Mathematics Revised Annual Teaching Plans 2023/24

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THE CHANGE IN EDUCATION

Presentation Outline

1. Purpose

2. Curriculum

- Principles
- Overview
- Annual Teaching Plan 2023 – 2024
- Teaching Approach
- Diagnostic
- Classroom management
- Programme of Assessment

3. Conclusion

1. Purpose

- To assist teachers with guided pacing and sequencing of curriculum content (core skills and knowledge) and assessment during each of the 4 terms via suggested mapping of content and assessment for approx. 10 weeks.

- To assist teachers with the different forms of assessment. (oral, practical and written)

- To ensure that learners are adequately prepared for the subsequent years in terms of acquiring the skills, knowledge, attitudes and values.

Guiding Principles for the R-ATP

- Retain core content in each grade i.e. content that will serve as the building block for the next grade/phase.
- Process of review is preceded by a content mapping across grades and the phase.
- Remove content that is a duplication, irrelevant or does not support the core.
- Process may also have involved re-organisation of the curriculum content.
- Ensure coherence and progression of content within and across phases. This is paramount.

- It is essential that the content in each grade adequately prepares learners for the subsequent grades and is adequately supported by content in previous grades.

- Current prescribed textbooks and DBE workbooks (LTSM) should remain relevant and usable as a primary resource.

- Based on the nature of the subject, collaboration across phases may be required, to ensure that there is coherence and progression across phases.

- A light review process, not a curriculum redesign process.
- Interim measure- not an end in itself.
- Intended to address weaknesses in the current RATP, not to create something entirely new.
- Remain in place until strengthened curriculum is implemented (2025), and so changes made should be workable for 2023 - 2024

Overview

The Grades 1-3 R-ATP for 2023-2024 are each inclusive of the following

Grade 1	Grade 2	Grade 3
Grade R – 3 Phase Overview shows progression of the Topics with the grade specific skills and knowledge.		
Grade specific Term 1 -4 OVERVIEW that features the following: • Management plan and time allocation for the 7 hours of Maths per week. • Suggested fortnightly scripted skills and knowledge to teach for a 10 week term. The onus is strictly on the teacher's professional judgement to manage the content well and to ensure that the learners understand and can master the required grade specific content. The teacher must plan for good consolidation and revision of the work taught for understanding and mastery. -Content areas -Core skills and knowledge -Previous knowledge -Resources - DBE Workbook - Assessment		

Summary: Content

No	R-ATPs	What changed?
1	Provision of 4 terms in one document	One complete document for the year instead of one per term.
2	Phase Overview	Strengthened, to ensure building blocks are in place across phases.
3	Grade Overview Term 1 - 4	Strengthened, filled the gaps to ensure substantial pathways for good teaching within and across content areas.
4	Classroom management plan	Unchanged
5	Content area weightings	Unchanged
6	Resources	Unchanged
7	Suggested DBE workbook Activities	Strengthen with more details for consolidation and deep teaching practice.
8	Assessment: Formative: AfL Summative: AoL	More emphasis on AfL that takes place alongside teaching that the teacher must be vigilant of actual learning happening.

Summary: Topics

Grade	R-ATPs	More Explicit
1-3	1.16 Mental Maths	Link with meaningful counting activities and consolidation of concepts taught.
1-3	3.1 Space and Shape (Position, Orientation and view)	Reintroduce – Math vocabulary for Geometry and this also relates to NOR
1-3	4.1 Time is taught every term as well as one of the following Measurement topics per grade • Length • Mass • Capacity	Unchanged (Time throughout the year and other topics per term)
3	4.5 Perimeter and 4.6 Area	Unchanged. Referred to grade 4
1-3	Data Handling skills 5.4 Collect and organise data 5.5 Represent data 5.6 Analyse and interpret data	Unchanged

