



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

MATHEMATICS

GRADE R-5

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

Acronymns

AAC	Augmentative Alternative Communication
CDW	Community Development Worker
DCAPS	National Curriculum Statement: Grade R - 5 for learners with Severe Intellectual Disability
NCS	National Curriculum Statement
SID	Severe Intellectual Disabilities

1. Contents

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY	5
1.1 Background	5
1.2 Overview	6
1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability	7
1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability	9
1.4 Subjects and time allocation	10
2. SECTION 2: INTRODUCTION TO MATHEMATICS	12
2.1 Introduction	12
2.2 What is Mathematics?	12
2.3 Specific Aims	12
2.4 Specific Skills	13
2.5 Focus of Content Areas	13
2.6 Age appropriate grading	16
2.7 Weighting of content areas in Grades R-5	16
2.8 Mathematics for learners with Severe Intellectual Disabilities	16
2.8.1 Time Allocation	16
2.8.2 Suggested guidelines for classroom management	17
2.9 Differentiated Approach to teaching Mathematics	18
2.10 Recommended Resources for the teaching of Mathematics in Grades R to 5	18
2.11 Intergrated Daily Programme for Grade R and 1	20
3. SECTION 3: CURRICULUM OVERVIEW FOR MATHEMATICS SKILLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITIES IN GRADES R TO 5	21
3.1 Introduction	21
3.2 Specification of content to show progression	21
3.2.1 Progression in Numbers, Operations and Relationships	21
3.2.2 Progression in Patterns, Functions and Algebra	22
3.2.3 Progression in Space and Shape	22
3.2.4 Progression in Measurement	22
3.2.5 Progression in Data Handling	22
3.3 GRADE OVERVIEW: Grade R - 5	23
3.4 TERM OVERVIEW AND ASSESSMENT PLANS FROM GRADE R – 5	46
3.4.1 TERM OVERVIEW GRADE R	46
3.4.2 ASSESSMENT PLANS: GRADE R	57
3.4.3 TERM OVERVIEW GRADE 1	65
3.4.4 ASSESSMENT PLANS: GRADE 1	74
3.4.5 TERM OVERVIEW GRADE 2	82
3.4.6 ASSESSMENT PLANS: GRADE 2	94
3.4.7 TERM OVERVIEW GRADE 3	104
3.4.8 ASSESSMENT PLANS: GRADE 3	120
3.4.9 TERM OVERVIEW GRADE 4	133
3.4.10 ASSESSMENT PLANS: GRADE 4	151
3.4.11 TERM OVERVIEW GRADE 5	173
3.4.12 ASSESSMENT PLANS GRADE 5	189
4. FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1-5	207

5. SECTION 5: ASSESSMENT	212
5.1 Introduction.....	212
5.2 Assessment principles	213
5.2.1 Definition	213
5.2.2 Informal Assessment or Daily Assessment.....	213
5.2.3 Formal Assessment.....	214
5.3 Managing assessment	217
5.3.1 Types of Assessment.....	217
5.3.2 Planning Assessment.....	218
5.3.3 Methods of Assessment.....	218
5.3.4 Assessment tools/instruments to execute assessment	219
5.4 School Assessment Programme.....	221
5.5 Assessment programme	221
5.6 Recording and Reporting	221
5.7 Moderation of Assessment.....	223
5.7.1 Moderation serves five purposes:	223
5.7.2 Internal moderation	223
5.8 General.....	223
6. RESOURCES	224

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies

that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);

- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

- (a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Facilitating the transition of learners from education institutions to either protective or open employment;
 - Providing employers with a sufficient profile of a learner's competences;
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active learning: encouraging an active approach to multi-sensory learning;
 - Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- (d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
		1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects	Time
CAPS Grades R to 5 for learners with severe intellectual disability:	
Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Welding Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing and Beauty Care Service Technology: Maintenance	8 hours
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
<p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts - Natural Sciences <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p>

2. SECTION 2: INTRODUCTION TO MATHEMATICS

2.1 Introduction

The National Curriculum Statement (NCS) Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This National Curriculum Statement: Grade R - 5 for learners with Severe Intellectual Disability aims to ensure that all children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. It also serve the purpose of equipping all learners irrespective of their socio economic background, race, gender, disability, sexual orientation, with the knowledge, skills and necessary values necessary for self-fulfilment and meaningful participation in society as citizen of a free country that provides access to Higher Education, facilitate the transition of learners from education institutions to the work place and providing employers with a sufficient profile of the learner's competences.

2.2 What is Mathematics?

Mathematics is a language that makes use of symbols and notations to describe numerical, basic geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships, in physical and social phenomena, and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving techniques that will contribute in decision-making.

2.3 Specific Aims

To use mathematical knowledge and skills learnt in the classroom and to apply them in the real world; to equip the learners, irrespective of their socio background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in the society as a citizen of the free country. Facilitating the transition of learners from educational institution to work in the community e.g. Community Development Worker (CDW) or a sheltered workplace. It helps the teacher to be able to:

- create a learner's profile of competences - the profile will bridge the gap between the home and the school;
- identify what the learner knows, can do and demonstrate in the teaching and learning situation;
- work effectively as individuals in/or a member of a team;
- Communicate effectively or by using Augmentative Alternative Communication (AAC) and other communicative devices (Sign language, Braille, etc.)

2.4 Specific Skills

The curriculum is aimed at equipping the learner with mathematical skills to:

- manage their own budget (grants and income, living expenses) under supervision
- apply and utilise in the work situation; and
- utilise numerical data accordingly

2.5 Focus of Content Areas

Mathematics covers five content areas. Each content area contributes to the acquisition of specific skills. The content areas are:

- Number Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shapes
- Measurement
- Data handling

MATHEMATICS CONTENT KNOWLEDGE OVERVIEW FOR GRADES R-5		
Content Area	General Content Focus	Grade R to 5 content Focus
Numbers, Operations and Relationships	Development of number sense that includes to: <ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Know number symbols, number values and number names • Describe, compare and order numbers • Recognise place value of numbers • Solve problems in context • Complete context free calculations • Represent numbers in different ways • Know South African coins and bank notes 	<ul style="list-style-type: none"> • The number range developed by the end of Grade 5 includes whole numbers to at least 1000. • Counting enables learners to develop number concept, mental Mathematics, estimation, calculation skills and recognition of patterns • Number concept development helps learners to learn about properties of numbers and to develop strategies that can make calculations easier • Learners build an understanding of basic operations of addition, subtraction, multiplication and division with support • Learners develop fraction concept through solving problems involving the sharing of physical quantities and by using drawings • Solving problems in context enables learners to communicate their own thinking orally and visually
Patterns, Functions and Algebra	Expositor to patterns, develops a sense of order and sequencing <ul style="list-style-type: none"> • Copy and extend simple geometric and number patterns using concrete objects and drawings 	<ul style="list-style-type: none"> • Use concrete objects, drawings and symbolic forms to copy, extend, describe and create patterns • Describing the pattern helps learners to follow simple order and sequence • Number patterns support number concept development

Space and Shape (Geometry)	<p>The main progression in Space and Shape is achieved by:</p> <ul style="list-style-type: none"> • Focus on new properties and features of shapes and objects. • Move from learning the language of position and matching different views of the same objects to reading and following directions 	<ul style="list-style-type: none"> • Learners recognise and name objects in their environment • Learners describe the features 3D objects and 2D shapes • Learners match and sort 3D objects and 2D shapes according to their shape and size • Learners follow and give directions • Learners build models using 3D objects • Learners can describe their own positions and the positions of others and objects in the environment
Measurement	<p>Measurement focuses on informal and formal ways of measuring. It enables the learner to:</p> <ul style="list-style-type: none"> • Make sensible measurement estimates • Measure using non-standard and standardised measuring tools 	<ul style="list-style-type: none"> • The concept of measurement is developed by working practically with different concrete objects and shapes which facilitates learning the properties of time, length, capacity, mass, and area • Activities related to time should include days of week, months of the year, reading a calendar and know how to tell and read time (analogue and digital clocks) • Learners learn concepts of capacity and mass
Data Handling	<p>Through the study of data handling the learner develops the skills to:</p> <ul style="list-style-type: none"> • Collect • Organise • Represent • Analyse and interpret • Record and report 	<p>The data handling focus is on sorting objects according to features such as shape, size and colour. Learners are expected to:</p> <ul style="list-style-type: none"> • Collect objects in the immediate environment • Sort objects with similar features • Identify objects that are similar in a set • Represent data collected

2.6 Age appropriate grading

Learners with Severe Intellectual Disabilities (SID) are progressed and promoted on age and not according to their scholastic performance. The suggested Grades according to age are as follows:

Age	Suggested Grade
5, 6, 7 years	Grade R
8-9 years	Grade 1
10-11 years	Grade 2
12-13 years	Grade 3
14-15 years	Grade 4
16, 17, 18 years	Grade 5

2.7 Weighting of content areas in Grades R-5

The weighting of the Mathematics content areas, serves two primary purposes: firstly the weighting gives guidance on the amount of time needed to address the concepts within each content area adequately; secondly the weighting gives guidance on the spread of content for assessment purposes. The suggested weighting of the Mathematics content areas for Grades R to 5:

Content Areas	Grade R-3	Grade 4&5
	Weightings	Weightings
Numbers, Operations and Relationships	55%	50%
Patterns, Functions and Algebra	10%	10%
Space and Shape (Geometry)	10%	10%
Measurement	15%	20%
Data handling	10%	10%

2.8 Mathematics for learners with Severe Intellectual Disabilities

The Mathematics programme has been adapted to accommodate learners with Severe Intellectual Disabilities (SID). The pedagogy and methodology should support activity based learning.

2.8.1 Time Allocation

The suggested time allocation for Mathematics in **Grades R to 3** is **5 hours** per week which works out to at least 1 hour per day. For in **Grades 4-5** the suggested time allocation is **3 hours** per week which calculates to a minimum of 30 minutes per day over five days.

Table reflecting the distribution of time between the subjects

SUBJECT	5-14 YEARS	14-18 YEARS
Home Language	10 hours per week	6 hours per week
First additional language		2 hours per week
Mathematics	5 hours per week	3 hours per week
Life Skills	8 hours per week	5 hours per week
Physical Education	1 hour per week	1 hour per week
Natural sciences		1 hour 30 minutes per week
Creative arts	3 hours 30 minutes / week	1 hour per week

2.8.2 Suggested guidelines for classroom management

The programme must accommodate each individual learner. Each individual should be taught and supported according to their level of support needed (high, moderate, low). Small group focussed teaching should be encouraged, to facilitate individual support.

Small group teaching

“Teaching and Learning in small groups has a valuable part to play in the all-round education of learners. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with the teacher, than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading” (Jacques, 1991). It helps the learner to express his/her ideas and thoughts in a small group, where there is trust and confidentiality.

Independent activities

Teacher chooses independent activities to suit the level of each individual learner. Independent activities are given to learners especially those that can work for short periods of time on their own.

Visual stimulating classroom

Simmons (1995) stated that colour, in the learning environment improves visual processing, reduces stress, and challenges brain development. Visual stimulation rewires the brain, making stronger connections while nurturing visual thinking, problem solving, and creativity. Therefore the colours we use in a learning environment should maximize information retention and stimulate learner participation.

2.9 Differentiated Approach to teaching Mathematics

Use a Differentiated Approach to teach Mathematics in Grades R to 5 to support learners experiencing barriers to learning. Teacher must know the learners in the class and differentiate the activity to suit each learner's learning style (Auditory, Visual, and Kinesthetic). Differentiate the content; from known to the unknown, using concrete, visual and auditory learning resources. Concepts must be introduced from the concrete, semi-concrete to the abstract. In other words, the acquisition of emergent Mathematics and related mathematical concepts should, adhere to the following learning principles where children move through three stages of learning namely the:

- Kinesthetic stage (experience concepts with the body and senses);
- Concrete stage (3D, using a variety of different objects such as blocks, bottle tops, twigs and other objects in the environment); and
- Semi-concrete stage (paper and pencil representations using drawings, matching cards etc.)

Creative Arts activities should also have a mathematical emphasis, for example, using geometric shapes such as circles and squares to make a collage, or designing a pattern to frame a picture. The weather chart, calendar and birthday charts provide opportunities for exploring mathematical concepts. It is the teacher's knowledge and initiative that can maximise learning potential.

Routines where children participate actively, such as snack time, arrival, home time and toilet routines, can also be given a Mathematics focus.

2.10 Recommended Resources for the teaching of Mathematics in Grades R to 5

<ul style="list-style-type: none">• Counters• Abacus• Legos• Large and small (dice)• Board games• Height chart• Metre stick• Measuring stick• Measuring cups• Big counting frame/mat	<ul style="list-style-type: none">• Play money- coins and notes• Birthday chart/calendar• Weather chart• Bathroom scale• Balancing scale• Kitchen scale• Building blocks• Chalk boards/ white boards for children• Modelling clay• Large analogue and digital wall clock
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<ul style="list-style-type: none"> • Big 1-10 and 1-100 number grid posters • Number lines • Number cards • A calendar for the current year • Boxes of different shapes and sizes • Empty containers (recycled material) of different shapes and sizes • A variety of plastic or cardboard shapes 	<ul style="list-style-type: none"> • Flard cards • Calculator • 3D objects: sphere (ball), a rectangular prism (box), cube, cone, pyramid and cylinder • Mathematical games, e.g. Ludo, Snake and Ladder, Jigsaw Puzzles, Dominoes, Tangrams etc
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Essentials:

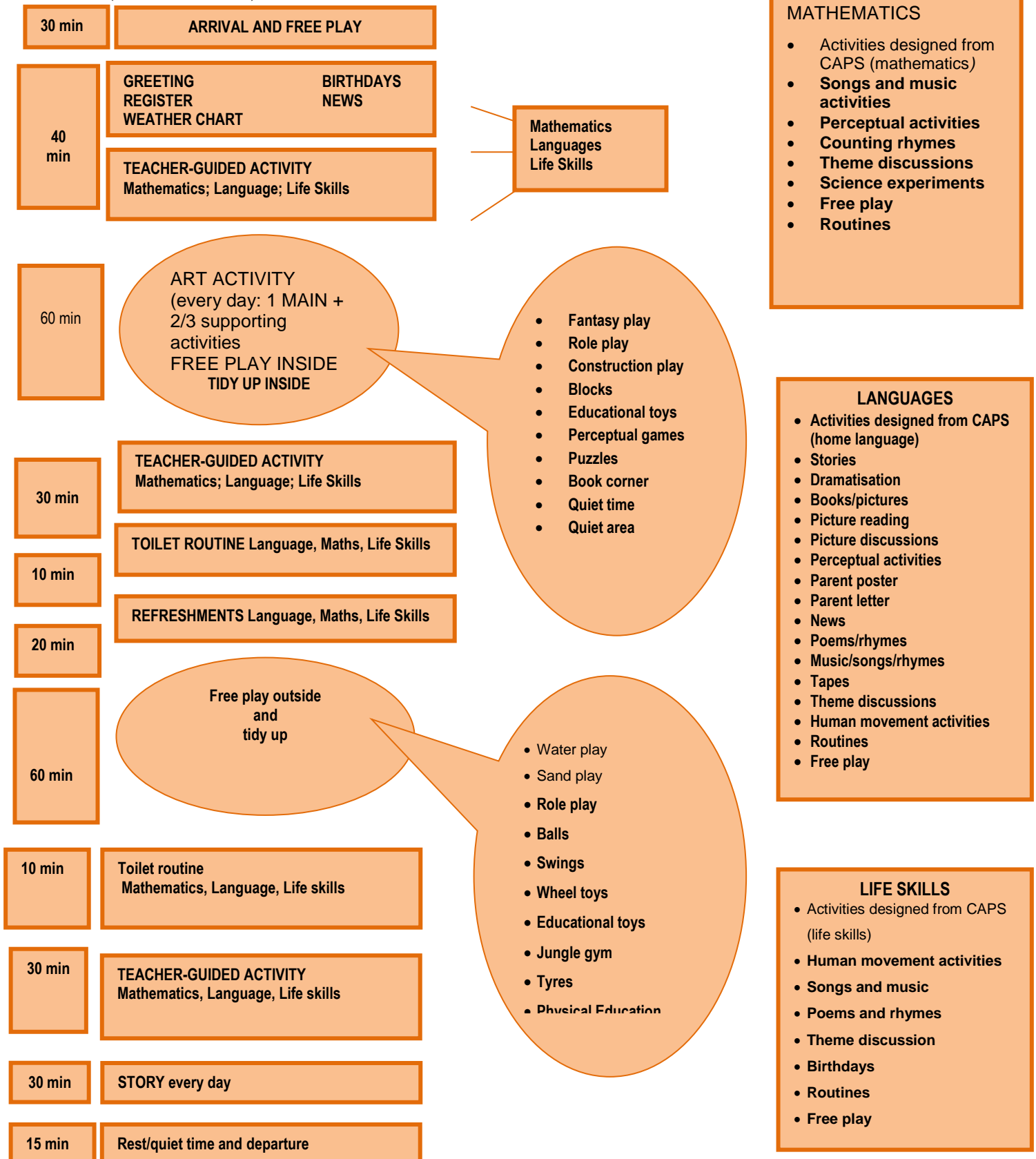
- Areas for sand and water play
- Apparatus for climbing, balancing, swinging and skipping
- A Mathematics corner/centre in the classroom with mathematical games etc.

