symbols Complete number sequence 	

GRADE 4 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Complete number lines and number tracks
3D objects	Range of objects	• 3D objects	Range of objects
	• Recognise name 3D	Building blocks	• Recognise and name 3D objects in the classroom and
	objects	Recycled material	in pictures
	• Describe, sort and	Construction kits	- Ball shapes (spheres)
	compare per:	3D geometric objects	- Box shapes (prisms)
	- Colour		- Cylinders
	- Shape		• Features of the objects
	- Objects that roll		Describe, sort and compare 3D objects in terms of:
	- Objects that slide		- Size
	• Focused activities		- Colour
			- Shape
			- Objects that roll
			- Objects that slide
			Focused activities
			Work exercises can continue to build D-3 objects from
			recycling material or construction kits during
			independent work time
Data Handling	Organise and discuss data	Collect objects in the environment	Learners answer questions that you ask about the
	in:		picture graph, tables, bar-graphs
	TablesPictograph		Example:

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- Bar graphs		- What TV programme is the most popular in our
	Answer questions on the		class?∥
	data		- What programme is the favourite of the fewest
			learners in the class?∥
			- Do more learners likeor?
			- How many more learners preferthan?
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Describe, compare	Range1-80	Number chart	During this term learners continue to order and
and order numbers	Describe	• 100 chart	compare numbers
	Compare whole numbers		The number line remains an important image that is
	Order numbers		particularly helpful for assessing where a number is
	Position objects		positioned in relation to other numbers. The number
			line image will also support learners in their mental
			strategies for calculations
			Practise writing first to tenth
			Record the following in class work books:
			- Which number comes just before 46?
			- Which number comes after 48?
			- Which number lies between 45 and 47?

GRADE 4 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Use the given number line and fill in the missing number
Time	Passing of time Days of the week Months of the year Concept: today tomorrow Order regular events from their own lives in a calendar Telling time 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	Clocks Digital and analogue	 Focus is telling them time in hours and half hours using an analogue clock. This can be the focus of a lesson. It should include talking about the use of a.m. and p.m. with 12-hour time Telling the time, should then be practised during the term on a continual basis Example: Learners can be asked to tell the time when school starts, at break time and at home time, or when they change from one lesson to another. Choose times where the clock shows an exact hour or a half hour. It is useful to have a large clock displayed in the classroom, so that learners can refer to it Learners can also make models of clocks. You can then ask them to show various times and include some calculations
Week 5 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in context Time	Patterns, functions and algebra Measurement Data handling

	GRADE 4 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Place Value	Recognise the place value	Flard card	Count and group to show tens and ones in different		
	of three digit numbers 10-	Dienes blocks	ways		
	300	Number frieze	 Count pre-grouped/pre-structured apparatus 		
	Decompose three digit		Use place value cards to show the number grouped		
	numbers into hundreds,		and counted		
	tens and units		 Show different arrangements of numbers, for 		
	• Identify and state the		example, 35 can be shown as 35 loose ones, 3 tens		
	value of each digit		and 5 loose ones and 2 groups of tens and 15 loose		
			ones		
			State the value of each digit		
			The above work is often done in focus groups and		
			during independent time learners can record the		
			following:		
			- 48 = 4 groups of tens and 8 loose ones		
			- 48 = 40 and 8		
			This is supported by using the Flard cards or place		
			value cards		
			The value of the digits		
			Learners should start saying what each digit		
			represents		
			Ask learners:		
			- What number does the 7 represent in 27?		

	GRADE 4 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			- What number does the 4 represent in 49?	
Money	Recognise and identify the South African coins and bank notes Solve money problems	Real money Pictures Of money Play Money	 • During this term learners practice recognising money and breaking up money into smaller parts • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 • Solve money problems involving total change in cents up to 75c and Rand up to R75 • Examples: Could you share 50c equally among these four children? Explain how Joe spent 50c on 10c bubblegum sweets. How many bubblegum sweets did he buy? Thenje pays R5 to travel by taxi to school in the morning. She pays with a R20 note. How much change does she receive? How much money will she have left when she returns home? 	
			- Zurina's taxi fare is R5,50. How much change does she get from R10,00?	
Mass	Informal measuring	Measuring tapeRuler	Recording measurements	

	GRADE 4 LESSON PLANNING TERM 3					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES			
TOPIC	CONTENT 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 using informal units Formal measuring 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		 CLARIFICATION NOTES Although measuring is a practical skill learners should record their measurements at all times Working with kilograms Learners can begin to be introduced to kilograms by working with groceries that are sold in kilograms, where the number of kilograms is stated on the packaging For example learners can compare the mass of packages of different substances (such as rice, sugar, mealie meal, flour or washing powder) that are sold in 1 kg amounts. They can place these on a balance to see that although the size of the packages may differ, they have more or less the same mass. Learners can then be given a range of packages of different items to sequence from heaviest to lightest, where they sequence per the mass stated on the package e.g. 2 kg rice, 1 kg sugar, 5 kg mealie meal, 10 kg samp Reading bath room scales 			
	Measure own mass in kilograms using a bathroom scale		Where bath room scales are available learners can use these to read their own mass			

GRADE 4 LESSON PLANNING TERM 3					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Measure the mass of		There are two kinds of mass meters: digital and		
	different items using a		analogue		
	kitchen scale in kg		Digital scales are easier to read because the mass is		
	Measure own mass in		written in numbers. If you have a digital bathroom		
	kilograms using a bathroom		scale check that it states the mass only in whole		
	scale		kilograms. Some scales you can re-set to show only		
			whole kilograms. If you cannot set it to show whole		
			kilograms, teach learners to ignore the parts of		
			kilograms for now		
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	• Time	Measurement		
following daily			●Data handling		
Addition and	Solve word problems in	Concrete counters	Learners should be encouraged to write number		
Subtraction	context and explain own		sentences for all the word problems. One can expect		
	solution to problems		learners to use repeated addition number sentences		
	involving addition and		to show the solution		
	subtraction with answers up		Learners should be writing multiplication number		
	to 180		sentences for their solutions		
			Repeated addition and grid/array type problems		
			should show a multiplication number sentence		
Addition and	• Add to 180	Concrete counters	Learners should be able to think about the question		
Subtraction	Subtract from 180		posed to them and look at the number range of the		

	GRADE 4 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Use appropriate symbols		problem to decide on the best strategy. Through		
	(+,-,=,□)		problem-solving learners have started developing		
	Practice number bonds to		their own calculating strategy and their own recording		
	30		method		
			Learners should become confident in reading their		
			recording methods and explaining how they arrived		
			at the answer		
			Learners should be able to do the following with		
			addition and subtraction		
			Although learners are using concrete apparatus and		
			images to support their calculations when it comes to		
			working with numbers, they should be able to		
			calculate on an abstract level		
Problem Solving	Use the following	Number lines	Learners are expected to solve word problems using		
techniques	techniques when	• 100 chart	the following techniques:		
	performing calculation:		- Drawings or concrete apparatus e.g. counters		
	- Building up and breaking		- Building up or breaking down numbers		
	down numbers		- Doubling and halving		
	- Doubling and halving		- Number lines		
	- Rounding of in 10s		- Doubling and halving		
			• Learner often find doubling easy; however, it is useful		
			to train learners to apply their knowledge of doubling:		

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
TOPIC	CONTENT		 CLARIFICATION NOTES Use recognition of doubles to see near-double Doubles Near doubles 12 + 12 12 + 13 25 + 25 25 + 24 Use a doubling strategy and then compensate for the difference, e.g. 13 + 14 = double 13 plus 1 Example: On one day at the clinic 24 children were given flu vaccinations. The next day 25 children were vaccinated altogether? The problem could be solved by using doubling. A learner might say double 24 plus 1 or double 25 minus 1
Symmetry	Symmetry • Recognise symmetry • Draw line of symmetry	• Pictures	Should not only be —draw in the other half Should include examples where learners draw in the line of symmetry. The line of symmetry should not always be a vertical line, e.g. in a picture of a snake the line of symmetry could be horizontal; and may include examples with more than one line of symmetry
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Repeated addition	Solve word problems in	Concrete counters	Learners should be able to record the following:
leading to	context and explain own		- 1 group of 5 is 5 or 1 times 2 is 2 or 1 x 2 = 4
multiplication	solution to problems		- 2 groups of 2 are 4 or 2 times 2 is 4 or 2 x 2 = 4
	involving repeated addition		- 3 groups of 2 are 6 or 3 times 2 is 6 or 3 x 2 = 6
	leading to multiplication		The focus is not on memorising tables but rather on
	with answers up to 200		building the concept of multiplication
			Learners can learning to read and understand the
			multiplication number sentence
Repeated addition	Multiply numbers	Concrete objects	• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100
leading to	Appropriate symbol		• Use appropriate symbol (+,x, =)
multiplication			
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Grouping and	Solve word problems in	Concrete objects	Sharing
sharing leading to	context and explain own		In the examples below an equal sharing situation with
division	solution to problems that		a remainder that can also be shared is used
	involve equal sharing and		Two children share 5 chocolate crunchies so that
	grouping up to 100 with		each gets the same amount. How much can each