Annual Teaching Plan 2023-2024

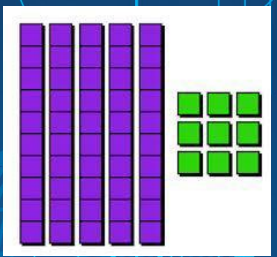
Phase Overview

CONTENT AREA	GRADE R	GRADE 1	GRADE 2	GRADE 3
NUMBERS, OPERATIONS AND RELATIONSHIPS	• Estimate and count to at least 10 objects reliably • Count forwards and backwards in 1s up to 10 – Use number rhymes and songs • Recognise, identify, read number symbols and number names from 1 to 10 • Describe, compare and order objects up to 10 compare big and small collections of objects smaller than, greater than; more than, less than, equal to, most, least, fewer, order more than 2 given collections of objects from smallest to greatest • Use ordinal numbers to show order, place, position first, second, third, fourth, fifth, sixth, up to last • Solve problems in context and explain solutions to problems- use the following techniques: – concrete apparatus; number ladder – addition and subtraction – equal sharing, grouping with whole numbers up to 10, answers may include remainders – coins and notes • Mental Maths: Always start an activity with Mental Maths: counting everyday objects; count forwards and backwards, ordinal counting, most, least; before, after, between.	• Estimate and count to at least 50 objects reliably, encourage grouping • Count forwards, backwards in 1s, between 0-100 • Count forwards in multiples of 10, 5, 2 up to 100 • Recognise, identify, read number symbols from 1-100 • Write number symbols and number names to 20 • Describe, compare and order objects (most, least, the same as, up to 20 • Describe, compare and order numbers up to 20 using: – greater than, smaller than, more than, less than, equal to – smallest to greatest, greatest to smallest • Use ordinal numbers, show order, place /position to 10th • Recognise place value of 2-digit numbers up to 20 – decompose 2-digit numbers in multiples of tens and ones (15 as 10 + 5) • Solve problems in context and explain solutions to problems – addition and subtraction (+, -, =, □) – repeated addition leading to multiplication – equal sharing, grouping, may include remainders. • Recognise SA currency, solve problems with totals and change • Do context free calculations up to 20 (+, -, =, □) • Practise number bonds up to 10 • Practise rapid recall +, - & efficient Mental techniques • Add the same number / repeated addition leading to multiplication *integrate with counting in 10, 5, 2*	• Estimate and count to at least 200 objects reliably, encourage grouping • Count forwards and backwards in: 1s, between 0-200 – 10s, 5s, 2s, ,3s, 4s in each of these multiples to 200 • Recognise, identify, read, write number symbols and number names from 1-200 • Describe, compare and order numbers up to 99 using: – greater than, smaller than, more than, less than, equal to – smallest to greatest, greatest to smallest • Use ordinal numbers to show order, place or position to 20th • Recognise place value of 2-digit numbers up to 99 – decompose 2-digit numbers into multiples of tens and ones (37 as 30 + 7) – identify and state the values of each digit • Solve problems in context and explain solutions to problems – addition and subtraction (+, -, =, □) – repeated addition leading to multiplication – equal sharing and grouping that may include remainders – equal sharing leading to unitary fractions • Recognise SA currency, solve problems with totals & change • Do context free calculations to 99 (+, -, =, □) • Practise number bonds to 20 • Practise rapid recall+, - & efficient Mental Maths techniques • Add the same number, repeated + leading to × (+, ×, =, □) • Use unitary fractions; recognise fractions in diagrammatic form; write fractions as a half	• Estimate and count to at least 999 objects reliably, encourage grouping • Count forwards and backwards in: 1s, between 0-1000 – 10s, 5s, 2s, ,3s, 4s, 20s, 25s, 50s, 100s in each