Other Resources

- DBE Workbooks

2.11 Intergrated Daily Programme for Grade R and 1

(± 7:30 – 13:00)



3. SECTION 3: CURRICULUM OVERVIEW FOR MATHEMATICS SKILLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITIES IN GRADES R TO 5

3.1 Introduction

The National Curriculum Statement: Grade R - 5 for learners with Severe Intellectual Disability (DCAPS) for learners with **Severe Intellectual Disabilities** has a compulsory teaching time of **5 hours** for **Grades R-3** and **3 hours** for **Grades 4-5 per 27,5 hour week**. The curriculum overview gives a breakdown of:

- **GRADE OVERVIEW**
- **TERM OVERVIEW**
- **ASSESSMENT PLAN**

3.2 Specification of content to show progression

The **Grade Overview** shows the progression of concepts and skills across Grade R – 5 and the **Term overview** shows the progression over the four terms of the year. However, in certain topics the concepts and skills are similar in two or three successive Grades. The **Assessment Plans** gives specific guidelines on formal assessment to be done per week and term. The **Lesson Plan Tracker and clarification notes** (in a separate document) give guidelines on how progression should be addressed. The specification of content should therefore be read in conjunction with the lesson plan tracker and clarification notes.

3.2.1 Progression in Numbers, Operations and Relationships

- The main progression in Numbers, Operations and Relationships happens in three ways:
 - The number range increases.
 - Different kinds of numbers are introduced.
 - The calculation strategies change.
- As the number range for doing calculations increases up to Grade 5, learners should develop more efficient strategies for calculations.
- Contextual problems should take account of the number range for the grade as well as the calculation competencies of learners.

3.2.2 Progression in Patterns, Functions and Algebra

- In Patterns, Functions and Algebra, learners get opportunities to:
 - Complete and extend patterns represented in different forms
 - Identify and describe patterns.
- Describing patterns lays the basis for learners in the work environment.

3.2.3 Progression in Space and Shape

- The main progression in Space and Shape is achieved by:
 - focussing on new properties and features of shapes and objects in each grade: and
 - moving from learning the language of position and matching different views of the same objects to reading and following directions on informal maps.

3.2.4 Progression in Measurement

- The main progression in measurement across the grades is achieved by the introduction of :
 - new forms of measuring;
 - new measuring tools, starting with informal tools and moving to formal measuring instruments.
- Calculations and problem-solving with measurement should take cognisance of the number work that has already been covered.

3.2.5 Progression in Data Handling

- The main progression in Data Handling across the grades is achieved by:
 - moving from working with objects to working with data;and
 - working with new forms of data representation.
- Learners should work through the full data cycle at least once a year- this involves collecting and organising data, representing data, analysing, interpreting and reporting data.
- Some of the above aspects of data handling can also be dealt with as discrete activities.

The following tables indicate the Grade Overview of the content areas.

3.3 GRADE OVERVIEW: Grade R - 5

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers						
1.1 Count objects	<ul style="list-style-type: none"> Count concrete objects to at least 1-10 reliably 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1-20 reliably 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1- 50 reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1- 200 reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count to at least 500 everyday objects reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count to at least 1000 everyday objects reliably Count by grouping is encouraged
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Recite counting rhymes and songs Count forwards from 0 to 5 	<ul style="list-style-type: none"> Recite counting rhymes and song Count forwards and backwards from 0-10 	<ul style="list-style-type: none"> Count forwards from 0-50 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-20 - 10s between 0-50 	<ul style="list-style-type: none"> Count forwards from 0-200 Count forwards and backwards from any number between 0-100 in multiples of: <ul style="list-style-type: none"> - 2s from 0-200 - 5s from 0-200 - 10s from 0-200 	<ul style="list-style-type: none"> Count forwards and backwards from 0-500 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-500 - 5s from 0-500 - 10s from 0-500 	<ul style="list-style-type: none"> Count forwards and backwards from 0-1000 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-500 - 5s from 0-500 - 10s from 0-1000 - 3s from 0-100 - 4s from 0-100 - 50s and 100s to 1000 and beyond

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers						
1.3 Number symbols and number names	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-5 	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-10 Write number symbols 1-10 	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-100 Know the number names 1-5 Know number names in multiples of 10s up to 50 Write number symbols 1-20 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols from 1-200 Know the number names 1-10 Know number names in multiples of 10s up to 100 Write number symbols 1-50 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols 1-500 Know the number names 1-20 Know number names in multiples of 100s up to 1000 Write number symbols 1-100 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols 1-1000 Know the number names 1-1000 Know number names in multiples of 10s and 100s up to 1000 Write number symbols 1-1000
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers						
1.4 Describe, compare and order numbers	Use ordinal numbers to show order, place or position: <ul style="list-style-type: none"> Develop an awareness of ordinal numbers e.g. first, second, third 	Order, compare and represent numbers to 5 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than 	Order, compare and represent numbers to 10 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to Order numbers from smallest to 	Order, compare and represent numbers to 50 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to, and greater than 	Order, compare and represent numbers to 100 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to, greater than and smaller than 	Order, compare and represent numbers to 1000 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to, greater than and smaller than

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		Use ordinal numbers to show order, place or position <ul style="list-style-type: none"> Position objects in a line from first to fifth 	biggest up to 1-5 <ul style="list-style-type: none"> Compare whole numbers according to big, small, smaller than, bigger than, up to 10 Position objects in a line from first to tenth or first to last 	<ul style="list-style-type: none"> Compare whole numbers according to, more than, less than, is equal up to 50 Position objects in a line from first to 20th or first to last (ordinal numbers) 	<ul style="list-style-type: none"> Compare whole numbers according to more than, less than, is equal to, most, least, fewer up to 100 Position objects in a line from first to 50th or first to last (ordinal numbers) Use, read and write ordinal numbers, including abbreviated form first to 30th 	<ul style="list-style-type: none"> Compare whole numbers according to more than, less than, equal to, most, least, fewer up to 1000 Position objects in a line from first to 100th or first to last (ordinal numbers) Use, read and write ordinal numbers, including abbreviated form first to 100th
NUMBER CONCEPT DEVELOPMENT: PLACE VALUE						
1.5 Place value			Begin to recognise the place value of two-digit numbers to 20 <ul style="list-style-type: none"> Decompose two-digit numbers into multiples of tens 	Begin to recognise the place value of two-digit numbers to 99 <ul style="list-style-type: none"> Decompose two-digit numbers into multiples of tens 	Begin to recognise the place value of three-digit numbers to 200 <ul style="list-style-type: none"> Decompose three-digit numbers into 	Begin to recognise the place value of three and four-digit numbers to 1000 <ul style="list-style-type: none"> Decompose three and four-digit numbers into

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			and units • Identify and state the value of each digit	and units • Identify and state the value of each digit	multiples of hundreds, tens and units • Identify and state the value of each digit	multiples of thousands, hundreds, tens and units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT						
1.6 Problem solving techniques	• Use concrete apparatus e.g. counters and physical number ladder	• Use concrete apparatus e.g. counters and physical number ladder • Practise doubling	• Use concrete apparatus e.g. physical number ladders; counters and pictures • Practise doubling and halving • Use number lines supported by concrete apparatus	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off in tens • Calculators	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off in 10s • Calculators	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off to the nearest 5, 10, and 100
1.7 Addition and subtraction	• Solve verbally stated problems with answers up to 5	• Use concrete objects to solve problems involving addition and subtraction with	• Solve word problems (story sums) in context and explain own solution to	• Solve word problems (story sums) in context and explain own solution to	• Solve word problems (story sums) in context and explain own solution to	• Solve word problems (story sums) in context and explain own solution to

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		answers up to 10	problems involving addition and subtraction with answers up to 20	problems involving addition and subtraction with answers up to 100	problems involving addition and subtraction with answers up to 250	problems involving addition and subtraction with answers up to 500
1.8 Repeated addition leading to multiplication			• Solve addition problems of 2s and 10s with answers up to 50	• Solve addition problems of 2s, 5s and 10s with answers up to 100	• Solve addition problems of 2s, 5s and 10s with answers up to 250	• Solve addition problems of 2s, 5s and 10s with answers up to 500
1.9 Grouping and sharing leading to division	• Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to 5	• Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to 10	• Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to 20	• Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up to 50	• Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to 100 and with answers that may include remainders	• Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to 500 and with answers that may include remainders
SOLVE PROBLEMS IN CONTEXT						
1.10 Sharing leading to fractions	• Introduction to half using concrete objects	• Introduction to half using halving of concrete objects	• Introduction to half using halving of concrete objects	• Solve and explain solutions to practical problems that involve equal sharing leading to	• Solve and explain solutions to practical problems that involve equal sharing leading to	• Solve and explain solutions to practical problems that involve equal sharing leading to

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				solutions that include unitary fractions e.g. half , quarter	solutions that include unitary and non-unitary fractions e.g. half, quarter, third	solutions that include unitary and non-unitary fractions e.g. half, quarter, third, fifth
1.11 Money	<ul style="list-style-type: none"> Develop an awareness of and recognise South African coins 	<ul style="list-style-type: none"> Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 	<ul style="list-style-type: none"> Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, R200.00 	<ul style="list-style-type: none"> Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00 Solve money problems involving totals and change up to R100.00 	<ul style="list-style-type: none"> Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00 Solve money problems involving totals and change up to 90c and R200.00 	<ul style="list-style-type: none"> Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00 and R200.00 Solve money problems involving total and change in Rand and cents up to R500.00 Conversions between Rand and cents
CONTEXT FREE CALCULATIONS						
1.12	<ul style="list-style-type: none"> Use concrete 	<ul style="list-style-type: none"> Use concrete 	<ul style="list-style-type: none"> Use concrete 	<ul style="list-style-type: none"> Use the following 	<ul style="list-style-type: none"> Use the following 	<ul style="list-style-type: none"> Use the following

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
Techniques (method or strategies)	apparatus e.g. counters	apparatus e.g. counters <ul style="list-style-type: none"> • Practise doubling and halving • Use number lines • Use 100 chart 	apparatus to solve maths problems e.g. drawings or concrete objects <ul style="list-style-type: none"> • Practise doubling and halving • Use number lines • Use 100 chart 	techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> • Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Round off in 10s 	Techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> • Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Round off in 10s 	techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> • Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Round off in 10s and 100s
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Solve verbally stated addition and subtraction problems with concrete objects up to 5 	<ul style="list-style-type: none"> • Solve verbally stated addition and subtraction problems with concrete objects up to 10 	<ul style="list-style-type: none"> • Add to 20 • Subtract from 20 • Practise number bonds up to 5 • Use appropriate symbols(+,-,=,□) 	<ul style="list-style-type: none"> • Add to 99 • Subtract from 99 • Practise number bonds to 10 • Use appropriate symbols(+,-,=,□) 	<ul style="list-style-type: none"> • Add to 200 • Subtract from 200 • Practise number bonds to 20 • Use appropriate symbols (+,-,=,□) 	<ul style="list-style-type: none"> • Add to 500 and • Subtract from 500 • Practise number bonds to 30 • Use appropriate symbols(+,-,=,□)
CONTEXT FREE CALCULATIONS						
1.14 Repeated		<ul style="list-style-type: none"> • Add the same number repeatedly 	<ul style="list-style-type: none"> • Add the same number repeatedly 	<ul style="list-style-type: none"> • Add the same number repeatedly 		

GRADE OVERVIEW GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
addition leading to multiplication		up to 10	up to 20 • Use appropriate symbols(+,=)	up to 50 • Multiply numbers 1 to 10 by 2, 10, 5 to a total of 50 • Use appropriate symbols(+,x,=)	• Multiply numbers 1-10 by 2, 5 ,3, 10 to a total of 100 • Use appropriate symbols(+, x, =)	• Multiply any number by 2, 5, 3 ,4 and 10 up to 100 • Use appropriate symbols(+, x, =)
1.15 Division					• Divide numbers to 50 by 2, 5, 10 • Use appropriate symbols (÷, =)	• Divide numbers to 100 by 2, 5, 10 • Use appropriate symbols (÷, =)
1.16 Mental Mathematics	Number concept range 5 • Count everyday objects • Count forwards	Number concept range 10 • Name the number before and after a given number • Compare numbers and say which is more or less	Number concept range 20 • Name the number before and after a given number • Compare numbers and say which is 1 or 2 more or less • Solve addition and subtraction problems (number bonds) to 5	Number concept: range 100 • Name the number before and after a given number • Compare numbers and say which is 1, 2 and 3 more or less • Solve addition and subtraction problems to 20	Number concept: range 200 • Name the number before and after a given number • Solve addition and subtraction problems (number bonds) to 30	Number concept: range 1000 • Name the number before and after a given number • Solve addition and subtraction problems (number bonds) to 50

GRADE OVERVIEW GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				<ul style="list-style-type: none"> • Order a given set of selected numbers 	<ul style="list-style-type: none"> • Know multiplication tables of 5, 10 and 2 	<ul style="list-style-type: none"> • Know multiplication tables of 2, 5, 10, 3 and 4
1.17 Fractions			<ul style="list-style-type: none"> • Use and name unitary fractions including halves 	<ul style="list-style-type: none"> • Use and name unitary fractions including halves and quarters • Recognise fractions diagrammatically • Write fractions as 1 half 	<ul style="list-style-type: none"> • Use and name unitary fractions including halves, quarters and thirds • Recognise fractions diagrammatically • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ 	<ul style="list-style-type: none"> • Use and name unitary fractions including halves, quarters, thirds and fifths • Recognise fractions diagrammatically • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{5}$

GRADE OVERVIEW GRADES R TO 5						
2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
2.1 Geometric patterns	Copy, extend and represent <ul style="list-style-type: none"> Copy simple patterns using concrete objects; e.g. using colours and shapes 	Copy, extend and represent <ul style="list-style-type: none"> Copy simple patterns using concrete objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects Copy patterns made with drawings of lines, shapes or objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or objects Copy and extend patterns made with drawings of lines, shapes or objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend and create patterns made with drawings of lines, shapes or objects Copy, extend and create complex patterns made with drawings of lines, shapes or objects Patterns around us <ul style="list-style-type: none"> Identify and copy geometric patterns in nature and from cultural heritage 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend, and represent patterns made with drawings of lines, shapes or objects Copy, extend and create complex patterns made with drawings of lines, shapes or objects Patterns around us <ul style="list-style-type: none"> Identify and copy geometric patterns in nature and from cultural heritage
2.2 Number patterns			<ul style="list-style-type: none"> Copy and extend Copy and extend simple number sequences to at least 20 	<ul style="list-style-type: none"> Copy and extend Copy and extend simple number sequences to at least 100 	<ul style="list-style-type: none"> Copy, extend and describe Copy, extend and describe number sequences to at least 500 	<ul style="list-style-type: none"> Copy, extend and describe Copy, extend and describe number sequences to at least 1000 in

GRADE OVERVIEW GRADES R TO 5						
2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
						multiples of 100s, 10s, 5s, 2s, 3s, 4s • Create, extend and describe own patterns

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom 	Language of position <ul style="list-style-type: none"> Describe 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 <ul style="list-style-type: none"> Describe the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> Follow directions to move around the 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e. g. top and bottom etc. Position and directions <ul style="list-style-type: none"> Follow directions to move around the 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions using a map 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom and left and right etc. Recognise and match different views of the objects Position and directions <ul style="list-style-type: none"> Follow directions to move around the 	Position and views <ul style="list-style-type: none"> Recognise and match different views of the same everyday object <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom and left and right etc. Position and directions <ul style="list-style-type: none"> Follow and give directions to move

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		classroom <ul style="list-style-type: none"> Follow instructions to place one object in relation to another 	classroom <ul style="list-style-type: none"> Follow instructions to place one object in relation to another 	<ul style="list-style-type: none"> Follow instructions to place one object in relation to another 	classroom and school <ul style="list-style-type: none"> Give directions to move around the classroom and school Follow directions from one place to another on an informal map 	around the classroom and school <ul style="list-style-type: none"> Follow directions on a map Reading basic co-ordinates
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom e.g. box and ball shapes Focused activities <ul style="list-style-type: none"> Use 3D objects such as building blocks, recycling material etc. to construct objects e.g. towers, bridges 	Range of objects <ul style="list-style-type: none"> Recognise, name and identify 3D objects in the classroom e.g. box and ball shapes Features of objects <ul style="list-style-type: none"> Sort 3D objects in terms of: <ul style="list-style-type: none"> size colour 	Range of objects <ul style="list-style-type: none"> Recognise, name and identify 3D objects in the classroom e.g. <ul style="list-style-type: none"> ball shapes, (spheres) box shapes (prisms) cylinders Features of objects <ul style="list-style-type: none"> Sort 3D objects in 	Range of objects <ul style="list-style-type: none"> Recognise and describe 3D objects in the classroom e.g. <ul style="list-style-type: none"> ball shapes, (spheres) box shapes (prisms) cylinders Features of objects <ul style="list-style-type: none"> Describe, sort and 	Range of objects <ul style="list-style-type: none"> Recognise and describe 3D objects in the classroom and in pictures e.g. <ul style="list-style-type: none"> ball shapes, (spheres) box shapes (prisms) cylinders pyramids cones Features of objects <ul style="list-style-type: none"> Describe, sort and 	Range of objects <ul style="list-style-type: none"> Recognise and describe 3D objects in the classroom and in pictures e.g. <ul style="list-style-type: none"> ball shapes, (spheres) box shapes (prisms) cylinders pyramids cones Features of objects <ul style="list-style-type: none"> Describe, sort and