		GRADE 4 LESSON PLANNING TERM 3	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	answers that may include		child have? Learners will give each child 2 and then
	remainders		halve the remaining crunchies
Division	Divide numbers to 50 by	Concrete objects	Learners use drawings and concrete apparatus to
	2, 5,and 10		show their solutions
	Use appropriate symbols		Number sentences should be used
	(÷, =)		Learner might use repeated subtraction to show how
			they arrived at an answer
			- Mongezi packs out 20 counters into 10 rows. How
			many counters are in a row?
			Grouping
			Grouping, discarding the remainder
			- Stella sells apples in bags of 6 apples each. She has
			40 apples. How many bags of 6 apples each can
			she make up?
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Money	Recognise and identify the	Real Money	Recognise and identify the South African coins 50c,
	South African coins 50c,	Play money	R1, R2, R5 and bank notes R10, R20, R50, R100,
	R1, R2, R5 and bank notes		R200
	R10, R20, R50, R100,		Solve money problems involving total change in
	R200		cents up to 75c and Rand up to R75

GRADE 4 LESSON PLANNING TERM 3					
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Solve money problems				
	involving total change in				
	cents up to 75c and Rand				
	up to R75				
Position	Language of position	Objects in the environment	Position and directions		
Orientation and	•The position of one object	Objects in the class	Teaching learners to follow directions should be done		
views	in relation to another e.g.		through practical activities in which learners move		
	on top of, in front of,		themselves per instructions		
	behind, up, down, next to.		Verbal or written directions to move around the		
	Position and views		classroom, e.g.:		
	Describe the position of		- Come to the front of the class		
	one object in relation to		- Stand next to your chairll		
	another e.g. top and		- Jump over the rubbish bin		
	bottom, front and back				
	etc.				
	Recognise and match				
	different views of objects				
	Position and directions				
	•Follow and give				
	directions to move				
	around the classroom				

GRADE 4 LESSON PLANNING TERM 3					
TOPIC	CONTENT	RECOMMENDED RESOURCES	S CLARIFICATION NOTES		
	•Follow directions on an				
	informal map				
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	• Time	 Measurement 		
following daily			Data handling		
Fractions	Name fractions	Fraction Strips	•Use and name fractions in familiar including halves, quarters and		
	Recognise fractions	•Fraction Wall	third		
	Write fractions		Recognise fractions in diagrammatic form		
			•Write fractions as ½, ¼, ⅓, ⅓, 1/5		
			•Learners can fold paper into half and name each part. It is		
			important that they understand that when you make two equal		
			parts from something, you call each part a half. They could fold		
			the piece of paper into half again. The importance here is to fold		
			the page in different ways to obtain a different-looking half		
Sharing leading to	Solve word problem in	Counters	Sharing activities are generally posed in the form of simple word		
fractions	context and explain own		problems. Initially when learners perform sharing activities		
	solutions to problems		(division) they find dividing or sharing leaves left-over pieces.		
	that involve equal sharing		They then share the left-over pieces again. The language of		
	leading to solutions that		fractions can be introduced verbally. Then one can write out		
	include unitary fractions		fraction words, e.g. one Half, one Quarter, one Third. When		
	e.g. half, quarters, three		writing about many fractions parts. e.g. 1 halves (½), 3 quarters		
	quarters, third and fifth				

GRADE 4 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	3	CLARIFICATION NOTES
			, ,	ite this as the figure and the word. The expression 3 over over 4 is meaningless

2.20 GRADE 4 TERM 4

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Time	Passing of time	Weather Chart	Days of the week
	• Days	Season chart	Months of the year
	• Months	Calendar	Concept of today and tomorrow
	Regular events	• Clocks	Order regular events from their own lives
	Telling time		Place birthdays, public holidays, school events,
	Analogue		religious holidays and historical events on the
	Digital		calendar
			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
			Tell 12 hour time in
			• Hours
			Half hours
			Quarter hours
			Minutes on analogue clocks

GRADE 4 LESSON PLANNING TERM 4				
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Digital clocks and other digital instruments that show	
			time	
			Cell Phone	
			Tablet	
Counting Objects	• Range:0 -500	Concrete objects	Count with whole numbers up to 500 reliable	
	• Count whole numbers		Give a reasonable estimate of a number of objects	
	• Estimate		that can be checked by counting	
	 Counting by grouping 		Counting by grouping is encouraged	
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	 Mental Mathematics 	• Time	Measurement	
following daily			Data handling	
Time	Passing of time	Weather Chart	Days of the week	
	• Days	Season chart	Months of the year	
	• Months	Calendar	Concept of today and tomorrow	
	Regular events	• Clocks	Order regular events from their own lives	
	• Telling time		Place birthdays, public holidays, school events,	
	Analogue		religious holidays and historical events on the	
	• Digital		calendar	
			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	

GRADE 4 LESSON PLANNING TERM 4				
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Tell 12 hour time in	
			• Hours	
			Half hours	
			Quarter hours	
			Minutes on analogue clocks	
			Digital clocks and other digital instruments that show	
			time	
			Cell Phone	
			Tablet	
Counting Objects	• Range:0 -500	Concrete objects	Count with whole numbers up to 500 reliable	
	Count whole numbers		Give a reasonable estimate of a number of objects	
	Estimate		that can be checked by counting	
	Counting by grouping		Counting by grouping is encouraged	
Mental Maths	Range 100	• Bonds	Calculating strategies, number concept, knowledge	
	Name the number before and	Counting Chart	and known number facts are developed through	
	after a given number.		problem-solving and calculations. These are practiced	
	- 1 more or1 less		during the mental mathematics time. This helps	
	- 2 more or 2 less		learners to become familiar with them and to be able	
	- 3 more or 3 less		to use them with ease when calculating and solving	
	- 4 more or 4 less		problems in context	
	- 5 more or 5 less		Learner continue to develop their ability to work	
	- 10 more or 10 less		flexibly with numbers. The mental strategies that	

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Addition and subtraction facts up		learners develop will help with written calculations and
	to 30		will help learners to make estimates
	Multiplication tables of 2, 5, 3 and		Examples:
	10		- Hold up a card or write down a number name. Choose
			a learner to write the matching numeral
			- More or less
			- What is 1 less than 200
			- What is 1 more than 199
Problem Solving	Solve word problems in context	Counting Chart	Learners are expected to solve the word problems
Must include all 4	and explain own solution to	Concrete objects	using the following techniques:
operations, money,	problems involving addition and		- Building up or breaking down numbers
fractions	subtraction with answers up to		- Doubling and halving
	250		- Number lines
			Using this technique allows learners to split
			(decompose) and recombine numbers to help make
			calculations easier
Count forwards and	• Range0-500	Counting Chart	Count forward in multiples from a given number:
backwards	Counting in 1s forwards and	Flash Cards	- 2s up to 500
	backwards		- 10s up to 500
	- Count forward in multiples		- 5s up to 500
	- Count backwards		- Count backwards in:
			- 1s from 500

	GRADE 4 LESSON PLANNING				
TOPIC	ACTIVITIES	TERM 4 RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			- 10s from 500		
			- 2s from 300		
			- 5s from 300		
Number Patterns	Range500	Number cards	Copy, extend and describe number sequence to at		
	Copy, extend, describe and	Flash cards	least 500		
	count forwards and backwards	Counting Chart	Sequences should show counting forwards and		
	Create own number patterns		backwards in:		
			- 1s from any number 0-500		
			- 10s from any multiple up to 500		
			- 5s from any multiple up to 500		
			- Create own number patterns		
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra		
Continue with the	 Mental Mathematics 	• Time	•Measurement		
following daily			Data handling		
Number symbols	•Range:1-500	Number frieze	•Identify, recognise and read number symbols 1-500		
and number names	Number symbols	Number cards	Write number symbols 1-500		
	•Identify		•Identify, recognise and read number names 1 -500		
	• Recognise		•Know number names in multiples of 10s up to 500		
	•Read				
	• Write				
	Number Names				
	•Identify				

