

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	

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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		Time
Languages		5 – 14 years = 10 hours
Home Lang	uage	14 – 18 years = 6 hours
First additio	nal language	14 – 18 year = 2 hours
Mathematic	20	5 – 14 years = 5 hours
Watnemati	.5	14 – 18 years = 3 hours
	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
Life Skills	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
	Natural Sciences	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	8 hours
Mechanical Technology: Body Works: Panel Beating and or Spray Painting	o nours
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	
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	
General Education	General Education	
Home Language	Home Language	
	First Additional Language	
Mathematics	Mathematics	
Life Skills	Life Skills	
- Personal and Social wellbeing	- Personal and Social wellbeing	
- Physical education	- Physical education	
- Creative arts	- Creative arts	
	- Natural Sciences	
	Skills subjects	
	A minimum of 3 skills and maximum of 4 skills	

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 leaner'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 aread 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: 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	 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 	
Detterne Functions and	Expositor to patterns, develops a sense of order and	drawings Solving problems in context enables learners to communicate their own thinking orally and visually	
Patterns, Functions and	i i	Use concrete objects, drawings and symbolic forms to copy,	
Algebra	sequencing	extend, describe and create patterns	
	Copy and extend simple geometric and number patterns	Describing the pattern helps learners to follow simple order and	
	using concrete objects and drawings	sequence	
		Number patterns support number concept development	

Space and Shape	The main progression in Space and Shape is achieved	• Learners recognise and name objects in their environment	
(Geometry)	by:	Learners describe the features 3D objects and 2D shapes	
	Focus on new properties and features of shapes and objects.	• Learners match and sort 3D objects and 2D shapes according	
	Move from learning the language of position and matching	to their shape and size	
	different views of the same objects to reading and following	Learners follow and give directions	
	directions	• Learners build models using 3D objects	
		• Learners can describe their own positions and the positions of	
		others and objects in the environment	
Measurement	Measurement focuses on informal and formal ways of	• The concept of measurement is developed by working	
	measuring. It enables the learner to:	practically with different concrete objects and shapes which	
	Make sensible measurement estimates	facilitates learning the properties of time, length, capacity, mass,	
	Measure using non-standard and standardised measuring	and area	
	tools	• 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	Through the study of data handling the learner develops	The data handling focus is on sorting objects according to	
	the skills to:	features such as shape, size and colour. Learners are expected	
	Collect	to:	
	Organise	Collect objects in the immediate environment	
	Represent	Sort objects with similar features	
	Analyse and interpret	Identify objects that are similar in a set	
	Record and report	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 Differentiatied 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

Counters	Play money- coins and notes	
Abacus	Birthday chart/calendar	
• Legos	Weather chart	
Large and small (dice)	Bathroom scale	
Board games	Balancing scale	
Height chart	Kitchen scale	
Metre stick	Building blocks	
Measuring stick	Chalk boards/ white boards for children	
Measuring cups	Modelling clay	
Big counting frame/mat	Large analogue and digital wall clock	

- 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

- 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

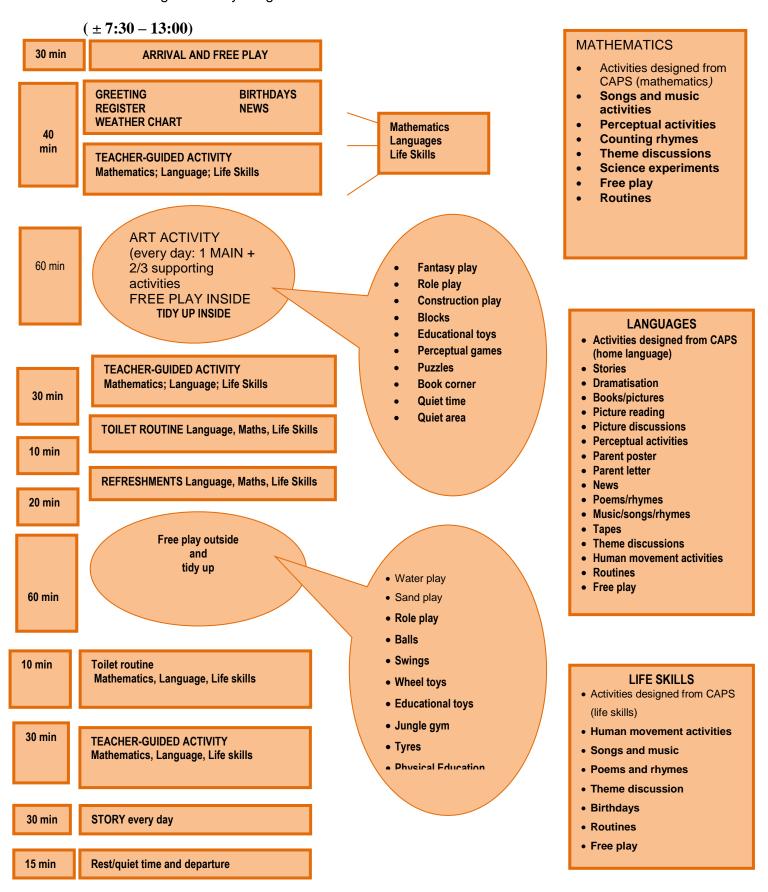
Essentials:

- 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



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 gidelines 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 handeling 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 concrete	Estimate and	Estimate and count	Estimate and	Estimate and count	Estimate and count			
Count objects	objects to at least	count concrete	concrete objects to	count concrete	to at least 500	to at least 1000			
	1-10 reliably	objects to at least	at least 1- 50	objects to at least	everyday objects	everyday objects			
		1-20 reliably	reliably	1- 200 reliably	reliably	reliably			
			Count by grouping	Count by grouping	Count by grouping	Count by grouping			
			is encouraged	is encouraged	is encouraged	is encouraged			
1.2	Recite counting	Recite counting	Count forwards	Count forwards	Count forwards and	Count forwards and			
Count forwards	rhymes and songs	rhymes and song	from 0-50	from 0-200	backwards from 0-	backwards from 0-			
and backwards					500	1000			
	Count forwards	Count forwards	Count forwards	Count forwards	Count forwards and	Count forwards and			
	from 0 to 5	and backwards	and backwards in	and backwards	backwards in	backwards in			
		from 0-10	multiples of:	from any number	multiples of:	multiples of:			
			- 2s from 0-20	between 0-100 in	- 2s from 0-500	- 2s from 0-500			
			- 10s between 0-	multiples of:	- 5s from 0-500	- 5s from 0-500			
			50	- 2s from 0-200	- 10s from 0-500	- 10s from 0-1000			
				- 5s from 0-200		- 3s from 0-100			
				- 10s from 0-200		- 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	Recognise, identify	Recognise, identify	Recognise, identify	Recognise, identify	Recognise, identify	Recognise, identify			
Number	and read number	and read number	and read number	and read the	and read the	and read the			
symbols and	symbols from 1-5	symbols from 1-10	symbols from 1-	number symbols	number symbols 1-	number symbols 1-			
number names		• Write number	100	from 1-200	500	1000			
		symbols 1-10	Know the number	Know the number	Know the number	Know the number			
			names 1-5	names 1-10	names 1-20	names 1-1000			
			Know number	Know number	Know number	Know number			
			names in multiples	names in multiples	names in multiples	names in multiples			
			of 10s up to 50	of 10s up to 100	of 100s up to 1000	of 10s and 100s up			
						to 1000			
			Write number	Write number	Write number	Write number			
			symbols 1-20	symbols 1-50	symbols 1-100	symbols 1-1000			
NUMBER CONCE	PT DEVELOPMENT: D	escribe, compare and	order whole numbers						
1.4	Use ordinal	Order, compare	Order, compare	Order, compare	Order, compare	Order , compare			
Describe,	numbers to show	and represent	and represent	and represent	and represent	and represent			
compare and	order, place or	numbers to 5	numbers to 10	numbers to 50	numbers to 100	numbers to 1000			
order numbers	position:	Order and	Order and	Order and	Order and	Order and compare			
	Develop an	compare whole	compare whole	compare whole	compare whole	whole numbers			
	awareness of	numbers	numbers according	numbers	numbers according	according to more			
	ordinal numbers	according to more	to more than and	according to more	to more than and	than and less than,			
	e.g. first, second,	than and less than	less than, equal to	than and less	less than, equal to,	equal to, greater			
	third		Order numbers	than, equal to, and	greater than and	than and smaller			
			from smallest to	greater than	smaller than	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			
			biggest up to 1-5						
			Compare whole	Compare whole	Compare whole	Compare whole			
			numbers according	numbers	numbers according	numbers according			
		Use ordinal	to big, small,	according to, more	to more than, less	to more than, less			
		numbers to show	smaller than,	than, less than, is	than, is equal to,	than, equal to,			
		order, place or	bigger than, up to	equal up to 50	most, least, fewer	most, least, fewer			
		position	10		up to 100	up to 1000			
		Position objects in	Position objects in	Position objects in	Position objects in	Position objects in			
		a line from first to	a line from first to	a line from first to	a line from first to	a line from first to			
		fifth	tenth or first to last	20th or first to last	50th or first to last	100 th or first to last			
				(ordinal numbers)	(ordinal numbers)	(ordinal numbers)			
					Use, read and	Use, read and			
					write ordinal	write ordinal			
					numbers, including	numbers, including			
					abbreviated form	abbreviated form			
					first to 30th	first to 100 th			
	PT DEVELOPMENT: P	LACE VALUE							
1.5			Begin to recognise	Begin to recognise	Begin to recognise	Begin to recognise			
Place value			the place value of	the place value of	the place value of	the place value of			
			two-digit numbers to	two-digit numbers to	three-digit numbers	three and four-digit			
			20	99	to 200	numbers to 1000			
			Decompose two-	Decompose two-	Decompose	Decompose three			
			digit numbers into	digit numbers into	three-digit	and four-digit			
			multiples of tens	multiples of tens	numbers into	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	and units	multiples of	multiples of		
					hundreds, tens	thousands,		
					and units	hundreds, tens and		
						units		
			Identify and state	Identify and state	Identify and state	Identify and state		
			the value of each	the value of each	the value of each	the value of each		
			digit	digit	digit	digit		
SOLVE PROBLEM	IS IN CONTEXT							
1.6	Use concrete	Use concrete	Use concrete	Building up and	Building up and	Building up and		
Problem solving	apparatus e.g.	apparatus e.g.	apparatus e.g.	breaking down	breaking down	breaking down		
techniques	counters and	counters and	physical number	numbers	numbers	numbers		
	physical number	physical number	ladders; counters	Practise doubling	Practise doubling	Practise doubling		
	ladder	ladder	and pictures	and halving	and halving	and halving		
		Practise doubling	Practise doubling	Use number lines	Use number lines	Use number lines		
			and halving	• Use 100 chart	• Use 100 chart	Use 100 chart		
			Use number lines	Rounding off in	Rounding off in 10s	Rounding off to the		
			supported by	tens		nearest 5, 10, and		
			concrete apparatus	Calculators	Calculators	100		
1.7	Solve verbally	Use concrete	Solve word	Solve word	Solve word	Solve word		
Addition and	stated problems	objects to solve	problems (story	problems (story	problems (story	problems (story		
subtraction	with answers up to	problems involving	sums) in context	sums) in context	sums) in context	sums) in context		
	5	addition and	and explain own	and explain own	and explain own	and explain own		
		subtraction with	solution to	solution to	solution to	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	problems involving	problems involving	problems involving			
			addition and	addition and	addition and	addition and			
			subtraction with	subtraction with	subtraction with	subtraction with			
			answers up to 20	answers up to 100	answers up to 250	answers up to 500			
1.8			Solve addition	Solve addition	Solve addition	Solve addition			
Repeated			problems of 2s and	problems of 2s, 5s	problems of 2s, 5s	problems of 2s, 5s			
addition leading			10s with answers	and 10s with	and 10s with	and 10s with			
to multiplication			up to 50	answers up to 100	answers up to 250	answers up to 500			
1.9	Solve and explain	Solve and explain	Solve and explain	Solve and explain	Solve and explain	Solve and explain			
Grouping and	solutions to word	solutions to word	solutions to word	solutions to word	solutions to	solutions to			
sharing leading	problems in context	problems in context	problems in context	problems in context	practical problems	practical problems			
to division	(story sums) that	(story sums) that	(story sums) that	(story sums) that	involving equal	involving equal			
	involve equal	involve equal	involve equal	involve equal	sharing and	sharing and			
	sharing and	sharing and	sharing and	sharing and	grouping with	grouping with			
	grouping with	grouping with	grouping with	grouping with	whole numbers up	whole numbers up			
	whole numbers up	whole numbers up	whole numbers up	whole numbers up	to 100 and with	to 500 and with			
	to 5	to 10	to 20	to 50	answers that may	answers that may			
					include remainders	include remainders			
	MS IN CONTEXT								
1.10	Introduction to half	Introduction to half	Introduction to half	Solve and explain	Solve and explain	Solve and explain			
Sharing leading	using concrete	using halving of	using halving of	solutions to	solutions to	solutions to			
to fractions	objects	concrete objects	concrete objects	practical problems	practical problems	practical problems			
				that involve equal	that involve equal	that involve equal			
				sharing leading to	sharing leading to	sharing leading to			

			DE OVERVIEW GRADE			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				solutions that	solutions that	solutions that
				include unitary	include unitary and	include unitary and
				fractions e.g. half,	non-unitary	non-unitary
				quarter	fractions e.g. half,	fractions e.g. half,
					quarter, third	quarter, third, fifth
1.11	Develop an	Recognise and	Recognise and	Recognise and	Recognise and	Recognise and
Money	awareness of and	identify South	identify South	identify South	identify South	identify South
	recognise South	African coins like	African coins like	African coins like	African coins like	African coins like
	African coins	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,	50c, R1.00, R2.00,
		R5.00	R5.00 and notes	R5.00 and notes	R5.00 and notes	R5.00 and notes
			like R10.00,	like R10.00,	like R10.00,	like R10.00,
			R20.00, R50.00,	R20.00, R50.00,	R20.00, R50.00,	R20.00, R50.00,
			R100.00, R200.00	R100.00, and	R100.00, and	R100.00 and
				R200.00	R200.00	R200.00
				Solve money	Solve money	Solve money
				problems involving	problems involving	problems involving
				totals and change	totals and change	total and change in
				up to R100.00	up to 90c and	Rand and cents up
					R200.00	to R500.00
						Conversions
						between Rand and
						cents
CONTEXT FRE	E CALCULATIONS					
1.12	Use concrete	Use concrete	Use concrete	Use the following	Use the following	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	apparatus e.g.	apparatus e.g.	apparatus to solve	techniques when	Techniques when	techniques when			
(method or	counters	counters	maths problems	solving problems	solving problems	solving problems			
strategies)			e.g. drawings or	and explain	and explain	and explain			
			concrete objects	solutions to	solutions to	solutions to			
				problems:	problems:	problems:			
				Building up and	Building up and	Building up and			
				breaking down	breaking down	breaking down			
				numbers	numbers	numbers			
		Practise doubling	Practise doubling	Practise doubling	Practise doubling	Practise doubling			
		and halving	and halving	and halving	and halving	and halving			
		Use number lines	Use number lines	• Use number lines	Use number lines	• Use number lines			
		• Use 100 chart	Use 100 chart	• Use 100 chart	• Use 100 chart	• Use 100 chart			
				• Round off in 10s	• Round off in 10s	• Round off in 10s			
						and 100s			
1.13	Solve verbally	Solve verbally	• Add to 20	• Add to 99	• Add to 200	Add to 500 and			
Addition and	stated addition	stated addition and	Subtract from 20	Subtract from 99	Subtract from 200	Subtract from 500			
subtraction	and subtraction	subtraction	Practise number	Practise number	Practise number	Practise number			
	problems with	problems with	bonds up to 5	bonds to 10	bonds to 20	bonds to 30			
	concrete objects	concrete objects	Use appropriate	Use appropriate	Use appropriate	Use appropriate			
	up to 5	up to 10	symbols(+,-,=,□)	symbols(+,-,=,□)	symbols (+,-,=,□)	symbols(+,-,=,□)			
CONTEXT FREE	CALCULATIONS		I	1	1				
1.14		Add the same	Add the same	Add the same					
Repeated		number repeatedly	number repeatedly	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		up to 10	up to 20	up to 50					
to multiplication				Multiply numbers 1	Multiply numbers	Multiply any			
				to 10 by 2, 10, 5 to	1-10 by 2, 5 ,3, 10	number by 2, 5, 3			
				a total of 50	to a total of 100	,4 and 10 up to			
						100			
			Use appropriate	Use appropriate	Use appropriate	Use appropriate			
			symbols(+,=)	symbols(+,x,=)	symbols(+, x, =)	symbols(+, x, =)			
1.15					Divide numbers to	Divide numbers to			
Division					50 by 2, 5, 10	100 by 2, 5, 10			
					Use appropriate	Use appropriate			
					symbols (÷, =)	symbols (÷, =)			
1.16 Mental	Number concept range 5 • Count everyday	Number concept range 10 Name the number	Number concept range 20 Name the number	Number concept: range 100 • Name the number	Number concept: range 200 • Name the number	Number concept: range 1000 • Name the number			
Mathematics	objects	before and after a	before and after a	before and after a	before and after a	before and after a			
	Count forwards	given number	given number	given number	given number	given number			
		Compare numbers	Compare numbers	Compare numbers					
		and say which is	and say which is 1	and say which is 1,					
		more or less	or 2 more or less	2 and 3 more or					
				less					
			Solve addition and	Solve addition and	Solve addition and	Solve addition and			
			subtraction	subtraction	subtraction	subtraction			
			problems (number	problems to 20	problems (number	problems (number			
			bonds) to 5		bonds) to 30	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			
				Order a given set	Know multiplication	Know multiplication			
				of selected	tables of 5, 10 and	tables of 2, 5,10, 3			
				numbers	2	and 4			
1.17			Use and name	Use and name	Use and name	Use and name			
Fractions			unitary fractions	unitary fractions	unitary fractions	unitary fractions			
			including halves	including halves	including halves,	including halves,			
				and quarters	quarters and thirds	quarters, thirds			
						and fifths			
				• Recognise	Recognise	Recognise			
				fractions	fractions	fractions			
				diagrammatically	diagrammatically	diagrammatically			
				Write fractions as 1	Write fractions as	Write fractions as			
				half	½, ¼, and ⅓	½, ¼, ⅓, and ⅓			

	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	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and	Copy, extend and				
Geometric	represent	represent	represent	represent	represent	represent				
patterns	Copy simple	Copy simple	 Copy and extend 	Copy, extend and	Copy, extend and	Copy, extend, and				
	patterns using	patterns using	simple patterns	create simple	create patterns	represent patterns				
	concrete objects;	concrete objects	using concrete	patterns made with	made with	made with drawings				
	e.g. using colours		objects	shapes or objects	drawings of lines,	of lines, shapes or				
	and shapes				shapes or objects	objects				
			Copy patterns made	Copy and extend	Copy, extend and	Copy, extend and				
			with drawings of	patterns made with	create complex	create complex				
			lines, shapes or	drawings of lines,	patterns made with	patterns made with				
			objects	shapes or objects	drawings of lines,	drawings of lines,				
					shapes or objects	shapes or objects				
					Patterns around us	Patterns around us				
					Identify and copy	Identify and copy				
					geometric patterns	geometric patterns				
					in nature and from	in nature and from				
					cultural heritage	cultural heritage				
2.2			Copy and extend	Copy and extend	Copy, extend and	Copy, extend and				
Number					describe	describe				
patterns			Copy and extend	Copy and extend	Copy, extend and	Copy, extend and				
			simple number	simple number	describe number	describe number				
			sequences to at	sequences to at	sequences to at	sequences to at				
			least 20	least 100	least 500	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	Language of	Language of	Language of	Language of	Language of	Position and views				
Position,	position	position	position	position	position	Recognise and				
orientation	Describe the	Describe the	Describe the	Describe the	Describe the	match different				
and views	position of one	position of one	position of one	position of one	position of one	views of the same				
	object in relation to	object in relation to	object in relation to	object in relation to	object in relation to	everyday object				
	another e.g. on top	another e.g. on top	another e.g. on top	another e.g. on top	another e.g. on top					
	of, in front of,	of, in front of,	of, in front of,	of, in front of,	of, in front of,					
	behind, up, down,	behind, up, down,	behind, left, right,	behind, left, right,	behind, left, right,					
	next to	next to	up, down, next to	up, down, next to	up, down, next to					
	Position and	Position and views	Position and views	Position and views	Position and views					
	directions	Describe the	Describe the	Describe the	Describe the	Describe the				
	Follow directions to	position of one	position of one	position of one	position of one	position of one				
	move around the	object in relation to	object in relation to	object in relation to	object in relation to	object in relation to				
	classroom	the other e.g. top	another. e. g. top	another. e.g. top	another. e.g. top	another. e.g. top				
		and bottom	and bottom etc.	and bottom, front	and bottom and left	and bottom and left				
				and back etc.	and right etc.	and right etc.				
					Recognise and					
					match different					
					views of the objects					
		Position and	Position and	Position and	Position and	Position and				
		directions	directions	directions	directions	directions				
		• Follow directions to	• Follow directions to	Follow directions	• Follow directions to	Follow and give				
		move around the	move around the	using a map	move around the	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	classroom		classroom and	around the				
		Follow instructions	Follow instructions	Follow instructions	school	classroom and				
		to place one object	to place one object	to place one object	Give directions to	school				
		in relation to	in relation to	in relation to	move around the	• Follow directions on				
		another	another	another	classroom and	a map				
					school	Reading basic co-				
					Follow directions	ordinates				
					from one place to					
					another on an					
					informal map					
3.2	Range of objects	Range of objects	Range of objects	Range of objects	Range of objects	Range of objects				
3D objects	Recognise and	Recognise, name	Recognise , name	•Recognise and	Recognise and	Recognise and				
	name 3D objects in	and identify 3D	and identify 3D	describe 3D objects	describe 3D objects	describe 3D objects				
	the classroom e.g.	objects in the	objects in the	in the classroom	in the classroom	in the classroom				
	box and ball shapes	classroom e.g. box	classroom e.g.	e.g.	and in pictures e.g.	and in pictures e.g.				
	Focused activities	and ball shapes	- ball shapes,	- ball shapes,	- ball shapes,	- ball shapes,				
	Use 3D objects	Features of objects	(spheres)	(spheres)	(spheres)	(spheres)				
	such as building	Sort 3D objects in	- box shapes	- box shapes	- box shapes	- box shapes (prisms)				
	blocks, recycling	terms of:	(prisms)	(prisms)	(prisms)	- cylinders				
	material etc. to	- size	- cylinders	- cylinders	- cylinders	- pyramids				
	construct objects	- colour			- cones	- cones				
	e.g. towers, bridges		Features of objects	Features of objects	Features of objects	Features of objects				
			Sort 3D objects in	•Describe, sort and	Describe, sort and	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:	compare 3D objects	compare 3D	compare 3D objects			
			- size	in terms of:	objects in terms of:	in terms of:			
			- colour	- size	- size	- size			
			- shape	- colour	- colour	- colour			
			- objects that roll	- shape	- shape	- objects that are flat			
			- objects that slide	- objects that roll	- objects that roll	- objects that are			
				- objects that slide	- objects that slide	curved			
3.3	Introduce figure	Introduce figure	Range of shapes	Range of shapes	Range of shapes	Range of shapes			
2D shapes	ground perception	ground perception	Recognise and	Recognise and	Recognise and	Recognise and			
	and identify	and identify	name 2D shapes	name 2D shapes	name 2D shapes	name 2D shapes			
	geometric shapes:	geometric shapes:	• circles	• circles	• circles	• circles			
	- Star	-Star	• triangles	• triangles	• triangles	• triangles			
	- Hart	-Hart		rectangle	rectangle	• rectangle			
	- Circle	-Circle	• squares	• squares	• squares	• squares			
		-Triangles	Features of shapes	Features of shapes	Features of shapes	Features of shapes			
		-Squares	Describe, sort and	Describe, sort and	Describe, sort and	Describe, sort and			
			compare 2D shapes	compare 2D shapes	compare 2D shapes	compare 2D shapes			
			in terms of:	in terms of:	in terms of:	in terms of:			
			• size	• size	• size	• size			
			• colour	• colour	• colour	• colour			
				straight sides	straight sides	straight sides			
					• curved sides	• curved sides			
			Draw shapes	Draw shapes	Draw shapes	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	
			• Star	• Star	• Star	• Star	
			• Hart	• Hart	• Hart	• Hart	
			• Circles	• Circles	• Circles	• Circles	
			Triangles	Triangles	Triangles	Triangles	
			Squares	• Squares	• Squares	• Squares	
				Rectangles	Rectangles	Rectangles	
3.4	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	
Symmetry	Recognise symmetry in own body	Recognise symmetry in own body	Recognise symmetry in own body and draw line of symmetry in shapes	Recognise symmetry in own body and draw line in geometrical shapes	Recognise symmetry in own body and draw line in geometrical and non-geometrical shapes	 Recognise symmetry in own body and draw line in 2D geometrical and non-geometrical shapes Determine line of symmetry through paper folding and reflection 	