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			terms of: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - shape - objects that roll - objects that slide	compare 3D objects in terms of: - size - colour - objects that are flat - objects that are curved
3.3 2D shapes	<ul style="list-style-type: none"> Introduce figure ground perception and identify geometric shapes: - Star - Hart - Circle 	<ul style="list-style-type: none"> Introduce figure ground perception and identify geometric shapes: -Star -Hart -Circle -Triangles -Squares 	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: size colour Draw shapes	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: size colour straight sides Draw shapes	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: size colour straight sides curved sides Draw shapes	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: size colour straight sides curved sides Draw shapes

GRADE OVERVIEW GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			<ul style="list-style-type: none"> • Star • Hart • Circles • Triangles • Squares 	<ul style="list-style-type: none"> • Star • Hart • Circles • Triangles • Squares • Rectangles 	<ul style="list-style-type: none"> • Star • Hart • Circles • Triangles • Squares • Rectangles 	<ul style="list-style-type: none"> • Star • Hart • Circles • Triangles • Squares • Rectangles
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in geometrical and non-geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in 2D geometrical and non-geometrical shapes • Determine line of symmetry through paper folding and reflection

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
4.1 Time	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Talk about things that happen during the day and night • Talk about things that happen: during day and night - Class Routine - Use weather chart - Use birthday chart - Use season chart 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Talk about things that happen: during day and night - Class Routine - Use weather chart - Use birthday chart - Use season chart 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Sequence events that happened to them during the day and night • Start to use time concepts: - Today, tomorrow - Class Routine - Use weather chart - Birthday cart - Season cart • Introduce 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Sequence events that happened to them during the day and during the night • Know time concepts e.g. today, tomorrow • Name and sequence: - days of week - months of the year • Describe when something happens using the language e.g. morning, afternoon, night, early, late • Place birthdays on a calendar • Read 12 hour time 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time Name and sequence: <ul style="list-style-type: none"> - days of week - months of the year • Place birthdays, religious festivals, public holidays, historical events, school events on a calendar • Read 12 hour time 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Tell the time • Read dates on calendars • Place birthdays, religious festivals, public holidays, historical events and school events on a calendar • Read 12 hour time in hours, minutes and seconds on digital clocks and watches and cell

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				in hours and half hours on digital clocks and watches and Cell phones • Read 12 hour time in hours	in hours, half hours and quarter hours and minutes on digital clocks and watches and cell phones • Read 12 hour time in hours and half hours in Analoge.	phone • Read 12 hour tome in hours, half hours and quarter to and quarter past.
4.2 Length	Informal measuring • Compare the length (long and short)	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide)	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide) • Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide) • Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters	Informal measuring • Estimate, measure, compare, order and record length using non-standard measures e.g. hands/feet, pencils, string, objects • Describe the length	Informal measuring • Estimate, measure, record, compare, and order, length using non-standard measures e.g. hands/feet, pencils, string and objects • Describe the length

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
					of objects by counting and stating the length in informal units Introducing formal Measuring • Estimate, measure, compare order and record length using: - Metres (m) - Centimetres (cm)	of objects by counting and stating the length in informal units Formal measuring • Estimate, measure, compare, order and record length using: - Centimetres (cm) - Metres (m) - Kilometres (km)
4.3 Mass	Informal measuring • Compare and order the mass of two or more objects by feeling them	Informal measuring • Compare and order the mass of two or more objects by feeling them	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	Informal measuring • Estimate, measure, compare and order mass using a balancing scale and nonstandard measures e.g. blocks, bricks • Describe the mass of objects by counting and stating	Informal measuring • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures • Describe the mass of objects by counting and	Informal measuring • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures • Describe the mass of objects by counting and stating

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				<p>the mass in informal units</p> <ul style="list-style-type: none"> • Discuss mass e.g. light, heavy, lighter, heavier • Introduce formal measuring • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms (kg) e.g. 2kg rice and 1 kg flour • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg 	<p>stating the mass in informal units</p> <ul style="list-style-type: none"> • Discuss mass e.g. light, heavy, lighter, heavier • Formal measuring • Compare, order and record the mass of commercially packaged objects which have their mass stated in kilograms (kg) and grams (g) • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg 	<p>the mass in informal units</p> <ul style="list-style-type: none"> • Formal measuring • Compare, order and record the mass of commercially packaged objects which have their mass stated in: Kilograms (kg) Grams (g) • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg and g

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
4.4 Capacity /volume	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water 	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty 	Informal measuring <ul style="list-style-type: none"> • 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 • Compare and order the volume of commercially packaged objects which have their volume stated only 	Informal measuring <ul style="list-style-type: none"> • 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. 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml of cool drink and 1 litre of milk Measuring cups and jugs Spoons e.g. teaspoons,	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. Spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml of cool drink and 1 litre of milk Measuring cups and jugs Spoons e.g. teaspoons,

GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			in litres e.g. 2litre of cool drink and 1litre of milk	spoons and cups Introduction of formal measuring • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml cool drink and 1litre milk	tablespoons Millilitre (ml) Litre (l)	tablespoons Millilitre (ml) Litre (l)
4.5 Perimeter and area						Perimeter • Measure perimeter using rulers and measuring tape Area • Investigate the area of regular and irregular shapes by counting squares on grids

GRADE OVERVIEW GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
5.1 Collect and sort objects	<ul style="list-style-type: none"> Collect and sort everyday concrete objects 	<ul style="list-style-type: none"> Collect sort everyday concrete objects according to certain characteristics 	<ul style="list-style-type: none"> Collect and sort concrete objects and draw pictures of the collected objects 	<ul style="list-style-type: none"> Collect data on the theme Answer question posed by the teacher 	<ul style="list-style-type: none"> Collect data on the theme Answer question posed by the teacher 	<ul style="list-style-type: none"> Collect and sort data in the environment according to stated features e.g. (colour, shape and length)
5.2 Represent sorted collection of objects	<ul style="list-style-type: none"> Collect and sort objects according to size e.g. big and small 	<ul style="list-style-type: none"> Collect and sort objects according to size e.g. big and small, colour, and shape 	<ul style="list-style-type: none"> Collect and sort objects according to criteria Draw a picture of collected objects 	<ul style="list-style-type: none"> Collect and sort objects according to criteria Draw a picture of collected objects 	<ul style="list-style-type: none"> Collect and sort own data according to different characteristics Draw a picture of collected objects 	<ul style="list-style-type: none"> Collect, sort and organise own data according to different characteristics Draw a bar graph
5.3 Discuss and report on sorted collection of objects			<ul style="list-style-type: none"> Give reasons for how collection was sorted Answer questions about how the sorting was done (process) 	<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) Answer questions on what the sorted collection looks like (product) Draw collections 	<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) Answer questions on what the sorted collection looks like (product) Draw collections 	<ul style="list-style-type: none"> Make predictions based in the data
5.4 Collect and				<ul style="list-style-type: none"> Answer questions about data collected 	<ul style="list-style-type: none"> Answer questions about data collected 	<ul style="list-style-type: none"> Discuss data collected

GRADE OVERVIEW GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
organise data				with assistance from the teacher	independently • Organise data in tables	independently • Organise data in tables
5.5 Represent data	• Use concrete objects to represent data on a graph	• Use concrete objects to represent data on a graph	• Use pictures to represent data in pictograph	• Represent data in pictograph	• Represent data in pictographs and bar graphs	• Represent data in pictographs and bar graphs
5.6 Analyse and interpret data			• Answer questions about data in pictograph	• Answer questions about data in pictograph	• Discuss data presented in pictographs and bar graphs	• Discuss and compare data presented in pictographs and bar graphs

3.4 TERM OVERVIEW AND ASSESSMENT PLANS FROM GRADE R – 5

The following tables show the progression over the terms in the different content area.

3.4.1 TERM OVERVIEW GRADE R

GRADE R OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
COUNTING				
1.1 Count objects	Number range: 1 to 2 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts <ul style="list-style-type: none"> • Rote counting using number rhymes and songs 	Number range 1 to 5 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts <ul style="list-style-type: none"> • Rote counting using number rhymes and songs 	Number range 1 to 7 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts <ul style="list-style-type: none"> • Rote counting using number rhymes and songs 	Number range 1 to 10 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts <ul style="list-style-type: none"> • Rote counting using number rhymes and songs
1.2 Count forwards and backwards	Number range: 1 to 2 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 3 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 4 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 5 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones

GRADE R OVERVIEW
1. NUMBER, OPERATIONS AND RELATIONSHIPS

TOPICS	Term 1	Term 2	Term 3	Term 4
1.3 Number symbols and number names	Number range: 1 to 2 <ul style="list-style-type: none"> Identify number symbols: 1 to 2 Kinesthetic (experience with body) Recognise concrete 3D objects that involve the numbers 1 to 2 Reinforce the knowledge gained that involves numbers from 1 to 2 	Number range: 1 to 3 <ul style="list-style-type: none"> Identify number symbols: 1 to 3 Kinesthetic (experience with body) Recognise concrete 3D objects that involve the numbers 1 to 3 Reinforce the knowledge gained that involves numbers from 1 to 3 	Number range: 1 to 4 <ul style="list-style-type: none"> Identify number symbols: 1 to 4 Kinesthetic (experience with body) Recognise concrete 3D objects that involve the numbers 1 to 4 Reinforce the knowledge gained that involves numbers 1 to 4 	Number range: 1 to 5 <ul style="list-style-type: none"> Identify number symbols: 1 to 5 Kinesthetic (experience with body) Recognise concrete 3D objects that involve the numbers 1 to 5 Reinforce the knowledge gained that involves numbers 1 to 5
NUMBER RECOGNITION				
NUMBER SENSE (RELATIONSHIPS)				
1.4 Describe and order numbers	Number range: 1 to 2 <ul style="list-style-type: none"> Identify whole numbers up to 2 Compare which of the two given collection of objects are small and big Incidental clapping, stamping during number rhymes and songs Incidentally develop an 	Number range: 1 to 3 <ul style="list-style-type: none"> Identify whole numbers up to 3 Compare which of the two given collection of objects are: small and big Incidental clapping, stamping during number rhymes and songs Incidentally develop an 	Number range: 1 to 4 <ul style="list-style-type: none"> Identify whole numbers up to 4 Compare which of the two given collection of objects are: small and big Incidental clapping, stamping during number rhymes and songs Incidentally, develop an 	Number range: 1 to 5 <ul style="list-style-type: none"> Identify whole numbers up to 5 Compare which of the two given collection of objects are: small and big Incidental clapping stamping during number rhymes and songs Incidentally develop an

GRADE R OVERVIEW
1. NUMBER, OPERATIONS AND RELATIONSHIPS

TOPICS	Term 1	Term 2	Term 3	Term 4
	awareness of ordinal numbers e.g. first, second, third, last.(games, races) • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd, last, next	awareness of ordinal numbers e.g. first, second, third, last .(games, races) • Introduce during refreshment/breakfast and Toilet Routine- 1st, 2nd, last, next	awareness of ordinal numbers e.g. first, second, third, last • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd,last, next	awareness of ordinal numbers e.g. first, second, third, last • Introduce during refreshment/breakfast and Toilet Routine- 1st,2nd,last, next
1.5 Place Value	Instruction in place value commences in grade 2			
SOLVE PROBLEMS IN CONTEXT USING THE FOLLOWING TECHNIQUES				
1.6 Problem solving techniques (Uses concrete objects and strategies)	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available
1.7 Addition and subtraction (Orally solve word problems)	• Use concrete objects to solve problems that involves numbers 1 and 2	• Use concrete objects to solve problems that involves numbers 1 to 3	• Use concrete objects to solve problems that involves numbers 1 to 4	• Use concrete objects to solve problems that involves numbers 1 to 5
1.9 Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5	• Share objects equally between 2 people up to 2 (practically)	• Share objects equally between 2 people up to 4 (practically)	• Share objects equally between 2 people up to 4 (practically) • Group objects in 2s up to 5 (practically)	• Share objects equally between 2 people up to 6 (practically) • Group objects in 2s up to 5 (practically)
1.10 Sharing leading to				• Practise halving with real

GRADE R OVERVIEW
1. NUMBER, OPERATIONS AND RELATIONSHIPS

TOPICS	Term 1	Term 2	Term 3	Term 4
fractions				things e.g. fruit or cake etc.
1.11 Money	<ul style="list-style-type: none"> Use play or real money (coins) to develop awareness of South African coins R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5
CONTEXT FREE CALCULATIONS				
1.12 Techniques (method or strategies)	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-2 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-3 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-4 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-5
1.13 Addition and subtraction	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 2 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 3 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 4 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 5
1.14 Repeated addition leading to multiplication			<ul style="list-style-type: none"> Add the same number repeatedly up to 4 	<ul style="list-style-type: none"> Add the same number repeatedly up to 4
1.16 Mental Mathematics	<ul style="list-style-type: none"> Count 1-2 concrete objects daily 	<ul style="list-style-type: none"> Count 1-3 concrete objects daily Tell number that comes after 1-2 Tell number 1 more than 2-3 	<ul style="list-style-type: none"> Count 1-4 objects daily Tell number that comes after 1-2-3 Tell number 1 more than 1-2-3 Tell number 1 less than 2-3-4 	<ul style="list-style-type: none"> Count 1-5 objects daily Tell number that follow 1-2-3 etc. Tell number 1 more than 2-3-4-5 etc. Tell number 1 less than 2-3-4-5

GRADE R OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns (Creates own repeating patterns)	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Copy and extend simple patterns using body percussion (clapping, stamping) 	Copy and extend simple patterns using concrete objects <p>Copy and extend simple patterns using body percussion (clapping, stamping)</p>	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Follow simple patterns using body percussion (clapping, stamping) • Make simple patterns using 2D geometric shapes 	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Follow simple patterns using body percussion (clapping, stamping) <p>Make simple patterns using 2D geometric shapes</p>

GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - In and out - Up and down 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner, on and under - In front of and behind - In and out - Up and down - On, on top, under and below 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - Left and right - Up and down - On, on top, under and below 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - Top and bottom - On top, under or below - Left and right
Follows directions (alone and/or as a member of a group or team)	Practise: <ul style="list-style-type: none"> • Directionality forwards/backwards • Games such as tracking the train • Physical education and musical activities • Obstacle course-following a direction 		Practise: <ul style="list-style-type: none"> • Forward /backwards • Games such as tracking the train • Physical education and musical activities • Obstacle course-following a direction 	Practise: <ul style="list-style-type: none"> • Forwards and backwards • Up and down • Upwards and downward • Left and right • Where does the sound come from Physical education and music activities • Obstacle course-following a direction
3.2 3D objects	<ul style="list-style-type: none"> • Balls: Introduce and explore balls(discuss shape e.g. 	<ul style="list-style-type: none"> • Balls: Introduce and explore balls(discuss shape e.g. 	<ul style="list-style-type: none"> • Balls: Introduce and explore balls(discuss shape e.g. 	<ul style="list-style-type: none"> • Balls: Introduce and explore balls(discuss shape e.g.

GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Recognise, identify and name three dimensional objects in the classroom	round) • Boxes: Introduce and explore boxes(discuss shape and sides)	round) • Boxes: Introduce and explore boxes(discuss shape and sides)	round) • Boxes: Introduce and explore boxes(discuss shape and sides)	round) • Boxes: Introduce and explore boxes(discuss shape and sides)
3D objects Describe, sort and compare 3D objects	• Objects that roll • Identify and explore objects that roll • Reinforce objects that roll • Sort 3D objects according to size	• Sort 3D objects according to similarities and differences (size) - Identify and explore - Objects that roll - Objects that slide	• Sort 3D objects according to similarities and differences (size and shape) - Identify and explore - Objects that roll - Objects that slide	• Sort 3D objects according to similarities and differences (size and shape) - Identify and explore - Objects that roll - Objects that slide
Build 3D objects using concrete materials (e.g. building blocks)	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks
3.3 2D shapes Recognise, identify and name two dimensional shapes	• Identify own photo and symbol	• Identify own photo and symbol • Build Puzzles (3 pieces)	• Identify photo and symbol of self and class mates • Build Puzzles (4 pieces)	• Identify photo and symbol of self and class mates • Build Puzzles (5 pieces)
2D shapes Figure-ground perception	• Introduce figure-ground perception (identify objects) • Recognise different shapes	• Reinforce figure-ground perception through sorting activities, matching and	• Reinforce figure-ground perception through sorting activities, matching shapes	• Reinforce figure-ground perception through sorting activities, matching and

GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
		grouping shapes according to colour, size and shape • Introduce: circle	according to colour, size and shape • Reinforce: circle	grouping shapes according to colour, size and shape • Reinforce: circle
3.4 Symmetry (recognise line of symmetry in self, and own environment)	• Tell rhymes and sing songs • Identify body parts (under counting) • Identify head, eyes, nose, mouth, chin, necks, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes	• Tell rhymes and sing songs • Practise crossing the midline-performing actions • Creative art activities • Understand one's body has two sides	• Tell rhymes and sing songs • Practise crossing the midline-chalkboard activities • Understand one's body has two sides • Reinforce the awareness that one's body has two sides e.g. left and right • Cross the midline incorporated with counting	• Tell rhymes and sing songs • Develop the awareness that there is symmetry in objects • Understand one's body has two sides • Reinforce the awareness that one's body has two sides e.g. left and right • Cross the midline incorporated with counting

GRADE R OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time: Sequence recurring events in own daily life	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Introduce the daily programme with pictures showing daily classroom routines (snack, toilet, rest, free play, brushing teeth etc.) • Identify weather on chart (daily) • Use Birthday Chart (daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Identify weather on chart (daily) • Use Birthday Chart (daily) • Use calendar(daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Talk about things that happen during the night • Identify weather on chart chart (daily) • Use birthday Chart (daily) • Use calendar (daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Talk about things that happen during the night • Identify weather on chart chart (daily) • Use birthday Chart (daily) • Use calendar (daily)
4.2 Length	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long
4.3 Mass		<ul style="list-style-type: none"> • Consciousness of mass e.g. heavy/light • Compare and weigh objects physical, understanding the following: light, heavy 	<ul style="list-style-type: none"> • Consciousness of mass heavy/light • Compare and weigh objects physically, understanding the following: light, heavy 	<ul style="list-style-type: none"> • Consciousness of mass heavy/light • Compare and weigh objects physically, understanding the following: light, heavy

GRADE R OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.4 Capacity/Volume		<ul style="list-style-type: none"> • Conscious of volume e.g. full/empty • Compare and order objects to understand the following: <ul style="list-style-type: none"> - empty - full 	<ul style="list-style-type: none"> • Conscious of volume e.g. full/empty • Compare and order objects to understand the following: <ul style="list-style-type: none"> - empty - full 	

GRADE R OVERVIEW 5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> Collect and sort concrete objects of a similar kind (individually and /or in a group) 	<ul style="list-style-type: none"> Collect and sort concrete objects of a similar kind individually alone and /or in a group) 	<ul style="list-style-type: none"> Collect and sort different objects 2D shapes, toys, utensils 	<ul style="list-style-type: none"> Collect and sort different objects, 2D shapes toys, utensils Collect and sort different objects according to size, shape and colour

3.4.2 ASSESSMENT PLANS: GRADE R

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 2 			<ul style="list-style-type: none"> Sequence recurring events in own daily life 	
Week3		<ul style="list-style-type: none"> Copy and extend simple patterns using body percussion 			
Week4	<ul style="list-style-type: none"> Awareness of his/her age by the show of fingers 		<ul style="list-style-type: none"> Identify body parts 		
Week5	<ul style="list-style-type: none"> Identify him or herself in a photograph 				<ul style="list-style-type: none"> Collect and sort concrete objects
Week6	<ul style="list-style-type: none"> Identify whole numbers up to 2 		<ul style="list-style-type: none"> Introduce figure-ground 		
Week7			Language of position <ul style="list-style-type: none"> Identify the position of two or more objects in relation to the learner In front of and behind In and out Up and down 		

**GRADE R : SUGGESTED ASSESSMENT PLAN
(FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)**

Week8		<ul style="list-style-type: none"> • Copy and extend simple patterns 			
Week9			<ul style="list-style-type: none"> • Recognise line of symmetry in self 		
Week 10	<ul style="list-style-type: none"> • Use concrete objects to solve problems that involve numbers 1 and 2 (orally and practically) 				

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 5 Count in ones up to 5 		<ul style="list-style-type: none"> Sort, match and group shapes according to colour, size and shape 		
Week3	<ul style="list-style-type: none"> Solve addition and subtraction problems orally up to 3 			<ul style="list-style-type: none"> Conscious of time e.g. morning and night 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-3 				<ul style="list-style-type: none"> Collect and sort concrete objects
Week5	<ul style="list-style-type: none"> Identify whole numbers up to 3 		<ul style="list-style-type: none"> Cross midline 		
Week6			<ul style="list-style-type: none"> Build Puzzles (3 pieces) 	<ul style="list-style-type: none"> Compare objects by feeling them 	
Week7	<ul style="list-style-type: none"> Share concrete objects equally between 2 people up to 3 		<ul style="list-style-type: none"> Sort, match and group shapes according to colour, size and shape 		
Week8				<ul style="list-style-type: none"> Compare and order e.g.: empty, full 	
Week9	<ul style="list-style-type: none"> Use concrete objects to solve problems number range 1 to 3 		<ul style="list-style-type: none"> Sort according to similarities and differences 		
Week 10				<ul style="list-style-type: none"> Compare and order concrete objects 	

				according to short, long	
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Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 7 Count in ones up to 7 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects 		
Week3		<ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects 			
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-4 		<ul style="list-style-type: none"> Identify body parts Introduce figure-ground 		
Week5	<ul style="list-style-type: none"> Compare which of the two given collection of objects are: small and big 		<ul style="list-style-type: none"> Recognise line of symmetry in self 		
Week6			<ul style="list-style-type: none"> Build Puzzles (4 pieces) 	<ul style="list-style-type: none"> Compare objects according to their weight (heavy; light) 	
Week7	<ul style="list-style-type: none"> Share concrete objects equally between 2 people up to 4 				
Week8			<ul style="list-style-type: none"> Recognise line of symmetry in self, and own environment 	<ul style="list-style-type: none"> Compare and order objects to understand the following: empty, full 	
Week9	<ul style="list-style-type: none"> Solve addition and subtraction problems 		<ul style="list-style-type: none"> Sort 3D objects according to size and 		<ul style="list-style-type: none"> Collect and sort 2D shapes or pictures

	orally with answers up to 4		shape		
Week 10				<ul style="list-style-type: none"> • Compare and order concrete objects according to light and heavy 	<ul style="list-style-type: none"> • Collect and sort 2D shapes or pictures

GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 10 Count in ones up to 10 		<ul style="list-style-type: none"> Follow directions Forwards and backwards Up and down Upwards and downward Left and right 	<ul style="list-style-type: none"> Conscious of time.g. morning and night 	
Week3	<ul style="list-style-type: none"> Orally solve addition and subtraction problems up to 5 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects 		
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-5 		<ul style="list-style-type: none"> Identify circle Awareness that one's body has two sides e.g. left and right 		
Week5	<ul style="list-style-type: none"> Add the same number repeatedly up to 4 	<ul style="list-style-type: none"> Make simple patterns using 2D geometric shapes 			<ul style="list-style-type: none"> Collect and sort 2D shapes or pictures
Week6	<ul style="list-style-type: none"> Identify whole numbers up to 5 		<ul style="list-style-type: none"> Build Puzzles (5 pieces) 		
Week7	<ul style="list-style-type: none"> Share concrete objects equally amongst 2 people up to 5 		<ul style="list-style-type: none"> Awareness that one's body has two sides e.g. left and right 		
Week8	<ul style="list-style-type: none"> Recognition and an awareness of South African coins 50c, R1, 		<ul style="list-style-type: none"> Sort 3D objects according to size 		

GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
	R2, R5				
Week9	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 5 				
Week 10	<ul style="list-style-type: none"> Finalise assessment 				

3.4.3 TERM OVERVIEW GRADE 1

The following tables show the progression over the terms within GRADE 1 in the different content area:

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
COUNTING WITH WHOLE NUMBERS				
1.1 Count objects	Number range: 1 to 10 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 13 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 15 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 20 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs
1.2 Count forwards and backwards	Number range: 1 to 5 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-5 	Number range: 1 to 7 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-7 	Number range: 1 to 8 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-8 	Number range: 1 to 10 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-10

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number symbols and number names	Number range: 1 to 5 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-5 Reinforce the knowledge gained 	Number range: 1 to 7 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-7 Reinforce the knowledge gained Trace, colour, copy and write number symbols incidentally 	Number range: 1 to 8 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-8 Reinforce the knowledge gained Trace, colour, copy and write number symbols incidentally 	Number range: 1 to 10 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-10 Reinforce the knowledge gained Trace, colour, copy and write number symbols
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	Number range: 1 to 2 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big More and less Number rhymes and songs 	Number range: 1 to 3 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big More and less Number rhymes and songs 	Number range: 1 to 4 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big Most and least First to last Equal Position objects from first to last in a line 	Number range: 1 to 5 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big Most and least First to last Equal Many and few Position objects from first to tenth in a line
SOLVE PROBLEMS IN CONTEXT				

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom • Practise doubling 	<ul style="list-style-type: none"> • Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom • Practise doubling and halving 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. Counters and physical number ladder • Practise doubling and halving 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. Counters and physical number ladder • Practise doubling and halving
1.7 Addition and subtraction	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 5 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 7 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 8 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 10
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 4 learners 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 6 learners 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 8 learners • Solve problems practically involving grouping with concrete objects up to 8 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 10 learners • Solve problems practically involving grouping with concrete objects up to 10
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects
1.11 Money		<ul style="list-style-type: none"> • Recognise of South African Rand., R1, R2, R5 • Identify similarities and 	<ul style="list-style-type: none"> • Recognise of South African RandR1, R2, R5 • Identify similarities and 	<ul style="list-style-type: none"> • Recognise of South African Rand, R1, R2, R5, R10 • Identify similarities and

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
		differences between coins e.g. sort play money according to amount	differences between coins e.g. sort play money according to amount	differences between coins e.g. sort play money according to amount
CONTEXT FREE CALCULATIONS:				
1.12 Techniques and methods	<ul style="list-style-type: none"> • Use concrete apparatus e.g. counters 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. counters • Practise doubling 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. counters • Practise doubling and halving • Use number lines 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. counters • Practise doubling and halving • Use number lines • Use 100 chart
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Solve addition problems with answers up to 5 • Solve subtraction problems with answers up to 5 	<ul style="list-style-type: none"> • Solve addition problems with answers up to 7 • Solve subtraction problems with answers up to 7 	<ul style="list-style-type: none"> • Solve addition problems with answers up to 8 • Solve subtraction problems with answers up to 8 	<ul style="list-style-type: none"> • Solve addition problems with answers up to 10 • Solve subtraction problems with answers up to 10
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Add the same number repeatedly up to 4 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 6 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 8 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 10
1.16 Mental Mathematics	<ul style="list-style-type: none"> • Count everyday objects forwards up to 10 	<ul style="list-style-type: none"> • Count everyday objects forwards up to 10 • Say number names of up to 10 daily 	<ul style="list-style-type: none"> • Count everyday objects forwards up to 10 • Say number names of up to 10 daily 	<ul style="list-style-type: none"> • Number Concepts: Ordinal counting up to 10 • Count everyday objects forwards up to 10. • Say number names of up to 10 daily

GRADE 1 OVERVIEW				
1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
				<ul style="list-style-type: none"> • Compare numbers and say which is more and less

GRADE 1 OVERVIEW				
2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using body percussion 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using body percussion 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using concrete objects 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using concrete objects

GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions Follow directions to move around the classroom 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions Follow directions to move around the classroom Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> Understand 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 Understand the position of one object in relation to the other e.g. top and bottom 	Language of position <ul style="list-style-type: none"> Understand 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 Understand the position of one object in relation to the other e.g. top and bottom
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes
3.3 2D shapes	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Class name Learners Symbols Figure ground perception 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name Figure ground perception

GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Recognise of 2D shapes: <ul style="list-style-type: none"> • Star • Hart • Circles 	Recognise of 2D shapes: <ul style="list-style-type: none"> • Star • Hart • Circles • Triangles 	<ul style="list-style-type: none"> • Recognise of 2D shapes: Star • Hart • Circles • Triangles • Squares 	Recognise of 2D shapes: <ul style="list-style-type: none"> • Star • Hart • Circles • Triangles • Squares
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in body and shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and shapes

GRADE 1 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart • Introduce the concept of width: wide and narrow 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart Introduce the concept of width: wide and narrow
4.3 Mass	Informal measuring <ul style="list-style-type: none"> • Introduce the concept of mass by comparing the masses of different objects by feeling them 	Informal measuring <ul style="list-style-type: none"> Introduce the concept of mass by comparing the masses of different objects by feeling them 	Informal measuring <ul style="list-style-type: none"> Introduce the concept of mass by comparing the masses of different objects by feeling them 	Informal measuring <ul style="list-style-type: none"> • Introduce the concept of mass by comparing the masses of different objects by feeling them
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring

GRADE 1 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Capacity/volume	<ul style="list-style-type: none"> • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty 	<ul style="list-style-type: none"> • Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	<ul style="list-style-type: none"> • Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	<ul style="list-style-type: none"> • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty

GRADE 1 OVERVIEW 5. DATAHANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect and sort everyday concrete objects 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour 		<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size , shape, colour
5.2 Represent sorted collections of objects			<ul style="list-style-type: none"> • Collect and sort at least 5 objects according to size and colour 	
5.5 Represent data			<ul style="list-style-type: none"> • Use concrete objects to represent data on a graph 	

3.4.4 ASSESSMENT PLANS: GRADE 1

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 10 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to 		
Week3	<ul style="list-style-type: none"> Count in ones forwards and backwards from any given number up to 5 	<ul style="list-style-type: none"> Identify patterns in clothes, objects and the environment 		<ul style="list-style-type: none"> Know age 	
Week4	<ul style="list-style-type: none"> Compare and recognise a collection of objects in terms of more and less 				<ul style="list-style-type: none"> Collect and sort everyday concrete objects
Week5	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-5 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week6	<ul style="list-style-type: none"> Solve problems with concrete objects equally amongst the 4 learners 			<ul style="list-style-type: none"> Compare the masses of different objects (heavy; light) 	
Week7	<ul style="list-style-type: none"> Solve addition problems 		<ul style="list-style-type: none"> Recognise, identify and 		

**GRADE 1 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	with answers up to 5		name 2D- shapes in the classroom and in pictures		
Week8	•Add the same number repeatedly up to 4				
Week9				• Use vocabulary: full, empty(sand and water play)	
Week 10			• Recognise symmetry in own body		

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 13 		<ul style="list-style-type: none"> Position and directions Follow directions to move around the classroom 		
Week3	<ul style="list-style-type: none"> Count forwards and backwards from any given number up to 13 				<ul style="list-style-type: none"> Collect and sort everyday objects according to different attributes: size, shape and colour
Week4	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-7 	<ul style="list-style-type: none"> Identify patterns in clothes, objects and the environment 	<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week5	<ul style="list-style-type: none"> Compare a collection of objects and recognise more and less up to 13 				
Week6	<ul style="list-style-type: none"> Use concrete objects to solve problems involving addition and subtraction with answers up to 7 			<ul style="list-style-type: none"> Compare and order objects according to length: <ul style="list-style-type: none"> Short and long 	
Week7	<ul style="list-style-type: none"> Solve addition problems with answers up to 7 	<ul style="list-style-type: none"> Copy patterns using body percussion 			
Week8	<ul style="list-style-type: none"> Solve orally subtraction problems with answers 				<ul style="list-style-type: none"> Collect and sort everyday objects according to

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	up to 7				different attributes: size, shape and colour
Week9	<ul style="list-style-type: none"> Add the same number repeatedly up to 6 				
Week 10	<ul style="list-style-type: none"> Recognise of South African Rand: R1, R2, R5 				

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 15 			<ul style="list-style-type: none"> Recognise long and short objects 	
Week3	<ul style="list-style-type: none"> Recognise, identify and read number symbols up to 8 	<ul style="list-style-type: none"> Copy simple patterns using concrete objects 			
Week4	<ul style="list-style-type: none"> Count forwards and backwards from a given number up to 15 				<ul style="list-style-type: none"> Collect and sort at least 5 objects according to size and colour
Week5	<ul style="list-style-type: none"> Compare which of the two given collection of objects are: More and less Most and least Equal 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom 		
Week6	<ul style="list-style-type: none"> Use concrete objects to solve problems involving addition and subtraction with answers up to 8 			<ul style="list-style-type: none"> Identify seasonal changes 	
Week7	<ul style="list-style-type: none"> Practically share concrete objects equally up to 8 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to 		