	GRADE 4 LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	•recognise			
	•read			
	•Know number names in			
	multiples			
Data Handling	Answer questions on sorting	Concrete objects	Answer questions about how the sorting was done	
	(process)		(process)	
	Describe sorted collection		What the sorted collection looks like (product)	
	•Illustrate the collection		Describe the collection through drawings	
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra	
Continue with the	 Mental Mathematics 	• Time	Measurement	
following daily			●Data handling	
Describe, Compare	• Range :1-100	Counting Chart	• Range :1-100	
and Order	Describe numbers	Flash cards	Describe, compare and order numbers	
	Compare numbers		Compare whole numbers up to 100 using smaller	
	Order numbers		than, greater than, more than, less than and is equal	
	Position objects		to	
	Counting by grouping		Order numbers from biggest to smallest and smallest	
	Count 200 reliably		to biggest; smaller than, greater than, more than, less	
			than and equal to, up to 200	
			Position objects in a line from first to thirtieth	
			Use ordinary numbers to show order, place per	
			position	

	GRADE 4 LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Give a reasonable estimate of a number of objects	
			that can be checked by counting	
			Counting by grouping is encouraged	
			Count with whole numbers up to 200 reliably	
			Give a reasonable estimate of a number of objects	
			that can be checked by counting	
			Counting by grouping is encouraged	
Time	Passing of time	Weather Chart	Days of the week	
	• Days	Season chart	Months of the year	
	• Months	Calendar	Concept of today and tomorrow	
	Regular events	• Clocks	Order regular events from their own lives	
	Telling time		Place birthdays, public holidays, school events,	
	Analogue		religious holidays and historical events on the	
	Digital		calendar	
			• 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	
			Tell 12 hour time in	
			• Hours	
			Half hours	
			Quarter hours	

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			and minutes on analogue clocks
			Digital clocks and other digital instruments that show
			time
			Cell Phone
			Tablet
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling
Place Value	• Range:10-500	Flash cards	Decompose two-digit numbers into multiples of tens
	Recognise	Dienes blocks	and units
	Decompose I	Flard cards	Learners can decompose numbers:
	• Identify	Abacus	Example:
		Place value cards	- 73 = 70 + 3 (place value cards are useful to do this)
			- 73 = 7 tens + 3 ones
			Building up two-digit numbers from their place value
			parts
			Example:
			- Write the number:
			- 6 tens and 3 ones
			- 2 tens and 5 ones
			- 12 tens and 8 ones
			Use apparatus to show the partitioning of numbers:

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Show 4 tens and 5 ones using the abacus.
			- Show 7 tens and 6 ones using the abacus
			Learners also use place value cards to show the parts
			of a number.
			Example:
			3 9
			5891
			6407
Number Patterns	Range500	Number cards	Copy, extend and describe number sequence to at
	Copy, extend, describe and	Flash cards	least 500
	counting forwards and	Counting Chart	Sequences should show counting forwards and
	backwards		backwards in:
	Create own number patterns		- 1s from any number 0-500
			- 10s from any multiple up to 500
			- 5s from any multiple up to 500
			- Create own number patterns
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			●Data handling
Addition Subtraction	• Add to 250	Concrete counters	Adding by breaking up one number

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Subtract from 200		- 43 + 36 = □
	Use appropriate symbols (+,-,=,□)		- 43 + (30 + 6)
			- 43 + 30 → 73 + 6 = 79
			Learners might break down the number in ways that
			are manageable for them. This means that they will
			do it in different ways.
			- 43 + 36 = □
			- 43 + (10 + 10 + 10 + 6)
			- 43 + 10→ 53 + 10→ 63 + 10→ 73 + 6 = 79
			Subtraction
			Breaking up both numbers
			- 87 – 56 = □
			- 87 – 56 = (80 + 7) – (50 + 6)
			- = (80 – 50) + (7 - 6)
			- = 30 + 1
			- = 31
Addition Subtraction	Solve word problems in context	Concrete counters	Addition and subtraction problems
	and explain own solution to		- Pamela has collected 413 bottle tops. If Ken give her
	problems involving addition		29 bottle tops, he will have the same number as
	and subtraction with answers		Pamela
	up to 250		- How many bottle tops will they both have?
			- How many bottle tops did Ken have to begin with?

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Problem Solving	Perform calculation	- Concrete counters	Use the following techniques when performing
Techniques		- Number lines	calculation
		- 100 chart	- Building up and breaking down numbers
		- Calculator	- Doubling and halving
			- Rounding of in 10s
Capacity/ Volume	Informal measuring	• Bottles	Informal measuring
	• Estimate	• Cups	• Estimate, measure, compare, order and record the
	Measure	Measuring cup	capacity of containers by using non-standard
	Compare		measures e.g. spoons and cups
	• Record		Formal measuring
	Formal measuring		Compare and order the volume of commercially
	Compare		packaged objects which have their volume stated in
	• Order		litres and millilitre e.g. 500 mℓ of cold drink and 1ℓ of
	• Record		milk
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
2D Shapes	Range of 2D shapes	Shapes	Range of shapes
	• Recognise	• Pictures	• Recognise and name2D shapes
	• Name		- Circles
	• Describe		- Triangles
	• Sort		- Rectangle

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Compare shapes		- Squares
			Features of shapes
			Describe, sort and compare 2D Shapes in terms of:
			- Size
			- Colour
			- Straight sides
			Draw shapes
			- Circles
			- Triangles
			- Squares
			- Rectangles
Repeated addition	Multiply numbers symbols	Concrete objects	• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100
leading to		Multiplication tables	• Use appropriate symbol (+x,, =)
multiplication			Understand multiplication as repeated addition
			Example:
			- 6 added together 3 times is the same as:
			- 6 + 6 + 6 = 18
			- 3lots of 6 = 18
			- 3 times 6 = 18
			- 6 x 3 = 18
			- 3 x 5 = 18

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Repeated addition	Solve word problems	Concrete objects	Solve word problems in context and explain own
leading to		Grouped objects	solution to problems involving repeated addition
multiplication			leading to multiplication with answers up to 250
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Problem Solving	• Range 500	Flash cards	Solve word problems in context and explain own
	Solve word problems that	Concrete objects	solution to problems that involve equal sharing and
	involve		grouping up to 500 with answers that may include
	• equal sharing and grouping		remainders
			Doubling and halving
			This technique is quite sophisticated and requires a
			strong number sense. Learners who are able to
			choose this as a technique are quite flexible in the
			strategies they use. Knowing how to double will allow
			learners to use the strategy of near doubles
			Example:
			- On one day at the clinic 45 children were given flu
			vaccinations. The next day 46 children were
			vaccinated. How many children were vaccinated
			altogether?
Division	Divide numbers and symbols	Concrete objects	Divide numbers to 50 by 2, 5, and 10

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			• Use appropriate symbols (÷, =)
			Recording strategies
			Learners will be practising recording division using
			numbers and become less dependent on drawings.
			The recording strategies will not be accessible to
			learners if they do not understand the operation. In
			attempting to try a method that they do not
			understand will result in errors that learners
			themselves will not have the ability to detect. It is
			important that learners are able to identify links
			among multiplication and division. The purpose of the
			written recordings should also be to develop learners
			'understanding of number relationships
Length	Formal measuring	• Rulers	Formal measuring
	• Measuring	Metre stick	Measuring using metres (m), and centimetres (cm)
	• metres (m),	Tape measure	Estimate, measure, order and record length using
	• centimetres (cm)		metres (either metre sticks or metre long length of
	• Estimate, length		string, measuring tape and ruler) and centimetres
	Measure length		as the standard unit of length
	• order length		
	• record length		
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 4 LESSON PLANNING TERM 4	
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Money	Recognise, identify the South	Real money	Recognise and identify the South African coins50c,
	African coins and bank notes	• Toy money	R1, R2, R5 and bank notes R10, R20, R50, R100,
	Solve money problems		R200
			Solve money problems involving total change in cents
			up to 90c and Rand up to R99
			Value of money and making up totals e.g.
			- Write 325c as rand and cents
			- In how many different ways can you make up R400
			using only bank notes? How do you know whether
			you have all the solutions?
Number patterns	Number patterns	Counting charts	Copy, extend and describe number sequence to at
	• Copy	Flash cards	least 500
	• Extend		Sequences should show counting forwards and 2s
	Create patterns		from any multiple up to 500
	Identify, describe and copy		- 3s from multiple up to 500
	geometric patterns		- Create own number patterns
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	 Mental Mathematics 	• Time	Measurement
following daily			Data handling