		G	RADE OVERVIEW GRA 4. MEASUREME			
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
4.1	Passing of time	Passing of time	Passing of time	Passing of time	Passing of time	Passing of time
Time	 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 	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	 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 Intreduce 12 hour time in hours and half hours on digital clocks and watches and Cell phones 	 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 	Talk about the passing of time Name and sequence: days of week months of the year Place birthdays, religious festivals, public holidays, historical events, school events on a calendar Read 12 hour time	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	in hours, half hours	phone	
				hours on digital	and quarter hours	• Read 12 hour tome	
				clocks and watches	and minutes on	in hours, half hours	
				and Cell phones	digital clocks and	and quarter to and	
				• Read 12 hour time	watches and cell	quarter past.	
				in hours	phones		
					Read 12 hour time		
					in hours and half		
					hours in Analoge.		
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	
Length	Compare the	Compare the length	Compare the length	Compare the length			
	length (long and	(long and short),	(long and short),	(long and short),			
	short)	height (tall and	height (tall and	height (tall and			
		short) and width	short) and width	short) and width			
		(narrow and wide)	(narrow and wide)	(narrow and wide)			
			• Estimate, measure	Estimate, measure	Estimate, measure,	•Estimate, measure,	
			and compare,	and compare, length	compare, order	record, compare, and	
			length using non-	using non-standard	and record length	order, length using	
			standard measures	measures e.g. hand	using non-standard	non-standard	
			e.g. hand spans,	spans, paces, pencil	measures e.g.	measures e.g.	
			paces, pencil	lengths, counters	hands/feet, pencils,	hands/feet, pencils,	
			lengths, counters		string, objects	string and objects	
					Describe the length	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	of objects by	
					counting and	counting and stating	
					stating the length in	the length in	
					informal units	informal units	
					Introducing formal	Formal measuring	
					Measuring	Estimate, measure,	
					Estimate, measure,	compare, order and	
					compare order and	record length using:	
					record length	- Centimetres (cm)	
					using:	- Metres (m)	
					-Metres (m)	- Kilometres (km)	
					-Centimetres (cm)		
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	
Mass	Compare and order	Compare and order	Compare and order	• Estimate, measure,	• Estimate, measure,	Estimate, measure,	
	the mass of two or	the mass of two or	the mass of two or	compare and order	compare, order and	compare, order and	
	more objects by	more objects by	more objects by	mass using a	record mass using	record mass using a	
	feeling them	feeling them	feeling them or	balancing scale and	a balancing scale	balancing scale and	
			using a balancing	nonstandard	and non-standard	non-standard	
			scale	measures e.g.	measures	measures	
				blocks, bricks			
			Discuss mass e.g.	Describe the mass	Describe the mass	Describe the mass	
			light, heavy, lighter,	of objects by	of objects by	of objects by	
			heavier	counting and stating	counting and	counting and stating	

	GRADE OVERVIEW GRADES R TO 5 4. MEASUREMENT					
TOPICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				the mass in informal	stating the mass in	the mass in informal
				units	informal units	units
				• Discuss mass e.g.	Discuss mass e.g.	
				light, heavy, lighter,	light, heavy, lighter,	
				heavier	heavier	
				Introduce formal	Formal measuring	Formal measuring
				measuring • Compare and order	Compare, order	Compare, order and
				the mass of	and record the	record the mass of
				commercially	mass of	commercially
				packaged objects	commercially	packaged objects
				which have their	packaged objects	which have their
				mass stated only in	which have their	mass stated in:
				kilograms (kg) e.g.	mass stated in	Kilograms (kg)
				2kg rice and 1 kg	kilograms (kg) and	Grams (g)
				flour	grams (g)	
				 Measure own mass 	Measure own mass	Measure own mass
				in kilograms using a	in kilograms using	in kilograms using a
				bathroom scale	a bathroom scale	bathroom scale
				 Measure the mass 	Measure the mass	Measure the mass
				of different items	of different items	of different items
				using a kitchen scale	using a kitchen	using a kitchen
				in kg	scale in kg	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	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Capacity	• Fill cups, bottles,	• Fill cups, bottles,	Compare and order	Compare and order	• Estimate, measure,	• Estimate, measure,		
/volume	buckets with water	buckets with water	the amount of liquid	the amount of liquid	compare, order and	compare, order and		
		Use vocabulary e.g.	(volume) in two	(volume) in two	record the capacity	record the capacity		
		full, empty	containers placed	containers placed	of containers by	of containers by		
			next to each other	next to each other	using non-standard	using non-standard		
					measures e.g.	measures e.g.		
					spoons and cups	Spoons and cups		
					Formal measuring	Formal measuring		
			Compare and order	Compare and order	Compare and	Compare and order		
			the amount of liquid	the amount of liquid	order the volume of	the volume of		
			that two containers	that two containers	commercially	commercially		
			can hold if filled	can hold if filled	packaged objects	packaged objects		
			(capacity)	(capacity)	which have their	which have their		
			Use vocabulary e.g.	Use vocabulary e.g.	volume stated in	volume stated in		
			more than, less	more than, less than,	litres (I) and	litres (I) and millilitre		
			than, full, empty	full, empty	millilitre (ml) e.g.	(ml) e.g. 500ml of		
			Compare and order	• Estimate, measure,	500ml of cool drink	cool drink and 1litre		
			the volume of	compare, order and	and1litre of milk	of milk		
			commercially	record the capacity	Measuring cups	Measuring cups and		
			packaged objects	of containers by	and jugs	jugs		
			which have their	using non-standard	Spoons e.g.	Spoons e.g.		
			volume stated only	measures e.g.	teaspoons,	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	spoons and cups	tablespoons	tablespoons	
			cool drink and 1litre	Introduction of	Millilitre (ml)	Millilitre (ml)	
			of milk	formal measuring	Litre (I)	Litre (I)	
				Compare and order			
				the volume of			
				commercially			
				packaged objects			
				which have their			
				volume stated in			
				litres (I) and millilitre			
				(ml) e.g. 500ml cool			
				drink and 1litre milk			
4.5						Perimeter	
Perimeter						Measure perimeter using	
and area						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 everyday	Collect sort everyday	Collect and sort	Collect data on the	Collect data on the	Collect and sort data		
Collect and	concrete objects	concrete objects according to certain	concrete objects	theme	theme	in the environment		
sort objects		characteristics	and draw pictures of	Answer question	Answer question	according to stated		
			the collected objects	posed by the	posed by the	features e.g. (colour,		
				teacher	teacher	shape and length)		
5.2	Collect and sort objects	Collect and sort objects	Collect and sort	Collect and sort	Collect and sort own	Collect, sort and		
Represent	according to size e.g. big and small	according to size e.g. big and small, colour, and	objects according to	objects according to	data according to	organise own data		
sorted	and Smail	shape	criteria	criteria	different	according to		
collection		•	Draw a picture of	Draw a picture of	characteristics	different		
of objects			collected objects	collected objects	Draw a picture of	characteristics		
					collected objects	●Draw a bar graph		
5.3			Give reasons for	Answer questions	Answer questions	Make predictions		
Discuss			how collection was	about how the	about how the	based in the data		
and report			sorted	sorting was done	sorting was done			
on sorted			Answer questions	(process)	(process)			
collection			about how the	 Answer questions 	 Answer questions 			
of objects			sorting was done	on what the sorted	on what the sorted			
			(process)	collection looks like	collection looks like			
				(product)	(product)			
				Draw collections	Draw collections			
5.4				Answer questions	Answer questions	Discuss data		
Collect and				about data collected	about data collected	collected		

	GRADE OVERVIEW GRADES R TO 5 5. DATAHANDLING						
TOPICS GRADE R GRADE 1 GRADE 2 GRADE 3 GRADE 4 GRADE 5							
organise				with assistance from	independently	independently	
data				the teacher	Organise data in	Organise data in	
					tables	tables	
5.5	Use concrete	Use concrete	• Use pictures to	Represent data in	Represent data in	Represent data in	
Represent	objects to represent	objects to represent	represent data in	pictograph	pictographs and bar	pictographs and bar	
data	data on a graph	data on a graph	pictograph		graphs	graphs	
5.6			Answer questions	Answer questions	Discuss data	Discuss and	
Analyse			about data in	about data in	presented in	compare data	
and			pictograph	pictograph	pictographs and bar	presented in	
interpret					graphs	pictographs and bar	
data						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	Number range: 1 to 2	Number range 1 to 5	Number range 1 to 7	Number range 1 to 10		
Count objects	Count concrete objects	Count concrete objects	Count concrete objects	Count concrete objects		
	One- to- one	One- to- one	One- to- one	One- to- one		
	correspondence	correspondence	correspondence	correspondence		
	Count in ones	Count in ones	Count in ones	• Count in ones		
	Clapping hands	Clapping hands	Clapping hands	Clapping hands		
	Stamping feet	Stamping feet	Stamping feet	Stamping feet		
	Climbing stairs	Climbing stairs	Climbing stairs	Climbing stairs		
	Body parts	Body parts	Body parts	Body parts		
	Rote counting using number	Rote counting using	Rote counting using	Rote counting using		
	rhymes and songs	number rhymes and songs	number rhymes and songs	number rhymes and songs		
1.2	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Count forwards and	Practise incidental counting	Practise incidental counting	Practise incidental counting	Practise incidental counting		
backwards	using number rhymes and					
	songs, concrete objects	songs, concrete objects	songs, concrete objects	songs, concrete objects		
	Count in: ones	Count in: ones	Count in: ones	Count in: ones		

GRADE R OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS						
TOPICS	Term 1	Term 2	Term 3	Term 4		
1.3	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Number symbols and	Identify number symbols: 1	Identify number symbols: 1	• Identify number symbols: 1	• Identify number symbols: 1		
number names	to 2	to 3	to 4	to 5		
	Kinesthetic (experience with	Kinesthetic (experience	Kinesthetic (experience	Kinesthetic (experience		
	body)	with body)	with body)	with body)		
	Recognise concrete 3D	Recognise concrete 3D	• Recognise concrete 3D	Recognise concrete 3D		
	objects that involve the	objects that involve the	objects that involve the	objects that involve the		
	numbers 1 to 2	numbers 1 to 3	numbers 1 to 4	numbers 1 to 5		
	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge		
	gained that involves	gained that involves	gained that involves	gained that involves		
	numbers from 1 to 2	numbers from 1 to 3	numbers 1 to 4	numbers 1 to 5		
NUMBER RECOGNITION	ONOLIDO)					
NUMBER SENSE (RELATI 1.4	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Describe and order	Identify whole numbers up	Identify whole numbers up	 Identify whole numbers up 	Identify whole numbers up		
numbers	to 2	to 3	to 4	to 5		
	Compare which of the two	Compare which of the two	Compare which of the two	Compare which of the two		
	given collection of objects	given collection of objects	given collection of objects	given collection of objects		
	are small and big	are: small and big	are: small and big	are: small and big		
	 Incidental clapping, 	Incidental clapping,	 Incidental clapping, 	Incidental clapping		
	stamping during number	stamping during number	stamping during number	stamping during number		
	rhymes and songs	rhymes and songs	rhymes and songs	rhymes and songs		
	Incidentally develop an	Incidentally develop an	 Incidentally, develop an 	Incidentally develop an		

	GRADE R OVERVIEW						
	1. NUM	BER, OPERATIONS AND RELA	ATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4			
	awareness of ordinal	awareness of ordinal	awareness of ordinal	awareness of ordinal			
	numbers e.g. first, second,	numbers e.g. first, second,	numbers e.g. first, second,	numbers e.g. first, second,			
	third, last.(games, races)	third, last .(games, races)	third, last	third, last			
	Introduce during	Introduce during	Introduce during	Introduce during			
	refreshment/breakfast and	refreshment/breakfast and	refreshment/breakfast and	refreshment/breakfast and			
	Toilet routine- 1st, 2nd, last,	Toilet Routine- 1st, 2nd,	Toilet routine- 1st, 2nd,last,	Toilet Routine- 1st,2nd,last,			
	next	last, next	next	next			
1.5 Place Value	Instruction in place value com	mences in grade 2					
SOLVE PROBLEMS IN CONT	TEXT USING THE FOLLOWING	TECHNIQUES					
1.6	Use the following	Use the following	Use the following	Use the following			
Problem solving	techniques:	techniques:	techniques:	techniques:			
techniques	Concrete apparatus e.g.	Concrete apparatus e.g.	Concrete apparatus e.g.	Concrete apparatus e.g.			
(Uses concrete objects and	counters or any concrete	counters or any concrete	counters or any concrete	counters or any concrete			
strategies)	objects available	objects available	objects available	objects available			
1.7	Use concrete objects to	Use concrete objects to	Use concrete objects to	Use concrete objects to			
Addition and subtraction	solve problems that involves	solve problems that	solve problems that	solve problems that			
(Orally solve word problems)	numbers 1 and 2	involves numbers 1 to 3	involves numbers 1 to 4	involves numbers 1 to 5			
1.9	Share objects equally	Share objects equally	Share objects equally	Share objects equally			
Grouping and sharing	between 2 people up to 2	between 2 people up to 4	between 2 people up to 4	between 2 people up to 6			
leading to division (Equal	(practically)	(practically)	(practically)	(practically)			
sharing and grouping with			Group objects in 2s up to 5	Group objects in 2s up to 5			
whole numbers up to 5			(practically)	(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	Use play or real money	Use play or real money to	Use play or real money	Use play or real money		
Money	(coins) to develop	develop an awareness of	develop an awareness of	develop an awareness of		
	awareness of South African	South African coins 50c,	South African coins 50c,	South African coins 50c,		
	coins R1, R2, R5	R1, R2, R5	R1, R2, R5	R1, R2, R5		
CONTEXT FREE CALCULAT	IONS					
1.12	Use concrete apparatus e.g.	Use concrete apparatus	Use concrete apparatus	Use concrete apparatus		
Techniques (method or	counters in the classroom to	e.g. counters in the	e.g. counters in the	e.g. counters in the		
strategies)	count from 1-2	classroom to count from 1-3	classroom to count from 1-4	classroom to count from 1-5		
1.13	Solve addition and	Solve addition and	Solve addition and	Solve addition and		
Addition and subtraction	subtraction problems orally	subtraction problems orally	subtraction problems orally	subtraction problems orally		
	with answers up to 2	with answers up to 3	with answers up to 4	with answers up to 5		
1.14 Repeated addition			Add the same number	Add the same number		
leading to multiplication			repeatedly up to 4	repeatedly up to 4		
1.16	Count 1-2 concrete objects	Count 1-3 concrete objects	Count 1-4 objects daily	Count 1-5 objects daily		
Mental Mathematics	daily	daily	Tell number that comes	Tell number that follow 1-2-		
		Tell number that comes	after 1-2-3	3 etc.		
		after 1-2	• Tell number 1 more than 1-	Tell number 1 more than 2-		
		Tell number 1 more than 2-	2-3	3-4-5 etc.		
		3	• Tell number 1 less than 2-	Tell number 1 less than 2-		
			3-4	3-4-5		

GRADE R OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
2.1	Copy and extend simple	Copy and extend simple	Copy and extend simple	Copy and extend simple		
Geometric patterns	patterns using concrete	patterns using concrete	patterns using concrete	patterns using concrete		
(Creates own repeating	objects	objects	objects	objects		
patterns)	Copy and extend simple	Copy and extend simple	Follow simple patterns	Follow simple patterns		
	patterns using body	patterns using body	using body	using body		
	percussion (clapping,	percussion (clapping,	percussion(clapping,	percussion(clapping,		
	stamping)	stamping)	stamping)	stamping)		
			Make simple patterns using	Make simple patterns using		
			2D geometric shapes	2D geometric shapes		

	GRADE R OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
3.1	Language of position	Language of position	Language of position	Language of position			
Position, orientation and	Tell the position of two or	Tell the position of two or	Tell the position of two or	• Tell the position of two or			
views	more objects in relation to	more objects in relation to	more objects in relation to	more objects in relation to			
	the learner	the learner, on and under	the learner	the learner			
	- In front of and behind	- In front of and behind	- In front of and behind	- In front of and behind			
	- In and out	- In and out	- Left and right	- Top and bottom			
	- Up and down	- Up and down	- Up and down	- On top, under or below			
		- On, on top, under and	- On, on top, under and	- Left and right			
		below	below				
Follows directions (alone	Practise:		Practise:	Practise:			
and/or as a member of a	Directionality forwards/		Forward /backwards	Forwards and backwards			
group or team)	backwards		Games such as tracking the	Up and down			
	Games such as tracking the		train	Upwards and downward			
	train		Physical education and	Left and right			
	Physical education and		musical activities	Where does the sound			
	musical activities		Obstacle course-following a	come from Physical			
	Obstacle course-following a		direction	education and music			
	direction			activities			
				Obstacle course-following a			
				direction			
3.2	Balls: Introduce and explore	Balls: Introduce and explore	Balls: Introduce and explore	Balls: Introduce and explore			
3D objects	balls(discuss shape e.g.	balls(discuss shape e.g.	balls(discuss shape e.g.	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	round)	round)	round)	round)	
three dimensional objects in	Boxes: Introduce and	Boxes: Introduce and	Boxes: Introduce and	Boxes: Introduce and	
the classroom	explore boxes(discuss	explore boxes(discuss	explore boxes(discuss	explore boxes(discuss	
	shape and sides)	shape and sides)	shape and sides)	shape and sides)	
3D objects	Objects that roll	Sort 3D objects according	Sort 3D objects according	Sort 3D objects according	
Describe, sort and compare	Identify and explore objects	to similarities and	to similarities and	to similarities and	
3D objects	that roll	differences (size)	differences (size and	differences (size and	
	Reinforce objects that roll	- Identify and explore	shape)	shape)	
	Sort 3D objects according to	- Objects that roll	- Identify and explore	- Identify and explore	
	size	- Objects that slide	- Objects that roll	- Objects that roll	
			- Objects that slide	- Objects that slide	
Build 3D objects using	Provide building blocks and	Provide building blocks and	Provide building blocks and	Provide building blocks and	
concrete materials (e.g.	construction materials	construction materials	construction materials	construction materials	
building blocks)	during free play on a daily	during free play on a daily	during free play on a daily	during free play on a daily	
	basis	basis	basis	basis	
	Explore with building blocks	Explore with building blocks	Explore with building blocks	Explore with building blocks	
3.3	Identify own photo and	Identify own photo and	Identify photo and symbol of	Identify photo and symbol of	
2D shapes	symbol	symbol	self and class mates	self and class mates	
Recognise, identify and name		Build Puzzles (3 pieces)	Build Puzzles (4 pieces)	Build Puzzles (5 pieces)	
two dimensional shapes					
2D shapes	Introduce figure-ground	Reinforce figure-ground	Reinforce figure-ground	Reinforce figure-ground	
Figure-ground perception	perception (identify objects)	perception through sorting	perception through sorting	perception through sorting	
	Recognise different shapes	activities, matching and	activities, matching shapes	activities, matching and	

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

	GRADE R OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4			
4.1	Conscious of time.g.	Conscious of time.g.	Conscious of time.g.	Conscious of time.g.			
Time:	morning and night	morning and night	morning and night	morning and night			
Sequence recurring events in	Introduce the daily	Daily programme (on-going)	Daily programme (on-going)	Daily programme (on-going)			
own daily life	programme with pictures	Reinforce the sequencing of	Reinforce the sequencing of	Reinforce the sequencing of			
	showing daily classroom	recurring events in one day	recurring events in one day	recurring events in one day			
	routines (snack, toilet, rest,	through the daily	through the daily	through the daily			
	free play, brushing teeth	programme	programme	programme			
	etc.)	Identify weather on chart	Talk about things that	Talk about things that			
	Identify weather on chart	(daily)	happen during the night	happen during the night			
	(daily)	Use Birthday Chart (daily)	Identify weather on chart	Identify weather on chart			
	Use Birthday Chart (daily)	Use calendar(daily)	chart (daily)	chart (daily)			
			Use birthday Chart (daily)	Use birthday Chart (daily)			
			Use calendar (daily)	Use calendar (daily)			
4.2	Conscious of length	Conscious of length	Conscious of length	Conscious of length			
Length	(long/short)	(long/short)	(long/short)	(long/short)			
	Compare and order	Compare and order	Compare and order	Compare and order			
	concrete objects according	concrete objects according	concrete objects according	concrete objects according			
	to short, long	to short, long	to short, long	to short, long			
4.3		Consciousness of mass	Consciousness of mass	Consciousness of mass			
Mass		e.g. heavy/light	heavy/light	heavy/light			
		Compare and weigh objects	Compare and weigh objects	Compare and weigh objects			
		physical, understanding the	physically, understanding	physically, understanding the			
		following: light, heavy	the following: light, heavy	following: light, heavy			

GRADE R OVERVIEW 4. MEASUREMENT					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
4.4		Conscious of volume e.g.	Conscious of volume e.g.		
Capacity/Volume		full/empty	full/empty		
		Compare and order objects	Compare and order objects		
		to understand the following:	to understand the following:		
		- empty	- empty		
		- full	- full		