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve addition problems with answers up to 8 • Solve orally subtraction problems with answers up to 8 				
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 8 	<ul style="list-style-type: none"> • Copy simple patterns using concrete objects 			
Week 10	<ul style="list-style-type: none"> • Say number names up to 10 		<ul style="list-style-type: none"> • Sort 3D objects in terms of size, shape and colour 		

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 20 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week3	<ul style="list-style-type: none"> Practise doubling up to 10 	<ul style="list-style-type: none"> Copy patterns using body percussion 		<ul style="list-style-type: none"> Learners should know the classroom routine 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes: Size Shape Colour
Week4	<ul style="list-style-type: none"> Recognise of South African Rand, R1, R2, R5, R10 			<ul style="list-style-type: none"> Recognise the mass: heavy and light 	
Week5	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-10 		<ul style="list-style-type: none"> Follow directions to move around the classroom 		
Week6	<ul style="list-style-type: none"> Compare numbers and say which is more and less 			<ul style="list-style-type: none"> Use vocabulary e.g. full, empty 	
Week7	<ul style="list-style-type: none"> Solve addition problems with answers up to 10 				<ul style="list-style-type: none"> Collect and sort objects according to different attributes:

GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
					Size Shape Colour
Week8	<ul style="list-style-type: none"> Count backwards from any given number between 1-10 		<ul style="list-style-type: none"> Recognise, identify and name 2D shapes: Circle Triangle 		
Week9	<ul style="list-style-type: none"> Add the same number repeatedly up to 10 				
Week 10	<ul style="list-style-type: none"> Practically solve problems Sharing objects equally amongst the 10 learners Practically solve problems involving grouping up to 10 				

3.4.5 TERM OVERVIEW GRADE 2

The following tables show the progression over the terms within GRADE 2 in the different content areas:

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Counting with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers 0-20 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-30 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-40 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-50 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards: 0-20 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number up to 20 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-30 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 14 - 10s up to 50 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-40 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 18 - 10s up to 80 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-50 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 20 - 10s up to 100
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
1.3 Number Symbols and number names	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-20 Write number symbols 1-10 Recognise, identify and read number names 1-5 	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-30 Write number symbols 1-15 Recognise, identify and read number names 1 -5 	<ul style="list-style-type: none"> Identify, recognise and read numbers 1-40 Identify, recognise and read number symbols 0-18 Write number symbols 1-18 Identify, recognise and read number names 1-5 Know number names 1-5 	<ul style="list-style-type: none"> 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
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-5 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest 	<ul style="list-style-type: none"> Describe , compare and order numbers 1-10 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-15 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to Position objects in a line from first to tenth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe , compare and order numbers 1-20 Compare whole numbers up to 10 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 Position objects in a line from first to tenth Use ordinary numbers to show

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
			order, place per position	order, place per position
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value			<ul style="list-style-type: none"> • Recognise place value of numbers up to 30 • Decompose 2digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise place value of numbers up to 30 • Decompose 2- digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus 	<ul style="list-style-type: none"> • Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus 	<ul style="list-style-type: none"> • Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus 	<ul style="list-style-type: none"> • Use drawings or concrete apparatus e.g. counters • Building up and breaking down of numbers • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus
1.7 Addition and subtraction	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 10 	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 15 	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 18 	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 20

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
1.8 Repeated addition leading to multiplication			<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 50
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 40 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50
1.10 Sharing leading to fractions		<ul style="list-style-type: none"> Introduction to half using concrete objects 	<ul style="list-style-type: none"> Introduction to half using concrete objects 	Introduction to half using concrete objects
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins, R1,R2, R5 	<ul style="list-style-type: none"> Recognise and identify the South African coin, 50c, R1, R2, R5 and bank notes R10, R20 	<ul style="list-style-type: none"> Recognise and identify the South African coins, 50c, R1,R2, R5 and bank notes R10, R20, R50, R100 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1,R2, R5 and bank notes R10, R20, R50, R100 and R200
CONTEXT FREE CALCULATIONS				
1.12 Techniques (methods or	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete

GRADE 2 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
strategies)	apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus	apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus - Use 100 chart	apparatus e.g. counters - Practise doubling and halving - Use number lines - Use 100 chart	apparatus e.g. counters - Practise doubling and halving - Building up and breaking down strategy - Use number lines - Use 100 chart
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Add to 10 • Subtract from 10 • Use appropriate symbols (+, -, =) 	<ul style="list-style-type: none"> • Add to 15 • Subtract from 15 • Use appropriate symbols (+, -, =) • Practice number bonds to 5 	<ul style="list-style-type: none"> • Add to 18 • Subtract from 18 • Use appropriate symbols (+, -, =) • Practice number bonds to 5 	<ul style="list-style-type: none"> • Add to 20 • Subtract from 20 • Use appropriate symbols (+, -, =) • Practice number bonds to 5
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Add the same number repeatedly up to 10 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 15 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 20 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 20
1.16 Mental Mathematics	Number range 10 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say which is more or less • Solve addition and subtraction problems (number bonds) to 5 	Number range 15 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say which is more or less • Solve addition and subtraction problems (number bonds) to 5 	Number range 18 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say which is more or less • Solve addition and subtraction problems (number bonds) to 10 	Number range 20 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say which is more or less • Solve addition and subtraction problems (number bonds) to 10
1.17		<ul style="list-style-type: none"> • Reinforce half with concrete 	<ul style="list-style-type: none"> • Reinforce half with concrete 	

GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
Fractions		objects	objects	

GRADE 2 OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns		<ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects and drawings 	<ul style="list-style-type: none"> Copy, extend and describe in words simple patterns made with concrete objects 	
2.2 Number patterns	<ul style="list-style-type: none"> Copy and extend simple number sequence to at least 10 Sequence should show counting forwards in 1's 	<ul style="list-style-type: none"> Copy and extend simple number sequence to at least 15 Sequence should show counting forwards in 1's and 5s 	<ul style="list-style-type: none"> Copy and extend simple number sequence to at least 18 Sequence should show counting forwards in 1's, 5s and 10s 	<ul style="list-style-type: none"> Copy and extend simple number sequence to at least 20 Sequence should show counting forwards in 1's, 5s and 10s

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views		Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom Follow instructions to place one object in relation to another
3.2 3D objects	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) - cylinder

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape - objects that roll - objects that slide
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares 	<ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares 	<ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares 	<ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares
3.4 Symmetry		<ul style="list-style-type: none"> • Recognise symmetry in own body 	<ul style="list-style-type: none"> • Identify symmetry in shapes and pictures 	<ul style="list-style-type: none"> • Draw a line of symmetry in shapes

GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	<ul style="list-style-type: none"> • Know days of the week • Sing song or recite a rhyme about days of the week • Reinforce season chart • Place birthdays on a chart 	<ul style="list-style-type: none"> • Know days of the week • Sing song or recite a rhyme about days of the week • Reinforce season chart • Place birthdays on a chart • Introduce 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	<ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart • Introduce 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	<ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart • Introduce 12 hour time in hours and half hours on digital clocks and watches and Cell phones
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order the length (long and short), height (tall and short) of two or more objects by placing them next to each other 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans
4.3 Mass	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass

GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	of two or more objects by feeling them or using a balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	of two or more objects by feeling them or using a balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	of two or more objects by feeling them or using a balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	of two or more objects by feeling them or using a balancing scale •Discuss mass e.g. light, heavy, lighter, heavier
4.4 Capacity /volume		•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	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	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

GRADE 1 OVERVIEW 5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect and sort everyday concrete objects • Sort concrete objects according to one attribute e.g. blue cups for breakfast 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done • Give reasons for how collection was sorted 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done Give reasons for how collection was sorted 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done
5.2 Represent sorted collections of objects				
5.3 Discuss and report on sorted collections of objects				
5.5 Represent data	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph
5.6 Analyse and interpret data	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs

3.4.6 ASSESSMENT PLANS: GRADE 2

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards in 1s from any number up to 20 				<ul style="list-style-type: none"> Sort concrete objects according different attributes e.g. colour, shape, size
Week3	<ul style="list-style-type: none"> Recognise, identify and read number symbols up to 1-20 			<ul style="list-style-type: none"> Place birthdays on a chart 	
Week4	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving, equal sharing and grouping up to 10 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 		
Week5	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up 			<ul style="list-style-type: none"> Compare and order the mass of two or more objects using a balancing scale 	

**GRADE 2 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	to 10				
Week6	<ul style="list-style-type: none"> • Addition and subtraction up to 10 				<ul style="list-style-type: none"> • Use pictures to represent data in pictograph
Week7	<ul style="list-style-type: none"> • Recognise, identify and read number names 1-20 • Write number symbols 1-10 	<ul style="list-style-type: none"> • Copy and extend simple number sequence to at least 10, sequence should show counting forwards in 1's 			
Week8	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-15 and recognise: <ul style="list-style-type: none"> - more and less - equal to 		<ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Square 		
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 10 				
Week 10	<ul style="list-style-type: none"> • Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100 				

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards and backwards up 30 from a given number Identify the numbers before and after a given number up to 20 				<ul style="list-style-type: none"> Sort physical objects according to different attributes (shape, size, colour)
Week3	<ul style="list-style-type: none"> Identify and read number symbols up to 30 Write number symbols 1-25 	<ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects and drawings 		<ul style="list-style-type: none"> Know the days of the week 	
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest up to 10 		Position and views <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. top and bottom 		
Week5	<ul style="list-style-type: none"> Count forwards 0-30 			<ul style="list-style-type: none"> Describe length in terms of short and long 	
Week6	<ul style="list-style-type: none"> Solve addition and subtraction word problems up to 15 		<ul style="list-style-type: none"> Describe, sort and compare 2D objects in terms of: <ul style="list-style-type: none"> size colour 		<ul style="list-style-type: none"> Use pictures to represent data in pictograph

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
			- shape		
Week7	<ul style="list-style-type: none"> Addition and subtraction up to 15 Use appropriate symbols (+, -, =) 	<ul style="list-style-type: none"> Copy and extend simple number sequence to at least 20, sequence should show counting forwards in 1's and 5's 			
Week8	<ul style="list-style-type: none"> Add the same number repeatedly up to 15 		<ul style="list-style-type: none"> Recognise and name 2D shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares 		
Week9	<ul style="list-style-type: none"> Practise doubling up to 10 			<ul style="list-style-type: none"> Compare and order the amount of liquid that two containers can hold if filled (capacity) 	
Week 10	<ul style="list-style-type: none"> Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100 		<ul style="list-style-type: none"> Recognise symmetry in own body 		

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count with whole numbers 0-40 Count in multiples of 10 up to 80 Count in multiples of 2s up to 18 				<ul style="list-style-type: none"> Collect and sort everyday concrete objects Sort physical objects according to one attribute
Week3	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 15 Order and position numbers up to 20 (number line) 			<ul style="list-style-type: none"> Understand concept of today and tomorrow 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-40 Write number symbols 1-18 		<ul style="list-style-type: none"> Follow directions to move around the classroom Follow instructions to place one object in relation to another 		
Week5	<ul style="list-style-type: none"> Recognise place value of 			<ul style="list-style-type: none"> Compare and order the 	

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	numbers up to 30 • Decompose 2digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit			amount of liquid in two containers using vocabulary more than; less than, full and empty	
Week6	• Addition and subtraction up to 18 • Use appropriate symbols (+, -, =) • Practise doubling and halving up to 20				• Use pictures to represent data in pictograph • Answer questions about data in pictographs
Week7	• Solve simple word problems involving addition and subtraction with answers up to 18	• Copy and extend simple number sequence to at least 30, sequence should show counting forwards in 1's, 5's and 10's			
Week8	• Solve simple word problems in context involving, equal sharing and grouping up to 40		• Recognise, name and draw 2D shapes - Star - Hart - Circles		

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
			<ul style="list-style-type: none"> - Triangles - Squares 		
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 15 		<ul style="list-style-type: none"> • Recognise symmetry in geometrical shapes and picture 		
Week 10	<ul style="list-style-type: none"> • Identify half with concrete object 				

**GRADE 2 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count with whole numbers 0-50 Count in multiples of 10 up to 100 from a given number Count in multiples of 2s up to 20 from a given number 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 		
Week3	<ul style="list-style-type: none"> Number symbols 1-40 Recognise Identify Read 			<ul style="list-style-type: none"> Know the days of the week Know the seasons of the year 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read numbers 1-50 Write number symbols 1-20 Identify, recognise and read number names 1-5 				
Week5	<ul style="list-style-type: none"> Recognise place value of numbers up to 30 Decompose 2digit 				

**GRADE 2 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	numbers into tens and units • Identify and state the value of each digit				
Week6	• Addition and subtraction up to 20 • Use appropriate symbols (+, -, =) • Know number bonds up to 10 • Solve simple word problems in contexts involving addition and subtraction up to 20				• Use pictures to represent data in pictograph • Answer questions about data in pictographs
Week7	• Solve simple word problems in context involving, equal sharing and grouping up to 50	• Copy and extend number sequence to at least 20, sequence should show counting forwards in 1's, 5's and 10's up to 50			
Week8	• Add the same number repeatedly up to 20 • Solve simple word		• Draw a line of symmetry in geometric shapes		

GRADE 2 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	problems in contexts involving repeated addition leading to multiplication with answers up to 50				
Week9	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1,R2, R5 and bank notes R10,R20, R50, R100 and R200 				
Week 10	Finalise assessment				

3.4.7 TERM OVERVIEW GRADE 3

The following tables show the progression over the terms within GRADE 3 in the different content area:

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers up to 50 reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers up to 100 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 150 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 200 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged
1.2 Counts forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards 0-50 Practise incidental counting Count in 1s from any number up 50 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 50 5s up to 50 10s up to 100 Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 2s from 20 	<ul style="list-style-type: none"> Counts forwards and backwards 0-100 Practise incidental counting Count in 1s from any number up 100 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 100 10s up to 100 5s up to 100 Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 5s from 50 	<ul style="list-style-type: none"> Counts forwards and backwards 0-150 Practise incidental counting Count in 1s from any number up 150 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 100 10s up to 150 5s up to 150 Count backwards in: <ul style="list-style-type: none"> 1s from 50 10s from 100 2s from 100 	<ul style="list-style-type: none"> Counts forwards and backwards 0-200 Incidental counting Count in 1s from any number up 200 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 200 10s up to 200 5s up to 200 Count backwards in: <ul style="list-style-type: none"> 1s from 100 10s from 200 2s from 150

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
• NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number Symbols and number names	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-100 Write number symbols 1-30 Identify, recognise and read number names 1-10 Know number names in multiples of 10s up to 100 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-150 Write number symbols 1-40 Identify, recognise and read number names 1-10 Know number names in multiples of 10s up to 150 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 Identify, recognise and read number names 1-20 Know number names in multiples of 10s up to 200
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-20 Compare whole numbers up to 20 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 50 Position objects in a line from first to tenth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-30 Compare whole numbers up to 30 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 100 Position objects in a line from first to tenth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-40 Compare whole numbers up to 40 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 150 Position objects in a line from first to twentieth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-50 Compare whole numbers up to 50 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 200 Position objects in a line from first to thirtieth Use ordinary numbers to show

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	order, place per position	order, place per position	order, place per position	order, place per position
1.5 Place value	<ul style="list-style-type: none"> •Recognise place value of numbers up to 30 •Decompose 2- digit numbers into 10s and units •Identify and state the value of each digit 	<ul style="list-style-type: none"> •Recognise place value of two digit numbers from 10-50 •Decompose two- digit numbers into tens and units •Identify and state the value of each digit 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart - Calculator 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart - Calculator 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart - Calculator
1.7 Addition and subtraction	<ul style="list-style-type: none"> • Solve simple word problems in context involving, addition and subtraction with answers up to 	<ul style="list-style-type: none"> • Solve word problems in context involving addition and subtraction with answers up to 	<ul style="list-style-type: none"> • Solve word problems in context involving addition and subtraction with answers up to 	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	20	50	80	and subtraction with answers up to 100
1.8 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s, with answers up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 50 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 80 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 100
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing, leading to solutions that include unitary fractions e.g. half 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half and quarter
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and 	<ul style="list-style-type: none"> Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 	<ul style="list-style-type: none"> Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 	<ul style="list-style-type: none"> Recognise and identify the South African coins: R1, R2, R5 and banknotes R10, R20, R50, R100 and R200