GRADE 4 LESSON PLANNING TERM 4				
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Sharing leading to	Solve word problem in context	Concrete counters	Solve word problem in context and explain own	
fractions	that involves equal sharing	Groups of objects	solutions to problems that involve equal sharing	
			leading to solutions that include unitary fractions e.g.	
			half, quarters, three quarters, third and fifth	
Fraction	Use fractions	Fraction wall	Use and name fractions in familiar context including	
	name fractions	Fraction Strips	halves, quarters and third	
	Recognise		Recognise fractions in diagrammatic form	
	Write fractions		• Write fractions ½, ¼, ¾, ⅓, 1/5	
			Learners continue to:	
			- learn the names of fraction parts	
			- use the names in different contexts	
			- identify the fraction part	
			- begin to understand the relative size of fractions	
			- find fractions of objects	
			- learn about equivalent fractions and compare fractions	

2.21 GRADE 5 TERM 1

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Passing of time:	Charts	Place birthdays, public holidays, school events, religious
	Name the days of the week	Weather chart	holidays and historical events on the calendar
	Name the months of the	Birthday Chart	Telling time
	year	Calendar	Use an analogue clocks and digital clocks and other digital
	• Telling time	Analogue clocks	instruments that show time
	• Tell 12 hour time in hours,	Digital clocks	
	half hours, quarter hours	• Cell phone	
	and minutes		
Count Objects	Count with whole numbers	Concrete counters	Give a reasonable estimate of a number of objects that can
	up to 500 reliable	Counting chart	be checked by counting
			Counting by grouping is encouraged
Count forwards	Count forwards and	Concrete counters	Counting in 1s from any number up to 500
and backwards	backwards 0-500	Counting chart	Count forward in multiples from a given number:
			- 2s up to 500
			- 10s up to 500
			- 5s up to 500
			- Count backwards in:
			- 1s from 500

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- 10s from 500
			- 2s from 300
			- 5s from 300
Mental Maths	• Range 200	Flash cards	Name the number before and after a given number
	Name the number before	Number chart	- 1 more or1 less
	and after a given number		- 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
			Addition and subtraction facts up to 3
			• Multiplication tables of 2, 5, 3 and 10
Number symbols	• Identify, recognise and read	Flash cards	Write number symbols 1-500
and number	number symbols 1-500	Number chart	• Identify, recognise and read number names 1 -500
names			• Know number names in multiples of 10s up to 500
Week 2	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events, religious
	Name the days of the week	Birthday Chart	holidays and historical events on the calendar
	Name the months of the	Calendar	• Telling time
	year	Analogue clocks	

GRADE 5 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Telling time	Digital clocks	Use an analogue clocks and digital clocks and other digital
	• Tell 12 hour time in hours,	• Cell phone	instruments that show time
	half hours, quarter hours		
	and minutes		
Count Objects	Count with whole	Concrete counters	Give a reasonable estimate of a number of objects that can
	numbers up to 500	Counting chart	be checked by counting
	reliable		Counting by grouping is encouraged
Count forwards	Count forwards and	Concrete counters	Counting in 1s from any number up to 500
and backwards	backwards 0-500	Counting chart	Count forward in multiples from a given number:
			- 2s up to 500
			- 10s up to 500
			- 5s up to 500
			- Count backwards in:
			- 1s from 500
			- 10s from 500
			- 2s from 300
			- 5s from 300
Mental Maths	Number concept: Range	• Flash cards	Calculation strategies
	600	Number chart	Use calculation strategies to add and subtract efficiently
	Order a given set of	Number line	Put the larger number first in order to count on or count
	selected numbers	Calculators	back
	Compare numbers to 600		Use the relationship between addition and subtraction

GRADE 5 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Addition and subtraction		Doubling and halving
	facts to 30		Building up and breaking down
			Use calculators
Problem Solving:	Solve word problems in	Concrete apparatus e.g.	Use the following techniques when solving problems and
Addition and	context and explain own	Counters or any concrete objects	explain solutions to problems
Subtraction.	solution to problems	available	Building up and breaking down of numbers
Repeated			Doubling and halving
addition leading			Number lines
to multiplication.			• 100 chart
Grouping and			Rounding off in tens and hundreds
sharing leading to			Calculator
division			
Sharing leading			
to fractions			
Money			
Position,	Language of position	Concrete objects	Position and views
orientation and	• The position of one object		Recognise and match different views of the same everyday
views	in relation to another e.g.		objects
	on top of, in front of,		Describe the position of one object in relation to another.
	behind, up, down, next to		e.g. top and bottom, front and back etc.
			Position and directions

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Follow and give directions to move around the classroom
			and school
			Follow directions on a map
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Number symbols	Number symbols 1-500	Pictures of number names	Identify, recognise and read number symbols 1-500
and number	Recognise	Pictures of number symbols	Write number symbols 1-500
names	• Identify	• 1000 chart	Know number names in multiples of 10s up to 500
	• Read		
	Number names 1-500		
	• Write		
Time	• Tell 12 hour time in hours,	Cell phone	Telling time
	half hours, quarter hours		Use an analogue clocks and digital clocks and other digital
	and minutes on analogue		instruments that show time
	clocks and digital clocks		
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Describe,	Describe, compare and	Counting Charts	Using smaller than, greater than, more than, less than and
compare and	order numbers 1-100	Concrete objects	is equal to
order numbers	Compare whole numbers		Order numbers from biggest to smallest and smallest to
	up to 100		biggest; smaller than, greater than, more than, less than
			and equal to, up to 500
			Position objects in a line from first to thirtieth
			• Use ordinary numbers to show order, place per position up
			to 30
2D Shapes	Describe, sort, compare	Concrete objects	Range of shapes
	and draw 2D shapes	Pictures of shapes	Recognise and name 2D shapes:
			- Circles
			- Triangles
			- Rectangle
			- Squares
			- Features of shapes
			Describe, sort and compare 2D shapes in terms of:
			- Size
			- Colour
			- Straight sides
			- Curved sides
			Draw shapes:
			- Circles

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Triangles
			- Squares
			- Rectangles
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Place Value	Recognise the place	Number chart	Decompose three digit numbers into hundreds, tens and
	value of three digit	• Flard cards	units
	numbers from 10 to 500		• Identify and state the value of each digit
Geometric	Copy, create, extend and	Concrete objects	Identify, describe and copy geometric patterns:
patterns	describe patterns around		- in nature
	us		- from modern everyday life
			- from our cultural heritages
			- Create own geometric patterns:
			- with concrete objects
			- by drawing lines
			Shapes or objects
			Describe own patterns
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and	Solve word problems in	Number chart	Use the following techniques when solving problems and
Subtraction:	context and explain own		explain solutions to problems
Word Problems	solution to problems		Building up and breaking down of numbers
	involving addition and		Doubling and halving
	subtraction with answers		Number lines
	up to 200		•100 chart
			Rounding off in tens and hundreds
			Calculator
Addition and	• Add to 200	Number charts	Use appropriate symbols
subtraction	Subtract from 200		(+,-,=, □)Represent data
Length	• Estimate, measure, order	Objects	The following can be used:
	and record length using		• metre sticks
	standardised unit of		• metre long length of string
	length metres (m) and		measuring tape
	centimetres (cm)		• ruler
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Repeated	Solve number problems	Concrete apparatus e.g.	Use the following techniques when solving problems and
addition leading	in context and explain	Counters or any concrete objects	explain solutions to problems
	own solution to problems	available	Building up and breaking down of numbers

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
to multiplication:	involving multiplication		Doubling and halving
Problem Solving	with answers up to 200		Number lines
			• 100 chart
			Rounding off in tens and hundreds
			Calculator
Repeated	• Multiply numbers 1 to 10 by	Number chart	• Use appropriate symbols (+, x, =)
addition leading	2, 3, 4, 5, and 10		• Tables 2, 3, 4, 5 and 10
to multiplication			
	Collect data on the theme	Objects	Answer question posed by the teacher
	Draw a picture of	• Pictures	Collect and sort own data per different characteristics
	collected objects		 Answer questions about how the sorting was done
	Discuss independently		(process)
	the collected data		Answer questions on what the sorted collection looks like
	Answer questions on the		(product)
	data		Organise and discuss data in:
	Represent data		- Tables
	Analyze and interpret		- Pictograph
	data		Bar graphs
	• Tables		
	• Pictographs		
	• Bar graphs		
Week 8	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Money: Problem	Solve money problems	Real money	• Recognise and identify the South African coins 50c, R1, R2,
Solving	involving total change in	Cut out of pictures of money	R5 and bank notes R10, R20, R50, R100, R200
	cents up to 90c and Rand		
	up to R199.99		
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events, religious
	Name the days of the	Birthday Chart	holidays and historical events on the calendar
	week	Calendar	Telling time
	Name the months of the	• Cell phone	Use an analogue clocks and digital clocks and other digital
	year		instruments that show time
	Telling time		
	• Tell 12 hour time in hours,		
	half hours, quarter hours		
	and minutes		
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Number patterns	Copy, extend and	Counting chart	Sequences should show counting forward and backwards
	describe number		in:
	sequences to at least 600		- 1s from any number between 0-600
			- 10s from any multiple up to 600