GRADE R OVERVIEW 5. DATA HANDLING					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
5.1	Collect and sort concrete	Collect and sort concrete	Collect and sort different	Collect and sort different	
Collect and sort objects	objects of a similar kind	objects of a similar kind	objects 2D shapes, toys,	objects, 2D shapes toys,	
	(individually and /or in a	individually alone and /or in	utensils	utensils	
	group)	a group)		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.

meen, ne	wever formative and summi		GESTED ASSESSMEN				
	(FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)						
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling		
Week 2	Count concrete objects			Sequence recurring			
	up to 2			events in own daily life			
Week3		Copy and extend simple patterns using body					
		percussion					
Week4	Awareness of his/her		Identify body parts				
	age by the show of						
	fingers						
Week5	Identify him or herself in				Collect and sort concrete		
	a photograph				objects		
Week6	Identify whole numbers		Introduce figure-ground				
	up to 2						
Week7			Language of position				
			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		Copy and extend simple				
		patterns				
Week9			Recognise line of			
			symmetry in self			
Week 10	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	Count concrete objects		Sort, match and group		
	up to 5		shapes according to		
	• Count in ones up to 5		colour, size and shape		
Week3	Solve addition and			Consciousof time e.g.	
	subtraction problems			morning and night	
	orally up to 3				
Week4	Identify, recognise and				Collect and sort concrete
	read number symbols 1-				objects
	3				
Week5	Identify whole numbers		Cross midline		
	up to 3				
Week6			Build Puzzles (3 pieces)	Compare objects by	
				feeling them	
Week7	Share concrete objects		Sort, match and group		
	equally between 2		shapes according to		
	people up to 3		colour, size and shape		
Week8				Compare and order e.g.: empty, full	
Week9	Use concrete objects to		Sort according to		
	solve problems number		similarities and		
	range 1 to 3		differences		
Week 10				Compare and order	
				concrete objects	

		according to short, long	

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	Count concrete objects		Describe, sort and		
	up to 7		compare 3D objects		
	• Count in ones up to 7				
Week3		Copy and extend simple			
		patterns using concrete objects			
Week4	Identify, recognise and		Identify body parts		
	read number symbols 1-		Introduce figure-ground		
	4				
Week5	Compare which of the		Recognise line of		
	two given collection of		symmetry in self		
	objects are: small and				
	big				
Week6			Build Puzzles (4 pieces)	Compare objects	
				according to their weight	
				(heavy; light)	
Week7	Share concrete objects				
	equally between 2				
	people up to 4				
Week8			Recognise line of	Compare and order	
			symmetry in self, and own environment	objects to understand the	
			own environment	following: empty, full	
Week9	Solve addition and		Sort 3D objects		Collect and sort 2D
	subtraction problems		according to size and		shapes or pictures

	orally with answers up to	shape		
	4			
Week 10			Compare and order	Collect and sort 2D
			concrete objects	shapes or pictures
			according to light and	
			heavy	

	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	Count concrete objects		Follow directions	Conscious of time.g.		
	up to 10		Forwards and backwards	morning and night		
	Count in ones up to 10		Up and down			
			Upwards and downward			
			Left and right			
Week3	Orally solve addition and subtraction problems up to 5		Describe, sort and compare 3D objects			
Week4	Identify, recognise and		Identify circle			
	read number symbols 1-		Awareness that one's			
	5		body has two sides e.g.			
			left and right			
Week5	Add the same number	Make simple patterns			Collect and sort 2D	
	repeatedly up to 4	using 2D geometric			shapes or pictures	
		shapes				
Week6	Identify whole numbers		Build Puzzles (5 pieces)			
	up to 5					
Week7	Share concrete objects		Awareness that one's			
	equally amongst 2		body has two sides e.g.			
	people up to 5		left and right			
Week8	Recognition and an		Sort 3D objects			
	awareness of South		according to size			
	African coins 50c, R1,					

	GRADE R : SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)				
	R2, R5				
Week9	Solve addition and				
	subtraction problems				
	orally with answers up to				
	5				
Week 10	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								
	COUNTING WITH WHOLE NUMBERS							
1.1	Number range: 1 to 10	Number range 1 to 13	Number range 1 to 15	Number range 1 to 20				
Count objects	One to one correspondence	One to one correspondence	One to one correspondence	One to one correspondence				
	Count in ones	Count in ones	Count in ones	Count in ones				
	Clapping hands	Clapping hands	Clapping hands	Clapping hands				
	Count concrete objects	Count concrete objects	Count concrete objects	Count concrete objects				
	Count body parts	Count body parts	Count body parts	Count body parts				
	Stamping feet	Stamping feet	Stamping feet	Stamping feet				
	Practise rote counting using	Practise rote counting using	Practise rote counting using	Practise rote counting using				
	number rhymes and songs	number rhymes and songs	number rhymes and songs	number rhymes and songs				
1.2	Number range: 1 to 5	Number range: 1 to 7	Number range: 1 to 8	Number range: 1 to 10				
Count forwards	 Incidental counting using 	Incidental counting using	Incidental counting using	Incidental counting using				
and backwards	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,				
	concrete objects, counters,	concrete objects counters,	concrete objects counters,	concrete objects counters,				
	counting with body movements	counting with body movements	counting with body movements	counting with body movements				
	• Count in ones, forwards and	Count in ones, forwards and	Count in ones, forwards and	Count in ones, forwards and				
	backwards from any given	backwards from any given	backwards from any given	backwards from any given				
	number between 1-5	number between 1-7	number between1-8	number between1-10				

	GRADE 1 OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS					
TOPICS	Term 1	Term 2	Term 3	Term 4		
NUMBER CONC	EPT DEVELOPMENT: Represe	nt whole numbers				
1.3	Number range: 1 to 5	Number range: 1 to 7	Number range: 1 to 8	Number range: 1 to 10		
Number symbols	Recognise, identify and read	Recognise, identify and read	Recognise, identify and read	Recognise, identify and read		
and number	number symbols 1-5	number symbols 1-7	number symbols 1-8	number symbols 1-10		
names	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge	Reinforce the knowledge		
	gained	gained	gained	gained		
		Trace, colour, copy and write	Trace, colour, copy and write	Trace, colour, copy and write		
		number symbols incidentally	number symbols incidentally	number symbols		
NUMBER CONCEP	T DEVELOPMENT: Describe, cor	npare and order whole numbers				
1.4	Number range: 1 to 2	Number range: 1 to 3	Number range: 1 to 4	Number range: 1 to 5		
Describe,	Identify whole numbers	Identify whole numbers	Identify whole numbers	Identify whole numbers		
compare and	Compare which of the two	Compare which of the two	Compare which of the two	Compare which of the two		
order numbers	given collection of objects	given collection of objects	given collection of objects	given collection of objects are		
	are:	are:	are:	- Small and big		
	- Small and big	- Small and big	- Small and big	- Most and least		
	- More and less	- More and less	- Most and least	- First to last		
	- Number rhymes and songs	- Number rhymes and songs	- First to last	- Equal		
			- Equal	- Many and few		
			Position objects from first to	Position objects from first to		
			last in a line	tenth in a line		
SOLVE PROBLEM	S IN CONTEXT	<u> </u>	<u> </u>	I .		

		GRADE 1 OVERVIEW I. NUMBER, OPERATIONS AND		
TOPICS	Term 1	Term 2	Term 3	Term 4
1.6	Use the concrete apparatus	Use the concrete apparatus	Use concrete apparatus e.g.	Use concrete apparatus e.g.
Problem solving	e.g. Counters and physical	e.g. Counters and physical	Counters and physical number	Counters and physical number
techniques	number ladder or any concrete	number ladder or any concrete	ladder	ladder
	objects available in and	objects available in and	Practise doubling and halving	Practise doubling and halving
	outside the classroom	outside the classroom		
	Practise doubling	Practise doubling and halving		
1.7	Use concrete objects to solve	Use concrete objects to solve	Use concrete objects to solve	Use concrete objects to solve
Addition and	problems involving addition	problems involving addition	problems involving addition	problems involving addition
subtraction	and subtraction with answers	and subtraction with answers	and subtraction with answers	and subtraction with answers
	up to 5	up to 7	up to 8	up to 10
1.9	Solve problems practically	Solve problems practically	Solve problems practically	Solve problems practically
Grouping and	involving sharing with concrete	involving sharing with concrete	involving sharing with concrete	involving sharing with concrete
sharing leading	objects equally amongst the 4	objects equally amongst the 6	objects equally amongst the 8	objects equally amongst the 10
to division	learners	learners	learners	learners
			Solve problems practically	Solve problems practically
			involving grouping with	involving grouping with
			concrete objects up to 8	concrete objects up to 10
1.10	Introduction to half using	Introduction to half using	Introduction to half using	Introduction to half using
Sharing leading	concrete objects	concrete objects	concrete objects	concrete objects
to fractions				
1.11		Recognise of South African	Recognise of South African	Recognise of South African
Money		Rand., R1, R2, R5	RandR1, R2, R5	Rand, R1, R2, R5, R10
		Identify similarities and	Identify similarities and	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.	differences between coins e.g.	differences between coins e.g.		
		sort play money according to	sort play money according to	sort play money according to		
		amount	amount	amount		
CONTEXT FREE C	ALCULATIONS:					
1.12	Use concrete apparatus e.g.	Use concrete apparatus e.g.	Use concrete apparatus e.g.	Use concrete apparatus e.g.		
Techniques and	counters	counters	counters	counters		
methods		Practise doubling	Practise doubling and halving	Practise doubling and halving		
			Use number lines	Use number lines		
				Use 100 chart		
1.13	Solve addition problems with	Solve addition problems with	Solve addition problems with	Solve addition problems with		
Addition and	answers up to 5	answers up to 7	answers up to 8	answers up to 10		
subtraction	Solve subtraction problems	Solve subtraction problems	Solve subtraction problems	Solve subtraction problems		
	with answers up to 5	with answers up to 7	with answers up to 8	with answers up to 10		
1.14	Add the same number	Add the same number	Add the same number	Add the same number		
Repeated	repeatedly up to 4	repeatedly up to 6	repeatedly up to 8	repeatedly up to 10		
addition leading						
to multiplication						
1.16	Count everyday objects	Count everyday objects	Count everyday objects	Number Concepts: Ordinal		
Mental	forwards up to 10	forwards up to 10	forwards up to 10	counting up to 10		
Mathematics		Say number names of up to 10	Say number names of up to 10	Count everyday objects		
		daily	daily	forwards up to 10.		
				Say number names of up to 10		
				daily		

GRADE 1 OVERVIEW 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	TOPICS Term 1 Term 2 Term 3 Term 4			
				Compare numbers and say
				which is more and less

GRADE 1 OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPICS						
2.1	 Identify patterns in clothes, 	Identify patterns in clothes,	 Identify patterns in clothes, 	 Identify patterns in clothes, 		
Geometric	objects and the environment	objects and the environment	objects and the environment	objects and the environment		
patterns	Copy patterns using body	Copy patterns using body	Copy patterns using concrete	Copy patterns using concrete		
	percussion	percussion	objects	objects		

	GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
3.1	Language of position	Language of position	Language of position	Language of position		
Position,	Understand the position of one	Understand the position of one	Understand the position of one	Understand the position of one		
orientation and	object in relation to another	object in relation to another	object in relation to another	object in relation to another		
views	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,		
	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to		
	Position and directions	Position and directions	Position and views	Position and views		
	Follow directions to move	Follow directions to move	Understand the position of one	Understand the position of one		
	around the classroom	around the classroom	object in relation to the other	object in relation to the other		
		Follow instructions to place	e.g. top and bottom	e.g. top and bottom		
		one object in relation to				
		another				
3.2	Range of objects	Range of objects	Range of objects	Range of objects		
3D objects	Recognise and identify 3D	Recognise and identify 3D	Recognise and identify 3D	Recognise and identify 3D		
	objects in the classroom e.g.	objects in the classroom e.g.	objects in the classroom e.g.	objects in the classroom e.g.		
	box and ball shapes	box and ball shapes	box and ball shapes	box and ball shapes		
3.3	Recognise, identify and name	Recognise, identify and name	Recognise, identify and name	Recognise, identify and name		
2D shapes	two-dimensional shapes in the	two-dimensional shapes in the	two-dimensional shapes in the	two-dimensional shapes in the		
	classroom and in pictures	classroom and in pictures	classroom and in pictures	classroom and in pictures		
	including:	including:	including:	including:		
	Class name	Learner Symbols	Learner Symbols	Learner Symbols		
	Learners Symbols	Class name	Class name	Class name		
	Figure ground perception	Figure ground perception	Figure ground perception	Figure ground perception		

	GRADE 1 OVERVIEW 3. SPACE AND SHAPE(GEOMETRY)					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
	Recognise of 2D shapes:	Recognise of 2D shapes:	Recognise of 2D shapes: Star	Recognise of 2D shapes:		
	• Star	• Star	• Hart	• Star		
	• Hart	• Hart	• Circles	• Hart		
	• Circles	• Circles	• Triangles	• Circles		
		Triangles	• Squares	• Triangles		
				• Squares		
3.4	Symmetry	Symmetry	Symmetry	Symmetry		
Symmetry	• Recognise symmetry in own	Recognise symmetry in own	• Recognise symmetry in body	Recognise symmetry in own		
	body	body	and shapes	body and shapes		

GRADE 1 OVERVIEW 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1	Passing of time	Passing of time	Passing of time	Passing of time
Time	 Talk about things that happen 	Talk about things that happen	Talk about things that happen	Talk about things that happen
	during day and night	during day and night	during day and night	during day and night
	 Understand class outine 	Understand class outine	Understand class outine	Understand class outine
	 Use weather chart 	Use weather chart	Use weather chart	Use weather chart
	 Use birthday chart 	Use birthday chart	Use birthday chart	Use birthday chart
	 Use season chart 	Use season chart	Use season chart	Use season chart
	• Know age	Know age	Know age	Know age
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring
Length	 Compare and order objects 	Compare and order objects	Compare and order objects	Compare and order objects
	according to length:	according to length:	according to length:	according to length:
	- Short and long	- Short and long	- Short and long	- Short and long
		Introduce the concept of	Introduce the concept of	Introduce the concept of
		height: short, tall	height: short, tall	height: short, tall
		Introduce height chart	Introduce height chart	Introduce height chart
			Introduce the concept of	Introduce the concept of width:
			width: wide and narrow	wide and narrow
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring
Mass	Introduce the concept of mass	Introduce the concept of mass	Introduce the concept of mass	Introduce the concept of
	by comparing the masses of	by comparing the masses of	by comparing the masses of	mass by comparing the
	different objects by feeling	different objects by feeling them	different objects by feeling them	masses of different objects by
	them			feeling them
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring

GRADE 1 OVERVIEW 4. MEASUREMENT								
TOPIC	TOPIC TERM 1 TERM 2 TERM 3 TERM 4							
Capacity/volume	Fill cups, bottles, buckets	• Fill cups, bottles, buckets	• Fill cups, bottles, buckets	• Fill cups, bottles, buckets				
	with water	with water	with water	with water				
	Use vocabulary e.g. full,	Use vocabulary e.g. full,	Use vocabulary e.g. full, empty	Use vocabulary e.g. full,				
	empty	empty		empty				

	GRADE 1 OVERVIEW 5. DATAHANDLING							
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4				
5.1	Collect and sort everyday	Collect and sort objects		Collect and sort objects				
Collect and sort	concrete objects	according to different		according to different				
objects		attributes e.g. size, shape,		attributes e.g. size , shape,				
		colour		colour				
5.2			Collect and sort at least 5					
Represent sorted			objects according to size and					
collections of			colour					
objects								
5.5			Use concrete objects to					
Represent data			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	Count in ones up to 10		Understand the position				
			of one object in relation				
			to another e.g. on top of,				
			in front of, behind, up,				
			down, next to				
Week3	Count in ones forwards	Identify patterns in		Know age			
	and backwards from any	clothes, objects and the					
	given number up to 5	environment					
Week4	Compare and recognise				Collect and sort everyday		
	a collection of objects in				concrete objects		
	terms of more and less						
Week5	Recognise, identify and		Recognise and identify				
	read number symbols 1-		3D objects in the				
	5		classroom e.g. box and				
			ball shapes				
Week6	Solve problems with			Compare the masses of			
	concrete objects equally			different objects (heavy;			
	amongst the 4 learners			light)			
Week7	Solve addition problems		Recognise, identify and				

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	Count in ones up to 13	3	Position and directions				
			• Follow directions to move				
			around the classroom				
Week3	Count forwards and				Collect and sort everyday		
	backwards from any				objects according to		
	given number up to 13				different attributes: size,		
					shape and colour		
Week4	Recognise, identify and	Identify patterns in	Recognise and identify				
	read number symbols 1-	clothes, objects and the	3D objects in the				
	7	environment	classroom e.g. box and				
			ball shapes				
Week5	Compare a collection of						
	objects and recognise						
	more and less up to 13						
Week6	•Use concrete objects to			Compare and order			
	solve problems involving			objects according to			
	addition and subtraction			length:			
	with answers up to 7			- Short and long			
Week7	Solve addition problems	Copy patterns using					
	with answers up to 7	body percussion					
Week8	Solve orally subtraction				Collect and sort everyday		
	problems with answers				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	Add the same number					
	repeatedly up to 6					
Week 10	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	Count in ones up to 15			Recognise long and		
				short objects		
Week3	Recognise, identify and	Copy simple patterns				
	read number symbols up	using concrete objects				
	8					
Week4	Count forwards and				Collect and sort at least 5	
	backwards from a given				objects according to size	
	number up to 15				and colour	
Week5	Compare which of the		Recognise and identify			
	two given collection of		3D objects in the			
	objects are:		classroom			
	More and less					
	Most and least					
	Equal					
Week6	Use concrete objects to			Identify seasonal		
	solve problems involving			changes		
	addition and subtraction					
	with answers up to 8					
Week7	Practically share		Understand the position			
	concrete objects equally		of one object in relation			
	up to 8		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	Solve addition problems				
	with answers up to 8				
	Solve orally subtraction				
	problems with answers				
	up to 8				
Week9	Add the same number	Copy simple patterns			
	repeatedly up to 8	using concrete objects			
Week 10	Say number names up to		Sort 3D objects in terms		
	10		of size, shape and colour		

	GRADE 1 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)						
Term 4	Numbers, Operations	Patterns, functions and	Space and shape	Measurement	Data handling		
	and Relationships	algebra					
Week 2	Count in ones up to 20		Recognise and identify				
			3D objects in the				
			classroom e.g. box and				
			ball shapes				
Week3	Practise doubling up to	Copy patterns using		Learners should know	Collect and sort objects		
	10	body percussion		the classroom routine	according to different		
					attributes:		
					Size		
					Shape		
					Colour		
Week4	Recognise of South			Recognise the mass:			
	African Rand, R1, R2,			heavy and light			
	R5, R10						
Week5	Recognise, identify and		• Follow directions to move				
	read number symbols 1-		around the classroom				
	10						
Week6	Compare numbers and			Use vocabulary e.g. full,			
	say which is more and			empty			
	less						
Week7	Solve addition problems				Collect and sort objects		
	with answers up to 10				according to different		
					attributes:		

Term 4	Numbers, Operations	Patterns, functions and	Space and shape	Measurement	Data handling
	and Relationships	algebra			
					Size
					Shape
					Colour
Week8	Count backwards from		Recognise, identify and		
	any given number		name 2D shapes:		
	between1-10		Circle		
			Triangle		
Week9	Add the same number				
	repeatedly up to 10				
Week 10	Practically solve				
	problems				
	Sharing objects equally				
	amongst the 10 learners				
	Practically solve problems involving				
	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 CONC	EPT DEVELOPMENT: Counting w	th whole numbers					
1.1	Count with whole numbers 0-	Count with whole numbers 0-	Count with whole numbers 0-	• Count with whole numbers 0 -			
Count	20	30	40	50			
objects	Count everyday objects	Count everyday objects	Count everyday objects	Count everyday objects			
	reliable	reliable	reliable	reliable			
	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of			
	a number of objects that can	a number of objects that can	a number of objects that can	a number of objects that can			
	be checked by counting	be checked by counting	be checked by counting	be checked by counting			
	Encourage strategy of	Encourage strategy of	Encourage strategy of	Encourage strategy of			
	grouping	grouping	grouping	grouping			
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and			
Count	backwards: 0-20	backwards: 0-30	backwards: 0-40	backwards: 0-50			
forwards and	Incidental counting using	Incidental counting using	Incidental counting using	Incidental counting using			
backwards	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,	number rhymes and songs,			
	counters 3D objects, counting	counters 3D objects, counting	counters 3D objects, counting	counters 3D objects, counting			
	with body movements.	with body movements.	with body movements.	with body movements.			
	Count from any number up to	Count from any number	Count from any number	Count from any number			
	20	in multiples of:	in multiples of:	in multiples of:			
		- 2s up to 14	- 2s up to 18	- 2s up to 20			
		- 10s up to 50	- 10s up to 80	- 10s up to 100			
NUMBER CONC	EPT DEVELOPMENT: Represent v	vhole numbers	1	1			