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	R200	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R50 	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R80 	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R100
CONTEXT FREE CALCULATION				
1.12 Techniques (methods or Strategies)	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Building up and breaking down - Use number lines - Use 100 chart - Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Building up and breaking down - Use number lines - Use 100 chart - Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Building up and breaking down - Use number lines - Use 100 chart - Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Building up and breaking down - Use number lines - Use 100 chart - Rounding of in 10s
1.13 Addition and subtraction	<ul style="list-style-type: none"> Add to 20 Subtract from 20 Use appropriate symbols (+, -, =) Know addition and subtraction facts (number bonds) to 5 	<ul style="list-style-type: none"> Add to 50 Subtract from 50 Use appropriate symbols (+, -, =) Know addition and subtraction facts (number bonds) to 10 	<ul style="list-style-type: none"> Add to 80 Subtract from 80 Use appropriate symbols (+, -, =) Know addition and subtraction facts (number bonds to 10 	<ul style="list-style-type: none"> Add to 100 Subtract from 100 Use appropriate symbols (+, -, =) Know addition and subtraction facts (number bonds) to 10
1.14 Repeated addition leading to	<ul style="list-style-type: none"> Add the same number repeatedly up to 20 Multiply numbers 1-10 by 5 and 	<ul style="list-style-type: none"> Add the same number repeatedly up to 30 Multiply numbers 1-10 by 5 and 	<ul style="list-style-type: none"> Add the same number repeatedly up to 40 Multiply numbers 1-10 by 2, 5, 	<ul style="list-style-type: none"> Add the same number repeatedly to 50 Multiply numbers 1-10 by 2, 5,

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
multiplication	10 up to 50	10 up to 50	and 10 up to 50	and 10 up to 50 • Use appropriate symbols (+, x, =)
1.16 Mental Mathematics	Number concept: Range 20 • 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 • Solve addition and subtraction problems up to 20	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 • Solve addition and subtraction problems up to 50	Number Concept: Range 80 • 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 • Solve addition and subtraction problems up to 80	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 • Solve addition and subtraction problems up to 100
1.17 Fractions		• Use and name fractions: halves	• Use and name fractions: halves	• Use and name fractions: halves

GRADE 3 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines
2.2 Number patterns	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 20 • Sequence should show counting forwards in 1s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 50 • Sequence should show counting forwards in 1s, 10s, 5s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 80 • Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 100 • Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom. • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom. • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Describe the position of one object in relation to another. E.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow directions using an informal map • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand 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 <ul style="list-style-type: none"> • Describe the position of one object in relation to another. E.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow directions using an informal map • Follow instructions to place one object in relation to another
3.2 3D objects	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) - Cylinders 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) - Cylinders 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) - Cylinders 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) - Cylinders

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes <ul style="list-style-type: none"> - Star 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes <ul style="list-style-type: none"> - Star 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes <ul style="list-style-type: none"> - Star 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes <ul style="list-style-type: none"> - Star

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Hart - Circles - Triangles - Squares - Rectangles
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart Telling time <ul style="list-style-type: none"> • Read 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart Telling time <ul style="list-style-type: none"> • Read 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Know months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart Telling time <ul style="list-style-type: none"> • Read 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Know months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart. Telling time <ul style="list-style-type: none"> • Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height or width of two or more objects by placing them next to each other • Estimate measure, compare, order and record length using non-standard measures e.g. hand, spans, paces, pencil 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	lengths, counters etc.	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short Introducing formal measuring • Measure using metre (m), and centimetres (cm) • Estimate and measure height using height chart	lengths counters etc. • Use language to talk about comparison e.g. long, short, tall, short Introducing formal measuring • Measure using metre (m), and centimetres (cm) • Estimate, and measure height using height chart
4.3 Mass		Informal measuring • 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	Informal measuring • 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 Introduce 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	Informal measuring • 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 Introduce 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

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
			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	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
4.4 Capacity/ Volume			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	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

GRADE 3 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
			objects which have their volume stated in litres (l) and millilitres (ml) e.g. 500ml of cool drink and 1l of milk	objects which have their volume stated in litres (l) and millilitres (ml) e.g. 500ml of cool drink and 1l of milk

GRADE 3 OVERVIEW PER TERM 5. Data Handling				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections 	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections 	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections Make pictograph with one-to-one correspondence
5.2 Represent sorted collection of objects		<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data 	<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data 	<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data
5.3 Discuss and report on sorted collection of objects				<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) What the sorted collection looks like (product) Describe the collection through drawings
5.5 Represent data	<ul style="list-style-type: none"> Represent data in pictograph with one-to-one correspondence 	Represent data in pictograph with one-to-one correspondence	<ul style="list-style-type: none"> Represent data in pictograph with one to one correspondence 	Represent data in pictograph with one-to-one correspondence
5.6 Analyse and			<ul style="list-style-type: none"> Answer questions about data in pictograph 	

GRADE 3 OVERVIEW PER TERM 5. Data Handling				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
interpret data				

3.4.8 ASSESSMENT PLANS: GRADE 3

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards in multiples: 5s up to 50 10s up to 100 2s up to 50 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Know number names 1-5 	<ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 			
Week4	<ul style="list-style-type: none"> Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to 			Passing of time <ul style="list-style-type: none"> Know days of the week Understand concept of today and tomorrow Sequence of events Place and identify birthdays on 	

GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
				chart/calendar	
Week5	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 20 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 		
Week6	<ul style="list-style-type: none"> Add to 20 Subtract from 20 Use appropriate symbols (+,-,=) Solve addition and subtraction problems up to 20 Practise doubling and halving up to 20 	<ul style="list-style-type: none"> Copy, extend and describe simple number sequence to at least 20 in 1s, 5s, 2s 			
Week7	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition 				<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on

GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	leading to multiplication				collections • Represent data on pictograph
Week8	<ul style="list-style-type: none"> Solve addition problems of 10s, 5s, with answers up to 20 			Informal measuring <ul style="list-style-type: none"> Compare and order the length, height or width of two or more objects by placing them next to each other 	
Week9	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1,R2, R5 and bank notes R10,R20, R50, R100 and R200 		Symmetry <ul style="list-style-type: none"> Draw line of symmetry in geometric shapes 		
Week 10	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 			<ul style="list-style-type: none"> Order regular events from their own lives Sequence of events 	

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 5s from 20 				<ul style="list-style-type: none"> Sort objects according to different attributes Answer questions on collections
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-100 Write number symbols 1-30 Identify, recognise and read number names 1 - 10 Know number names in multiples of 10s up to 100 	<ul style="list-style-type: none"> Copy, extend and describe number sequence to at least 50 (sequence should include counting forwards and backwards in 1s,2s,5s and 10s) 			
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100 			<ul style="list-style-type: none"> Use language to talk about comparison e.g. long, short and tall, short 	

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week5				<ul style="list-style-type: none"> • Days of the week • Understand concept of today and tomorrow 	
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50 			<ul style="list-style-type: none"> • Order regular events from their own lives • Sequence of events 	
Week7	<ul style="list-style-type: none"> • Add to 50 • Subtract from 50 • Use appropriate symbols (+, -, =) • Solve addition and subtraction problems (number bonds) to 20 • Practise doubling and halving up to 50 	<ul style="list-style-type: none"> • Copy and extend a given geometric patterns • Make own patterns using 2D shapes 			
Week8	<ul style="list-style-type: none"> • Solve addition problems of 10s, 5s and 2s with answers up to 50 • Multiply numbers 1-10 by 5 and 10 			<ul style="list-style-type: none"> • Estimate, measure and compare mass of items using a balancing scale and non-standard measures 	

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 9	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R50 		<ul style="list-style-type: none"> Recognise and name 2D shapes - Circles - Triangles - Squares 		
Week 10	<ul style="list-style-type: none"> Use and name fractions: halves 				

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards with whole numbers up to 150 - 2s up to 100 - 5s up to 150 - 10s up to 150 	<ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1- 150 Write number symbols 1- 40 Identify, recognise and read number names 1 -10 Know number names in multiples of 10s up to 150 			<ul style="list-style-type: none"> Know the days of the week Identify months of the year on a calendar 	
Week4	<ul style="list-style-type: none"> Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to 		<ul style="list-style-type: none"> Describe the position of one object in relation to another Follow directions using an informal map 		
Week5	<ul style="list-style-type: none"> Recognise the place value of two digit numbers from 			<ul style="list-style-type: none"> Measure using metre (m), and centimetres (cm) 	

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	10-80 <ul style="list-style-type: none"> • Decompose two digit numbers into tens and units • Identify and state the value of each digit 				
Week6	<ul style="list-style-type: none"> • Solve word problems in context involving addition and subtraction with answers up to 80 			<ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml) 	
Week7	<ul style="list-style-type: none"> • Add to 80 • Subtract from 80 • Use appropriate symbols (+,-,=) • Solve addition and subtraction problems (number bonds) to 20 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 80 (sequence should show counting forwards and backwards in 1s, 2s,5s, 10s) 			

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve addition problems of 10s, 5s and 2s with answers up to 80 • Multiply numbers 1-10 by 2, 5 and 10 				<ul style="list-style-type: none"> • Use pictures to represent data in pictograph • Answer questions about data in pictographs
Week9	<ul style="list-style-type: none"> • Solve money problems involving totals and change in cents up to 50c and Rand to R80 			<ul style="list-style-type: none"> • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg 	
Week 10	<ul style="list-style-type: none"> • Use and name fractions: halves 		<ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares • Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares 		

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards with whole numbers up to 200 <ul style="list-style-type: none"> - 2s up to 200 - 5s up to 200 - 10s up to 200 Count backwards in: <ul style="list-style-type: none"> - 1s from 100 - 10s from 200 - 5s from 150 - 2s from 150 				<ul style="list-style-type: none"> Use pictures to represent data in pictograph Answer questions about data in pictographs
Week3	<ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 			<ul style="list-style-type: none"> Tell-12-hour time in hours on analogue clocks and digital instruments 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 Identify, recognise and read number names 1 - 20 		<ul style="list-style-type: none"> Recognise the place value of two digit numbers from 10-99 Decompose two digit numbers into tens and units Identify and state the 		

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Know number names in multiples of 10s up to 200 		value of each digit		
Week5	Number concept: Range 100 <ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml) 	
Week6	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100 				<ul style="list-style-type: none"> Represent data in pictograph with one to one correspondence Answer questions about data in a pictograph
Week7	<ul style="list-style-type: none"> Add to 100 	<ul style="list-style-type: none"> Copy, extend and 			

**GRADE 3 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Subtract from 100 Use appropriate symbols (+, -, =) Solve addition and subtraction problems (number bonds) to 25 Practise doubling and halving up to 50 	describe number sequence to at least 100 (sequence should show counting forwards and backwards in 1s, 2s, 5s, 10s)			
Week8	<ul style="list-style-type: none"> Multiply numbers 1-10 by 2, 5, 10 up to 50 Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication 			<ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg) 	
Week9	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 				

GRADE 3 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 10	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R100 				

3.4.9 TERM OVERVIEW GRADE 4

The following tables show the progression over the terms within GRADE 4 in the different content area:

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers up to 200 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 300 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 400 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 500 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards 0-200 Count in 1s from any number up to 200 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 200 - 10s up to 200 - 5s up to 200 	<ul style="list-style-type: none"> Counts forwards and backwards 0-300 Count in 1s from any number up to 300 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 300 - 10s up to 300 - 5s up to 300 	<ul style="list-style-type: none"> Counts forwards and backwards 0-400 Count in 1s from any number up to 400 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 400 - 10s up to 400 - 5s up to 400 	<ul style="list-style-type: none"> Counts forwards and backwards 0-500 Count in 1s from any number up to 500 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 500 - 10s up to 500 - 5s up to 500

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	• Count backwards in: <ul style="list-style-type: none"> - 1s from 100 - 10s from 200 - 2s from 150 - 5s from 150 	• Count backwards in: <ul style="list-style-type: none"> - 1s from 300 - 10s from 300 - 2s from 200 - 5s from 200 	• Count backwards in: <ul style="list-style-type: none"> - 1s from 400 - 10s from 400 - 2s from 200 - 5s from 250 	• Count backwards in: <ul style="list-style-type: none"> - 1s from 500 - 10s from 500 - 2s from 300 - 5s from 300
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number symbols and number names	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-200 • Write number symbols 1-50 • Identify, recognise and read number names 1 -50 • Know number names in multiples of 10s up to 200 	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-300 • Write number symbols 1-100 • Identify, recognise and read number names 1 -100 • Know number names in multiples of 10s up to 300 	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-400 • Write number symbols 1-250 • Identify, recognise and read number names 1 -250 • Know number names in multiples of 10s up to 400 	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-500 • Write number symbols 1-500 • Identify, recognise and read number names 1 -500 • Know number names in multiples of 10s up to 500
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-50 • Compare whole numbers up to 50 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 	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-60 • Compare whole numbers up to 60 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 	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-80 • Compare whole numbers up to 80 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 	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-100 • Compare whole numbers up to 100 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

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	equal to, up to 50 <ul style="list-style-type: none"> • Position objects in a line from first to thirtieth • Use ordinary numbers to show order, place per position 	equal to, up to 80 <ul style="list-style-type: none"> • Position objects in a line from first to thirtieth • Use ordinary numbers to show order, place per position 	equal to, up to 100 <ul style="list-style-type: none"> • Position objects in a line from first to thirtieth • Use ordinary numbers to show order, place per position 	equal to, up to 200 <ul style="list-style-type: none"> • Position objects in a line from first to thirtieth • Use ordinary numbers to show order, place per position • Give a reasonable estimate of a number of objects that can be checked by counting • Count 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 • Count by grouping is encouraged
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value	<ul style="list-style-type: none"> • Recognise the place value of two digit numbers 10-99 • Decompose two digit numbers into tens and units • Identify and state the value of 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers 10-200 • Decompose three digit numbers into hundreds, tens and units 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers 10-300 • Decompose three digit numbers into hundreds, tens and units 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers 10-500 • Decompose three digit numbers into hundreds, tens and units

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	each digit	<ul style="list-style-type: none"> Identify and state the value of each digit 	<ul style="list-style-type: none"> Identify and state the value of each digit 	<ul style="list-style-type: none"> Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> Use the following techniques: <ul style="list-style-type: none"> Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart Rounding off in tens Calculator 	<ul style="list-style-type: none"> Use the following techniques: <ul style="list-style-type: none"> Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart Rounding off in tens Calculator 	<ul style="list-style-type: none"> Use the following techniques: <ul style="list-style-type: none"> Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart Rounding off in tens Calculator 	<ul style="list-style-type: none"> Use the following techniques: <ul style="list-style-type: none"> Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart Rounding off in tens Calculator
1.7 Addition and subtraction	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250
1.8 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 100 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 200 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 250
1.9	<ul style="list-style-type: none"> Solve word problems in 	<ul style="list-style-type: none"> Solve word problems in 	<ul style="list-style-type: none"> Solve word problems in 	<ul style="list-style-type: none"> Solve word problems in

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Grouping and sharing leading to division	context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders	context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half and quarter 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, three quarters, third and fifth 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, three quarters, third and fifth
1.11 Money	<ul style="list-style-type: none"> 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 50c and Rand up to R50 	<ul style="list-style-type: none"> 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 50c and Rand up to R50 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 90c and Rand up to R99
CONTEXT FREE CALCULATION				
1.12 Techniques (methods or	<ul style="list-style-type: none"> Use the following techniques when performing calculation - Building up and breaking 	<ul style="list-style-type: none"> Use the following techniques when performing calculation - Building up and breaking 	<ul style="list-style-type: none"> Use the following techniques when performing calculation - Building up and breaking 	<ul style="list-style-type: none"> Use the following techniques when performing calculation - Building up and breaking

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
strategies)	down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator	down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator	down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator	down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator
1.13 Addition and subtraction	• Add to 100 • Subtract from 100 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 15	• Add to 150 • Subtract from 150 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 15	• Add to 180 • Subtract from 180 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 20	• Add to 200 • Subtract from 200 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 20
1.14 Repeated addition leading to multiplication	• Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol • (+, x, =)	• Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol • (+, x, =)	• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100 • Use appropriate symbol • (+, x, =)	• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100 • Use appropriate symbol • (+, x, =)
1.15 Division	• Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols • (÷, =)	• Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols • (÷, =)	• Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols • (÷, =)	• Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols • (÷, =)
1.16 Mental Mathematics	Range 100 • Name the number before and after a given number: - 1 more or 1 less	Range 150 • Name the number before and after a given number: - 1 more or 1 less	Range 180 • Name the number before and after a given number: - 1 more or 1 less	Range 200 • Name the number before and after a given number: - 1 more or 1 less

GRADE 4 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - 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 • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	<ul style="list-style-type: none"> - 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 • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	<ul style="list-style-type: none"> - 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 • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	<ul style="list-style-type: none"> - 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 • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5, 3 and 10
1.17 Fractions	<ul style="list-style-type: none"> • Recognise halves and quarters 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters • Recognise fractions in diagrammatic form • Write fractions 1 half, 1 quarter, 1 third e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar including halves, quarters and third • Recognise fractions in diagrammatic form • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters and third • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ $\frac{1}{5}$

GRADE 4 OVERVIEW PER TERM 2. PATTERNS, FUNCTION AND ALGEBRA				
Topic	Term 1	Term 2	Term 3	Term 4
2.1 Geometric Patterns	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature, modern everyday life and our cultural heritages
2.2 Number patterns	<ul style="list-style-type: none"> • Copy and extend number sequence to at least 50 • Sequences should show counting forwards and backwards in 1s, 2s, 5s, 10s 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 100 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-100 - 10s from any multiple up to 200 - 5s from any multiple up to 100 - 2s from any multiple up to 100 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 250 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-300 - 10s from any multiple up to 300 - 5s from any multiple up to 300 - 2s from any multiple up to 300 - 3s from multiple up to 300 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 500 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-500 - 10s from any multiple up to 500 - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from multiple up to 500 - Create own number patterns