of these multiples to 1000 • Recognise, identify, read and write number symbols and number names from 0-1000 • Describe, compare and order numbers up to 999 using: – greater than, smaller than – smallest to greatest, greatest to smallest • Use ordinal numbers to show order, place or position to 31st • Recognise place value of 3-digit numbers up to 999 – decompose 3-digit numbers into multiples of hundreds, tens, ones (264 as 200 + 60 + 4) – identify and state the values of each digit • Solve problems in context and explain solutions to problems – addition and subtraction (+, -, =, □) – repeated addition leading to multiplication – equal sharing and grouping that may include remainders – equal sharing leading to unitary and non- unitary fractions • Solve money problems - totals & change; convert between R&c • Do context free calculations up to 999 (+, -, =, □) • Practise number bonds to 30 • Practise rapid recall+, - & efficient Mental Maths techniques • Add the same number, repeated + leading to × (+, ×, =, □) – use unitary & non- unitary fractions recognise fractions in diagrammatic form; write fractions as 1 fifth, 2 quarters
PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns	• Geometric patterns • Number patterns up to 100	• Geometric patterns • Number patterns up to 200	• Geometric patterns • Number patterns up to 1 000
SPACE AND SHAPE	• Language of position, direction and views • 3-D objects - features • 2-D shapes - names	• Language of position, direction and views • Recognise, know a range and features of 3-D objects • Recognise and know a range and features of 2-D shapes	• Language of position, direction and views • Recognise and know a range and features of 3-D objects • Recognise and know a range and features of 2-D shapes	• Language of position, direction, views and informal maps • Recognise and know a range and features of 3-D objects • Recognise and know a range and features of 2-D shapes • Symmetry
MEASUREMENT	• Time: Passing of time • Mass: informal: compare and order • Length • Capacity / Volume	• Time: passing and telling of time • Mass: informal use non-standard measures: compare, order, estimate, record, describe; talk about heavy and light • Length: measure, compare order, record use informal measurements e.g. hand spans, paces, paperclips, etc. • Capacity / Volume: measure, compare, order and record	• Time: telling time and calculate length of time • Mass: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (kg, g) • Length: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (cm, m) • Capacity / Volume: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (l, ml)	• Time: telling time and calculate length of time • Mass: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (kg, g) • Length: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (cm, m) • Capacity / Volume: informal use non-standard measures: estimate, compare, order, record, describe, introduce formal measuring (l, ml)
DATA HANDLING	• Collect and sort objects • Represent sorted objects • Discuss sorted collections, integrated with • Time; Birthday calendar; Helper's chart; Height chart, Weather chart	• Collect, sort and represent, discuss sorted objects • Integrate with Birthday calendar, Weather chart • Collect, organise and represent data (limited pictographs with one-to-one correspondence) • Analyse and interpret data: answer questions about data	• Collect, organise and represent data (limited pictographs with one-to-one correspondence) • Analyse and interpret data: answer questions about data	• Collect, organise and represent data. (lists, tallies, tables- limited to pictographs, bar graphs) • Discuss sorted collections (pictographs with one-to-one correspondence) • Analyse, interpret data and answer questions about data in (pictographs, bar graphs)