	GRADE 2 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
Topic	Term 1	Term 2	Term 3	Term 4			
1.3	Recognise, identify and read	Recognise, identify and read	Identify, recognise and read	Identify, recognise and read			
Number	number symbols 1-20	number symbols 1-30	numbers 1-40	number symbols 1-50			
Symbols and	Write number symbols 1-10	Write number symbols 1-15	Identify, recognise and read	Write number symbols 1-20			
number names	Recognise, identify and read	Recognise, identify and read	number symbols 0-18	Identify, recognise and read			
	number names 1-5	number names 1 -5	Write number symbols 1-18	number names 1 -5			
			Identify, recognise and read	Know number names 1-5			
			number names 1-5				
			Know number names 1-5				
NUMBER CONCI	EPT DEVELOPMENT: Describe, co	ompare and order whole numbers	L	L			
1.4	Describe, compare and order	Describe , compare and order	Describe, compare and order	Describe , compare and order			
Describe,	numbers 1-5	numbers 1-10	numbers 1-15	numbers 1-20			
compare and	Compare whole numbers using	Compare whole numbers using	Compare whole numbers using	Compare whole numbers up to			
order numbers	big, small, more, less and	big, small, more, less and	big, small, more, less and	10 using smaller than, greater			
	equal to	equal to	equal to	than, more than, less than and			
				is equal to			
	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to			
	smallest	smallest	smallest and smallest to	smallest and smallest to			
			biggest; smaller than, greater	biggest; smaller than, greater			
			than, more than, less than and	than, more than, less than and			
			equal to	equal to			
			Position objects in a line from	Position objects in a line from			
			first to tenth	first to tenth			
			Use ordinary numbers to show	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 CON	CEPT DEVELOPMENT: Place value					
1.5			Recognise place value of	Recognise place value of		
Place value			numbers up to 30	numbers up to 30		
			Decompose 2digit numbers	Decompose 2- digit numbers		
			into multiples of 10s and ones	into multiples of 10s and ones		
			(units)	(units)		
			Identify and state the value of	Identify and state the value of		
			each digit	each digit		
SOLVE PROBL	EMS IN CONTEXT					
1.6	Use drawings or concrete					
Problem	apparatus e g counters	apparatus e g counters	apparatus e g counters	apparatus e.g. counters		
solving	Practise doubling and halving	Practise doubling and halving	Practise doubling and halving	Building up and breaking down		
techniques	(concrete objects)	(concrete objects)	(concrete objects)	of numbers		
				Practise doubling and halving		
				(concrete objects)		
	Use number lines supported					
	by concrete apparatus	by concrete apparatus	by concrete apparatus	by concrete apparatus		
1.7	Solve simple word problems in					
Addition and	context and explain own					
subtraction	solution to problems involving,					
	addition and subtraction with					
	answers 1 up to 10	answers up to 15	answers up to 18	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			Solve simple word problems in	Solve simple word problems in		
Repeated		context and explain own	context and explain own			
addition			solution to problems involving	solution to problems involving		
leading to			repeated addition leading to	repeated addition leading to		
multiplication			multiplication with answers up	multiplication with answers up		
			to 20	to 50		
1.9	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in		
Grouping and	context and explain own	context and explain own	context and explain own	context and explain own		
sharing leading	solution to problems that	solution to problems that	solution to problems that	solution to problems that		
to division	involve equal sharing and	involve equal sharing and	involve equal sharing and	involve equal sharing and		
	grouping up to 10	grouping up to 30	grouping up to 40	grouping up to 50		
1.10		Introduction to half using	Introduction to half using	Introduction to half using		
Sharing leading		concrete objects	concrete objects	concrete objects		
to fractions						
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the		
Money	South African coins, R1,R2, R5	South African coin, 50c, R1,	South African coins, 50c,	South African coins 50c,		
		R2, R5 and bank notes R10,	R1,R2, R5 and bank notes	R1,R2, R5 and bank notes		
		R20	R10, R20, R50, R100	R10, R20, R50, R100 and		
				R200		
CONTEXT FREE	CALCULATIONS		<u> </u>			
1.12	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques		
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:		
(methods or	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete	- 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	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines supported	- Use number lines supported	- Use number lines	- Building up and breaking down	
	by concrete apparatus	by concrete apparatus	- Use 100 chart	strategy	
		- Use 100 chart		- Use number lines	
				- Use 100 chart	
1.13	Add to 10	• Add to 15	• Add to 18	• Add to 20	
Addition and	d • Subtract from 10 • Subtract from 15 • Subtra	Subtract from 18	Subtract from 20		
subtraction	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
	(+,-,=)	(+,-,=)	(+,-,=)	(+,-,=)	
		Practice number bonds to 5	Practice number bonds to 5	Practice number bonds to 5	
1.14 Repeated	Add the same number	Add the same number	Add the same number	Add the same number	
addition leading to multiplication	repeatedly up to 10	repeatedly up to 15	repeatedly up to 20	repeatedly up to 20	
1.16	Number range 10	Number range 15	Number range 18	Number range 20	
Mental	Name the numbers before and	Name the numbers before and	Name the numbers before and	Name the numbers before and	
Mathematics	after a given number	after a given number	after a given number	after a given number	
	Compare numbers and say	Compare numbers and say	Compare numbers and say	Compare numbers and say	
	which is more of less	which is more of less	which is more of less	which is more of less	
	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	
	problems (number bonds) to 5	problems (number bonds) to 5	problems (number bonds) to	problems (number bonds) to	
			10	10	
1.17		Reinforce half with concrete	Reinforce half with concrete		

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

GRADE 2 OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA					
TOPIC	TERM 1	TERM 2 TERM 3		TERM 4	
2.1		Copy and extend simple	Copy, extend and describe in		
Geometric		patterns using concrete objects	words simple patterns made		
patterns		and drawings	with concrete objects		
2.2	Copy and extend simple	Copy and extend simple	Copy and extend simple	Copy and extend simple	
Number	number sequence to at least	number sequence to at least 15	nce to at least 15 number sequence to at least number		
patterns	10	Sequence should show	18	Sequence should show	
	Sequence should show	counting forwards in 1's and 5s	Sequence should show	counting forwards in 1's, 5s and	
counting forwards in 1's			counting forwards in 1's, 5s	10s	
			and 10s		

	GRADE 2 OVERVIEW					
		3. SPACE AND SHAPE (GE	OMETRY)			
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
3.1		Language of position	Language of position	Language of position		
Position,		Understand the position of one	Understand the position of one	Understand the position of one		
orientation		object in relation to another	object in relation to another	object in relation to another		
and views		e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,		
		behind, up, down, next to	behind, up, down, next to	behind, up, down, next to		
		Position and views	Position and views	Position and views		
		Understand the position of one	Understand the position of one	Understand the position of one		
		object in relation to the other	object in relation to the other	object in relation to the other		
		e.g. top and bottom	e.g. top and bottom	e.g. top and bottom		
		Position and directions	Position and directions	Position and directions		
		• Follow directions to move	• Follow directions to move	Follow directions to move		
		around the classroom around the classroom		around the classroom		
		• Follow instructions to place • Follow instructions to place		Follow instructions to place one		
		one object in relation to	one object in relation to	object in relation to another		
		another	another			
3.2	Range of objects	Range of objects	Range of objects	Range of objects		
3D objects	•Recognise and name 3D	Recognise and name 3D	•Recognise and name 3D	Recognise and name 3D		
	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in		
	pictures	pictures	pictures	pictures		
	- ball shapes (spheres)	- ball shapes (spheres)	- ball shapes (spheres)	- ball shapes (spheres)		
	- box shapes (prisms)	- box shapes (prisms)	- box shapes (prisms)	- box shapes (prisms)		
				- cylinder		

GRADE 2 OVERVIEW					
		3. SPACE AND SHAPE (GE	OMETRY)		
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	Features of the objects	Features of the objects	Features of the objects	Features of the objects	
	•Describe, sort and compare	Describe, sort and compare	Describe, sort and compare	Describe, sort and compare 3D	
	3D objects in terms of:	3D objects in terms of:	3D objects in terms of:	objects in terms of:	
	- size	- size	- size	- size	
	- colour	- colour	- colour	- colour	
	- shape	- shape	- shape	- shape	
				- objects that roll	
				- objects that slide	
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes	
2D shapes	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D	
	shapes	shapes	shapes	shapes	
	- Star	- Star	- Star	- Star	
	- Hart	- Hart	- Hart	- Hart	
	- Circles	- Circles	- Circles	- Circles	
	- Triangles	- Triangles	- Triangles	- Triangles	
	- Squares	- Squares	- Squares	- Squares	
	Features of shapes	Features of shapes	Features of shapes	Features of shapes	
	Describe, sort and compare	Describe, sort and compare	Describe, sort and compare	Describe, sort and compare	
	2D shapes in terms of:	2D shapes in terms of:	2D shapes in terms of:	2D shapes in terms of:	
	- Size	- Size	- Size	- Size	
	- Colour	- Colour	- Colour	- Colour	
	Draw shapes	Draw shapes	Draw shapes	Draw shapes	

	GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)						
TOPIC TERM 1 TERM 2 TERM 3 TERM 4							
	- Star	- Star	- Star	Star			
	- Hart	- Hart	- Hart	Hart			
	- Circles	- Circles - Circles	Circles				
	- Triangles	- Triangles	- Triangles	Triangles			
	- Squares - Squares - Squares		Squares				
3.4 ● Recognise symmetry in own ● Identify symmetry in shapes ● Draw a line							
Symmetry		body	and pictures	shapes			

GRADE 2 OVERVIEW 4. MEASUREMENT						
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
4.1	Know days of the week	Know days of the week	•Know days of the week	■Know days of the week ■ The state of th		
Time	•Sing song or recite a rhyme	•Sing song or recite a rhyme	Underdstand concept of today	Understand concept of today		
	about days of the week	about days of the week	and tomorrow	and tomorrow		
	•Reinforce season chart	Reinforce season chart	Order regular events from their	Order regular events from their		
	 Place birthdays on a chart 	Place birthdays on a chart	own lives	own lives		
		•Intreduce 12 hour time in hours	Sequence of events	Sequence of events		
		and half hours on digital clocks	Reinforce season chart	Reinforce season chart		
		and watches and Cell phones	Place birthdays on a chart	Place birthdays on a chart		
			•Intreduce 12 hour time in hours	•Intreduce 12 hour time in hours		
			and half hours on digital clocks	and half hours on digital clocks		
			and watches and Cell phones	and watches and Cell phones		
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Length	Compare and order the length	Compare and order the length,	Compare and order the length,	Compare and order the length,		
	(long and short), height (tall and	height and width (narrow and	height and width (narrow and	height and width (narrow and		
	short) of two or more objects by	wide) of two or more objects by	wide) of two or more objects by	wide) of two or more objects by		
	placing them next to each other	placing them next to each other	placing them next to each other	placing them next to each other		
		Describe length in terms of	Describe length in terms of	Describe length in terms of		
		short and long	short and long	short and long		
		•Estimate, measure and compare	Estimate, measure and compare	Estimate, measure and compare		
		lengths using non-standard	lengths using non-standard	lengths using non-standard		
		measures e.g. hand spans	measures e.g. hand spans	measures e.g. hand spans		
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Mass	Compare and order the mass	Compare and order the mass	Compare and order the mass	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	of two or more objects by	of two or more objects by	of two or more objects by		
	feeling them or using a	feeling them or using a	feeling them or using a	feeling them or using a		
	balancing scale	balancing scale	balancing scale	balancing scale		
	•Discuss mass e.g. light, heavy,	•Discuss mass e.g. light, heavy,	•Discuss mass e.g. light, heavy,	•Discuss mass e.g. light, heavy,		
	lighter, heavier	lighter, heavier	lighter, heavier	lighter, heavier		
4.4		•Informal measuring	Informal measuring	Informal measuring		
Capacity		Compare and order the amount	Compare and order the amount	Compare and order the amount		
/volume		of liquid (volume) in two	of liquid (volume) in two	of liquid (volume) in two		
		containers placed next to each	containers placed next to each	containers placed next to each		
		other	other	other		
		Compare and order the amount	Compare and order the amount	Compare and order the amount		
		of liquid that two containers can	of liquid that two containers can	of liquid that two containers can		
		hold if filled (capacity)	hold if filled (capacity)	hold if filled (capacity)		
		• Use vocabulary e.g. more than,	• Use vocabulary e.g. more than,	Use vocabulary e.g. more than,		
		less than, full, empty	less than, full, empty	less than, full, empty		

GRADE 1 OVERVIEW 5. DATA HANDLING **TOPIC** TERM 1 TERM 3 TERM 4 TERM 2 5.1 Collect and sort everyday • Collect and sort objects • Collect and sort objects • Collect and sort objects Collect and sort concrete objects according to different according to different according to different objects attributes e.g. size, shape, attributes e.g. size, shape, • Sort concrete objects attributes e.g. size, shape, 5.2 according to one attribute e.g. colour colour colour Represent sorted blue cups for breakfast • Answer questions about how Answer questions about how Answer questions about how collections of the sorting was done the sorting was done the sorting was done objects Give reasons for how Give reasons for how collection 5.3 was sorted collection was sorted Discuss and report on sorted collections of objects 5.5 • Use pictures to represent data Represent data in pictograph in pictograph in pictograph in pictograph 5.6 • Answer questions about data Analyse and in pictographs in pictographs in pictographs in pictographs interpret data

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	Count forwards in 1s from				Sort concrete objects		
2	any number up to 20				according different		
					attributes e.g. colour,		
					shape, size		
Week3	Recognise, identify and			•Place birthdays on a chart			
	read number symbols up to						
	1-20						
Week4	Solve simple word problems		Describe, sort and				
	in context and explain own		compare 3D objects in				
	solution to problems		terms of:				
	involving, equal sharing and		- size				
	grouping up to 10		- colour				
			- shape				
Week5	Solve simple word problems			Compare and order the			
	in context and explain own			mass of two or more			
	solution to problems			objects using a			
	involving addition and			balancing scale			
	subtraction with answers up						

	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	Addition and subtraction up				Use pictures to represent		
	to 10				data in pictograph		
Week7	Recognise, identify and	Copy and extend simple					
	read number names 1-20	number sequence to at					
	Write number symbols 1-10	least 10, sequence					
		should show counting					
		forwards in 1's					
Week8	Describe, compare and		Recognise and name 2D				
	order numbers 1-15 and		shapes				
	recognise:		- Star				
	- more and less		- Hart				
	- equal to		- Circles				
			- Triangles				
			- Square				
Week9	Add the same number						
	repeatedly up to 10						
Week	Recognise and identify the						
10	South African coins, R1,R2,						
	R5 and the bank notes R10,						
	R20, R50 and R100						
			1	į	İ		

	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	Count forwards and				Sort physical objects	
	backwards up 30 from a				according to different	
	given number				attributes (shape, size,	
	Identify the numbers				colour)	
	before and after a given					
	number up to 20					
Week3	•Identify and read number	Copy and extend simple		•Know the days of the		
	symbols up to 30	patterns using concrete		week		
	Write number symbols	objects and drawings				
	1-25					
Week4	Order numbers from		Position and views			
	biggest to smallest up to		Understand the position			
	10		of one object in relation to			
			the other e.g. top and			
			bottom			
Week5	Count forwards 0-30			Describe length in terms		
				of short and long		
Week6	Solve addition and		Describe, sort and		Use pictures to represent	
	subtraction word		compare 2D objects in		data in pictograph	
	problems up to 15		terms of:			
			- size			
			- colour			

	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	Addition and subtraction	Copy and extend simple				
	up to 15	number sequence to at				
	Use appropriate symbols	least 20, sequence				
	(+, -, =)	should show counting				
		forwards in 1's and 5's				
Week8	Add the same number		Recognise and name 2D			
	repeatedly up to 15		shapes:			
			- Star			
			- Hart			
			- Circles			
			- Triangles			
			- Squares			
Week9	Practise doubling up to			Compare and order the		
	10			amount of liquid that two		
				containers can hold if		
				filled (capacity)		
Week 10	Recognise and identify		Recognise symmetry in			
	the South African coins,		own body			
	R1,R2, R5 and the bank					
	notes R10, R20, R50					
	and R100					

			GGESTED ASSESSMENT PL		
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	Count with whole				Collect and sort everyday
	numbers 0-40				concrete objects
	Count in multiples of 10				Sort physical objects
	up to 80				according to one attribute
	Count in multiples of 2s				
	up 18				
Week3	Order numbers from			Understand concept of	
	biggest to smallest and			today and tomorrow	
	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)				
Week4	Identify, recognise and		Follow directions to move		
	read number symbols 1-		around the classroom		
	40		• Follow instructions to		
	Write number symbols 1-		place one object in		
	18		relation to another		
Week5	Recognise place value of			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			amount of liquid in two		
	Decompose 2digit			containers using		
	numbers into multiples of			vocabulary more than;		
	10s and ones (units)			less than, full and empty		
	Identify and state the					
	value of each digit					
Week6	Addition and subtraction				Use pictures to represent	
	up to 18				data in pictograph	
	Use appropriate symbols				Answer questions about	
	(+, -, =)				data in pictographs	
	Practise doubling and					
	halving up to 20					
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		Recognise, name and			
	problems in context		draw 2D shapes			
	involving, equal sharing		- Star			
	and grouping up to 40		- 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	
			- Triangles			
			- Squares			
Week9	Add the same number		Recognise symmetry in			
	repeatedly up to 15		geometrical shapes and			
			picture			
Week 10	Identify half with concrete					
	object					

	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	
Week 2	Count with whole		Describe, sort and			
	numbers 0-50		compare 3D objects in			
	Count in multiples of 10		terms of:			
	up to 100 from a given		- Size			
	number		- Colour			
	•Count in multiples of 2s		- Shape			
	up to 20 from a given		- Objects that roll			
	number		- Objects that slide			
Week3	Number symbols 1-40			•Know the days of the		
	Recognise			week		
	Identify			•Know the seasons of the		
	• Read			year		
Week4	Identify, recognise and					
	read numbers 1-50					
	Write number symbols 1-					
	20					
	Identify, recognise and					
	read number names 1-5					
Week5	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				Use pictures to represent	
	up to 20				data in pictograph	
	Use appropriate				Answer questions about	
	symbols (+, -, =)				data in pictographs	
	Know number bonds up					
	to 10					
	Solve simple word					
	problems in contexts					
	involving addition and					
	subtraction up to 20					
Week7	Solve simple word	Copy and extend number				
	problems in context	sequence to at least 20,				
	involving, equal sharing	sequence should show				
	and grouping up to 50	counting forwards in 1's,				
		5's and 10's up to 50				
Week8	Add the same number		Draw a line of symmetry			
	repeatedly up to 20		in geometric shapes			
	Solve simple word					

(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	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 CON	CEPT DEVELOPMENT: Count with	whole numbers				
1.1	Count with whole numbers up	Count with whole numbers up	Count with whole numbers up	Count with whole numbers up		
Count	to 50 reliably	to 100 reliably	to 150 reliably	to 200 reliably		
objects	Give a reasonable estimate of a	Give a reasonable estimate of a	Give a reasonable estimate of a	Give a reasonable estimate of a		
	number of objects that can be	number of objects that can be	number of objects that can be	number of objects that can be		
	checked by counting	checked by counting.	checked by counting.	checked by counting.		
	Encourage strategy of grouping	Count by grouping is	Count by grouping is	Count by grouping is		
		encouraged	encouraged	encouraged		
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and		
Counts	backwards 0-50	backwards 0-100	backwards 0-150	backwards 0-200		
forwards and	Practise incidental counting	Practise incidental counting	Practise incidental counting	Incidental counting		
backwards	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number		
	up 50	up 100	up 150	up 200		
	Count forwards in multiples of:	Count forwards in multiples of:	Count forwards in multiples of:	Count forwards in multiples of:		
	2s up to 50	2s up to 100	2s up to 100	2s up to 200		
	5s up to 50	10s up to 100	10s up to 150	10s up to 200		
	10s up to 100	5s up to 100	5s up to 150	5s up to 200		
	Count backwards in:	Count backwards in:	Count backwards in:	Count backwards in:		
	1s from 20	1s from 20	1s from 50	1s from 100		
	10s from 50	10s from 50	10s from 100	10s from 200		
	2s from 20	5s from 50	2s from 100	2s from 150		

	GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships							
Topic	Term 1	Term 2	Term 3	Term 4				
• NUMBER CO	NUMBER CONCEPT DEVELOPMENT: Represent whole numbers							
1.3	Identify, recognise and read	Identify, recognise and read	Identify, recognise and read	Identify, recognise and read				
Number	number symbols 1-50	number symbols 1-100	number symbols 1-150	number symbols 1-200				
Symbols and	Write number symbols 1-20	Write number symbols 1-30	Write number symbols 1-40	Write number symbols 1-50				
number	Identify, recognise and read	Identify, recognise and read	Identify, recognise and read	Identify, recognise and read				
names	number names 1-5	number names 1-10	number names 1-10	number names 1-20				
	Know number names 1-5	Know number names in	Know number names in	Know number names in				
		multiples of 10s up to 100	multiples of 10s up to 150	multiples of 10s up to 200				
NUMBER CON	CEPT DEVELOPMENT: Describe, c	ompare and order whole numbers						
1.4	Describe, compare and order	Describe, compare and order	Describe, compare and order	Describe, compare and order				
Describe	numbers 1-20	numbers 1-30	numbers 1-40	numbers 1-50				
compare and	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to	Compare whole numbers up to				
order	20 using smaller than, greater	30 using smaller than, greater	40 using smaller than, greater	50 using smaller than, greater				
numbers	than, more than, less than and	than, more than, less than and	than, more than, less than and	than, more than, less than and				
	is equal to	is equal to	is equal to	is equal to				
	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to	Order numbers from biggest to				
	smallest and smallest to	smallest and smallest to	smallest and smallest to	smallest and smallest to				
	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater	biggest; smaller than, greater				
	than, more than, less than and	than, more than, less than and	than, more than, less than and	than, more than, less than and				
	equal to, up to 50	equal to, up to 100	equal to up to 150	equal to, up to 200				
	Position objects in a line from	Position objects in a line from	Position objects in a line from	Position objects in a line from				
	first to tenth	first to tenth	first to twentieth	first to thirtieth				
	Use ordinary numbers to show	Use ordinary numbers to show	Use ordinary numbers to show	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	Recognise place value of	Recognise place value of two	Recognise the place value of	Recognise the place value of		
Place value	numbers up to 30	digit numbers from 10-50	two digit numbers from 10-80	two digit numbers from 10-99		
	•Decompose 2- digit numbers	Decompose two- digit	Decompose two digit	Decompose two digit		
	into 10s and units	numbers into tens and units	numbers into tens and units	numbers into tens and units		
	•Identify and state the value of	 Identify and state the value of 	 Identify and state the value of 	 Identify and state the value of 		
	each digit	each digit	each digit	each digit		
SOLVE PROBL	EMS IN CONTEXT					
1.6	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques		
Problem	when solving problems and	when solving problems and	when solving problems and	when solving problems and		
solving	explain solutions to problems	explain solutions to problems	explain solutions to problems	explain solutions to problems		
techniques	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete	- Drawings or concrete		
	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters		
	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down		
	of numbers	of numbers	of numbers	of numbers		
	- Use number lines supported	- Use number lines supported	- Use number lines supported	- Use number lines supported		
	by	by	by	by		
	- concrete apparatus	- concrete apparatus	- concrete apparatus	- concrete apparatus		
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart		
		- Calculator	- Calculator	- Calculator		
1.7	Solve simple word problems in	Solve word problems in context	Solve word problems in context	Solve word problems in context		
Addition and	context involving, addition and	involving addition and	involving addition and	and explain own solution to		
subtraction	subtraction with answers up to	subtraction with answers up to	subtraction with answers up to	problems involving addition		

		GRADE 3 OVERVIEW PE 1. Numbers, Operations an		
Topic	Term 1	Term 2	Term 3	Term 4
-	20	50	80	and subtraction with answers
				up to 100
1.8	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in
Repeated	context and explain own	context and explain own	context and explain own	context and explain own
addition	solution to problems involving	solution to problems involving	solution to problems involving	solution to problems involving
leading to	repeated addition leading to	repeated addition leading to	repeated addition leading to	repeated addition leading to
multiplication	multiplication	multiplication	multiplication	multiplication
	Solve addition problems of 10s,	• Solve addition problems of 10s,	Solve addition problems of 10s,	Solve addition problems of 10s,
	5s, with answers up to 20	5s and 2s with answers up to	5s and 2s with answers up to	5s and 2s with answers up to
		50	80	100
1.9	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in	Solve simple word problems in
Grouping	context and explain own	context and explain own	context and explain own	context and explain own
and sharing	solution to problems that	solution to problems that	solution to problems that	solution to problems that
leading to	involve equal sharing and	involve equal sharing and	involve equal sharing and	involve equal sharing and
division	grouping up to 10	grouping up to 20	grouping up to 30	grouping up to 50
1.10	Solve practical problems that	Solve practical problems that	Solve practical problems that	Solve practical problems that
Sharing	involve equal sharing, leading	equal sharing leading to	equal sharing leading to	equal sharing leading to
leading to	to solutions that include unitary	solutions that include unitary	solutions that include unitary	solutions that include unitary
fractions	fractions e.g. half	fractions e.g. half	fractions e.g. half	fractions e.g. half and quarter
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the
Money	South African coins: 50c,	South African coins: 50c, R1,	South African coins: R1, R2,	South African coins: R1, R2,
	R1,R2, R5 and bank notes	R2, R5 and bank notes R10,	R5 and bank notes R10, R20,	R5 and banknotes R10, R20,
	R10, R20, R50, R100 and	R20, R50, R100 and R200	R50, R100 and R200	R50, R100 and R200
	1		ı	1