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. 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 <ul style="list-style-type: none"> Follow directions to move around the classroom and school Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. 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 <ul style="list-style-type: none"> Follow directions to move around the classroom and school Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Recognise and match different views of objects Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Recognise and match different views of objects Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom Follow directions on an informal map
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> • Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects 	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <p>Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material,</p> <p>construction kits, other 3D geometric objects</p>	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> • Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects 	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <p>Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material,</p> <p>construction kits, other 3D geometric objects</p>

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangle Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangle Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangle Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangle Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and 	Symmetry <p>Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-</p>	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes

GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
	non-geometrical shapes	geometrical shapes	non-geometrical shapes	

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> Name days of the week in correct sequence Name and sequence months of the year Understand concept of today and tomorrow Order regular events from their own lives Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> Tell-12 hour time in hours on analogue clocks and digital instruments e.g. Cell phones 	Passing of time <ul style="list-style-type: none"> Name days of the week in correct sequence Name and sequence months of the year Understand concept of today and tomorrow Order regular events from their own lives Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> 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 	Passing of time <ul style="list-style-type: none"> Name days of the week in correct sequence Name and sequence months of the year Understand concept of today and tomorrow Order regular events from their own lives Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> 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 	Passing of time <ul style="list-style-type: none"> Name days of the week in correct sequence Name and sequence months of the year Understand concept of today and tomorrow Order regular events from their own lives Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> 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
4.2 Length	Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, 	Formal measuring <ul style="list-style-type: none"> Measuring using metres (m), 	Formal measuring <ul style="list-style-type: none"> Measuring using metres (m), 	Formal measuring <ul style="list-style-type: none"> Measuring using metres (m),

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	order and record length using non-standard measures e.g. hand, spans, paces, pencil lengths, counters etc. • Describe the length of objects by counting and stating the length using informal units Introducing formal measuring • Measurement using metres (m), and centimetres (cm) • Estimate, and measure height using height chart	and centimetres (cm) • Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length	and centimetres (cm) • Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length	and centimetres (cm) • Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length
4.3 Mass	Informal measuring • 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	Informal measuring • 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	Informal measuring • 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	Informal measuring • 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

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	using informal units Introduce formal measuring <ul style="list-style-type: none"> • 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 • Measure own mass in kilograms using a bathroom scale 	using informal units Introduce formal measuring <ul style="list-style-type: none"> • 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 • Measure own mass in kilograms using a bathroom scale 	using informal units Formal measuring <ul style="list-style-type: none"> • 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 • Measure own mass in kilograms using a bathroom scale 	using informal units Formal measuring <ul style="list-style-type: none"> • 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 • Measure own mass in kilograms using a bathroom scale
4.4 Capacity/ Volume	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk 	<ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk 	<ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1l of milk 	<ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500 ml of cold drink and 1l of milk

GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
5.1 Collect and Sort objects	<ul style="list-style-type: none"> Collect data on the theme to answer questions posed by the teacher Use data cycle to make class pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> Collect data on the theme to answer questions posed by the teacher Use data cycle to make class pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes Introduce the concept of data handling by collecting data of how many boys and girls are in the class 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes Introduce the concept of data handling by collecting data of how many boys and girls are in the class
5.2 Represent sorted collection of objects		<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher 	<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher 	<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher
5.3 Discuss and report on sorted collection of objects				<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) What the sorted collection looks like (product) Describe the collection through drawings
5.4 Collect and Organise data	<ul style="list-style-type: none"> Make pictograph with one-to-one correspondence 	Make pictograph with one-to-one correspondence	<ul style="list-style-type: none"> Collect data about the theme to answer questions posed by the teacher Organise data in a table 	<ul style="list-style-type: none"> Collect data about the theme to answer questions posed by the teacher Organise data in a table
5.5	<ul style="list-style-type: none"> Represent data in pictographs 		<ul style="list-style-type: none"> Represent data in pictographs 	<ul style="list-style-type: none"> Represent data in pictographs

GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
Represent data	and bar graphs		and bar graphs	and bar graphs
5.6 Analyse and interpret	<ul style="list-style-type: none"> • Represent data in pictograph with one-to-one correspondence • Answer questions about data in pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> • Analyse data from representations provided • Represent data in pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> • Represent data in pictograph and bar graph with one to one correspondence • Answer questions about data in pictograph and bar graphs with one-to-one correspondence 	<ul style="list-style-type: none"> • Analyse data from in pictograph and bar graph representations provided • Represent data in pictograph and bar graph with one-to-one correspondence

3.4.10 ASSESSMENT PLANS: GRADE 4

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 200 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 200 10s up to 200 5s up to 200 Count backwards in multiples of: <ul style="list-style-type: none"> 1s from 100 10s from 200 2s from 150 5s from 150 		Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1- 200 Write number symbols 1- 50 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> Size Colour 		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> • Identify, recognise and read number names 1 - 20 • Know number names in multiples of 10s up to 200 		<ul style="list-style-type: none"> - Shape - Objects that roll - Objects that slide 		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> • Recognise the place value of two digit numbers 10-99 • Decompose two digit numbers into tens and units • Identify and state the value of each digit 			<p>Passing of time</p> <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Identify birthdays, public holidays, school events, religious holidays and historical events on the calendar <p>Telling time</p> <ul style="list-style-type: none"> • Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones 	<ul style="list-style-type: none"> • Represent data in pictographs
Week5	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 • Solve money problems 			<p>Formal measuring</p> <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and 	

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	involving total change in cents up to 50c and Rand up to R50			millilitres	
Week6	<ul style="list-style-type: none"> • Solve addition problems up to 100 • Solve subtraction problems from 100 • Use appropriate symbols (+, -, =, □) • Solve addition and subtraction problems to 30 (Mental Maths) • Practise doubling and halving up to 100 			Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups 	
Week7	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Know multiplication tables of 2, 5 and 10 (Mental Maths) 	<ul style="list-style-type: none"> • Copy and extend number sequences to at least 50 • Sequences should show counting forwards and backwards in 1s, 2s 			
Week8	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 • Use appropriate 				<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs with one-to-one

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	symbols (\div , $=$)				correspondence. <ul style="list-style-type: none"> Answer questions about data in pictographs and bar graphs with one-to-one correspondence
Week9	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders 		Symmetry <ul style="list-style-type: none"> Draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 		
Week 10	<ul style="list-style-type: none"> Recognise halves and quarters 	<ul style="list-style-type: none"> Copy and extend number sequence to at least 50 Sequence should show counting forwards and backwards in 1s 			

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 300 Count forward in multiples from a given number in: <ul style="list-style-type: none"> - 2s up to 300 - 10s up to 300 - 5s up to 200 Count backwards in multiples from a given number in: <ul style="list-style-type: none"> - 1s from 300 - 10s from 300 - 2s from 200 - 5s from 200 				<ul style="list-style-type: none"> Collect and sort data according to different attributes Represent data in a pictograph
Week 3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-300 Write number symbols 1-100 Identify, recognise and read number names 1- 			<ul style="list-style-type: none"> Measure using metres (m) and centimetres (cm) 	

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	100 • Know number names in multiples of 10s up to 300				
Week 4	• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 80			Telling time • Tell 12 hour time in hours, half hours on analogue clocks and digital clocks and other digital instruments that show time	
Week 5	• Recognise the place value of three digit numbers up to-200 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit	• Identify and describe in own words and copy geometric patterns from nature and modern everyday life			
Week 6	• Solve simple word problems in context and		• Understand the position of one object		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<p>explain own solution to problems involving addition and subtraction with answers up to 150</p> <ul style="list-style-type: none"> • Solve addition problems up to 150 • Solve subtraction problems from 150 • Use appropriate symbols (+, -, =, □) 		<p>in relation to another e.g. on top of, in front of, behind, up, down, next to</p>		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week7	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 • Multiply numbers 1 to 10 by 10, 5 and 2 up to 150 • Use appropriate symbol (+, x, =) 	<ul style="list-style-type: none"> • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 5s from any multiple up to 100 - 2s from any multiple up to 100 - 10s from any multiple up to 200 			
Week8	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols (\div, =) • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may 				<ul style="list-style-type: none"> • Analyse data from representations provided

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	include remainders				
Week9	<ul style="list-style-type: none"> • 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 50c and Rand up to R50 				
Week 10	<ul style="list-style-type: none"> • Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ 				

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 400 Count forwards in multiples from a given number: <ul style="list-style-type: none"> 2s up to 400 10s up to 400 5s up to 400 Count backwards in multiples from a given number: <ul style="list-style-type: none"> 1s from 400 10s from 400 2s from 200 5s from 250 		Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Recognise and match different views of objects 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-400 Write number symbols 1-250 Identify, recognise and read number names 1- 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> Size Colour Shape Objects that roll 		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	250 • Know number names in multiples of 10s up to 400		- Objects that slide		
Week4	• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100			Telling time • Tell 12 hour time in hours, half hours and quarter hours on analogue clocks and digital clocks and other digital instruments that show time	
Week5	• Recognise the place value of three digit numbers 10-300 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit			Formal measuring • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg	

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 6	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180 Add to 180 Subtract from 180 Use appropriate symbols (+, -, =, □) Practice number bonds to 30 		Symmetry <ul style="list-style-type: none"> Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 		
Week 7	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 Know multiplication tables of 2, 5 and 10 Multiply numbers 1 to 10 	<ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number 0-300 10s from any multiple up to 300 5s from any multiple up to 300 2s from any multiple up 			<ul style="list-style-type: none"> Organise and discuss data in: <ul style="list-style-type: none"> Tables Pictograph Bar graphs Answer questions on the data

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	by 10, 5 and 2 up to 100	to 300 - 3s from multiple up to 300			

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders • Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols (\div, $=$) 				<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs with one-to-one correspondence • Answer questions about data in pictographs and bar graphs
Week9	<ul style="list-style-type: none"> • 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 		Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom • Follow directions on an informal map 		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 10	<ul style="list-style-type: none"> • Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, 2 quarters, three quarters, one third and one fifth • Recognise fractions in diagrammatic form • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 500 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 500 - 10s up to 500 - 5s up to 500 Count backwards in multiples from a given number: <ul style="list-style-type: none"> - 1s from 500 - 10s from 500 - 2s from 300 - 5s from 300 	<ul style="list-style-type: none"> Copy, extend and describe number sequences to at least 500 Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from any multiple up to 500 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in multiples of 10s up to 				<ul style="list-style-type: none"> Analyse data from in pictographs and bar graphs representations provided

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	500 <ul style="list-style-type: none"> Identify, recognise and read number names 1-500 				
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200 			Telling time <ul style="list-style-type: none"> 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 	
Week5	<ul style="list-style-type: none"> Recognise the place value of three digit numbers 10-500 Decompose three digit numbers into hundreds, tens and units Identify and state the value of each digit 	<ul style="list-style-type: none"> Copy, extend and describe number sequences to at least 500 Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> - 5s from any multiple up to 500 			

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
		<ul style="list-style-type: none"> - 2s from any multiple up to 500 - 3s from any multiple up to 500 • Create own number patterns 			
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250 • Solve addition problems up to 200 • Solve subtraction problems from 200 • Practise doubling and halving up to 200 • Use appropriate symbols (+, -, =, □) 			Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1L of milk 	
Week7	<ul style="list-style-type: none"> • Solve word problems in context and explain own 		<ul style="list-style-type: none"> • Draw shapes - Star 		

**GRADE 4 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	solution to problems involving repeated addition leading to multiplication with answers up to 250 • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol (+, x, =)		- Hart - Circles - Triangles - Squares - Rectangles		

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders Divide numbers up to 50 by 2, 5, and 10 Use appropriate symbols (\div, $=$) 			Formal measuring <ul style="list-style-type: none"> Measuring using metres (m), and centimetres (cm) 	
Week9	<ul style="list-style-type: none"> 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 90c and Rand up to R99 				
Week 10	<ul style="list-style-type: none"> Use and name fractions in familiar 				

	<p>context including halves, quarters and third</p> <ul style="list-style-type: none"> • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, 				
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3.4.11 TERM OVERVIEW GRADE 5

The following tables show the progression over the terms within GRADE 5 in the different content area:

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: count with the whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count to at least 500 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 600 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 800 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 1000 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping
1.2 Count backwards and forwards	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-800 - 10s from any multiple up to 800 - 2s from any multiple up to 400 - 5s from any multiple up to 600 - 3s from any multiple up to 600 - 4s from any multiple up to 800 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-1000 - 10s from any multiple up to 1000 - 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 -
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
1.3 Number Symbols and number names	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in multiples of 10s up to 500 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-700 Write number symbols 0-700 Write number names 0-20 Know number names in multiples of 10s up to 700 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-800 Write number symbols 0-800 Write number names 0-20 Know number names in multiples of 10s up to 800 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-1000 Write number symbols 0-1000 Write number names 0-20 Know number names in 10s up to 1000
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-100 Compare whole numbers up to 100 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 500 Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position up to 30 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-200 Compare whole numbers up to 150 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 700 Position objects in a line from first to fiftieth Use ordinary numbers to show order, place per position up to 50 	<ul style="list-style-type: none"> 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 to 80 	<ul style="list-style-type: none"> 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 100

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10 to 500 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-700 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-800 • 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 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-1000 • 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
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens and hundreds 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens and hundreds 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens and hundreds 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens and hundreds

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	- Calculator	- Calculator	- Calculator	- Calculator
1.7 Addition and Subtraction	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 500
1.8 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200 	<ul style="list-style-type: none"> Solve number problems in context and explain own solution to problems involving multiplication with answers up to 300 	<ul style="list-style-type: none"> Solve number problems in context and explain own solution to problems involving multiplication with answers up to 400 	<ul style="list-style-type: none"> Solve number problems in context and explain own solution to problems involving multiplication with answers up to 500
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve word problems In context and explain own solutions to problems that involve equal sharing and grouping up to 200 with answers that may include remainders 	<ul style="list-style-type: none"> Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 300 with answers that may include remainders 	<ul style="list-style-type: none"> Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 400 with answers that may include remainders 	<ul style="list-style-type: none"> Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 500 with answers that may include remainders
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$	e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$	e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.	e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.
1.11 Money	<ul style="list-style-type: none"> 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 90c and Rand up to R199.99 	<ul style="list-style-type: none"> Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change up to R299.99 and beyond 	<ul style="list-style-type: none"> 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 up to R399.99 and beyond 	<ul style="list-style-type: none"> 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 up to R499.99 and beyond
CONTEXT FREE CALCULATIONS				
1.12 Techniques (methods or strategies)	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s
1.13 Addition and subtraction	<ul style="list-style-type: none"> Add to 200 Subtract from 200 Use appropriate symbols (+, -, =, □) 	<ul style="list-style-type: none"> Add to 300 Subtract from 300 Use appropriate symbols (+, -, =, □) 	<ul style="list-style-type: none"> Add to 400 and beyond Subtract from 400 and beyond Use appropriate symbols (+, -, =, □) 	<ul style="list-style-type: none"> Add to 500 and beyond Subtract from 500 and beyond Use appropriate symbols (+, -, =, □)
1.14	<ul style="list-style-type: none"> Multiply numbers 1 to 10 by 2, 	<ul style="list-style-type: none"> Multiply numbers 2, 3, 4, 5 and 	<ul style="list-style-type: none"> Multiply numbers 2, 3, 4, 5 and 	<ul style="list-style-type: none"> Multiply numbers 2, 3, 4, 5 and

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Repeated addition leading to multiplication	3, 4, 5, and 10 • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10	10 to a total of 100 • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10	10 to a total of 100 and beyond • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10	10 to a total of 100 and beyond • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10
1.15 Division	• Divide numbers up to 100 by 10 • Use appropriate symbols • (\div , =)	• Divide numbers up to 100 by 2, and 10 • Use appropriate symbols • (\div , =)	• Divide numbers up to 100 and beyond by 25, and 10 • Use appropriate symbols • (\div , =)	• Divide numbers up to 100 and beyond by 2, 5, and 10 • Use appropriate symbols • (\div , =)
1.16 Mental Mathematics	• Number concept: Range 600 • Order a given set of selected numbers • Compare numbers to 600 and say which is: 1 more or 1 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 • Solve addition and subtraction problems to 30	• Number concept: Range 700 • Order a given set of selected numbers • Compare numbers to 700 and say which is: 1 more or 1 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 • Recall addition and subtraction facts to 30	• Number concept: Range 800 • Order a given set of selected numbers • Compare numbers to 800 and say which is: 1 more or 1 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 • Recall addition and subtraction facts to 40	• Number concept: Range 1000 and beyond • Order a given set of selected numbers • Compare numbers to 1000 and say which is: 1 more or 1 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 • Recall addition and subtraction facts to 50