Grade Overview
NOR

TERM 1	WEEK 1 and 2 Readiness Assessment	WEEK 3 and 4	WEEK 5 and 6	WEEK 7 and 8	WEEK 9 and 10
CONTENT AREAS AND TOPICS	**NUMBERS, OPERATIONS AND RELATIONSHIPS**				
	Counting – integrate with Number Patterns and Mental Maths				
	• Count forwards and backwards in 1s, from any number between 1 –10 and describe the sequence	• Count forwards and backwards in 1s, from any number between 1 – 10 and describe the sequence – ***link addition when counting forwards/ add one more and subtraction when counting backwards/ make one less***	• Count forwards and backwards in 1s, from any number between 1 –20 and describe the sequence – ***link addition when counting forwards/ add one more and subtraction when counting backwards/ make one less***	• Count forwards and backwards in 1s, from any number between 1 –20 and describe the sequence – ***link addition when counting forwards and subtraction when counting backwards, also add one more/ make one less***	• Count forwards and backwards in 1s, from any number between 1 –20 and describe the sequence • ***link addition when counting forwards/ add one more and subtraction when counting backwards/ make one less***
	Mental Maths number range 5. Ask quick maths questions to promote quick thinking. (Techniques: put large number first in order to count on; number line; doubling and halving; build up and break down)				
	• Order a given set of numbers 1-5 – ***first, last, in the middle*** • Compare numbers to 5 say which is **more, less** – ***use relationship between adding on, taking away*** – ***subitize (immediate recognition of dot formation 1-5)***	• Order a given set of numbers 1-5 – ***first, last, in the middle*** • Compare numbers to 5 say which is **more, less** – ***use relationship between adding on, taking away*** – ***subitize (immediate recognition of dot formation 1-5)*** – ***big, small***	• Order a given set of numbers 1-5 – ***first, last, in the middle*** • Compare numbers to 5 say which is more, less – ***use relationship between more and less (+, -)*** – ***one more/ one less; two more/ two less*** – ***subitize (immediate recognition of dot formation 1-5)*** – ***what number comes after, before, between*** – ***position: after, before, between***	• Order a given set of numbers 1-5 – ***first, last, in the middle*** • Compare numbers to 5 say which is more, less – ***use relationship between more and less (+, -)*** – ***one more/ one less; two more/ two less*** – ***subitize (immediate recognition of dot formation 1-5)*** – ***what number comes after, before, between*** – ***position: after, before, between***	• Order a given set of numbers 1-5 – ***first, last, in the middle*** • Compare numbers to 5 say which is more, less – ***use relationship between more and less (+, -)*** – ***one more/ one less; two more/ two less*** – ***what number comes after, before, between*** – ***subitize (immediate recognition of dot formation 1-5)***
NUMBER CONCEPT DEVELOPMENT *Building Number Sense*	**Count objects reliably to 10**				
	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting	• Give a reasonable estimate, check by counting out objects reliably encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-20 • Write number symbols and number names to 10				
	Describe, compare and order objects to 5				
	• Describe, compare **collection of objects** – many, fewer, more, less • Order collection of objects according – most, least; least and most	• Describe, compare collection of **objects** – more than, less than, the same as, different • Order objects from most to least; least to most	• Describe, compare collection of **objects** – more than, less than; the same as, just as many, different • Order objects from most to least; least to most	• Describe, compare collection of **objects** – more than, less than; the same as, is equal to, just as many • Order objects from most, least; least to most	• Describe, compare collection of **objects** – more than, less than • Order objects from most to least; least to most
	Describe, compare and order numbers to 5 (use a number line)				
	• Describe compare **numbers** – smaller than, greater than • Order numbers – smallest to greatest, greatest to smallest	• Describe and compare **numbers** – more than, less than; 1 more, 1 less • Order numbers – use the number line 1-5; first, last – greatest to smallest; smallest to greatest	• Describe and compare **numbers** – greater than, smaller than – more than, less than, is equal to • Order numbers – before, after, between, in the middle – use the number line; position first and last	• Describe and compare **numbers** – one more, one less – 2 more, 2 less than • Order numbers – use the number line, show position – ascending, descending order – link to more and less	• Compare numbers- which is more, less – **1, 2 more; 1, 2 less** • Identify, read, write numbers symbols and number names up to 5 – on the number line, (1^{st} – 5^{th}) • Describe, compare **numbers**
	Solve Problems in context and explain solutions to problems. Techniques: use concrete counters; draw pictures; number lines with concrete beads				
	• Practically solve problems in context and **explain solutions to problems involving** – addition and subtraction – equal sharing and grouping that may include remainders	• Practically solve problems in context and **explain solutions to problems involving** – addition and subtraction – equal sharing and grouping that may include remainders	• Practically solve problems in context and **explain solutions to problems involving** – addition and subtraction – equal sharing and grouping that may include remainders	• Practically solve problems in context and **explain solutions to problems involving** – addition and subtraction – equal sharing and grouping that may include remainders	• Practically solve problems in context and **explain solutions to problems involving** – addition and subtraction – equal sharing and grouping that may include remainders
	Context free Calculations to 5. Techniques: Use concrete counters; draw pictures; number lines with concrete beads				
	– Addition and subtraction up to 3 – Practise number bonds up to 3 (+, -, =, ▭)	– Addition and subtraction up to 3 – Practise number bonds up to 3 (+, -, =, ▭)	– Addition and subtraction up to 4 – Practise number bonds up to 4 (+, -, =, ▭)	– Addition and subtraction up to 5 – Practise number bonds up to 5 (+, -, =, ▭)	– Do context free calculations up to (+, -, =, ▭) – Practise number bonds up to 5

Day 3	Addition linked with counting	
1.	6 + 1 =	7 – 1 =
2.	6 + 2 =	7 – 2 =
3.	6 + 3 =	7 – 3 =
4.	6 + 4 =	7 – 4 =
5.	5 + 3 =	8 – 3 =
6.	5 + 4 =	8 – 4 =
7.	5 + 5 =	8 – 5 =