GRADE 3 OVERVIEW PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	R200	Solve money problems	Solve money problems	Solve money problems
		involving totals and change in	involving totals and change in	involving totals and change in
		cents up to 50c and Rand to	cents up to 50c and Rand to	cents up to 50c and Rand to
		R50	R80	R100
CONTEXT FRE	E CALCULATION			
1.12	Use the following techniques			
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:
(methods or	- Drawings or concrete			
Strategies)	apparatus e.g. counters	apparatus e.g. counters	apparatus e.g. counters	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	• Add to 20	• Add to 50	• Add to 80	• Add to 100
Addition and	Subtract from 20	Subtract from 50	Subtract from 80	Subtract from 100
subtraction	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols
	(+,-,=)	(+,-,=)	(+,-,=)	(+,-,=)
	Know addition and subtraction			
	facts (number bonds) to 5	facts (number bonds) to 10	facts (number bonds to 10	facts (number bonds) to 10
1.14	Add the same number			
Repeated	repeatedly up to 20	repeatedly up to 30	repeatedly up to 40	repeatedly to 50
addition	Multiply numbers 1-10 by 5 and	Multiply numbers 1-10 by 5 and	Multiply numbers 1-10 by 2, 5,	Multiply numbers 1-10 by 2, 5,
leading to	. ,	•	• • •	

	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 50Use appropriate symbols(+, x, =)		
1.16	Number concept: Range 20	Number Concept: Range 50	Number Concept: Range 80	Number Concept: Range 100		
Mental	Name the number before and	Name the number before and	Name the number before and	Name the number before and		
Mathematics	after a given number	after a given number	after a given number	after a given number		
	Order a given set of selected numbers	Order a given set of selected numbers	Order a given set of selected numbers	Order a given set of selected numbers		
	Compare numbers and say which is more or less	Compare numbers and say which is more or less	Compare numbers and say which is more or less	Compare numbers and say which is more or less		
	Solve addition and subtraction problems up to 20	Solve addition and subtraction problems up to 50	Solve addition and subtraction problems up to 80	 Solve addition and subtraction problems up to 100 		
1.17		Use and name fractions:	Use and name fractions:	Use and name fractions:		
Fractions		halves	halves	halves		

	GRADE 3 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA					
TOPIC	TERM 1 TERM 2 TERM 3 TERM 4					
2.1	Copy, extend and create simple	Copy, extend and create simple	Copy, extend and create simple	Copy, extend and create simple		
Geometric	patterns made with shapes or	patterns made with shapes or	patterns made with shapes or	patterns made with shapes or		
patterns	concrete objects; drawings or	concrete objects; drawings or	concrete objects; drawings or	concrete objects; drawings or		
	lines	lines	lines			
2.2	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe		
Number	simple number sequences to at	simple number sequences to at	simple number sequences to at	simple number sequences to at		
patterns	least 20	least 50	least 80	least100		
	Sequence should show counting Sequence should show counting Sequence should show counting		Sequence should show counting	Sequence should show counting		
	forwards in 1s	forwards in 1s, 10s, 5s	forwards and backwards in 1s,	forwards and backwards in 1s,		
			2s,10s, 5s	2s,10s, 5s		

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
3.1	Language of position	Language of position	Language of position	Language of position	
Position,	 Understand the position of 	Understand the position of	Understand the position of	Understand the position of	
orientation	one object in relation to	one object in relation to	one object in relation to	one object in relation to	
and views	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front	
	of, behind, up, down, next to	of, behind, up, down, next to	of, behind, up, down, next to	of, behind, up, down, next to	
	Position and views	Position and views	Position and views	Position and views	
	Describe the position of one	Describe the position of one	Describe the position of one	Describe the position of one	
	object in relation to another	object in relation to another	object in relation to another.	object in relation to another.	
	e.g. top and bottom, front and	e.g. top and bottom, front and	E.g. top and bottom, front and	E.g. top and bottom, front and	
	back etc.	back etc.	back etc.	back etc.	
	Position and directions	Position and directions	Position and directions	Position and directions	
	• Follow directions to move	Follow directions to move	Follow directions using an	Follow directions using an	
	around the classroom.	around the classroom.	informal map	informal map	
	• Follow instructions to place	Follow instructions to place	Follow instructions to place	Follow instructions to place	
	one object in relation to	one object in relation to	one object in relation to	one object in relation to	
	another	another	another	another	
3.2	Range of objects	Range of objects	Range of objects	Range of objects	
3D objects	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D	
	objects in the classroom and	objects in the classroom and	objects in the classroom and	objects in the classroom and	
	in pictures	in pictures	in pictures	in pictures	
	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)	
	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)	
	- Cylinders	- Cylinders	- Cylinders	- Cylinders	

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects			
	Describe, sort and compare			
	3D objects in terms of:			
	- Size	- Size	- Size	- Size
	- Colour	- Colour	- Colour	- Colour
	- Shape	- Shape	- Shape	- Shape
	- Objects that roll			
	- Objects that slide	Objects that slide	- Objects that slide	Objects that slide
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes
2D shapes	Recognise and name 2D			
	shapes	shapes	shapes	shapes
	- Star	- Star	- Star	- Star
	- Hart	- Hart	- Hart	- Hart
	- Circles	- Circles	- Circles	- Circles
	- Triangles	- Triangles	- Triangles	- Triangles
	- Squares	- Squares	- Squares	- Squares
	Features of shapes	Features of shapes	Features of shapes	Features of shapes
	Describe, sort and compare			
	2D shapes in terms of:			
	- Size	- Size	- Size	- Size
	- Colour	- Colour	- Colour	- Colour
	Draw shapes	Draw shapes	Draw shapes	Draw shapes
	- Star	- Star	- Star	- Star

GRADE 3 OVERVIEW PER TERM 3. SPACE AND SHAPE							
TOPIC	TERM 1 TERM 2 TERM 3 TERM 4						
	- Hart	- Hart	- Hart	- Hart			
	- Circles	- Circles	- Circles	- Circles			
	- Triangles	- Triangles	- Triangles	- Triangles			
	- Squares	- Squares	- Squares	- Squares			
	- Rectangles	- Rectangles	- Rectangles	- Rectangles			
3.4	Symmetry	Symmetry	Symmetry	Symmetry			
Symmetry • Recognise symmetry in own body and draw line of		Recognise symmetry in own	Recognise symmetry in own	Recognise symmetry in own			
		body and draw line of	body and draw line of	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	Passing of time	Passing of time	Passing of time	Passing of time		
Time	Know days of the week	Know days of the week	Know days of the week	Know days of the week		
	Understand concept of today	Understand concept of today and	Know months of the year	Know months of the year		
	and tomorrow	tomorrow	Understand concept of today	Understand concept of today		
	Order regular events from their	Order regular events from their	and tomorrow	and tomorrow		
	own lives	own lives	Order regular events from their	Order regular events from their		
	Sequence events	Sequence events	own lives	own lives		
	Reinforce season chart	Reinforce season chart	Sequence eventsReinforce season chart	Sequence events		
	Place birthdays on a chart	Place birthdays on a chart		Reinforce season chart		
	Telling time	- Pood 12 hour time in hours and	Place birthdays on a chart	Place birthdays on a chart.		
	Read 12 hour time in hours and		Telling time	Telling time		
	half hours on digital clocks and	half hours on digital clocks and	Read 12 hour time in hours and	Tell-12 hour time in hours on		
	watches and Cell phones	watches and Cell phones	half hours on digital clocks and	analogue clocks and digital		
			watches and Cell phones	instruments e.g. cell phones		
4.2	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Length	Compare and order the length,					
	height or width of two or more					
	objects by placing them next to					
	each other					
	Estimate measure, compare,	Estimate, measure, compare,	Estimate, measure, compare,	• Estimate, measure, compare,		
	order and record length using	order and record length using	order and record length using	order and record length using		
	non-standard measures e.g.	non-standard measures e.g.	non-standard measures e.g.	non-standard measures e.g.		
	hand, spans, paces, pencil	hand spans, paces, pencil	hand spans, paces, pencil	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.	lengths counters etc.	lengths counters etc.		
		Use language to talk about	Use language to talk about	Use language to talk about		
		comparison e.g. long, short, tall,	comparison e.g. long, short, tall,	comparison e.g. long, short, tall,		
		short	short	short		
			Introducing formal measuring	Introducing formal measuring		
			Measure using metre (m), and	Measure using metre (m), and		
			centimetres (cm)	centimetres (cm)		
			Estimate and measure height	Estimate, and measure height		
			using height chart	using height chart		
4.3		Informal measuring	Informal measuring	Informal measuring		
Mass		• Estimate, measure, compare,	Estimate, measure, compare,	Estimate, measure, compare,		
		order and record using a	order and record using a	order and record using a		
		balancing scale and non-	balancing scale and non-	balancing scale and non-		
		standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,		
		bricks etc.	bricks etc.	bricks etc.		
		Use language to talk about the	Use language to talk about the	Use language to talk about the		
		comparison:, light, heavy, lighter,	comparison:, light, heavy, lighter,	comparison:, light, heavy, lighter,		
		heavier	heavier	heavier		
			Introduce formal measuring	Introduce formal measuring		
			Compare and order the mass of	Compare and order the mass of		
			commercially packaged objects	commercially packaged objects		
			which have their mass stated	which have their mass stated		
			only in kilograms e.g. 2 kg of rice	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	and 1 kg of flour
			Measure own mass in kilograms	Measure own mass in kilograms
			using a bathroom scale	using a bathroom scale
			Measure the mass of different	Measure the mass of different
			items using a kitchen scale in kg	items using a kitchen scale in kg
4.4			Informal measuring	Informal measuring
Capacity/			Compare and order the amount	Compare and order the amount
Volume			of liquid (volume) in two	of liquid (volume) in two
			containers placed next to each	containers placed next to each
			other	other
			Compare and order the amount	Compare and order the amount
			of liquid that two containers can	of liquid that two containers can
			hold if filled (capacity)	hold if filled (capacity)
			• Use vocabulary e.g. more than,	Use vocabulary e.g. more than,
			less than, full, empty	less than, full, empty
			• Estimate, measure, compare,	Estimate, measure, compare,
			order and record the capacity of	order and record the capacity of
			containers by using non-standard	containers by using non-standard
			measures e.g. spoons and cups	measures e.g. spoons and cups
			Introduction of formal	Introduction of formal
			measuring	measuring
			Compare and order the volume	Compare and order the volume
			of commercially packaged	of commercially packaged

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

	GRADE 3 OVERVIEW PER TERM 5. Data Handling					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4		
5.1	Collect data on the theme	Collect data on the theme	Collect data on the theme	Collect data on the theme		
Collect and sort	Sort objects according to	Sort objects according to	Sort objects according to	Sort objects according to		
objects	different attributes	different attributes	different attributes	different attributes		
	Answer questions on	Answer questions on	Answer questions on collections	Answer questions on		
	collections	collections		collections		
				Make pictograph with one-to-		
				one correspondence		
5.2		Collect and sort objects	Collect and sort objects	Collect and sort objects		
Represent sorted		according to different criteria	according to different criteria	according to different criteria		
collection of		Draw a picture of the collected	Draw a picture of the collected	Draw a picture of the collected		
objects		data	data	data		
5.3				Answer questions about how		
Discuss and				the sorting was done		
report on sorted				(process)		
collection of				What the sorted collection		
objects				looks like (product)		
				Describe the collection		
				through drawings		
5.5	Represent data in pictograph	Represent data in pictograph	Represent data in pictograph	Represent data in pictograph		
Represent data	with one-to-one	with one-to-one	with one to one	with one-to-one		
	correspondence	correspondence	correspondence	correspondence		
5.6			Answer questions about data			
Analyse and			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	Count forwards in		Understand the position		
	multiples:		of one object in relation		
	• 5s up to 50		to another e.g. on top of,		
	• 10s up to 100		in front of, behind, up,		
	• 2s up to 50		down, next to		
Week3	Identify, recognise and	Copy, extend and create			
	read number symbols 1-	simple patterns made			
	50	with shapes or concrete			
	Write number symbols 1-	objects; drawings or lines			
	20				
	Know number names 1-5				
Week4	Compare whole numbers			Passing of time	
	up to 20 using smaller			Know days of the week	
	than, greater than, more			Understand concept of	
	than, less than and is			today and tomorrow	
	equal to			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	Solve simple word		Describe, sort and					
	problems in context and		compare 3D objects in					
	explain own solution to		terms of:					
	problems involving,		- Size					
	addition and subtraction		- Colour					
	with answers up to 20		- Shape					
			- Objects that roll					
			- Objects that slide					
Week6	• Add to 20	Copy, extend and						
	Subtract from 20	describe simple number						
	Use appropriate	sequence to at least 20						
	symbols (+,-,=)	in 1s, 5s, 2s						
	Solve addition and							
	subtraction problems up							
	to 20							
	Practise doubling and							
	halving up to 20							
Week7	Solve simple word				Collect data on the theme			
	problems in context and				Sort objects according to			
	explain own solution to				different attributes			
	problems involving				Answer questions on			
	repeated addition							

	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	Solve addition problems			Informal measuring				
	of 10s, 5s, with answers			Compare and order the				
	up to 20			length, height or width of				
				two or more objects by				
				placing them next to				
				each other				
Week9	Recognise and identify		Symmetry					
	the South African coins		Draw line of symmetry in					
	50c, R1,R2, R5 and bank		geometric shapes					
	notes R10,R20, R50,							
	R100 and R200							
Week 10	Solve simple word			Order regular events				
	problems in context and			from their own lives				
	explain own solution to			Sequence of events				
	problems that involve							
	equal sharing and							
	grouping up to 10							

	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	Count backwards in:				Sort objects according to			
	- 1s from 20				different attributes			
	- 10s from 50				Answer questions on			
	- 5s from 20				collections			
Week3	Identify, recognise and	Copy, extend and						
	read number symbols 1-	describe number						
	100	sequence to at least 50						
	Write number symbols 1-	(sequence should include						
	30	counting forwards and						
	Identify, recognise and	backwards in 1s,2s,5s						
	read number names 1 -	and 10s)						
	10							
	•Know number names in							
	multiples of 10s up to							
	100							
Week4	Order numbers from			Use language to talk				
	biggest to smallest and			about comparison e.g.				
	smallest to biggest;			long, short and tall, short				
	smaller than, greater							
	than, more than, less							
	than and equal to, up to							
	100							

	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				Days of the weekUnderstand concept of today and tomorrow					
Week6	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50			 Order regular events from their own lives Sequence of events 					
Week7	 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 	Copy and extend a given geometric patterns Make own patterns using 2D shapes							
Week8	 Solve addition problems of 10s, 5s and 2s with answers up to 50 Multiply numbers 1-10 by 5 and 10 			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	Solve money problems		Recognise and name 2D				
	involving totals and		shapes				
	change in cents up to 50c		- Circles				
	and Rand to R50		- Triangles				
			- Squares				
Week 10	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	Count forwards with	Copy, extend and create						
	whole numbers up to 150	simple patterns made						
	- 2s up to 100	with shapes or concrete						
	- 5s up to 150	objects; drawings or						
	- 10s up to 150	lines						
Week3	Identify, recognise and			Know the days of the				
	read number symbols 1-			week				
	150			• Identify months of the				
	Write number symbols 1-			year on a calendar				
	40							
	Identify, recognise and							
	read number names 1 -10							
	•Know number names in							
	multiples of 10s up to							
	150							
Week4	Compare whole numbers		Describe the position of					
	up to 40 using smaller		one object in relation to					
	than, greater than, more		another					
	than, less than and is		Follow directions using					
	equal to		an informal map					
Week5	Recognise the place value			• Measure using metre (m),				
	of two digit numbers from			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							
	Decompose two digit							
	numbers into tens and							
	units							
	Identify and state the value							
	of each digit							
Week6	Solve word problems in			Compare and order the				
	context involving addition			volume of commercially				
	and subtraction with			packaged objects which				
	answers up to 80			have their volume stated				
				in litres (I) and millilitres				
				(ml)				
Week7	• Add to 80	Copy, extend and						
	Subtract from 80	describe number						
	Use appropriate symbols	sequence to at least 80						
	(+,-,=)	(sequence should show						
	Solve addition and	counting forwards and						
	subtraction problems	backwards in 1s, 2s,5s,						
	(number bonds) to 20	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	Solve addition problems				Use pictures to represent			
	of 10s, 5s and 2s with				data in pictograph			
	answers up to 80				Answer questions about			
	Multiply numbers 1-10 by				data in pictographs			
	2, 5 and 10							
Week9	Solve money problems			Measure own mass in				
	involving totals and			kilograms using a				
	change in cents up to			bathroom scale				
	50c and Rand to R80			Measure the mass of				
				different items using a				
				kitchen scale in kg				
Week 10	Use and name fractions:		Recognise and name 2D					
	halves		shapes					
			- Circles					
			- Triangles					
			- Squares					
			Draw shapes					
			- 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	Count forwards with whole	<u> </u>			Use pictures to represent			
	numbers up to 200				data in pictograph			
	- 2s up to 200				Answer questions about			
	- 5s up to 200				data in pictographs			
	- 10s up to 200							
	Count backwards in:							
	- 1s from 100							
	- 10s from 200							
	- 5s from 150							
	- 2s from 150							
Week3	Position objects in a line			• Tell-12-hour time in				
	from first to thirtieth			hours on analogue				
	Use ordinary numbers			clocks and digital				
	to show order, place per			instruments				
	position							
Week4	Identify, recognise and		•Recognise the place					
	read number symbols 1-		value of two digit					
	200		numbers from 10-99					
	Write number symbols 1-		 Decompose two digit 					
	50		numbers into tens and					
	Identify, recognise and		units					
	read number names 1 -		•Identify and state the					
	20							

	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		
	Know number names in		value of each digit				
	multiples of 10s up to 200						
Week5	Number concept: Range			Compare and order the			
	100			volume of commercially			
	Name the number			packaged objects which			
	before and after a given			have their volume stated			
	number			in litres (I) and millilitres			
	Order a given set of			(ml)			
	selected numbers						
	Compare numbers and						
	say which is more or						
	less						
	Addition and						
	subtraction up to 100						
Week6	Solve word problems in				Represent data in		
	context and explain own				pictograph with one to		
	solution to problems				one correspondence		
	involving addition and				Answer questions about		
	subtraction with answers				data in a pictograph		
	up to 100						
Week7	• Add to 100	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			
	Subtract from 100	describe number						
	Use appropriate symbols	sequence to at least 100						
	(+,-,=)	(sequence should show						
	Solve addition and	counting forwards and						
	subtraction problems	backwards in 1s, 2s,5s,						
	(number bonds) to 25	10s)						
	Practise doubling and							
	halving up to 50							
Week8	Multiply numbers 1-10 by			Compare and order the				
	2,5,10 up to 50			mass of commercially				
	Solve simple word			packaged objects which				
	problems in context and			have their mass stated				
	explain own solution to			only in kilogram (kg)				
	problems involving							
	repeated addition leading							
	to multiplication							
Week9	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	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	T DEVELOPMENT: Count with who	ole numbers		
1.1	Count with whole numbers	Count with whole numbers	Count with whole numbers	Count with whole numbers
Count objects	up to 200 reliable	up to 300 reliable	up to 400 reliable	up to 500 reliable
	Give a reasonable estimate	Give a reasonable estimate	Give a reasonable estimate	Give a reasonable estimate
	of a number of objects that	of a number of objects that	of a number of objects that	of a number of objects that
	can be checked by counting	can be checked by counting	can be checked by counting	can be checked by counting
	Give a reasonable estimate	Give a reasonable estimate	Give a reasonable estimate	Give a reasonable estimate
	of a number of objects that	of a number of objects that	of a number of objects that	of a number of objects that
	can be checked by counting	can be checked by counting	can be checked by counting	can be checked by counting
	Count by grouping is	Count by grouping is	Count by grouping is	Count by grouping is
	encouraged	encouraged	encouraged	encouraged
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and
Count forwards	backwards 0-200	backwards 0-300	backwards 0-400	backwards 0-500
and backwards	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number	Count in 1s from any number
	up to 200	up to 300	up to 400	up to 500
	Count forward in multiples	Count forward in multiples	Count forward in multiples	Count forward in multiples
	from a given number:	from a given number:	from a given number:	from a given number:
	- 2s up to 200	- 2s up to 300	- 2s up to 400	- 2s up to 500
	- 10s up to 200	- 10s up to 300	- 10s up to 400	- 10s up to 500
	- 5s up to 200	- 5s up to 300	- 5s up to 400	- 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:	Count backwards in:	Count backwards in:	Count backwards in:
	- 1s from 100	- 1s from 300	- 1s from 400	- 1s from 500
	- 10s from 200	- 10s from 300	- 10s from 400	- 10s from 500
	- 2s from 150	- 2s from 200	- 2s from 200	- 2s from 300
	- 5s from 150	- 5s from 200	- 5s from 250	- 5s from 300
	PT DEVELOPMENT: Represent w	hole numbers		
1.3	Identify, recognise and read			
Number symbols	number symbols 1-200	number symbols 1-300	number symbols 1-400	number symbols 1-500
and number names	Write number symbols 1-50	Write number symbols 1-100	Write number symbols 1-250	Write number symbols 1-500
	Identify, recognise and read			
	number names 1 -50	number names 1 -100	number names 1 -250	number names 1 -500
	Know number names in			
	multiples of 10s up to 200	multiples of 10s up to 300	multiples of 10s up to 400	multiples of 10s up to 500
	PT DEVELOPMENT: Describe, co	mpare and order whole numbers	3	
1.4	Describe, compare and order			
Describe, compare	numbers 1-50	numbers 1-60	numbers 1-80	numbers 1-100
and order numbers	Compare whole numbers up			
	to 50 using smaller than,	to 60 using smaller than,	to 80 using smaller than,	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	equal to, up to 80	equal to, up to 100	equal to, up to 200	
	Position objects in a line from	Position objects in a line from	Position objects in a line from	Position objects in a line from	
	first to thirtieth	first to thirtieth	first to thirtieth	first to thirtieth	
	Use ordinary numbers to show	Use ordinary numbers to show	Use ordinary numbers to show	Use ordinary numbers to show	
	order, place per position	order, place per position	order, place per position	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 CONCE	PT DEVELOPMENT: Place value				
1.5	Recognise the place value of	Recognise the place value of	Recognise the place value of	Recognise the place value of	
Place value	two digit numbers 10-99	three digit numbers 10-200	three digit numbers 10-300	three digit numbers 10-500	
	Decompose two digit numbers	Decompose three digit	Decompose three digit	Decompose three digit	
	into tens and units	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens	
	• Identify and state the value of	and units	and units	and units	

GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	each digit	Identify and state the value of	Identify and state the value of	Identify and state the value of
		each digit	each digit	each digit
SOLVE PROBLEMS	IN CONTEXT			
1.6	Use the following techniques:	• Use the following techniques:	Use the following techniques:	Use the following techniques:
Problem solving	- Building up and breaking			
techniques	down numbers	down numbers	down numbers	down numbers
	- Practise doubling and halving			
	- Use number lines			
	- Use 100 chart			
	- Rounding off in tens			
	- Calculator	- Calculator	- Calculator	- Calculator
1.7	Solve word problems in			
Addition and	context and explain own			
subtraction	solution to problems involving			
	addition and subtraction with			
	answers up to 100	answers up to 150	answers up to 180	answers up to 250
1.8	Solve word problems in			
Repeated addition	context and explain own			
leading to	solution to problems involving			
multiplication	repeated addition leading to			
	multiplication with answers up			
	to 30	to 100	to 200	to 250
1.9	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	context and explain own			
sharing leading to	solution to problems that			
division	involve equal sharing and			
	grouping up to 30 with	grouping up to 50 with	grouping up to 100 with	grouping up to 500 with
	answers that may include			
	remainders	remainders	remainders	remainders
1.10	Solve word problem in context			
Sharing leading to	and explain own solutions to	and explain own solutions to	and explain own solutions to	and explain own solutions to
fractions	problems that involve equal			
	sharing leading to solutions			
	that include unitary fractions			
	e.g. half	e.g. half and quarter	e.g. half, quarters, three	e.g. half, quarters, three
			quarters, third and fifth	quarters, third and fifth
1.11	Recognise and identify the			
Money	South African coins 50c, R1,	South African coins 50c, R1,	South African coins 50c, R1,	South African coins50c, R1,
	R2, R5 and bank notes R10,			
	R20, R50, R100, R200			
	Solve money problems	Solve money problems	Solve money problems	Solve money problems
	involving total change in cents			
	up to 50c and Rand up to R50	up to 50c and Rand up to R50	up to 75c and Rand up to R75	up to 90c and Rand up to R99
CONTEXT FREE CA				
1.12	Use the following techniques			
Techniques	when performing calculation	when performing calculation	when performing calculation	when performing calculation
(methods or	- 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	down numbers	down numbers	down numbers	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines	- Use number lines	- Use number lines	- Use number lines	
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart	
	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s	- Rounding of in 10s	
	- Calculator	- Calculator	- Calculator	- Calculator	
1.13	• Add to 100	• Add to 150	• Add to 180	• Add to 200	
Addition and	Subtract from 100	Subtract from 150	Subtract from 180	Subtract from 200	
subtraction	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
	● (+,-,=,□)	● (+,-,=,□)	● (+,-,=,□)	● (+,-,=,□)	
	Practice number bonds to 15	Practice number bonds to 15	Practice number bonds to 20	Practice number bonds to 20	
1.14	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by	Multiply numbers 1 to 10 by	
Repeated addition	10, 5 and 2 up to 100	10, 5 and 2 up to 100	10, 5, 2 and 3 up to 100	10, 5, 2 and 3 up to 100	
leading to	Use appropriate symbol	Use appropriate symbol	Use appropriate symbol	Use appropriate symbol	
multiplication	• (+ ,x, =)	• (+,x, =)	• (+,x, =)	• (+x,, =)	
1.15	• Divide numbers to 50 by 2,	Divide numbers to 50 by 2,	• Divide numbers to 50 by 2,	• Divide numbers to 50 by 2,	
Division	5,and 10	5,and 10	5,and 10	5,and 10	
	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
	• (÷, =)	• (÷, =)	• (÷, =)	• (÷, =)	
1.16	Range 100	Range 150	Range 180	Range 200	
Mental	Name the number before and	Name the number before and	Name the number before and	Name the number before and	
Mathematics	after a given number:	after a given number:	after a given number:	after a given number:	
	- 1 more or1less	- 1 more or1less	- 1 more or1less	- 1 more or1less	

	GRADE 4 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	- 2 more or 2 less	- 2 more or 2 less	- 2 more or 2 less	- 2 more or 2 less	
	- 3 more or 3 less	- 3 more or 3 less	- 3 more or 3 less	- 3 more or 3 less	
	- 4 more or 4 less	- 4 more or 4 less	- 4 more or 4 less	- 4 more or 4 less	
	- 5 more or 5 less	- 5 more or 5 less	- 5 more or 5 less	- 5 more or 5 less	
	- 10 more or 10 less	- 10 more or 10 less	- 10 more or 10 less	- 10 more or 10 less	
	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	Solve addition and subtraction	
	problems up to 30	problems up to 30	problems up to 30	problems up to 30	
	Know multiplication tables of	Know multiplication tables of	Know multiplication tables of	Know multiplication tables of	
	2, 5 and 10	2, 5 and 10	2, 5 and 10	2, 5, 3 and 10	
1.17	Recognise halves and	Use and name fractions in	Use and name fractions in	Use and name fractions in	
Fractions	quarters	familiar context including	familiar including halves,	familiar context including	
		halves, quarters	quarters and third	halves, quarters and third	
		Recognise fractions in	Recognise fractions in	Recognise fractions in	
		diagrammatic form	diagrammatic form	diagrammatic form	
		Write fractions 1 half, 1	• Write fractions as ½, ¼, ⅓ ¹/₅	• Write fractions ½, ¼, ¾, ⅓ ¹/₅	
		quarter, 1 third e.g. ½, ¼, ⅓			

	GRADE 4 OVERVIEW PER TERM 2. PATTENS, FUNCTION AND ALGEBRA				
Topic	Term 1	Term 2	Term 3	Term 4	
2.1	Copy, extend and create	Copy, extend and create	Copy, extend and create	Copy, extend and create	
Geometric	patterns made with drawings of	patterns made with drawings of	patterns made with drawings of	patterns made with drawings of	
Patterns	lines, shape or objects	lines, shape or objects	lines, shape or objects	lines, shape or objects	
	Identify, describe (in own	Identify, describe (in own	Identify, describe (in own	Identify, describe (in own	
	words) and copy geometric	words) and copy geometric	words) and copy geometric	words) and copy geometric	
	patterns from nature and	patterns from nature and	patterns from nature and	patterns from nature, modern	
	modern everyday life	modern everyday life	modern everyday life	everyday life and our cultural	
				heritages	
2.2	Copy and extend number	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe	
Number	sequence to at least 50	number sequence to at least	number sequence to at least	number sequence to at least	
patterns		100	250	500	
	Sequences should show	Sequences should show	Sequences should show	Sequences should show	
	counting forwards and	counting forwards and	counting forwards and	counting forwards and	
	backwards in 1s, 2s, 5s, 10s	backwards in:	backwards in:	backwards in:	
		- 1s from any number 0-100	- 1s from any number 0-300	- 1s from any number 0-500	
		- 10s from any multiple up to 200	- 10s from any multiple up to 300	- 10s from any multiple up to 500	
		- 5s from any multiple up to 100	- 5s from any multiple up to 300	- 5s from any multiple up to 500	
		- 2s from any multiple up to 100	- 2s from any multiple up to 300	- 2s from any multiple up to 500	
			- 3s from multiple up to 300	- 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	Language of position	Language of position	Language of position	Language of position	
Position,	Understand the position of	Understand the position of	Understand the position of	Understand the position of	
orientation	one object in relation to	one object in relation to	one object in relation to	one object in relation to	
and views	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front	another e.g. on top of, in front	
	of, behind, up, down, next to	of, behind, up, down, next to	of, behind, up, down, next to.	of, behind, up, down, next to.	
	Position and views	Position and views	Position and views	Position and views	
	Understand the position of	Understand the position of	Describe the position of one	Describe the position of one	
	one object in relation to the	one object in relation to the	object in relation to another	object in relation to another	
	other e.g. top and bottom	other e.g. top and bottom	e.g. top and bottom, front and	e.g. top and bottom, front and	
	Describe the position of one	Describe the position of one	back etc.	back etc.	
	object in relation to another.	object in relation to another.	Recognise and match	Recognise and match	
	e.g. top and bottom, front and	e.g. top and bottom, front and	different views of objects	different views of objects	
	back etc.	back etc.			
	Position and directions	Position and directions	Position and directions	Position and directions	
	Follow directions to move	Follow directions to move	• Follow and give directions to	• Follow and give directions to	
	around the classroom and	around the classroom and	move around the classroom	move around the classroom	
	school	school	Follow directions on an	Follow directions on an informal	
	Follow directions on an	Follow directions on an informal	informal map	map	
	informal map	map			
3.2	Range of objects	Range of objects	Range of objects	Range of objects	
3D objects	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D	Recognise and name 3D	
	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in	objects in the classroom and in	
	pictures	pictures	pictures	pictures	

	GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4	
	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)	
	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)	
	- Cylinders	- Cylinders	- Cylinders	- Cylinders	
	Features of the objects	Features of the objects	Features of the objects	Features of the objects	
	Describe, sort and compare 3D	 Describe, sort and compare 3D 	Describe, sort and compare 3D	Describe, sort and compare 3D	
	objects in terms of:	objects in terms of:	objects in terms of:	objects in terms of:	
	- Size	- Size	- Size	- Size	
	- Colour	- Colour	- Colour	- Colour	
	- Shape	- Shape	- Shape	- Shape	
	- Objects that roll	- Objects that roll	- Objects that roll	- Objects that roll	
	- Objects that slide	- Objects that slide	- Objects that slide	- Objects that slide	
	Focused activities	Focused activities	Focused activities	Focused activities	
	Observe and build given 3D	Observe and build given 3D	Observe and build given 3D	Observe and build given 3D	
	objects using concrete materials	objects using concrete materials	objects using concrete materials	objects using concrete materials	
	such as cut-out 2D shapes/	such as cut-out 2D shapes/	such as cut-out 2D shapes/	such as cut-out 2D shapes/	
	templates, building blocks,	templates, building blocks,	templates, building blocks,	templates, building blocks,	
	recycled material, construction	recycled material,	recycled material, construction	recycled material,	
	kits, other 3D geometric objects		kits, other 3D geometric objects		
		construction kits, other 3D		construction kits, other 3D	
		geometric objects		geometric objects	

	GRADE 4 OVERVIEW PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4	
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes	
2D shapes	Recognise and name 2D shapes	Recognise and name 2D shapes	Recognise and name2D shapes	Recognise and name2D shapes	
	- Star	- Star	- Star	- Star	
	- Hart	- Hart	- Hart	- Hart	
	- Circles	- Circles	- Circles	- Circles	
	- Triangles	- Triangles	- Triangles	- Triangles	
	- Squares	- Squares	- Squares	- Squares	
	- Rectangle	- Rectangle	- Rectangle	- Rectangle	
	Features of shapes	Features of shapes	Features of shapes	Features of shapes	
	Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2D	Describe, sort and compare 2D	
	Shapes in terms of:	Shapes in terms of:	Shapes in terms of:	Shapes in terms of:	
	- Size	- Size	- Size	- Size	
	- Colour	- Colour	- Colour	- Colour	
	- Straight sides	- Straight sides	- Straight sides	- Straight sides	
	Draw shapes	Draw shapes	Draw shapes	Draw shapes	
	- Circles	- Circles	- Circles	- Circles	
	- Triangles	- Triangles	- Triangles	- Triangles	
	- Squares	- Squares	- Squares	- Squares	
	Rectangles	- Rectangles	Rectangles	- Rectangles	
3.4	Symmetry	Symmetry	Symmetry	Symmetry	
Symmetry	Recognise symmetry in own	Recognise symmetry in own body	Recognise symmetry in own	Recognise symmetry in own body and	
	body and draw line of symmetry	and draw line of symmetry in 2D	body and draw line of symmetry	draw line of symmetry in 2D geometrical	
	in 2D geometrical shapes and	geometrical shapes and non-	in 2D geometrical shapes and	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	Passing of time	Passing of time	Passing of time			
	Name days of the week in	 Name days of the week in 	Name days of the week in	Name days of the week in			
	correct sequence	correct sequence	correct sequence	correct sequence			
	Name and sequence months of	 Name and sequence months of 	Name and sequence months of	Name and sequence months of			
	the year	the year	the year	the year			
	Understand concept of today	 Understand concept of today 	Understand concept of today	Understand concept of today			
	and tomorrow	and tomorrow	and tomorrow	and tomorrow			
	Order regular events from their	 Order regular events from their 	Order regular events from their	Order regular events from their			
	own lives	own lives	own lives	own lives			
	Place birthdays, public	Place birthdays, public	Place birthdays, public	Place birthdays, public			
	holidays, school events,	holidays, school events,	holidays, school events,	holidays, school events,			
	religious holidays and historical	religious holidays and historical	religious holidays and historical	religious holidays and historical			
	events on the calendar	events on the calendar	events on the calendar	events on the calendar			
	Telling time	Telling time	Telling time	Telling time			
	• Tell-12 hour time in hours on	• Tell 12 hour time in hours, half	• Tell 12 hour time in hours, half	Tell 12 hour time in hours, half			
	analogue clocks and digital	hours, quarter hours and	hours, quarter hours and	hours, quarter hours and			
	instruments e.g. Cell phones	minutes on analogue clocks	minutes on analogue clocks	minutes on analogue clocks			
		and digital clocks and other	and digital clocks and other	and digital clocks and other			
		digital instruments that show	digital instruments that show	digital instruments that show			
		time e.g. Cell phone	time e.g. Cell phone	time e.g. Cell phone			
4.2	Informal measuring	Formal measuring	Formal measuring	Formal measuring			
Length	• Estimate, measure, compare,	 Measuring using metres (m), 	Measuring using metres (m),	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	and centimetres (cm)	and centimetres (cm)	and centimetres (cm)			
	non-standard measures e.g.	• Estimate, measure, order and	Estimate, measure, order and	Estimate, measure, order and			
	hand, spans, paces, pencil	record length using metres	record length using metres	record length using metres			
	lengths, counters etc.	(either metre sticks or metre	(either metre sticks or metre	(either metre sticks or metre			
	Describe the length of objects	long length of string, measuring	long length of string, measuring	long length of string, measuring			
	by counting and stating the	tape and ruler) and centimetres	tape and ruler) and centimetres	tape and ruler) and centimetres			
	length using informal units	as the standard unit of length	as the standard unit of length	as the standard unit of length			
	Introducing formal measuring						
	Measurement using metres						
	(m), and centimetres (cm)						
	Estimate, and measure height						
	using height chart						
4.3	Informal measuring	Informal measuring	Informal measuring	Informal measuring			
Mass	• Estimate, measure, compare,	• Estimate, measure, compare,	Estimate, measure, compare,	Estimate, measure, compare,			
	order and record using a	order and record using a	order and record using a	order and record using a			
	balancing scale and non-	balancing scale and non-	balancing scale and non-	balancing scale and non-			
	standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,	standard measures e.g. blocks,			
	bricks etc.	bricks etc.	bricks etc.	bricks etc.			
	Use language to talk about the	 Use language to talk about the 	Use language to talk about the	Use language to talk about the			
	comparison: light, heavy,	comparison: light, heavy,	comparison: light, heavy,	comparison: light, heavy,			
	lighter, heavier	lighter, heavier	lighter, heavier	lighter, heavier			
	Describe the mass of objects by	Describe the mass of objects by	Describe the mass of objects by	Describe the mass of objects by			
	counting and stating the mass	counting and stating the mass	counting and stating the mass	counting and stating the mass			

	GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT					
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4		
	using informal units	using informal units	using informal units	using informal units		
	Introduce formal measuring	Introduce formal measuring	Formal measuring	Formal measuring		
	Compare and order the mass of	Compare and order the mass of	Compare and order the mass of	Compare and order the mass of		
	commercially packaged objects	commercially packaged objects	commercially packaged objects	commercially packaged objects		
	which have their mass stated	which have their mass stated	which have their mass stated	which have their mass stated		
	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of	only in kilograms e.g. 2 kg of		
	rice and 1 kg of flour	rice and 1 kg of flour	rice and 1 kg of flour	rice and 1 kg of flour		
	Measure own mass in	Measure own mass in	Measure own mass in	Measure own mass in		
	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom		
	scale	scale	scale	scale		
	Measure the mass of different	Measure the mass of different	Measure the mass of different	Measure the mass of different		
	items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in		
	kg	kg	kg	kg		
	Measure own mass in	Measure own mass in	Measure own mass in	Measure own mass in		
	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom		
	scale	scale	scale	scale		
4.4	Informal measuring	Informal measuring	Informal measuring	Informal measuring		
Capacity/	• Estimate, measure, compare,	Estimate, measure, compare,	Estimate, measure, compare,	Estimate, measure, compare,		
Volume	order and record the capacity of	order and record the capacity of	order and record the capacity of	order and record the capacity of		
	containers by using non-	containers by using non-	containers by using non-	containers by using non-		
	standard measures e.g. spoons	standard measures e.g. spoons	standard measures e.g. spoons	standard measures e.g. spoons		
	and cups	and cups	and cups	and cups		
	Formal measuring	Formal measuring	Formal measuring	Formal measuring		

GRADE 4 OVERVIEW PER TERM 4. MEASUREMENT						
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4		
	Compare and order the volume	Compare and order the volume	Compare and order the volume	Compare and order the		
	of commercially packaged	of commercially packaged	of commercially packaged	volume of commercially		
	objects which have their	objects which have their	objects which have their	packaged objects which have		
	volume stated in litres and	volume stated in litres and	volume stated in litres and	their volume stated in litres		
	millilitre e.g. 500ml of cold drink	millilitre e.g. 500mℓ of cold drink	millilitre e.g. 500ml of cold drink	and millilitre e.g. 500 mℓ of		
	and 1ℓ of milk	and 1ℓ of milk	and 1ℓ of milk	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 data on the theme to	Collect data on the theme to	Collect and sort objects	Collect and sort objects		
Collect and	answer questions posed by the	answer questions posed by the	according to different attributes	according to different attributes		
Sort objects	teacher	teacher	Introduce the concept of data	Introduce the concept of data		
	Use data cycle to make class	Use data cycle to make class	handling by collecting data of	handling by collecting data of		
	pictograph with one-to-one	pictograph with one-to-one	how many boys and girls are in	how many boys and girls are in		
	correspondence	correspondence	the class	the class		
5.2		Use data cycle to make class	Use data cycle to make class	Use data cycle to make class		
Represent		pictograph with one-to-one	pictograph with one-to-one	pictograph with one-to-one		
sorted		correspondence	correspondence	correspondence		
collection		Collect data about the theme to	Collect data about the theme to	Collect data about the theme to		
of objects		answer questions posed by the	answer questions posed by the	answer questions posed by the		
		teacher	teacher	teacher		
5.3				Answer questions about how		
Discuss and				the sorting was done (process)		
report on				What the sorted collection		
sorted				looks like (product)		
collection of				Describe the collection through		
objects				drawings		
5.4	Make pictograph with one-to-	Make pictograph with one-to-one	Collect data about the theme to	Collect data about the theme to		
Collect and	one correspondence	correspondence	answer questions posed by the	answer questions posed by the		
Organise data			teacher	teacher		
			Organise data in a table	Organise data in a table		
5.5	Represent data in pictographs		Represent data in pictographs	Represent data in pictographs		

	GRADE 4 OVERVIEW PER TERM 5. DATA HANDLING						
TOPIC 1 TERM1 TERM 2 TERM 3 TERM 4							
Represent	and bar graphs		and bar graphs	and bar graphs			
data							
5.6	Represent data in pictograph	Analyse data from	Represent data in pictograph	Analyse data from in			
Analyse and	with one-to-one	representations provided	and bar graph with one to one	pictograph and bar graph			
interpret	correspondence	Represent data in pictograph	correspondence	representations provided			
Answer questions about data in		with one-to-one	Answer questions about data in	Represent data in pictograph			
	pictograph with one-to-one	correspondence	pictograph and bar graphs with	and bar graph with one-to-one			
	correspondence		one-to-one correspondence	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	Count in 1s from any		Position and views			
	number up to 200		Describe the position of			
	Count forwards in		one object in relation to			
	multiples of:		another. e.g. top and			
	- 2s up to 200		bottom, front and back			
	- 10s up to 200		etc.			
	- 5s up to 200					
	Count backwards in					
	multiples of:					
	- 1s from 100					
	- 10s from 200					
	- 2s from 150					
	- 5s from 150					
Week3	Identify, recognise and		Describe, sort and			
	read number symbols 1-		compare 3D objects in			
	200		terms of:			
	Write number symbols 1-		- Size			
	50		- 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	
	Identify, recognise and		- Shape			
	read number names 1 -		- Objects that roll			
	20		- Objects that slide			
	Know number names in					
	multiples of 10s up to					
	200					

	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	Recognise the place			Passing of time	Represent data in		
	value of two digit			 Name days of the week 	pictographs		
	numbers 10-99			in correct sequence			
	Decompose two digit			Name and sequence			
	numbers into tens and			months of the year			
	units			Identify birthdays, public			
	Identify and state the			holidays, school events,			
	value of each digit			religious holidays and			
				historical events on the			
				calendar			
				Telling time			
				• Tell-12 hour time in			
				hours on analogue			
				clocks and digital			
				instruments e.g. cell			
				phones			
Week5	Recognise and identify			Formal measuring			
	the South African coins			Compare and order the			
	50c, R1, R2, R5 and			volume of commercially			
	bank notes R10, R20,			packaged objects which			
	R50, R100, R200			have their volume			
	Solve money problems			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	_		millitres		
	cents up to 50c and					
	Rand up to R50					
Week6	Solve addition problems			Informal measuring		
	up to 100			 Estimate, measure, compare, order and 		
	Solve subtraction			record the capacity of		
	problems from 100			containers by using non-		
	Use appropriate symbols			standard measures e.g. spoons and cups		
	(+,-,=,□)			spoons and cups		
	Solve addition and					
	subtraction problems to					
	30 (Mental Maths)					
	Practise doubling and					
	halving up to 100					
Week7	Multiply numbers 1 to 10	Copy and extend number				
	by 10, 5 and 2 up to 100	sequences to at least 50				
	Know multiplication	Sequences should show				
	tables of 2, 5 and 10	counting forwards and				
	(Mental Maths)	backwards in 1s, 2s				
Week8	Divide numbers to 50 by				Represent data in	
	2, 5,and 10				pictographs and bar	
	Use appropriate				graphs with one-to-one	

Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	symbols (÷, =)				correspondence.
					 Answer questions about
					data in pictographs and
					bar graphs with one-to-
					one correspondence
Week9	Solve word problems in		Symmetry		
	context and explain own		Draw line of symmetry in		
	solution to problems that		2D geometrical shapes		
	involve equal sharing		and non-geometrical		
	and grouping up to 30		shapes		
	with answers that may				
	include remainders				
Week 10	Recognise halves and	Copy and extend number			
	quarters	sequence to at least 50			
		Sequence should show			
		counting forwards and			
		backwards in 1s			