		GRADE 5 LESSON PLANNING TERM 1	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- 5s from any multiple up to 600
			- 2s from any multiple up to 600
			- 3s from multiple up to 600
			- 4s from multiples up to 600
			Create own number patterns
Grouping and	Solve word problems in	Concrete apparatus e.g.	Use the following techniques when solving problems and
sharing leading to	context and explain own	Counters or any concrete objects	explain solutions to problems
division	solution to problems that	available	Building up and breaking down of numbers
	involve equal sharing and		Doubling and halving
	grouping up to 200 with		Number lines
	answers that may include		• 100 chart
	remainders		Rounding off in tens and hundreds
			Calculator
Division	Divide numbers up to 100	Concrete objects	Divide numbers up to 100 by 10
	by 10	Number chart	• Use appropriate symbols (÷, =)
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Fractions	Recognise fractions in	• Fruit	Use and name fractions in familiar context including halves,
	diagrammatic form	• Paper	quarters, third and fifth
	• Write fractions ½, ¼, ¾,	• Shapes	Recognise that two halves or three thirds make one whole
	1/3, 1/5	Fraction wall	One half and two quarters are equivalent

	GRADE 5 LESSON PLANNING TERM 1			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			Use paper folding to indicate fractions	

2.22 GRADE 5 TERM 2

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Week 1	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Time	Revision of Term 1	Weather chart	Place birthdays, public holidays, school events,
	Passing of time:	Birthday Chart	religious holidays and historical events on the
	Name the days of the week	Calendar	calendar
	Name the months of the year		Telling time
	• Telling time		Use an analogue clocks and digital clocks and other
	• Tell 12 hour time in hours, half hours,		digital instruments that show time e.g. Cell phone
	quarter hours and minutes		
Count Objects	Revision of Term 1	Concrete counters	Give a reasonable estimate of a number of objects
	Count to at least 500 everyday objects	• Body	that can be checked by counting
	reliably		Strategy of grouping is encouraged
Count forwards and	Revision of Term 1	CD rhymes and song	•1s from any number between 0-500
backwards	Count forwards and backwards from	Concrete objects	• 10s from any multiple up to 500
	0- 500		• 2s from any multiple up to 100
			• 5s from any multiple up to 100
Mental Maths	Revision of Term 1	Chart	Calculation strategies
	Number concept: Range 600	• Flash cards	

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	 Order a given set of selected numbers Compare numbers to 600 and say which is: 1 more or1 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 Addition and subtraction facts to 30 Add or subtract multiples of 10 from 0 to 200 	• Number chart	 Use calculation strategies to add and subtract efficiently: Put the larger number first in order to count on or count back Use the relationship between addition and subtraction Number line Doubling and halving Building up and breaking down Use calculators
Number symbols and number names	 Number symbols 1-500 Recognise Identify Read Number names 1-500 Write 	Pictures of number names Pictures of number symbols 1000 chart	 Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in multiples of 10s up to 500
Week 2	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Continue with the			Data handling
following daily			
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events,
	Name the days of the week	Birthday Chart	religious holidays and historical events on the
	Name the months of the year	Calendar	calendar
	• Telling time		Telling time
	• Tell 12 hour time in hours, half hours,		Use an analogue clocks and digital clocks and other
	quarter hours and minutes		digital instruments that show time
Count to at least 600	Count to at least 600 everyday objects	Count to at least 600	Count to at least 600 everyday objects reliably
everyday objects	reliably	everyday objects reliably	
reliably			
Count forwards and	Count forwards and backwards in:	Concrete Objects	Count forwards and backwards in:
backwards in:	- 1s from any number between 0-600	Chart	
	- 10s from any multiple up to 600	• Flash cards	
	- 2s from any multiple up to 200	Number chart	
	- 5s from any multiple up to 400		
	- 3s from any multiple up to 300		
Mental Maths	Number concept: Range 700	Chart	Calculation strategies
	Order a given set of selected numbers	Flash cards	Use calculation strategies to add and subtract
	Compare numbers to 700 and say which is:	Number chart	efficiently

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	- 1 more or1 less		Put the larger number first in order to count on or
	- 2 more or 2 less		count back
	- 3 more or 3 less		Use the relationship between addition and subtraction
	- 4 more or 4 less		Number line
	- 5 more or 5 less		Doubling and halving
	- 10 more or 10 less		Building up and breaking down
	Rapidly recall		Use calculators
	Recall addition and subtraction facts		
	to 30		
	Add or subtract multiples of 10 from 0		
	to 300		
Problem Solving:	Solve word problems in context and	Concrete apparatus	Use the following techniques when solving problems
Addition and	explain own solution to problems	Counters or any concrete	and explain solutions to problems
Subtraction.		objects available	Building up and breaking down of numbers
Repeated addition			Doubling and halving
leading to			Number lines
multiplication.			• 100 chart
Grouping and sharing			Rounding off in tens and hundreds
leading to division			Calculator
Sharing leading to			
fractions			

		GRADE 5 LESSON PLANNING	
		TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Money			
Count forwards and	Count forwards and backwards up to	Concrete counters	Count forwards and backwards up to 600
backwards in:	600	Counting chart	- 1s from any number between 0-600
			- 10s from any multiple up to 600
			- 2s from any multiple up to 200
			- 5s from any multiple up to 400
			- 3s from any multiple up to 300
Number patterns	Copy, extend and describe simple		Counting forwards and backwards in:
	number sequence to at least 700		- 1s from any number between 0-700
			- 10s from any multiple up to 700
			- 5s from any multiple up to 700
Week 3	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Number symbols and	Number symbols 1-700	Pictures of number names	• Identify, recognise and read number symbols 1-700
number names	• Recognise	• Pictures of number	Write number symbols 0-20
	• Identify	symbols	• Know number names in multiples of 10s up to 700
	• Read	• 1000 chart	
	Number names 1-700		
	• Write		
3D objects	Range of objects	• 3D objects	Focused activities

		GRADE 5 LESSON PLANNING	
		TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	Recognise and name 3D objects in	Ball shapes	Observe and build given 3D objects using concrete
	the classroom and in pictures	Box shapes	materials such as cut-out 2D shapes, building blocks,
	Describe, sort and compare 3D	• Cylinders	recycled material, construction kits, other 3D
	objects	Pyramids	geometric objects
		• Cones	
Week 4	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Describe, compare	Order numbers from biggest to	Counting Charts	Using smaller than, greater than, more than, less than
and order numbers	smallest and smallest to biggest;	Cell phone	and is equal to
	smaller than, greater than, more	Concrete objects	Order numbers from biggest to smallest and smallest
	than, less than and equal to, up to		to biggest; smaller than, greater than, more than, less
	700		than and equal to, up to 500
			Position objects in a line from first to thirtieth
			Use ordinary numbers to show order, place per
			position up to 30
Mass	Tell 12 hour time in hours, half	Objects with mass in kg	Measure own mass in kilograms using a bathroom
	hours, quarter hours and minutes	Bathroom scale	scale
	on analogue clocks and digital		Measure the mass of different items using a kitchen
	clocks and other digital		scale in kg
	instruments that show time		

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Measure own mass in kilograms using a bathroom scale
Week 5	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Geometric patterns	Copy, extend and describe patterns	Concrete objects	Identify, describe and copy geometric patterns:
	around us		- in nature
			- from modern everyday life
			- from our cultural heritages
			- Create own geometric patterns:
			- with concrete objects
			- by drawing lines
			Shapes or objects
			Describe own patterns
Number symbols and	Number symbols 1-700	Pictures of number names	Identify, recognise and read number symbols 1-700
number names	• Recognise	Pictures of number	Write number symbols 0-20
	• Identify	symbols	• Know number names in multiples of 10s up to 700
	• Read	• 1000 chart	
	Number names 1-700		
	• Write		