Grade Overview
Other content areas

CONTENT AREAS AND TOPICS			
	MEASUREMENT		**DATA HANDLING** integrates with NOR
	Time: Passing of time • Compare lengths of time use language e.g. longer, shorter, faster, slower. • Sequence events use language- yesterday, today, tomorrow **Telling the time** • Describe when something happens, using language morning, afternoon, evening • Name and sequence days of week, months of year. Vocabulary: today is; yesterday was; tomorrow will be	**Mass** • **Estimate, measure and compare, order** and record • **Know relational and connected vocabulary** heavy and light; more less; big, small; etc. • Use **non-standard measures**	• Collect and sort and describe **objects (2s, 5s)** • **Answer questions** of sorting process • **Draw picture** of sorted objects
	SPACE AND SHAPE	**PATTERNS, FUNCTIONS AND ALGEBRA**	**SPACE AND SHAPE**
	Position, orientation and views • Describe position of one object in relation to another e.g. right, left, on top of next to, in the middle, up, down,	**Geometric Patterns** • Copy and extend simple patterns use: – physical objects – drawings (use colours and shapes) **Number Patterns** – copy, extend and describe number sequences in 1s to 50 forwards and backwards	**Position, Orientation, views and direction (vocabulary)** – in front of, behind, left, right, next to, in the middle, up, down – relevant vocabulary for comparing number. – follow directions, move around classroom – follow simple instructions, put the ball next to the box

4 weeks

2 weeks

4 weeks

Teaching and learning approach and Style

How do we improve our performance in Mathematics?

Teacher agency

Teachers are centre of all teaching

Teachers are encouraged to use their professional judgement and available resources in order to achieve goals set.

Time

We need a more streamlined curriculum that shows the relatedness and the content links so that deep and meaningful teaching and learning can take place.

Collaboration

Curriculum planning will involve the whole Mathematics education community to ensure that it is of the highest possible standard and aligned with the needs of learners and teachers.

Teaching approach

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

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

Assessment

Assessment must inform the way forward.
Teachers must do an error analysis on the immediate recognition of the learning gaps (informal and formal, oral practical and written)
Question: How do we address these and aim to use alternative methods for understanding.

Resources

The use of concrete apparatus are strongly advocated.

Diagnostic

Diagnostic assessments

Baseline assessment

Term 2 & 3 assessment

Endline assessment

	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
Vorm.	Hoeveel bene en sterte altesaam?	Bereken: 100+70+2	Bestudeer die tabel hier onder. Die helfte van die grootste veelvoud van 4 in die tabel hier onder is:	Kies die getalle wat in dalende orde rangskik is 242 224	Watter getal het 7 in die tiene se plek, 1 in die honderde se plek en 8 in die ene se plek?	Die getal tussen A en C is. (Tel terug in 3e)	Wat is die kleinste ewe getal tussen 187 en 207?	Watter patroon pas nie?	Aftrekking: plekwaarde blokke: 147-86 = 62	Die onderstreepte syfer (8) in 282 is.	Van watter koek kan jy die grootste sny kry?	Hoe laat sal dit 2 ure later wees?	Maak groepe van 6. Skryf die vermenigvuldigsin.	Maak die kante gelyk. 120 - 20 = 80 + □	Trek 9 van 118 af.	Hoeveel meer krale moet ek koop as ek 10 stringe in totaal wil volmaak?	Een kwart van die kolwyntjies te koop is sjokolade en die res is aarbei. Omkring die een kwart sjokolade kolwyntjies.	Omkring die groter getal. 106 160	16 + 16 + 16 + 16 + 16 - 16	Hoeveel?	Deel die sjokolade gelykop tussen 6 kinders. Elkeen kry □ blokkies.	Mamma gee 'n halwe lemoen aan elkeen van my vriende. Ek het 8 vriende. Hoeveel lemoene het sy in die helfte gesny? ____	Mark het 60 lekkers. Hy verkoop die helfte en eet 6 lekkers. Hoeveel lekkers is oor? Skryf die getalsin ____.	Paul se verjaarsdag is op 28 Desember en Mary se verjaarsdag is vyf dae later. Omkring Mary se verjaarsdag	Daar is ____ vol weke en ____ dae in Desember met 'n totaal van 31 dae.	Verdubbel die som van die potlode wat in die eerste 3 dae verkoop is.	As een potlood R4 kos, hoeveel geld is op Vrydag uitgegee? R ____	Totaal	PERSENTASIE %
VRAAG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24.1	24.2	25.1	25.2		%
PUNT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	1	30	
	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	0	2	0	0	19	63%
	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	19	63%
	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	2	1	22	73%
	Absent																											0	0%
	1	1	1	0	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	0	18	60%
	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	2	0	0	20	67%
	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	22	73%
	1	1	1	0	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	2	1	2	0	0	21	70%
	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	22	73%
	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	8	27%
	Absent																											0	0%
	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	19	63%
	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	19	63%
	1	1	1	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	2	1	1	18	60%
	1	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	1	0	0	0	1	1	0	1	0	0	0	11	37%
	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	8	27%
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	2	0	1	21	70%