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	Count in 1s from any				Collect and sort data
	number up to 300				according to different
	Count forward in				attributes
	multiples from a given				Represent data in a
	number in:				pictograph
	- 2s up to 300				
	- 10s up to 300				
	- 5s up to 200				
	Count backwards in				
	multiples from a given				
	number in:				
	- 1s from 300				
	- 10s from 300				
	- 2s from 200				
	- 5s from 200				
Week 3	Identify, recognise and			Measure using metres	
	read number symbols 1-			(m) and centimetres (cm)	
	300				
	Write number symbols				
	1-100				
	Identify, recognise and				
	read number names 1-				

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

GRADE 4 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT) Term 2 **Numbers, Operations** Patterns, functions and Space and shape Measurement **Data handling** and Relationships algebra explain own solution to in relation to another problems involving e.g. on top of, in front addition and subtraction of, behind, up, down, with answers up to 150 next to • Solve addition problems up to 150 Solve subtraction problems from 150 • Use appropriate symbols (+,-,=,□)

_				1	
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week7	Solve word problems in	Sequences should show			
	context and explain own	counting forwards and			
	solution to problems	backwards in:			
	involving repeated	- 5s from any multiple up			
	addition leading to	to 100			
	multiplication with	- 2s from any multiple up			
	answers up to 30	to 100			
	Multiply numbers 1 to 10	- 10s from any multiple up			
	by 10, 5 and 2 up to 150	to 200			
	Use appropriate symbol				
	(+ ,X, =)				
Week8	Divide numbers to 50 by				Analyse data from
	2, 5,and 10				representations provided
	Use appropriate				
	symbols (÷, =)				
	Solve word problems in				
	context and explain own				
	solution to problems that				
	involve equal sharing				
	and grouping up to 50				
	with answers that may				

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	include remainders				
Week9	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	Solve word problems in				
	context and explain own				
	solutions to problems				
	that involve equal				
	sharing leading to				
	solutions that include				
	unitary fractions e.g.1/2,				
	¼, and ⅓				

	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	Count in 1s from any		Position and views					
	number up to 400		Describe the position					
	Count forwards in		of one object in relation					
	multiples from a given		to another. e.g. top and					
	number:		bottom, front and back					
	- 2s up to 400		etc.					
	- 10s up to 400		Recognise and match					
	- 5s up to 400		different views of					
	Count backwards in		objects					
	multiples from a given							
	number:							
	- 1s from 400							
	- 10s from 400							
	- 2s from 200							
	- 5s from 250							
Week3	Identify, recognise and		Describe, sort and					
	read number symbols 1-		compare 3D objects in					
	400		terms of:					
	Write number symbols		- Size					
	1-250		- Colour					
	Identify, recognise and		- Shape					
	read number names 1-		- 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		- Objects that slide					
	Know number names in							
	multiples of 10s up to							
	400							
Week4	Order numbers from			Telling time				
	biggest to smallest and			• Tell 12 hour time in				
	smallest to biggest;			hours, half hours and				
	smaller than, greater			quarter hours on				
	than, more than, less			analogue clocks and				
	than and equal to, up to			digital clocks and other				
	100			digital instruments that				
				show time				
Week5	Recognise the place			Formal measuring				
	value of three digit			Measure own mass in				
	numbers 10-300			kilograms using a				
	Decompose three digit			bathroom scale				
	numbers into hundreds,			Measure the mass of				
	tens and units			different items using a				
	Identify and state the			kitchen scale in kg				
	value of each digit							

	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	Solve word problems in		Symmetry					
	context and explain own		Recognise symmetry in					
	solution to problems		own body and draw line					
	involving addition and		of symmetry in 2D					
	subtraction with answers		geometrical and non-					
	up to 180		geometrical shapes					
	• Add to 180							
	Subtract from 180							
	Use appropriate symbols							
	(+,-,=,□)							
	Practice number bonds to							
	30							
Week 7	Solve word problems in	Sequences should show			Organise and discuss			
	context and explain own	counting forward and			data in:			
	solution to problems	backwards in:			- Tables			
	involving repeated	- 1s from any number 0-			- Pictograph			
	addition leading to	300			- Bar graphs			
	multiplication with	- 10s from any multiple up			Answer questions on the			
	answers up to 30	to 300			data			
	Know multiplication	- 5s from any multiple up						
	tables of 2, 5 and 10	to 300						
	Multiply numbers 1 to 10	- 2s from any multiple up						

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

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	Solve word problems in				Represent data in
	context and explain own				pictographs and bar
	solution to problems that				graphs with one-to-one
	involve equal sharing				correspondence
	and grouping up to 100				Answer questions about
	with answers that may				data in pictographs and
	include remainders				bar graphs
	Divide numbers to 50 by				
	2, 5,and 10				
	Use appropriate				
	symbols (÷, =)				
Week9	Recognise and identify		Position and directions		
	the South African coins		 Follow and give 		
	50c, R1, R2, R5 and		directions to move		
	bank notes R10, R20,		around the classroom		
	R50, R100, R200		• Follow directions on an		
	Solve money problems		informal map		
	involving total change in				
	cents up to 75c and				
	Rand up to R75				

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			
/eek 10	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 ½, ¼,							
	³ / ₄ , ¹ / ₃ , 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	Count in 1s from any	Copy, extend and						
	number up to 500	describe number						
	Count forward in	sequences to at least						
	multiples from a given	500						
	number:	Sequences should show						
	- 2s up to 500	counting forwards and						
	- 10s up to 500	backwards in:						
	- 5s up to 500	- 5s from any multiple up						
	Count backwards in	to 500						
	multiples from a given	- 2s from any multiple up						
	number:	to 500						
	- 1s from 500	- 3s from any multiple up						
	- 10s from 500	to 500						
	- 2s from 300							
	- 5s from 300							
Week3	Identify, recognise and				Analyse data from in			
	read number symbols 1-				pictographs and bar			
	500				graphs representations			
	Write number symbols				provided			
	1-500							
	Know number names in							
	multiples of 10s up to							

	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							
	 Identify, recognise and 							
	read number names 1-							
	500							
Week4	Order numbers from			Telling time				
	biggest to smallest and			Tell 12 hour time in				
	smallest to biggest;			hours, half hours, quarter				
	smaller than, greater			hours and minutes on				
	than, more than, less			analogue clocks and				
	than and equal to, up to			digital clocks and other				
	200			digital instruments that				
				show time e.g. Cell				
				phone				
Week5	Recognise the place	Copy, extend and						
	value of three digit	describe number						
	numbers 10-500	sequences to at least						
	Decompose three digit	500						
	numbers into hundreds,	Sequences should show						
	tens and units	counting forward and						
	Identify and state the	backwards in:						
	value of each digit	- 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				
		- 2s from any multiple up							
		to 500							
		- 3s from any multiple up							
		to 500							
		Create own number							
		patterns							
Week6	Solve word problems in			Formal measuring					
	context and explain own			Compare and order the					
	solution to problems			volume of commercially					
	involving addition and			packaged objects which					
	subtraction with answers			have their volume stated					
	up to 250			in litres and millilitre e.g.					
	Solve addition problems			500ml of cold drink and					
	up to 200			1L of milk					
	Solve subtraction								
	problems from200								
	Practise doubling and								
	halving up to 200								
	Use appropriate								
	symbols (+,-,=,□)								
Week7	Solve word problems in		Draw shapes						
	context and explain own		- Star						

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

	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	Solve word problems in			Formal measuring			
	context and explain own			Measuring using metres			
	solution to problems that			(m), and centimetres (cm)			
	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						
	(÷, =)						
Week9	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	Use and name						
	fractions in familiar						

context including
halves, quarters and
third
Recognise fractions in
diagrammatic form
Write fractions ½, ¼,
3⁄4,1⁄3, 1/5,

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 to at least 500 everyday	Count to at least 600 everyday	Count to at least 800 everyday	Count to at least 1000			
Count objects	objects reliably	objects reliably	objects reliably	everyday objects reliably			
	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of	Give a reasonable estimate of			
	a number of objects that can	a number of objects that can	a number of objects that can	a number of objects that can			
	be checked by counting	be checked by counting	be checked by counting	be checked by counting			
	Encourage strategy of	 Encourage strategy of 	Encourage strategy of	Encourage strategy of			
	grouping	grouping	grouping	grouping			
1.2	Counts forwards and	Counts forwards and	Counts forwards and	Counts forwards and			
Count	backwards in:	backwards in:	backwards in:	backwards in:			
backwards and	- 1s from any number between	- 1s from any number between	- 1s from any number 0-800	-1s from any number 0-1000			
forwards	0-500	0-600	- 10s from any multiple up to 800	-10s from any multiple up to			
	- 10s from any multiple up to	- 10s from any multiple up to	- 2s from any multiple up to 400	1000			
	500	600	- 5s from any multiple up to 600	-2s from any multiple up to 1000			
	- 2s from any multiple up to 100	- 2s from any multiple up to 200	- 3s from any multiple up to 600	- 5s from any multiple up to 1000			
	- 5s from any multiple up to 100	- 5s from any multiple up to 400	- 4s from any multiple up to 800	-3s from any multiple up to 1000			
		- 3s from any multiple up to 300		- 4s from any multiple up to 1000			
				-50s and 100s to 1000 and			
				more			
				-			
NUMBER CONCER	PT DEVELOPMENT: Represent wh	nole numbers	1	1			

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
1.3	Identify, recognise and read			
Number	number symbols 1-500	number symbols 0-700	number symbols 0-800	number symbols 0-1000
Symbols and	Write number symbols 1-500	Write number symbols 0-700	Write number symbols 0-800	Write number symbols 0-1000
number names	Know number names in	Write number names 0-20	Write number names 0-20	Write number names 0-20
	multiples of 10s up to 500	Know number names in	Know number names in	Know number names in 10s up
		multiples of 10s up to 700	multiples of 10s up to 800	to 1000
NUMBER CONCE	PT DEVELOPMEMT: Describe, co	mpare and order whole numbers		
1.4	Describe, compare and order			
Describe,	numbers 1-100	numbers 1-200	numbers 1-500	numbers 1-1000
compare and	Compare whole numbers up to			
order numbers	100 using smaller than, greater	150 using smaller than, greater	200 using smaller than, greater	250 using smaller than,
	than, more than, less than and	than, more than, less than and	than, more than, less than and	greater than, more than, less
	is equal to	is equal to	is equal to	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	equal to, up to 700	equal to, up to 800	equal to, up to 1000
	Position objects in a line from			
	first to thirtieth	first to fiftieth	first to eightieth	first to hundredth
	Use ordinary numbers to show			
	order, place per position up to			
	30	50	80	100

	GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS							
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4				
NUMBER CONCE	NUMBER CONCEPT DEVELOPMENT: Place value							
1.5	Recognise the place value of	Recognise the place value of	Recognise the place value of	Recognise the place value of				
Place value	three digit numbers from 10 to	three digit numbers from 10-	three digit numbers from 10-	three digit numbers from 10-				
	500	700	800	1000				
	Decompose three digit	Decompose three digit	Decompose three digit	Decompose three digit				
	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens	numbers into hundreds, tens				
	and units	and units	and units	and units				
	Identify and state the value of	Identify and state the value of	Decompose four digit	Decompose four digit				
	each digit	each digit	numbers into thousands,	numbers into thousands,				
			hundreds, tens and units	hundreds, tens and units				
			Identify and state the value of	Identify and state the value of				
			each digit	each digit				
SOLVE PROBLEM	IS IN CONTEXT							
1.6	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques				
Problem solving	when solving problems and	when solving problems and	when solving problems and	when solving problems and				
techniques	explain solutions to problems	explain solutions to problems	explain solutions to problems	explain solutions to problems				
	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking				
	of numbers	of numbers	of numbers	down of numbers				
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving				
	- Use number lines	- Use number lines	- Use number lines	- Use number lines				
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart				
	- Rounding off in tens and	- Rounding off in tens and	- Rounding off in tens and	- Rounding off in tens and				
	hundreds	hundreds	hundreds	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	Solve word problems in				
Addition and	context and explain own				
Subtraction	solution to problems involving				
	addition and subtraction with				
	answers up to 200	answers up to 300	answers up to 400	answers up to 500	
1.8	Solve number problems in				
Repeated	context and explain own				
addition leading	solution to problems involving				
to multiplication	multiplication with answers up				
	to 200	to 300	to 400	to 500	
1.9	Solve word problems In	Solve number problems in	Solve number problems in	Solve number problems in	
Grouping and	context and explain own				
sharing leading	solutions to problems that				
to division	involve equal sharing and				
	grouping up to 200 with	grouping up to 300 with	grouping up to 400 with	grouping up to 500 with	
	answers that may include				
	remainders	remainders	remainders	remainders	
1.10	Solve word problem in context				
Sharing leading	and explain own solutions to				
to fractions	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. ½, ¼, ⅓, ⅓,	e.g. ½, ¼, ⅓, ⅓	e.g. ½, ¼, ⅓, ¹/₅, etc.	e.g. ½, ¼, ⅓, ¹/₅, etc.	
1.11	Recognise and identify the	Recognise and identify the	Recognise and identify the	Recognise and identify the	
Money	South African coins 50c,	South African coins 5c, 10c,	South African coins 50c, R1,	South African coins 50c, R1,	
	R1,R2, R5 and bank notes	20c, 50c, R1, R2, R5 and bank	R2, R5 and bank notes R10,	R2, R5 and bank notes R10,	
	R10, R20, R50, R100, R200	notes R10, R20, R50, R100,	R20, R50, R100, R200	R20, R50, R100, R200	
	Solve money problems	R200	Solve money problems	Solve money problems	
	involving total change in cents	Solve money problems	involving total change up to	involving total change up to	
	up to 90c and Rand up to	involving total change up to	R399.99 and beyond	R499.99 and beyond	
	R199.99	R299.99 and beyond			
CONTEXT FREE	CALCULATIONS				
1.12	Use the following techniques	Use the following techniques	Use the following techniques	Use the following techniques	
Techniques	when performing calculations:	when performing calculations:	when performing calculations:	when performing calculations:	
(methods or	- Building up and breaking down	- Building up and breaking down	- Building up and breaking down	- Building up and breaking	
strategies)	numbers	numbers	numbers	down numbers	
	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	- Practise doubling and halving	
	- Use number lines	- Use number lines	- Use number lines	- Use number lines	
	- Use 100 chart	- Use 100 chart	- Use 100 chart	- Use 100 chart	
	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	- Rounding off in 10s and 100s	
1.13	• Add to 200	• Add to 300	Add to 400 and beyond	Add to 500 and beyond	
Addition and	Subtract from 200	Subtract from 300	Subtract from 400 and beyond	Subtract from 500 and beyond	
subtraction	Use appropriate symbols	• Use appropriate symbols (+,,=,	Use appropriate symbols	Use appropriate symbols	
	• (+,-,=, □)	□)	• (+,-,=,□)	• (+,-,=, □)	
1.14	• Multiply numbers 1 to 10 by 2,	Multiply numbers 2 ,3, 4, 5 and	Multiply numbers 2, 3, 4, 5 and	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	3, 4, 5, and 10	10 to a total of 100	10 to a total of 100 and beyond	10 to a total of 100 and beyond	
addition leading	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
to multiplication	• (+, x, =)	• (+, X, =)	• (+, x, =)	• (+, x, =)	
	• Tables 2, 3, 4, 5 and 10	• Tables 2, 3, 4,5 and 10	• Tables 2, 3, 4, 5 and 10	• Tables 2, 3, 4, 5 and 10	
1.15	Divide numbers up to 100 by	• Divide numbers up to 100 by 2,	Divide numbers up to 100 and	Divide numbers up to 100 and	
Division	10	and 10	beyond by 25, and 10	beyond by 2, 5, and 10	
	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	Use appropriate symbols	
	• (÷, =)	• (÷, =)	• (÷, =)	• (÷, =)	
1.16	Number concept: Range 600	Number concept: Range 700	Number concept: Range 800	Number concept: Range 1000	
Mental	Order a given set of selected	Order a given set of selected	Order a given set of selected	and beyond	
Mathematics	numbers	numbers	numbers	Order a given set of selected	
	Compare numbers to 600 and	Compare numbers to 700 and	Compare numbers to 800 and	numbers	
	say which is:	say which is:	say which is:	Compare numbers to 1000 and	
	1 more or1less	1 more or1less	1 more or1less	say which is:	
	2 more or 2 less	2 more or 2 less	2 more or 2 less	1 more or1less	
	3 more or 3 less	3 more or 3 less	3 more or 3 less	2 more or 2 less	
	4 more or 4 less	4 more or 4 less	4 more or 4 less	3 more or 3 less	
	5 more or 5 less	5 more or 5 less	5 more or 5 less	4 more or 4 less	
	10 more or 10 less	10 more or 10 less	10 more or 10 less	5 more or 5 less	
				10 more or 10 less	
	Rapidly recall	Rapidly recall	Rapidly recall	Rapidly recall	
	Solve addition and subtraction	Recall addition and subtraction	Recall addition and subtraction	Recall addition and subtraction	
	problems to 30	facts to 30	facts to 40	facts to 50	

GRADE 5 OVERVIEW PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS					
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4	
	Add or subtract multiples of 10	Add or subtract multiples of 10	Add or subtract multiples of 10	Add or subtract multiples of 10	
	from 0 to 200	from 0 to 300	from 0 to 400	from 0 to 500	
1.17	Use and name fractions in	Use and name fractions in	Use and name unitary and	Use and name unitary and	
Fractions	familiar context including	familiar context including	non-unitary fractions including	non-unitary fractions including	
	halves, quarters, third and fifth	halves, quarters, third and fifth	halves, quarters, third and fifth	halves, quarters, third and fifth	
	Recognise fractions in	Recognise fractions in	Recognise fractions in	Recognise fractions in	
	diagrammatic form	diagrammatic form	diagrammatic form	diagrammatic form	
			Begin to recognise that two	Begin to recognise that two	
			halves or three thirds make	halves or three thirds make	
			one whole and that one half	one whole and that one half	
			and two quarters are	and two quarters are	
			equivalent	equivalent	
	• Write fractions ½, ¼, ¾, ⅓, ⅓, 1/5	• Write fractions ½, ¼, ¾, ⅓, ⅓, 1/5	• Write fractions ½, ¼, ¾, ⅓, ⅓, ⅓	• Write fractions ½, ¼, ¾, ⅓, ⅓, ⅓	

	GRADE 5 OVERVIEW PER TERM				
		2. PATTERNS, FUNCTIONS A	AND ALGEBRA		
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4	
2.1	Copy ,extend and describe	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe	
Geometric	patterns around us	patterns around us	patterns around us	patterns around us	
patterns	 Identify ,describe and copy 	 Identify ,describe and copy 	Identify ,describe and copy	 Identify ,describe and copy 	
	geometric patterns:	geometric patterns made with:	geometric patterns made with:	geometric patterns made with:	
	- in nature	- Concrete objects	- Concrete objects	- Concrete objects	
	- from modern everyday life	- Drawings	- Drawings	- Drawings	
	- from our cultural heritages	- Shapes or objects	- Shapes or objects	- Shapes or objects	
	Create own geometric	- Simple patterns in which	- Simple patterns in which	- Simple patterns in which	
	patterns:	shapes or group of shapes are	shapes or group of shapes are	shapes or group of shapes are	
	- with concrete objects	repeated in exactly the same	repeated in exactly the same	repeated in exactly the same	
	- by drawing lines	way	way	way	
	- Shapes or objects	- Patterns in which the number	- Patterns in which the number	- Patterns in which the number	
	- Describe own patterns	or size of shapes in each stage	or size of shapes in each stage	or size of shapes in each stage	
		changes in a predictable way	changes in a predictable way	changes in a predictable way	
		i.e. regularly increasing	i.e. regularly increasing	i.e. regularly increasing	
		patterns	patterns	patterns	
		Create own geometric	Create own geometric	Create own geometric	
		patterns with physical objects	patterns with physical objects	patterns with physical objects	
		Create own patterns by	Create own patterns by	Create own patterns by	
		drawing lines, shapes or	drawing lines, shapes or	drawing lines, shapes or	
		objects	objects	objects	
		Describe own patterns	Describe own patterns	Describe own patterns	

GRADE 5 OVERVIEW PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA								
TOPICS	PICS TERM 1 TERM 2 TERM 3 TERM 4							
2.2	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe	Copy, extend and describe				
Number patterns	number sequence to at least	number sequence to at least	number sequence to at least	number sequence to at least				
	600	700	800	1000				
	Sequences should show	Sequences should show	Sequences should show	Sequences should show				
	counting forward and	counting forward and	counting forward and	counting forward and				
	backwards in:	backwards in:	backwards in: - 1s from any number between	backwards in:				
	- 1s from any number between	- 1s from any number between		- 1s from any number between				
	0-600	0-700	0-800	0-1000				
	- 10s from any multiple up to	- 10s from any multiple up to	- 10s from any multiple up to	- 10s from any multiple up to				
	600	700	800	1000				
	- 5s from any multiple up to 600	- 5s from any multiple up to 700	- 5s from any multiple up to 800	- 5s from any multiple up to				
	- 2s from any multiple up to 600	- 2s from any multiple up to 700	- 2s from any multiple up to 800	1000				
	- 3s from multiple up to 600	- 3s from multiple up to 700	- 3s from multiple up to 800	- 2s from any multiple up to				
	- 4s from multiples up to 600	- 4s from multiples up to 700	- 4s from multiples up to 800	1000				
				- 3s from multiple up to 1000				
				- 4s from multiples up to 1000				
	Create own number patterns	Create own number patterns	Create own number patterns	Create own number patterns				

	GRADE 5 OVERVIEW PER TERM						
		3. SPACE AND SHAPE (G	EOMETRY)				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4			
3.1	Language of position	Language of position	Language of position	Position and views			
Position,	Understand the position of one	Understand the position of one	Understand the position of one	Understand the position of one			
orientation and	object in relation to another	object in relation to another	object in relation to another	object in relation to the other			
views	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. on top of, in front of,	e.g. top and bottom			
	behind, up, down, next to	behind, up, down, next to	behind, up, down, next to	Describe the position of one			
	Position and views	Position and views	Position and views	object in relation to another.			
	Recognise and match different	Recognise and match different	Recognise and match different	e.g. top and bottom, front and			
	views of the same everyday	views of the same everyday	views of the same everyday	back etc.			
	objects	objects	objects	Position and directions			
	Describe the position of one	Describe the position of one	Describe the position of one	Follow and give directions to			
	object in relation to another.	object in relation to another.	object in relation to another.	move around the classroom			
	e.g. top and bottom, front and	e.g. top and bottom, front and	e.g. top and bottom, front and	and school			
	back etc.	back etc.	back etc.	Follow directions on a map			
	Position and directions	Position and directions	Position and directions	Read basic co-ordinates			
	Follow and give directions to	Follow and give directions to	Follow and give directions to				
	move around the classroom	move around the classroom	move around the classroom				
	and school	and school	and school				
	Follow directions on a map	Follow directions on a map	Follow directions on a map				
3.2		Range of objects	Range of objects	Range of objects			
3D objects		Recognise and name 3D	Recognise and name 3D	Recognise and name 3D			
		objects in the classroom and in	objects in the classroom and in	objects in the classroom and			
		pictures	pictures	in pictures			