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Length	Measure, order and record length	Objects	The following can be used:
	using standardised unit of length		- metre sticks
	metres (m) and centimetres (cm)		- metre long length of string
			- measuring tape
			- ruler
Week 6	Counting objects	Solve problems in context	Patterns, functions and algebra
Continue with the	Mental Mathematics	• Time	•Measurement
following daily			Data handling
Addition and	Solve word problems in context	Number chart	Use the following techniques when solving problems
Subtraction: Word	and explain own solution to	Calculator	and explain solutions to problems
Problems	problems involving addition and		Building up and breaking down of numbers
	subtraction with answers up to 300		Doubling and halving
			Number lines
			• 100 chart
			Rounding off in tens and hundreds
Addition and	• Add to 200	Number charts	Use appropriate symbols
subtraction	Subtract from 200		(+, -, =, □)Represent data
Symmetry	Recognise and draw line of	Geometrical shapes	Recognise symmetry in own body
	symmetry	Non geometrical shapes	Recognise and draw line of symmetry in 2D
			geometrical shapes and non-geometrical shapes
Week 7	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 5	
		LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Repeated addition	Solve number problems in context	Concrete apparatus e.g.	Use the following techniques when solving problems
leading to	and explain own solution to	Counters or any concrete	and explain solutions to problems
multiplication:	problems involving multiplication	objects available	Building up and breaking down of numbers
Problem Solving	with answers up to 200		Doubling and halving
			Number lines
			• 100 chart
			Rounding off in tens and hundreds
			Calculator
Repeated addition	• Multiply numbers 1 to 10 by 2, 3, 4, 5,	Number chart	• Use appropriate symbols (+, x, =)
leading to	and 10		● Tables 2, 3, 4, 5 and 10
multiplication			
Data Collect and sort	Collect data on the theme		Answer question posed by the teacher
objects	Draw a picture of collected objects		Collect and sort own data per different characteristics
Represent sorted	Discuss independently the		Answer questions about how the sorting was done
collection of objects	collected data		(process)
Discuss and report on	Answer questions on the data		Answer questions on what the sorted collection looks
sorted collection of			like (product)
objects			Organise and discuss data in:
			• Tables

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Collect and organise data Represent data Analyse and interpret			Pictograph Bar graphs
data			
Week 8 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Money: Problem Solving	Solve money problems involving total change in cents up to 90c and Rand up to R199.99	Real money Cut out of pictures of money	 Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200
Time	 Passing of time: Name the days of the week Name the months of the year Telling time Tell 12 hour time in hours, half hours, quarter hours and minutes 	Weather chart Birthday Chart Calendar Cell phone	 Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time Use an analogue clocks and digital clocks and other digital instruments that show time e.g.
Capacity/Volume	Formal measuring Compare Order	Objects with volume in ml and litres	The volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk
Week 9	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 5 LESSON PLANNING	
TOPIC	CONTENT	TERM 2 RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	Mental Mathematics	• Time	Measurement Data handling
Number patterns	Copy, extend and describe number sequences to at least 600	Counting chart	 Sequences should show counting forward and backwards in: 1s from any number between 0-600 10s from any multiple up to 600 5s from any multiple up to 600 2s from any multiple up to 600 3s from multiple up to 600 4s from multiples up to 600 Create own number patterns
Money	Solve money problems involving total change up to R299.99 and beyond	Real moneyPictures of moneyMoney cut outs	 Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200
Data	Answer questions on the data represented in tables, pictographs and bar graphs	Collection of objects	 Collect and sort objects per different attributes e.g. size, shape, colour Answer questions about how the sorting was done Give reasons for how collection was sorted Use pictures to represent data in pictograph Answer questions about data in pictographs
Week 10	Counting objects	Solve problems in context	Patterns, functions and algebra

		GRADE 5 LESSON PLANNING TERM 2	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the	Mental Mathematics	• Time	Measurement
following daily			Data handling
Fractions	Recognise fractions in diagrammatic	• Fruit	Use and name fractions in familiar context including
	form	• Paper	halves, quarters, third and fifth
	• Write fractions ½, ¼, ¾, ⅓, 1/5	• Shapes	 Recognise that two halves or three thirds make one
		• Fraction wall	whole
			One half and two quarters are equivalent
			Use paper folding to indicate fractions
Sharing leading to	Solve word problems in context	Concrete objects	Use the following techniques when solving problems
fractions	and explain own solutions to	Concrete shapes	and explain solutions to problems
	problems that involve equal		Building up and breaking down of numbers
	sharing leading to solutions that		Doubling and halving
	include unitary fractions e.g. half, 2		Number lines
	quarters, thirds, fifths		• 100 chart
			Rounding off in tens and hundreds
			Calculator
	1	ı	1

2.23 GRADE 5 TERM 3

	GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	Mental Mathematics	context	Measurement		
following daily		• Time	Data handling		
Time	Passing of time: Name the days of the week	Weather chart Birthday Chart	Place birthdays, public holidays, school events, religious holidays and historical events on the		
	 Name the months of the year Telling time Tell 12-hour time in hours, half hours, quarter hours and minutes 	• Calendar	 calendar Telling time Use an analogue clocks and digital clocks and other digital instruments that show time 		
Count Objects	Count to at least 600 everyday objects reliably	Concrete counters Body	Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encouraged		
Count forwards and backwards	Count forwards and backwards from 0- 600	CD rhymes and song Concrete objects	Count forwards and backwards from 0- 600 1s from any number 0-600		
			- 10s from any multiple up to 600 - 2s from any multiple up to 200		
			- 5s from any multiple up to 400 - 3s from any multiple up to 300		
Mental Mathematics	Number concept: Range 700Order a given set of selected numbers	ChartFlash cards	Calculation strategies		

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Compare numbers to 700	Number chart	Use calculation strategies to add and subtract	
	Rapidly recall		efficiently:	
	Addition and subtraction facts to 30		Put the larger number first in order to count on or	
	Add or subtract multiples of 10 from 0 to 300		count back	
			Use the relationship between addition and	
			subtraction	
			Number line	
			Doubling and halving	
			Building up and breaking down	
			Use calculators	
Number symbols and	• Revision Term 2	Pictures of number	Identify, recognise and read number symbols 1-	
number names	Number symbols 1-700	names	500	
	• Recognise	Pictures of number	Write number symbols 1-500	
	• Identify	symbols	Know number names in multiples of 10s up to	
	• Read	• 1000 chart	700	
	Number names multiples of 10 from 1-700			
	• Write 0-20			
Week 2	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events, Talinia a halidaya and historical ayanta an the	
	Name the days of the weekName the months of the year	Birthday ChartCalendar	religious holidays and historical events on the calendar	
	Telling timeTell 12 hour time in hours, half hours, quarter hours and minutes		Telling timeUse an analogue clocks and digital clocks and other digital instruments that show time	
Count objects	Count to at least 800 everyday objects reliably	CountersNumber gridsNumber charts	Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encouraged	
Count forwards and backwards in	Count forwards and backwards	Concrete Objects Chart	Count forwards and backwards in: 1s from any number between 0-800	
		Flash cardsNumber chart	10s from any multiple up to 8002s from any multiple up to 600	
			5s from any multiple up to 6003s from any multiple up to 6004s from any multiple up to 800	
Mental Maths	 Number concept: Range 1000 Order a given set of selected numbers Compare numbers to 700 and say which is 	Flash cards Number chart	Calculation strategies Use calculation strategies to add and subtract efficiently:	
	Rapidly recall Recall addition and subtraction facts to 40		Put the larger number first in order to count on or count back	

	GRADE 5 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	Add or subtract multiples of 10 from 0 to 400		Use the relationship between addition and	
			subtraction	
			Number line	
			Doubling and halving	
			Building up and breaking down	
			Use calculators	
Problem Solving:	Solve word problems in context and explain own	Concrete apparatus	Use the following techniques when solving	
Addition and	solution to problems	Counters or any	problems and explain solutions to problems	
Subtraction		concrete objects	Building up and breaking down of numbers	
Repeated addition		available	Doubling and halving	
leading to			Number lines	
multiplication			• 100 chart	
Grouping and sharing			Rounding off in tens and hundreds	
leading to division			Calculator	
Sharing leading to				
fractions				
Money				
3D objects	Range of objects	• 3D objects	Focused activities	
	Recognise and name 3D objects in the	Ball shapes	Observe and build given 3D objects using	
	classroom and in pictures	Box shapes	concrete materials such as cut-out 2D shapes,	
	- Ball shapes (spheres)	Cylinders		