(green)	12
(orange)	7
(red)	10

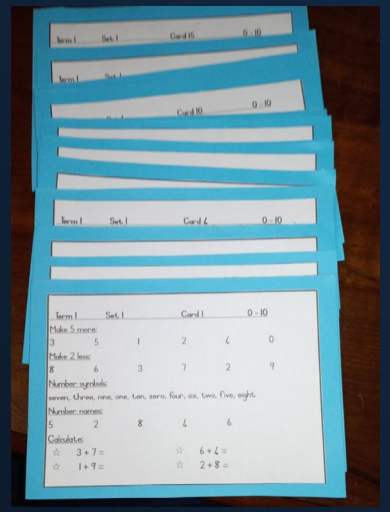
Classroom management

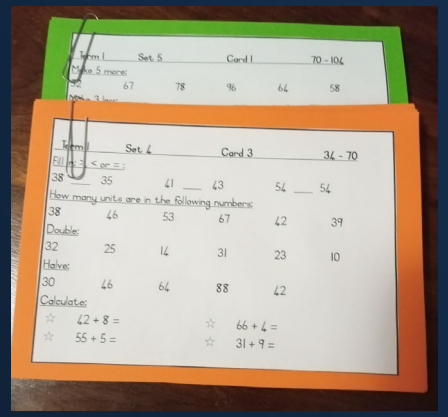
Classroom management

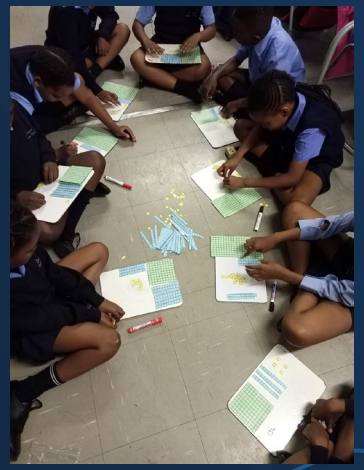
Mathematics time allocation per day: 1 hr. 24 min × 5 = 7 hours per week OR 1hr 30 min x 4 days plus one 1hour lesson per week = 7hours	
Whole Class Activity • **Counting, Mental Maths (consolidation of concepts already taught)** • **New Concept teaching** • **Classroom Management (allocation of independent activities)** **Independent group guided teaching and independent work** (inclusive of the **differentiated teaching of new concepts - oral, practical and written activities** daily) The teacher is also mindful to plan well for effective teaching and ***assessment for learning***, to inform any remediation and further teaching.	**5 min +10 min** **20 min** **24 × 2 groups = 48 min** ***Third group does substantial independent written work.***

Suggested group teaching plan:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching







- ✓ Teach the new concept/skill
- ✓ Workbooks are close - Don't teach the worksheet
- ✓ Verify through assessment for learning strategies if learners understood.
- ✓ If they did not understand, reteach in small group with different or same strategy.