GRADE 5 OVERVIEW PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • Add or subtract multiples of 10 from 0 to 200 	<ul style="list-style-type: none"> • Add or subtract multiples of 10 from 0 to 300 	<ul style="list-style-type: none"> • Add or subtract multiples of 10 from 0 to 400 	<ul style="list-style-type: none"> • Add or subtract multiples of 10 from 0 to 500
1.17 Fractions	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$

GRADE 5 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	Copy ,extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns: <ul style="list-style-type: none"> - in nature - from modern everyday life - from our cultural heritages • Create own geometric patterns: <ul style="list-style-type: none"> - with concrete objects - by drawing lines - Shapes or objects - Describe own patterns 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects • Describe own patterns 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects • Describe own patterns 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects • Describe own patterns

GRADE 5 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.2 Number patterns	Copy, extend and describe number sequence to at least 600 <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 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 	Copy, extend and describe number sequence to at least 700 <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-700 10s from any multiple up to 700 5s from any multiple up to 700 2s from any multiple up to 700 3s from multiple up to 700 4s from multiples up to 700 Create own number patterns 	Copy, extend and describe number sequence to at least 800 <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-800 10s from any multiple up to 800 5s from any multiple up to 800 2s from any multiple up to 800 3s from multiple up to 800 4s from multiples up to 800 Create own number patterns 	Copy, extend and describe number sequence to at least 1000 <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 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 3s from multiple up to 1000 4s from multiples up to 1000 Create own number patterns

GRADE 5 OVERVIEW PER TERM 3. SPACE AND SHAPE (GEOMETRY)				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Recognise and match different views of the same everyday objects Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom and school Follow directions on a map 	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Recognise and match different views of the same everyday objects Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom and school Follow directions on a map 	Language of position <ul style="list-style-type: none"> Understand 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 <ul style="list-style-type: none"> Recognise and match different views of the same everyday objects Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom and school Follow directions on a map 	Position and views <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. 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 <ul style="list-style-type: none"> Follow and give directions to move around the classroom and school Follow directions on a map Read basic co-ordinates
3.2 3D objects		Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures

GRADE 5 OVERVIEW PER TERM 3. SPACE AND SHAPE (GEOMETRY)				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
		<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide 	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved 	<ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles

GRADE 5 OVERVIEW PER TERM 3. SPACE AND SHAPE (GEOMETRY)				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides - Curved sides Draw shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides - Curved sides Draw shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangles
3.4 Symmetry		Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise and draw line of symmetry in 2D geometrical and non-geometrical shapes

GRADE 5 OVERVIEW PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the 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 e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the 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 e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the 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 e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the 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 e.g. Cell phone
4.2 Length	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm): 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm): 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm): 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and centimetres (cm):

GRADE 5 OVERVIEW PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	metre sticks metre long length of string measuring tape ruler	metre sticks metre long length of string measuring tape ruler • Read distances in km	metre sticks metre long length of string measuring tape ruler • Read distances in km	metre sticks metre long length of string measuring tape ruler • Read distances in km
4.3 Mass		Formal measuring <ul style="list-style-type: none"> • 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 • Measure own mass in kilograms using a bathroom scale 	Formal measuring <ul style="list-style-type: none"> • 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 	Formal measuring <ul style="list-style-type: none"> • 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
4.4 Capacity/Volume		Formal measuring <ul style="list-style-type: none"> • Compare and order the 	Formal measuring <ul style="list-style-type: none"> • Compare and order the 	Formal measuring <ul style="list-style-type: none"> • Compare and order the

GRADE 5 OVERVIEW PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
		volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk	volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre	volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre
4.5 Perimeter and area			Perimeter • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area • Investigate the area using tiling	Perimeter • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area • Investigate the area using tiling

GRADE 5 OVERVIEW PER TERM 5. DATA HANDLING				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher
5.2 Represent sorted collection of objects	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects
5.3 Discuss and report on sorted collection of objects	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections
5.4 Collect and organise data	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in:
5.5 Represent data	<ul style="list-style-type: none"> - Tables - Pictograph 	<ul style="list-style-type: none"> - Tables - Pictograph 	<ul style="list-style-type: none"> - Tables - Pictograph 	<ul style="list-style-type: none"> - Tables - Pictograph
5.6 Analyse and interpret data	<ul style="list-style-type: none"> - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> - Bar graphs • Answer questions on the data

3.4.12 ASSESSMENT PLANS GRADE 5

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> • Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-500 - 10s from any multiple of 10, 0-500 - 2s from any multiple of 2, 0-100 - 5s from any multiple of 5, 0-100 		Position and views <ul style="list-style-type: none"> • Recognise and match different views of the same everyday objects Position and directions <ul style="list-style-type: none"> • Follow directions on a map 		
Week3	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-500 • Write number symbols 1-500 • Know number names in multiples of 10s up to 500 			<ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks 	

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> • Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500 		<ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides - Curved sides Draw shapes: <ul style="list-style-type: none"> - Star - Hart - Circles - Triangles - Squares - Rectangles 		
Week5	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10 to 500 • Decompose three digit numbers into hundreds, tens and units • Identify and state the 	<ul style="list-style-type: none"> • Create own geometric patterns: <ul style="list-style-type: none"> - with concrete objects - by drawing lines - with shapes or objects 			

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	value of each digit				
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200 • Add to 200 • Subtract from 200 • Use appropriate symbols (+, -, =, □) 			<ul style="list-style-type: none"> • Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm) 	
Week7	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200 • Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 				<ul style="list-style-type: none"> • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictographs - Bar graphs

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve money problems involving total change in cents up to 90c and Rand up to R199.99 			<ul style="list-style-type: none"> • 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 	
Week9	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 200 with answers that may include remainders • Divide numbers up to 100 by 10 	<ul style="list-style-type: none"> • Copy, extend and describe number sequences to at least 600 in: <ul style="list-style-type: none"> - 5s from multiples of 5s between 0-600 - 10s from multiples of 10s between 0-600 - Create own number patterns 			
Week 10	<ul style="list-style-type: none"> • Recognise fractions in diagrammatic form • Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent 				

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 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 	Copy, extend and describe simple number sequence to at least 700, counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-700 - 10s from any multiple up to 700 - 5s from any multiple up to 700 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-700 Write number symbols 0-700 Write number names 0-20 Know number names in multiples of 10s up to 700 		Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones 		

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700 			<ul style="list-style-type: none"> 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 	
Week5	<ul style="list-style-type: none"> Recognise the place value of three digit numbers from , up to -700 Decompose three digit numbers into hundreds, tens and units Identify and state the value of each digit 			<ul style="list-style-type: none"> Measuring using metres and centimetres 	
Week6	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300 Add to 300 		<ul style="list-style-type: none"> Recognise and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 		

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Subtract from 300 Use appropriate symbols (+, =, □) 				
Week7	<ul style="list-style-type: none"> Solve number problems in context and explain own solution to problems involving multiplication with answers up to 300 Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 Use appropriate symbol (+, x, =) 				<ul style="list-style-type: none"> Collect data on the theme Draw a picture of collected objects Discuss independently the collected data Answer questions on the data
Week8	<ul style="list-style-type: none"> Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 300 with answers that may include remainders Divide numbers up to 100 by 2 and 10 			<ul style="list-style-type: none"> Formal measuring Measure liquids using measuring jug in litres and measuring cup and spoon in millilitres ml 	
Week9	<ul style="list-style-type: none"> Solve money problems 				<ul style="list-style-type: none"> Answer questions on the

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	involving total change up to R299.99 and beyond				data represented in tables, pictographs and bar graphs
Week 10	<ul style="list-style-type: none"> Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, 2 quarters, thirds, fifths 				

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 10s from any multiple up to 800 - 2s from any multiple up to 800 - 5s from any multiple up to 800 - 3s from any multiple up to 800 - 4s from any multiple up to 800 	<ul style="list-style-type: none"> Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way 	<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-800 Write number symbols 0-800 Write number names 0-20 Know number names in multiples of 10s up to 800 			Telling time <ul style="list-style-type: none"> 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 Read and know the date e.g. calendar 	
Week4	<ul style="list-style-type: none"> Recognise the place 		<ul style="list-style-type: none"> Recognise, name and 		

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	value of three digit numbers up to 800 • Decompose three digit numbers into hundreds, tens and units up to 800		draw 2D shapes - Star - Hart - Circles - Triangles - Rectangle - Squares		
Week5	• Add to 400 and beyond • Subtract from 400 and beyond • Use appropriate symbols (+, -, =, \square)	Copy , extend and describe number sequence to at least 800, sequences should show counting forward and backwards in: - 5s from any multiple up to 800 - 2s from any multiple up to 800 - 3s from multiple up to 100 - 4s from multiples up to 100			
Week6	• Multiply numbers 2, 3, 4, 5 and 10 up to 100 and beyond			• Compare and order the mass of commercially packaged objects which	

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> • Use appropriate symbol (+, x, =) • Tables 2,3,4,5 and 10 			have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour	
Week7				Perimeter <ul style="list-style-type: none"> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units 	
Week8	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400 			Area <ul style="list-style-type: none"> • Investigate the area using tiling 	

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week9	Solve money problems involving total change up to R399.99 and beyond			Formal measuring <ul style="list-style-type: none"> 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 	
Week 10	<ul style="list-style-type: none"> Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-1000 - 10s from any multiple up to 1000 - 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 		Position and directions <ul style="list-style-type: none"> Follow directions on a map Read basic co-ordinates on a map 		
Week3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Copy, extend and describe number sequence to at least 1000 :sequences should show counting forwards and backwards in: 			

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
		<ul style="list-style-type: none"> • 1s from any number between 0-1000 • 10s from any multiple up to 1000 • 5s from any multiple up to 1000 			
Week4	<ul style="list-style-type: none"> • Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000 			<ul style="list-style-type: none"> • 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 	
Week5	<ul style="list-style-type: none"> • 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, 			<ul style="list-style-type: none"> • Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm) • Read distances in km 	

GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	hundreds, tens and units <ul style="list-style-type: none"> Identify and state the value of each digit 				

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week6	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 500 	<ul style="list-style-type: none"> Copy ,extend and describe number sequence showing counting forward and backwards in: <ul style="list-style-type: none"> - 10s from any multiple up to 1000 - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from any multiple up to 200 - 4s from any multiples up to 200 			
Week7	<ul style="list-style-type: none"> Add to 500 and beyond Subtract from 500 and beyond 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved 		

**GRADE 5 SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Divide numbers up to 100 and beyond by 2,5,10 			Perimeter <ul style="list-style-type: none"> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units • Area • Investigate the area using tiling 	
Week9	<ul style="list-style-type: none"> • Solve money problems involving total change up to R499.99 and beyond 		Symmetry <ul style="list-style-type: none"> • Recognise symmetry in 2D geometrical shapes and non-geometrical shapes 		
Week 10	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics Draw a picture of collected objects

4. FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1-5

FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5				
Grade	Term 1	Term 2	Term 3	Term 4
1	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Recognise, identify and read number symbols 1-5 • Add the same number repeatedly up to 4 • Recognise, identify and name 2D-shapes 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Count forwards and backwards from any given number up to 13 • Solve addition problems with answers up to 7 • Compare and order objects according to length 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Count forwards and backwards from a given number up to 15 • Use concrete objects to solve problems involving addition and subtraction with answers up to 8 • Collect and sort at least 5 objects according to size and colour 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Count in ones up to 20 • Recognise of South African Rands, R1, R2, R5, R10 • Recognise and identify 3D objects in the classroom • Recognise the mass (heavy and light) • Recognise capacity (full, empty)
2	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Recognise, identify and read number symbols up to 1-20 • Solve addition and subtraction problems up to 10 • Copy and extend simple number 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Write number symbols 1-25 • Order numbers from biggest to smallest up to 10 • Solve addition and subtraction problems up to 15 • Understand the position of one 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Identify, recognise and read number symbols 1-40 • Recognise place value of numbers up to 30 • Solve simple word problems involving addition and subtraction 	<p>Task 1: Weeks 7-8</p> <ul style="list-style-type: none"> • Content to be assessed (oral, practical, written recording) • Solve addition and subtraction problems up to 20 • Solve simple word problems in

FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5				
Grade	Term 1	Term 2	Term 3	Term 4
	sequence to at least 10	object in relation to the other	with answers up to 18 <ul style="list-style-type: none"> • Recognise, name and draw 2D shapes: - Star - Hart - Circles - Triangles - Squares - Rectangles 	context involving, equal sharing and grouping up to 50 <ul style="list-style-type: none"> • Draw a line of symmetry in geometric shapes • Use pictures to represent data in pictograph
3	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Count forwards in multiples: <ul style="list-style-type: none"> 5s up to 50 10s up to 100 2s up to 50 • Compare whole numbers up to 20 • Solve addition and subtraction problems up to 20 • Name days of the week in correct sequence 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise place value of numbers up to 30 • Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50 • Copy and extend a given geometric pattern 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Solve money problems involving totals and change in cents up to 50c and Rand to R50 • Recognise the place value of two digit numbers from 10-80 • Solve addition and subtraction problems up to 80 • Describe the position of one object in relation to another 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise place value of two digit numbers from 10-99 • Solve addition and subtraction problems up to 100 • Copy, extend and describe number sequence to at least 100 • Compare and order the mass of commercially packaged

FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5

Grade	Term 1	Term 2	Term 3	Term 4
			Task 2: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Solve word problems in context involving addition and subtraction with answers up to 80 • Measure using metre (m), and centimetres (cm) • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) • Use pictures to represent data in pictograph 	objects which have their mass stated only in kilogram (kg)
4	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Identify, recognise and read number symbols 1-200 • Recognise the place value of two digit numbers 10-99 • Recognise and identify the South African coins 50c, R1, R2, R5 and 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Solve addition problems up to 150 • Solve subtraction problems from 150 • Solve simple word problems in context and explain own solution to problems involving addition 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise the place value of three digit numbers 10-300 • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Copy, extend and describe number sequence to at least 500 • Recognise the place value of three digit numbers up to 500 • Solve money problems

FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5

Grade	Term 1	Term 2	Term 3	Term 4
	bank notes R10, R20, R50, R100, R200 • Tell-12 hour time in hours on analogue clocks and digital	and subtraction with answers up to 150	with answers up to 30 • Solve addition and subtraction problems up to 180	involving total change in cents up to 90c and Rands up to R99 • Use and name fractions in familiar context including halves, quarters and thirds
		Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Multiply numbers 1 to 10 by 10, 5 and 2 up to 150 • Measure using metres (m) and centimetres (cm) • Represent data in a pictograph	Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Draw line of symmetry in 2D geometrical and non-geometrical shapes • Recognise and match different views of objects • Represent data in pictograph and bar graph with one-to-one	
5	Task 1: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500 • Solve addition and subtraction	Task 1: Weeks 4-5 • <i>Content to be assessed (oral, practical, written recording)</i> • Decompose three digit numbers into hundreds, tens and units • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300	Task 1: Weeks 4-5 • <i>Content to be assessed (oral, practical, written recording)</i> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Divide numbers up to 100 and beyond by 2, 5, and 10 • Solve money problems involving total change up to R299.99 and	Task 1: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Identify, recognise and read number symbols 0-1000 • Recognise the place value of three digit numbers from 10-1000 • Solve addition and subtraction

FORMAL ASSESSMENT TASKS OVERVIEW : GRADES 1 TO 5				
Grade	Term 1	Term 2	Term 3	Term 4
	problems up to 500 • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200 • Draw shapes: Circles Triangles Squares Rectangles	• Divide numbers up to 100 by 2 and 10 Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes • Measure using metres and centimetres • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks	beyond • Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, thirds, fifths Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Answer questions on the data represented in tables, pictographs and bar graphs • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units • Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way	problems up to 500 and beyond • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Divide numbers up to 100 and beyond by 2, 5, 10

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported

5. SECTION 5: ASSESSMENT

5.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

5.2 Assessment principles

5.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

5.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

5.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments
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Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- **Relevance**

To be dynamic and responsive to workplace needs and a range of employment fields.

- **Credibility**

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

5.3 Managing assessment

5.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process.

Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?

- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

5.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

5.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

5.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances.

Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books

and the Support Needs Analysis (SNA).

5.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

5.5 Assessment programme

The grade overview for each grade is followed by the suggested assessment tasks per grade divided into four terms.

5.6 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

5.7 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

5.7.1 Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.
- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

5.7.2 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

5.8 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

6. RESOURCES

- Department of Basic Education 2001. Education White Paper 6: Special needs education – building an inclusive education and training system. Pretoria: Government Printers.
- Department of Basic Education 2014. Policy on Screening, Identification, Assessment and Support. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade R. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 1-3. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 4-6. Pretoria: Government Printers.
- Department of Basic Education 2009. National Early Learning for Learning and Development Standards for children birth to four years. Pretoria: Government Printers.
- Department of Basic Education 2011. Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements. Pretoria: Government Printers.
- Department of Basic Education 2014. Guidelines to ensure quality education in special school and special school resource centres. Pretoria: Government Printers.
- Early Childhood Development Institute. Birth to four curriculum. Gauteng Province. Pretoria: Government Printers.