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
	- Box shapes (prisms)	Pyramids	building blocks, recycled material, construction	
	- Cylinders	• Cones	kits, other 3D geometric objects	
	- Pyramids			
	- Cones			
	• Features of the objects			
	Describe, sort and compare 3D objects in			
	terms of:			
	- Size			
	- Colour			
	- shape			
	- Objects that roll			
	- Objects that slide			
Geometric pattern	Recognise and make patterns in which the	Concrete objects	Copy, extend and describe patterns around us	
	number or size of shapes in each stage		• Identify, describe and copy geometric patterns	
	changes in a predictable way		made with:	
			- Concrete objects	
			- Drawings	
			- Shapes or objects	
			Simple patterns in which shapes or group of	
			shapes are repeated in exactly the same way	

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
			 Create own geometric patterns with physical objects Create own patterns by drawing lines, shapes or objects 	
			Describe own patterns	
Week 3 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling	
Number symbols and number names	 Number symbols up to 800 Recognise Identify Read Write Number names 0-20 	 Pictures of number names Pictures of number symbols 1000 chart 	 Identify, recognise and read number symbols 1-800 Write number symbols 0-20 Know number names in multiples of 10s up to 800 	
Time	 Number names 0-20 Write Passing of time: Name the days of the week Name the months of the year Telling time Tell 12-hour time in hours, half hours, quarter hours and minutes 	Weather chart Birthday Chart Calendar	 Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time 	

	GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
			Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone		
Describe, compare and order numbers	Describe, compare and order numbers 1-500		 Compare whole numbers up to 200 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 800 Position objects in a line from first to eightieth Use ordinary numbers to show order, place per position up to80 		
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	Mental Mathematics	context	Measurement		
following daily		• Time	Data handling		
Place Value	Recognise the place value of three digit	Number chart	Decompose three digit numbers into hundreds,		
	numbers up to 800	• Flard cards	tens and units		
			• Identify and state the value of each digit		
2D Shapes	Describe, sort, compare and draw 2D	Concrete objects	Range of shapes		
	shapes:	• Pictures of shapes	• Recognise and name 2D shapes		
	- Star		- Circles		

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
	- Hart		- Triangles	
	- Circles		- Rectangle	
	- Triangles		- Squares	
	- Square		• Features of shapes	
	- Rectangles		Describe, sort and compare 2D shapes in terms	
			of:	
			- Size	
			- Colour	
			- Straight sides	
			- Curved sides	
			Draw shapes:	
			- Circles	
			- Triangles	
			- Squares	
			- Rectangles	
Week 5	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	
Addition and	Add to 400 and beyond	Number charts	Add to 400 and beyond	
Subtraction	Subtract from 400 and beyond	Number line	 Subtract from 400 and beyond 	
	Use appropriate symbols (+, -, =, □)		Use appropriate symbols (+, -, =, □)	

GRADE 5 LESSON PLANNING TERM 3			
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number patterns	Copy, extend and describe simple number sequence to at least 800	Number chart Number line 100 chart	 Counting forwards and backwards in: 1s from any number between 0-800 10s from any multiple up to 800 5s from any multiple up to 800
Week 6 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Repeated addition leading to multiplication	Multiply numbers 2, 3, 4, 5 and 10 up to 100 and beyond	Number chart Number line	 Use appropriate symbol (+, x, =) Tables 2,3,4,5 and 10
Mass	Compare and order the mass	Number charts	 Formal measuring 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 Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg
Week 7 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling

	GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Measuring	Perimeter	• 2D shapes	• Perimeter		
	Investigate the distance around 2D shapes and objects using direct comparison or informal units	• 3D objects	Use direct comparison or informal units		
Division	Divide numbers up to 100 and beyond by 2, 5, and 10	Tables	 Divide numbers up to 100 and beyond by 25, and 10 Use appropriate symbols (÷, =) 		
Week 8	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	Mental Mathematics	context	Measurement		
following daily		• Time	Data handling		
Addition and	Solve word problems in context and explain	• No line	Explain solutions to problems		
subtraction Problem	own solution to problems involving addition	Number grid	Building up and breaking down of numbers		
Solving	and subtraction with answers up to 400		Doubling and halving		
			Number lines		
			• 100 chart		
			Rounding off in tens and hundreds		
			Calculator		
Area	• Area		• Area		
	Investigate the area using tiling		Investigate the area using tiling		
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra		
	Mental Mathematics	context	•Measurement		

	GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
Continue with the following daily		• Time	Data handling		
Money	Solve money problems involving total change up to R399.99 and beyond	Real money Cut outs of money	 Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Explain solutions to problems Building up and breaking down of numbers Doubling and halving Number lines 100 chart Rounding off in tens and hundreds Calculator 		
Capacity/Volume/	 Formal measuring 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 	Objects with volume in ml and litres	Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre		
Week 10 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling		

GRADE 5 LESSON PLANNING TERM 3				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES	
Fractions	Recognise fractions in diagrammatic form	• Fruit	Use and name fractions in familiar context	
	• Write fractions ½, ¼, ¾, ⅓, 1/5	• Paper	including halves, quarters, third and fifth	
		• Shapes	Recognise that two halves or three thirds make	
		• Fraction wall	one whole	
			One half and two quarters are equivalent	
			Use paper folding to indicate fractions	

2.24 GRADE 5 TERM 4

GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Week 1	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Time	Passing of time	Weather chart	Place birthdays, public holidays, school events,	
	Name the days of the week	Birthday Chart	religious holidays and historical events on the	
	Name the months of the year	Calendar	calendar	
	• Telling time		Telling time	
	• Tell 12-hour time in hours, half hours, quarter		Use an analogue clocks and digital clocks and other	
	hours and minutes		digital instruments that show time e.g. Cell phone	
Count Objects	Count to at least 800 everyday objects reliably	Concrete counters	Give a reasonable estimate of a number of objects	
		• Body	that can be checked by counting	
			Strategy of grouping is encouraged	
Count forwards and	Count forwards and backwards from 0- 800	CD rhymes and song	Count forwards and backwards from 0- 800	
backwards		Concrete objects	- 1s from any number between 0-500	
			- 10s from any multiple up to 500	
			- 2s from any multiple up to 100	
			- 5s from any multiple up to 100	
Mental Mathematics	Number concept: Range 800	Chart	Calculation strategies	
	Order a given set of selected numbers	Flash cards		

		GRADE 5 ON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Compare numbers to 800 Rapidly recall Addition and subtraction facts to 30 Add or subtract multiples of 10 from 0 to 200	• Number chart	 Use calculation strategies to add and subtract efficiently Put the larger number first in order to count on or count back Use the relationship between addition and subtraction Number line Doubling and halving Building up and breaking down Use calculators
Number symbols	Number symbols 0-800	Pictures of number	• Identify, recognise and read number symbols 1-800
and number names	 Recognise Identify Read Number names 0-800 Write 	names • Pictures of number symbols • 1000 chart	 Write number symbols 0-800 Know number names in multiples of 10s up to 500
Week 2 Continue with the following daily	Counting objects Mental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling

GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events,	
	Name the days of the week	Birthday Chart	religious holidays and historical events on the	
	Name the months of the year	Calendar	calendar	
	Telling time		Telling time	
	• Tell 12-hour time in hours, half hours, quarter		Use an analogue clocks and digital clocks and other	
	hours and minutes		digital instruments that show time	
Count y objects	Count to at least 1000 everyday objects	Concrete objects	Count to at least 1000 everyday objects reliably	
	reliably	Number chart		
		• Number lines		
Count forwards and	Count forwards and backwards up to 1000	Concrete Objects	Count forwards and backwards in:	
backwards in		• Chart	- 1s from any number up to1000	
		• Flash cards	- 10s from any multiple up to 1000	
		Number chart	- 2s from any multiple up to 1000	
			- 5s from any multiple up to 1000	
			- 3s from any multiple up to 1000	
			- 4s from any multiple up to 1000	
			- 50s and 100s to 1000 and more	
Mental Maths	Number concept: Range 1000	• Flash cards	Calculation strategies	
	Order a given set of selected numbers	Number chart	Use calculation strategies to add and subtract	
	Compare numbers to 1000 and say which is		efficiently	
	Rapidly recall			

	GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
	Recall addition and subtraction facts to 50		Put the larger number first in order to count on or		
	Add or subtract multiples of 10 from 0 to 500		count back		
			Use the relationship between addition and		
			subtraction		
			Number line		
			Doubling and halving		
			Building up and breaking down		
			Use calculators		
Problem Solving:	Solve word problems in context and explain	Concrete apparatus	Use the following techniques when solving problems		
Addition and	own solution to problems	Counters or any	and explain solutions to problems		
Subtraction.		concrete objects	Building up and breaking down of numbers		
Repeated addition		available	Doubling and halving		
leading to			Number lines		
multiplication.			• 100 chart		
Grouping and			Rounding off in tens and hundreds		
sharing leading to			Calculator		
division					
Sharing leading to					
fractions					
Money					