GRADE 5 OVERVIEW PER TERM						
		3. SPACE AND SHAPE (G	EOMETRY)			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
		- Ball shapes (spheres)	- Ball shapes (spheres)	- Ball shapes (spheres)		
		- Box shapes (prisms)	- Box shapes (prisms)	- Box shapes (prisms)		
		- Cylinders	- Cylinders	- Cylinders		
		- Pyramids	- Pyramids	- Pyramids		
		- Cones	- Cones	- Cones		
		Features of the objects	Features of the objects	Features of the objects		
		Describe, sort and compare 3D	Describe, sort and compare	Describe, sort and compare		
		objects in terms of:	3D objects in terms of:	3D objects in terms of:		
		- Size - Size		- Size		
		- Colour	- Colour	- Colour		
		- shape	- shape	- shape		
		- Objects that roll	- Objects that roll	- Objects that roll		
		- Objects that slide	- Objects that slide	- Objects that slide		
			- Objects that are flat	- Objects that are flat		
			- Objects that are curved	- Objects that are curved		
3.3	Range of shapes	Range of shapes	Range of shapes	Range of shapes		
2D shapes	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D	Recognise and name 2D		
	shapes	shapes	shapes	shapes		
	- Star	- Star	- Star	- Star		
	- Hart	- Hart	- Hart	- Hart		
	- Circles	- Circles	- Circles	- Circles		
	- Triangles	- Triangles	- Triangles	- Triangles		

	GRADE 5 OVERVIEW PER TERM					
		3. SPACE AND SHAPE (G	EOMETRY)			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
	- Rectangle	- Rectangle	- Rectangle	- Rectangle		
	- Squares	- Squares	- Squares	- Squares		
	Features of shapes	Features of shapes	Features of shapes	Features of shapes		
	Describe, sort and compare 2D	Describe, sort and compare 2D	• Describe, sort and compare 2D	Describe, sort and compare 2D		
	shapes in terms of:	shapes in terms of:	shapes in terms of:	shapes in terms of:		
	- Size	- Size	- Size	- Size		
	- Colour	- Colour	- Colour	- Colour		
	- Straight sides	- Straight sides	- Straight sides	- Straight sides		
	- Curved sides	- Curved sides	Draw shapes:	Draw shapes:		
	Draw shapes:	Draw shapes:	- Star	- Star		
	- Star	- Star	- Hart	- Hart		
	- Hart	- Hart	- Circles	- Circles		
	- Circles	- Circles	- Triangles	- Triangles		
	- Triangles	- Triangles	- Squares	- Squares		
	- Squares	- Squares	- Rectangles	- Rectangles		
	- Rectangles	- Rectangles				
3.4		Symmetry	Symmetry	Symmetry		
Symmetry		Recognise symmetry in own	Recognise symmetry in own	Recognise and draw line of		
		body and draw line of	body and draw line of	symmetry in 2D geometrical		
		symmetry in 2D geometrical	symmetry in 2D geometrical	and non-geometrical shapes		
		and non-geometrical shapes	and non-geometrical shapes			

	GRADE 5 OVERVIEW PER TERM					
		4. MEASUREME	NT			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
4.1	Passing of time	Passing of time	Passing of time	Passing of time		
Time	Name days of the week in					
	correct sequence	correct sequence	correct sequence	correct sequence		
	Name and sequence months					
	of the year	of the year	of the year	of the year		
	Read dates on a calendar					
	Place birthdays, public	Place birthdays, public	Place birthdays, public	Place birthdays, public		
	holidays, school events,	holidays, school events,	holidays, school events,	holidays, school events,		
	religious holidays and historical					
	events on the calendar					
	Telling time	Telling time	Telling time	Telling time		
	Tell 12 hour time in hours, half	Tell 12 hour time in hours, half	Tell 12 hour time in hours, half	• 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	Formal measuring	Formal measuring	Formal measuring	Formal measuring		
Length	• Estimate, measure, order and	Estimate, measure, order and	Estimate, measure, order and	Estimate, measure, order and		
	record length using standard					
	unit of length metre (m) and					
	centimetres (cm):	centimetres (cm):	centimetres (cm):	centimetres (cm):		

GRADE 5 OVERVIEW PER TERM						
		4. MEASUREME	NT			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
	metre sticks	metre sticks	metre sticks	metre sticks		
	metre long length of string	metre long length of string	metre long length of string	metre long length of string		
	measuring tape	measuring tape	measuring tape	measuring tape		
	ruler	ruler	ruler	ruler		
		Read distances in km	Read distances in km	Read distances in km		
4.3		Formal measuring	Formal measuring	Formal measuring		
Mass		Compare and order the mass	Compare and order the mass	Compare and order the mass		
		of commercially packaged	of commercially packaged	of commercially packaged		
		objects which have their mass	objects which have their mass	objects which have their mass		
		stated only in kilograms e.g.	stated only in kilograms e.g.	stated only in kilograms e.g.		
		2kg of rice and 1 kg of flour	2kg of rice and 1 kg of flour	2kg of rice and 1 kg of flour		
		Measure own mass in	Measure own mass in	Measure own mass in		
		kilograms using a bathroom	kilograms using a bathroom	kilograms using a bathroom		
		scale	scale	scale		
		Measure the mass of different	Measure the mass of different	Measure the mass of different		
		items using a kitchen scale in	items using a kitchen scale in	items using a kitchen scale in		
		kg	kg	kg		
		Measure own mass in				
		kilograms using a bathroom				
		scale				
4.4		Formal measuring	Formal measuring	Formal measuring		
Capacity/Volume		Compare and order the	Compare and order the	Compare and order the		

GRADE 5 OVERVIEW PER TERM 4. MEASUREMENT						
TOPICS	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	Perimeter		
Perimeter and area			 Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area Investigate the area using tiling 	 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 HANDLI	NG			
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4		
5.1	Collect data on the theme					
Collect and sort	Answer question posed by the					
objects	teacher	teacher	teacher	teacher		
5.2	Collect and sort own data					
Represent sorted	according to different	according to different	according to different	according to different		
collection of	characteristics	characteristics	characteristics	characteristics		
objects	Draw a picture of collected					
	objects	objects	objects	objects		
5.3	Answer questions about how					
Discuss and	the sorting was done (process)					
report on sorted	Answer questions on what the					
collection of	sorted collection looks like					
objects	(product)	(product)	(product)	(product)		
	Draw collections	Draw collections	Draw collections	Draw collections		
5.4	Discuss independently the	Discuss independently the	Discuss independently the	Discuss independently the		
Collect and	collected data	collected data	collected data	collected data		
organise data	Organise and discuss data in:					
5.5	- Tables	- Tables	- Tables	- Tables		
Represent data	- Pictograph	- Pictograph	- Pictograph	- Pictograph		
5.6 Analyse and	- Bar graphs	- Bar graphs	- Bar graphs	- Bar graphs		
interpret data	Answer questions on the data	Answer questions on the data	Answer questions on the data	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	Counts forwards and		Position and views			
	backwards in:		Recognise and match			
	- 1s from any number		different views of the			
	between 0-500		same everyday objects			
	- 10s from any multiple of		Position and directions			
	10, 0-500		Follow directions on a			
	- 2s from any multiple of		map			
	2, 0-100					
	- 5s from any multiple of					
	5, 0-100					
Week3	Identify, recognise and			Tell 12 hour time in hours,		
	read number symbols			half hours, quarter hours and minutes on analogue clocks		
	1-500			and digital clocks		
	Write number symbols			ŭ		
	1-500					
	Know number names in					
	multiples of 10s up to					
	500					

	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	Order numbers from		Describe, sort and				
	biggest to smallest and		compare 2D shapes in				
	smallest to biggest;		terms of:				
	smaller than, greater		- Size				
	than, more than, less		- Colour				
	than and equal to, up to		- Straight sides				
	500		- Curved sides				
			Draw shapes:				
			- Star				
			- Hart				
			- Circles				
			- Triangles				
			- Squares				
			- Rectangles				
Week5	Recognise the place	Create own geometric					
	value of three digit	patterns:					
	numbers from 10 to	- with concrete objects					
	500	- by drawing lines					
	Decompose three digit	- with shapes or objects					
	numbers into hundreds,						
	tens and units						
	Identify and state the						

Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	value of each digit	g			
Week6	Solve word problems in			• Estimate, measure,	
	context and explain			order and record length	
	own solution to			using standardised unit	
	problems involving			of length metres (m)	
	addition and subtraction			and centimetres (cm)	
	with answers up to 200				
	• Add to 200				
	Subtract from 200				
	Use appropriate				
	symbols				
	(+,-,=, □)				
Week7	•Solve number problems				Organise and discuss
	in context and explain				data in:
	own solution to				- Tables
	problems involving				- Pictographs
	multiplication with				- Bar graphs
	answers up to 200				
	•Multiply numbers 1 to				
	10 by 2, 3, 4, 5, and 10				

	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	Solve money problems involving total change in cents up to 90c and Rand up to R199.99			Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show			
Week9	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	Copy, extend and describe number sequences to at least 600 in: 5s from multiples of 5s between 0-600 10s from multiples of 10s between 0-600 Create own number patterns		time			
Week 10	 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		
	• Write fractions ½, ¼, ¾,						
	1/3, 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	Counts forwards and	Copy, extend and						
	backwards in:	describe simple number						
	- 10s from any multiple up	sequence to at least 700,						
	to 600	counting forwards and						
	- 2s from any multiple up to	backwards in:						
	200	- 1s from any number						
	- 5s from any multiple up to	between 0-700						
	400	- 10s from any multiple up						
	- 3s from any multiple up to	to 700						
	300	- 5s from any multiple up						
		to 700						
Week3	Identify, recognise and		Range of objects					
	read number symbols 0-		Recognise and name 3D					
	700		objects					
	Write number symbols 0-		- Ball shapes (spheres)					
	700		- Box shapes (prisms)					
	Write number names 0-20		- Cylinders					
	Know number names in		- Pyramids					
	multiples of 10s up to 700		- Cones					

			GGESTED ASSESSMENT PL AND SUMMATIVE ASSESSM		
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	Order numbers from			• Tell 12 hour time in hours,	
	biggest to smallest and			half hours, quarter hours	
	smallest to biggest;			and minutes on analogue	
	smaller than, greater			clocks and digital clocks	
	than, more than, less than			and other digital	
	and equal to, up to 700			instruments that show	
				time e.g. Cell phone	
Week5	Recognise the place			Measuring using metres	
	value of three digit			and centimetres	
	numbers from , up to -700				
	Decompose three digit				
	numbers into hundreds,				
	tens and units				
	Identify and state the				
	value of each digit				
Week6	Solve word problems in		Recognise and draw line		
	context and explain own		of symmetry in 2D		
	solution to problems		geometrical shapes and		
	involving addition and		non-geometrical shapes		
	subtraction with answers				
	up to 300				
	• Add to 300				

	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			
	Subtract from 300							
	Use appropriate symbols							
	(+,,=, □)							
Week7	 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, =) 				 Collect data on the theme Draw a picture of collected objects Discuss independently the collected data Answer questions on the data 			
Week8	 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 			Formal measuring Measure liquids using measuring jug in litres and measuring cup and spoon in millilitres m?				
Week9	Solve money problems				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				data represented in				
	to R299.99 and beyond				tables, pictographs and				
					bar graphs				
Week	Solve word problems in								
10	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	Counts forwards and	Recognise and make	Describe, sort and						
	backwards in:	patterns in which the	compare 3D objects in						
	- 10s from any multiple up	number or size of shapes	terms of:						
	to 800	in each stage changes in	- Objects that roll						
	- 2s from any multiple up to	a predictable way	- Objects that slide						
	800		- Objects that are flat						
	- 5s from any multiple up to		- Objects that are curved						
	800								
	- 3s from any multiple up to								
	800								
	- 4s from any multiple up to								
	800								
Week3	Identify, recognise and			Telling time					
	read number symbols 0 -			• Tell 12 hour time in hours,					
	800			half hours, quarter hours					
	Write number symbols 0-			and minutes on analogue					
	800			clocks and digital clocks					
	Write number names 0-20			and other digital					
	Know number names in			instruments that show					
	multiples of 10s up to 800			time e.g. Cell phone					
				Read and know the date					
				e.g. calendar					
Week4	Recognise the place		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		draw 2D shapes					
	numbers up to 800		- Star					
	Decompose three digit		- Hart					
	numbers into hundreds,		- Circles					
	tens and units up to 800		- Triangles					
			- Rectangle					
			- Squares					
Week5	Add to 400 and beyond	Copy , extend and						
	Subtract from 400 and	describe number						
	beyond	sequence to at least 800,						
	Use appropriate symbols	sequences should show						
	(+,-,=,□)	counting forward sand						
		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,			Compare and order the				
	5 and 10 up to 100 and			mass of commercially				
	beyond			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			
	Use appropriate symbol	_		have their mass stated				
	(+, x, =)			only in kilograms e.g. 2 kg				
	• Tables 2,3,4,5 and 10			of rice and 1 kg of flour				
Week7				Perimeter				
				Investigate the distance				
				around 2D shapes and				
				3D objects using direct				
				comparison or informal				
				units				
Week8	Solve word problems in			Area				
	context and explain own			Investigate the area using				
	solution to problems			tiling				
	involving addition and							
	subtraction with answers							
	up to 400							

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week9	Solve money problems			Formal measuring	
	involving total change up			Compare and order the	
	to R399.99 and beyond			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	Recognise that two				
	halves or three thirds				
	make one whole and				
	that one half and two				
	quarters are equivalent				
	• Write fractions ½, ¼, ¾,				
	¹ / ₃ , 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	Counts forwards and	_	Position and directions					
	backwards in:		Follow directions on a					
	-1s from any number 0-1000		map					
	-10s from any multiple up to		Read basic co-ordinates					
	1000		on a map					
	-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							
Week3	Identify, recognise and read	Copy, extend and						
	number symbols 0-1000	describe number						
	Write number symbols 0-	sequence to at least						
	1000	1000 :sequences						
	Write number names 0-20	should show counting						
	Know number names in	forwards and						
	multiples of 10s up to 1000	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			
		• 1s from any number						
		between 0-1000						
		• 10s from any multiple						
		up to 1000						
		• 5s from any multiple						
		up to 1000						
Week4	Order numbers from biggest			• Tell 12 hour time in				
	to smallest and smallest to			hours, half hours, quarter				
	biggest; smaller than,			hours and minutes on				
	greater than, more than,			analogue clocks and				
	less than and equal to, up to			digital clocks and other				
	1000			digital instruments that				
				show time e.g. Cell				
				phone				
Week5	Recognise the place value			Estimate, measure, order				
	of three digit numbers from			and record length using				
	up to -1000			standardised unit of				
	Decompose three digit			length metres (m) and				
	numbers into hundreds,			centimetres (cm)				
	tens and units			Read distances in km				
	Decompose four digit							
	numbers into thousands,							

	GRADE 5 SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)								
Term 4	Term 4 Numbers, Operations and Patterns, functions Space and shape Measurement Data handling Relationships								
	hundreds, tens and units	and algebra							
	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	Solve word problems in	 Copy ,extend and 			
	context and explain own	describe number			
	solution to problems	sequence showing			
	involving addition and	counting forward and			
	subtraction with answers	backwards in:			
	up to 500	- 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	Add to 500 and beyond		Describe, sort and		
	Subtract from 500 and beyond		compare 3D objects in		
			terms of:		
			- Objects that roll		
			- Objects that slide		
			- Objects that are flat		
			- Objects that are curved		

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	Multiply numbers 2, 3, 4,			Perimeter	
	5 and 10 to a total of 100			Investigate the distance	
	and beyond			around 2D shapes and	
	Divide numbers up to 100			3D objects using direct	
	and beyond by 2,5,10			comparison or informal	
				units	
				• Area	
				• Investigate the area using	
				tiling	
Week9	Solve money problems		Symmetry		
	involving total change up		• Recognise symmetry in		
	to R499.99 and beyond		2D geometrical shapes		
			and non-geometrical		
			shapes		
Week	Use and name unitary				Collect and sort own data
10	and non-unitary fractions				according to different
	including ½, ¼, ⅓, ⅓, 1/5				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	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	
	Content to be assessed (oral, practical, written recording)	Content to be assessed (oral, practical, written recording)	Content to be assessed (oral, practical, written recording)	Content to be assessed (oral, practical, written recording)	
	Recognise, identify and read number symbols 1-5	Count forwards and backwards from any given number up to 13	Count forwards and backwards from a given number up to 15	Count in ones up to 20 Recognise of South African	
	Add the same number repeatedly up to 4	Solve addition problems with answers up to 7	Use concrete objects to solve problems involving addition and	Rands, R1, R2, R5, R10 • Recognise and identify 3D	
	Recognise, identify and name 2D-shapes	Compare and order objects according to length	 subtraction with answers up to 8 Collect and sort at least 5 objects according to size and colour 	objects in the classroom Recognise the mass (heavy and light) Recognise capacity (full, empty)	
2	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 7-8	
	 Content to be assessed (oral, practical, written recording) Recognise, identify and read number symbols up to 1-20 	 Content to be assessed (oral, practical, written recording) Write number symbols 1-25 Order numbers from biggest to smallest up to 10 	 Content to be assessed(oral, practical, written recording) Identify, recognise and read number symbols 1-40 Recognise place value of numbers 	Content to be assessed(oral, practical, written recording)	
	Solve addition and subtraction	Solve addition and subtraction	up to 30	Solve addition and subtraction	
	problems up to 10	problems up to 15	Solve simple word problems	problems up to 20	
	Copy and extend simple number	Understand the position of one	involving addition and subtraction	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	context involving, equal	
			Recognise, name and draw 2D	sharing and grouping up to 50	
			shapes:	Draw a line of symmetry in	
			- Star	geometric shapes	
			- Hart	Use pictures to represent data	
			- Circles	in pictograph	
			- Triangles		
			- Squares		
			- Rectangles		
3	Task 1: Weeks 7-8	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 7-8	
	• Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,	
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)	
	• Count forwards in multiples:	Recognise place value of numbers	Solve money problems involving	Recognise place value of two	
	5s up to 50	up to 30	totals and change in cents up to	digit numbers from 10-99	
	10s up to 100	Solve word problems in context	50c and Rand to R50	Solve addition and subtraction	
	2s up to 50	and explain own solutions to	Recognise the place value of two	problems up to 100	
	• Compare whole numbers up to 20	problems involving addition and	digit numbers from 10-80	Copy, extend and describe	
	Solve addition and subtraction	subtraction with answers up to 50	Solve addition and subtraction	number sequence to at least	
	problems up to 20	Copy and extend a given	problems up to 80	100	
	Name days of the week in correct	geometric pattern	Describe the position of one object	Compare and order the mass	
	sequence		in relation to another	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	objects which have their mass	
			Content to be assessed (oral,	stated only in kilogram (kg)	
			practical, written recording)		
			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 (I) and millilitre (ml)		
			Use pictures to represent data in		
			pictograph		
4	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 4-5	Task 1: Weeks 7-8	
	• Content to be assessed(oral,	Content to be assessed (oral,	Content to be assessed(oral,	Content to be assessed (oral,	
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)	
	• Identify, recognise and read	Solve addition problems up to 150	Recognise the place value of three	Copy, extend and describe	
	number symbols 1-200	Solve subtraction problems	digit numbers 10-300	number sequence to at least	
	Recognise the place value of two	from150	Solve word problems in context	500	
	digit numbers 10-99	Solve simple word problems in	and explain own solution to	Recognise the place value of	
	• Recognise and identify the South	context and explain own solution	problems involving repeated	three digit numbers up to 500	
	African coins 50c, R1, R2, R5 and	to problems involving addition	addition leading to multiplication	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,	and subtraction with answers up to	with answers up to 30	involving total change in cents	
	R200	150	Solve addition and subtraction	up to 90c and Rands up to R99	
	Tell-12 hour time in hours on		problems up to 180	Use and name fractions in	
	analogue clocks and digital			familiar context including	
		Task 2: Weeks 7-8	Task 2: Weeks 7-8	halves, quarters and thirds	
		Content to be assessed(oral,	Content to be assessed (oral,		
		practical, written recording)	practical, written recording)		
		Multiply numbers 1 to 10 by 10, 5	Draw line of symmetry in 2D		
		and 2 up to 150	geometrical and non-geometrical		
		Measure using metres (m) and	shapes		
		centimetres (cm)	Recognise and match different		
		Represent data in a pictograph	views of objects		
			Represent data in pictograph and		
			bar graph with one-to-one		
5	Task 1: Weeks 7-8	Task 1: Weeks 4-5	Task 1: Weeks 4-5	Task 1: Weeks 7-8	
	Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,	Content to be assessed (oral,	
	practical, written recording)	practical, written recording)	practical, written recording)	practical, written recording)	
	Order numbers from biggest to	Decompose three digit numbers	• Multiply numbers 2, 3, 4, 5 and 10	Identify, recognise and read	
	smallest and smallest to biggest;	into hundreds, tens and units	to a total of 100 and beyond	number symbols 0-1000	
	smaller than, greater than, more	Solve word problems in context	Divide numbers up to 100 and	Recognise the place value of	
	than, less than and equal to, up to	and explain own solution to	beyond by 2, 5, and 10	three digit numbers from 10-	
	500	problems involving addition and	Solve money problems involving	1000	
	Solve addition and subtraction	subtraction with answers up to 300	total change up to R299.99 and	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	Divide numbers up to 100 by 2	beyond	problems up to 500 and	
	Solve number problems in context	and 10	Solve word problems in context	beyond	
	and explain own solution to		and explain own solutions to	• Multiply numbers 2, 3, 4, 5 and	
	problems involving multiplication		problems that involve equal	10 to a total of 100 and beyond	
	with answers up to 200		sharing leading to solutions that	Divide numbers up to 100 and	
	Draw shapes:		include unitary fractions e.g. half,	beyond by 2, 5, 10	
	Circles		quarters, thirds, fifths		
	Triangles	Task 2: Weeks 7-8	Task 2: Weeks 7-8		
	Squares	Content to be assessed (oral,	Content to be assessed (oral,		
	Rectangles	practical, written recording)	practical, written recording)		
		Recognise and draw line of	Answer questions on the data		
		symmetry in 2-D geometrical and	represented in tables, pictographs		
		non-geometrical shapes	and bar graphs		
		Measure using metres and	• Investigate the distance around 2D		
		centimetres	shapes and 3D objects using		
		Tell 12 hour time in hours, half	direct comparison or informal units		
		hours, quarter hours and minutes	Recognise and make patterns in		
		on analogue clocks and digital	which the number or size of		
		clocks	shapes in each stage changes in a		
			predictable way		

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 cooperation 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

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

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