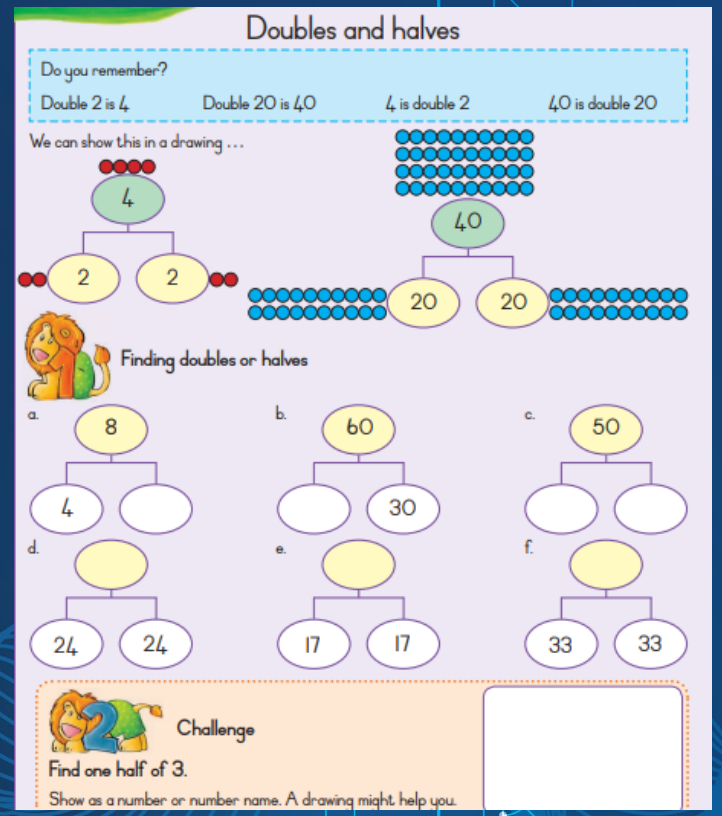
DBE workbook activities

- Suggested DBE work book activities are carefully scripted in the RATPs for each term.
- These activities support deeper learning.
- It is incumbent on the teacher to plan well for quality teaching and learning.
- A teacher that understands the content knowledge well will be able to teach so that the learner can understand and master the Maths skills and knowledge.

Addition and subtraction to 80 (ATP)

Linking halves and doubles to fractions, using multiples of 10, 2, pp.14 (ATP)

What must learners know, understand and be able to do before they can attempt to complete this worksheet on their own?



Programme of Assessment

	REMEDIATION Supporting learning gaps. Reteaching using another strategy for improved learning. Record all findings in the event of further support required.	**CONSOLIDATION** Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions.	**REVISION** Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This Practise takes place before any new concepts can be taught. Revision of work strengthens the learner's knowledge and supports further learning.
INFORMAL ASSESSMENT (AfL)	Assessment for Learning (AfL) is **strategically planned for and completed alongside teaching. The teacher is always cognisant of the learning taking place and keeps a record of the learner's progress.** **ORAL, PRACTICAL, WRITTEN**: Assess Core Concepts, Skills and Values above. • **Continuous assessment prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred; Can the learner communicate his / her understanding of the concepts learnt and can the learner apply his / her knowledge of the concepts learnt aptly.** • The teacher is vigilant and **records the observations** made; this is integrated in the lesson time as per DBE directive.		
SBA (Formal Assessment) (AoL) One FAT per term	**ORAL & PRACTICAL** • SPACE AND SHAPE **PRACTICAL** • PATTERNS, FUNCTIONS AND ALGEBRA	**WRITTEN** • PATTERNS, FUNCTIONS AND ALGEBRA **ORAL, PRACTICAL, WRITTEN** • NUMBERS, OPERATIONS AND RELATIONSHIPS	**ORAL & PRACTICAL** • MEASUREMENT **WRITTEN** • DATA HANDLING
	• Formal Assessment must be **fair, reliable and valid**. The assessment must reveal what the learner knows, the onus is on the teacher to: • Teach and assess well for learning gains. (**AfL**) • Use an **appropriate form of assessment** so that the learner's knowledge and skills can be gauged and **the evidence of the learner's achievement** can be justified at all times.		

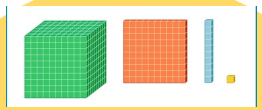
- **Assessment for Learning (AfL)** is strategically planned for and completed alongside teaching.
- The teacher is always cognisant of the learning taking place and keeps the record for the learner's progress.
- Continuous assessment prevails.
- The onus is on the teacher to teach well and to observe if meaningful learning has occurred.
- Can the learner communicate his/her understanding of the concepts learnt and can the learner apply his /her knowledge of the concepts learnt properly.
- The teacher is vigilant and records the observations made.

SBA

- **Formal assessment** must be fair, reliable and valid. The assessment must reveal what the learner knows, the onus is on the teacher to:

- Teach and assess well for learning gains. (AfL)

- Use and appropriate form of assessment so that the learner's knowledge and skills can be gauged and the evidence of the learner's achievement can be justified at all times.



Concrete/tactile/
kinesthetic

Representative/visual/pictorial

Abstract/ auditory

52 – 28
52 – 2 = 50
50 – 20 = 30
30 – 6 = 24

Foundation Phase Maths

Do it…. Understand it…… Love it …..

SAOU

3. Conclusion

- Cognisance is taken of the holistic development of the teacher.
- Teaching time lends itself to the integration of concepts across and within the content areas.
- If taught well this will support deeper insight of the Maths concepts.
- Good number sense is the key building block for further Mathematics development in the primary school.
- Number sense is and intuitive process that is internalised by the learner once the learner understands the concepts taught.
- Learners must be encouraged to do/demonstrate , talk about and record” their mathematical thinking.

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