		TERM 4	
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
Position, orientation	Position and directions	Real objects	Position and views
and views	 Follow directions on a map 		• The position of one object in relation to the other e.g.
	Read basic co-ordinates on a map		top and bottom
			Describe the position of one object in relation to
			another. e.g. top and bottom, front and back etc.
			Position and directions
			• Follow and give directions to move around the
			classroom and school
			• Follow directions on a map
			Read basic co-ordinates
Week 3	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	Measurement
following daily		• Time	Data handling
Number symbols	Number symbols 0-1000	Pictures of number	• Identify, recognise and read number symbols 1-1000
and number names	• Write	names	Write number symbols 0-20
	• Number names 1-700	Pictures of number	• Know number names in multiples of 10s up to 1000
	• Write 0-20	symbols	
		• 1000 chart	
3D objects	Range of objects	• 3D objects	Focused activities
	• Recognise and name 3D objects in the	Ball shapes	Observe and build given 3D objects using concrete
	classroom and in pictures	Box shapes	materials such as cut-out 2D shapes, building

	GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES		
	Features of the objects Describe, sort and compare 3D objects	CylindersPyramidsCones	blocks, recycled material, construction kits, other 3D geometric objects		
Describe, compare and order numbers	 Identify, recognise and read number symbols 0-1000 Write number symbols 0-1000 Write number names 0-20 Know number names in multiples of 10s up to 1000 	Concrete objects	 Describe, compare and order numbers 1-1000 Compare whole numbers up to 250 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000 Position objects in a line from first to hundredth Use ordinary numbers to show order, place per position up to 		
Number patterns	Copy, extend and describe number sequence to at least 1000: sequences should show counting forwards and backwards in: 1s from any number between 0-1000 10s from any multiple up to 1000 5s from any multiple up to 1000	Concrete Objects	 Copy, extend and describe number sequence to at least 1000 Sequences should show counting forward and backwards in: 1s from any number between 0-1000 10s from any multiple up to 1000 5s from any multiple up to 1000 2s from any multiple up to 1000 		

GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
			- 3s from multiple up to 1000	
			- 4s from multiples up to 1000	
			Create own number patterns	
Week 4	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	•Measurement	
following daily		• Time	Data handling	
Describe, compare	Order numbers from biggest to smallest	Number chart	Describe, compare and order numbers 1-1000	
and order numbers	and smallest to biggest; smaller than,	Number line	Compare whole numbers up to 250 using smaller	
	greater than, more than, less than and	• Objects	than, greater than, more than, less than and is equal	
	equal to, up to 1000		to	
			Order numbers from biggest to smallest and	
			smallest to biggest; smaller than, greater than, more	
			than, less than and equal to, up to 1000	
			Position objects in a line from first to hundredth	
			Use ordinary numbers to show order, place per	
			position up to 100	
Time	Passing of time:	Weather chart	Place birthdays, public holidays, school events,	
	Name the days of the week	Birthday Chart	religious holidays and historical events on the	
	Name the months of the year	Calendar	calendar	
	Telling time		Telling time	

	LESS	GRADE 5 ON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	Tell 12-hour time in hours, half hours, quarter hours and minutes		Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone
Week 5 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebraMeasurementData handling
Geometric patterns	Copy, extend and describe patterns around us	Concrete objects	Identify, describe and copy geometric patterns: in nature from modern everyday life from our cultural heritages Create own geometric patterns: with concrete objects by drawing lines Shapes or objects Describe own patterns
Place value	 Recognise the place value of three digit numbers from up to -1000 Decompose three digit numbers into hundreds, tens and units Decompose four digit numbers into thousands, hundreds, tens and units Identify and state the value of each digit 	Number grid Number line	Decompose four digit numbers into thousands, hundreds, tens and units Identify and state the value of each digit

	GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES		
		RESOURCES			
Length	Estimate, measure, order and record length	Standardised unit of	Read distances in km		
	using standardised unit of length metres	length	• centimetres (cm)		
	(m) and centimetres (cm)		Read distances in km		
Week 6	Counting objects	Solve problems in	Patterns, functions and algebra		
Continue with the	Mental Mathematics	context	Measurement		
following daily		• Time	●Data handling		
Addition and	Solve word problems in context and	Number chart	Use the following techniques when solving		
Subtraction: Word	explain own solution to problems involving		problems and explain solutions to problems		
Problems	addition and subtraction with answers up		Building up and breaking down of numbers		
	to 500		Doubling and halving		
			Number lines		
			• 100 chart		
			Rounding off in tens and hundreds		
			Calculator		
Number Patterns	Copy, extend and describe number	Number chart	Copy, extend and describe number sequence to at		
	sequence showing counting forward and	Number grid	least 1000		
	backwards	Number line	Sequences should show counting forward and		
			backwards in:		
			- 1s from any number between 0-1000		
			- 10s from any multiple up to 1000		
			- 5s from any multiple up to 1000		

	LESS	GRADE 5 SON PLANNING TERM 4	
TOPIC	CONTENT	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			 - 2s from any multiple up to 1000 - 3s from multiple up to 1000 - 4s from multiples up to 1000 • Create own number patterns
Week 7 Continue with the following daily	Counting objectsMental Mathematics	Solve problems in contextTime	Patterns, functions and algebra Measurement Data handling
Repeated addition leading to multiplication	• Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10	Number chart	 Use appropriate symbols (+, x, =) Tables 2, 3, 4, 5 and 10
Addition and subtraction	Add to 500 and beyondSubtract from 500 and beyond	Number grids Number line	Use appropriate symbols(+,-,=, □)
3D objects	 Range of objects Recognise and name 3D objects in the classroom and in pictures Features of the objects Describe, sort and compare 3D objects 	• 3D objects • Ball shapes • Box shapes • Cylinders • Pyramids • Cones	 Focused activities Observe and build given 3D objects using concrete materials such as cut-out 2D shapes, building blocks, recycled material, construction kits, other 3D geometric objects Learner must describe the objects to different attributes.
Week 8	Counting objectsMental Mathematics	Solve problems in context	Patterns, functions and algebra Measurement

GRADE 5 LESSON PLANNING TERM 4				
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES	
		RESOURCES		
Continue with the		• Time	Data handling	
following daily				
Repeated addition	Multiply numbers 2, 3, 4, 5 and 10 to a total	Multiplication tables	Multiply numbers 2, 3, 4, 5 and 10 to a total of 100	
leading to	of 100 and beyond	• Number lines	and beyond	
multiplication			• Use appropriate symbols (+, x, =)	
			• Tables 2, 3, 4, 5 and 10	
Division	Divide numbers up to 100 and beyond by	Multiplication tables	• Use appropriate symbols (÷, =)	
	2,5,10	• Number lines		
Perimeter and area	Perimeter	• 2D shapes	• Perimeter	
	• Investigate the distance around 2D shapes	• 3D objects	Use direct comparison or informal units	
	and 3D objects s		• Area	
	• Area		Use tiling	
	Investigate the area			
Week 9	Counting objects	Solve problems in	Patterns, functions and algebra	
Continue with the	Mental Mathematics	context	Measurement	
following daily		• Time	Data handling	
Money	Solve money problems involving total	South African money	Recognise and identify the South African coins 50c,	
	change up to R499.99 and beyond		R1, R2, R5 and bank notes R10, R20, R50, R100,	
			R200	
Symmetry	• Symmetry	• 2D geometrical	• Symmetry	
		shapes		
	1			

LESSON PLANNING TERM 4			
TOPIC	CONTENT	RECOMMENDED	CLARIFICATION NOTES
		RESOURCES	
	Recognise symmetry in 2D geometrical		Recognise and draw line of symmetry in 2D
	shapes and non-geometrical shapes		geometrical and non-geometrical shapes
Week 10	Counting objects	Solve problems in	Patterns, functions and algebra
Continue with the	Mental Mathematics	context	•Measurement
following daily		• Time	Data handling
Fractions	Recognise fractions in diagrammatic form	• Fruit	Use and name fractions in familiar context including
	• Write fractions ½, ¼, ¾, ⅓, 1/5	• Paper	halves, quarters, third and fifth
		• Shapes	Recognise that two halves or three thirds make one
		• Fraction wall	whole
			One half and two quarters are equivalent
			Use paper folding to indicate fractions