

2021 RECOVERY ANNUAL TEACHING PLAN – CONTENT OVERVIEW: MATHEMATICS: GRADE R – 3

| | | GRADE R | GRADE 1 | GRADE 2 | GRADE 3 |
|---------------------|--|--|--|---|--|
| CONTENT AREA | NUMBERS, OPERATIONS AND RELATIONSHIPS | <ul style="list-style-type: none"> Count concrete objects up to 10 Count forwards and backwards up to 10 Read and write number symbols up to 10 Read and write number names up to 5 Compare and order numbers up to 10 Addition and subtraction in context and context free up to 10 Money problems up to R10 | <ul style="list-style-type: none"> Count concrete objects up to 100 Count forwards and backwards up to 100 Read and write number symbols up to 20 Read and write number names up to 10 Compare and order objects up to 20 Compare and order numbers up to 20 Place value: Tens and Ones up to 20 Number bonds up to 10 Mental Maths up to 20 Addition and subtraction in context and context free up to 20 Addition and subtraction facts up to 20 Repeated addition leading to multiplication up to 20 Grouping and sharing up to 20 Money problems up to R20 | <ul style="list-style-type: none"> Count concrete objects up to 200 Count forwards and backwards up to 200 Read and write number symbols up to 200 Read and write number names up to 100 Compare and order numbers up to 200 Place value: Hundreds, Tens and Ones up to 200 Number bonds up to 20 Addition and subtraction in context and context free up to 100 Multiplication up to 100 Grouping and sharing up to 100 Sharing leading to fractions Money problems up to R100 | <ul style="list-style-type: none"> Count forwards and backwards up to 1000 Read and write number symbols up to 1000 Read and write number names up to 1000 Compare and order numbers up to 1000 Place value: Thousands, Hundreds, Tens and Ones up to 1000 Number bonds up to 30 Addition and subtraction of 3-digit numbers by 3 digits with crossing over to 10s and 100s up to 1000 in context and context free calculations Money (solve money problems and convert between rands and cents) Multiplication: 1-9 times tables 1×10 to 100 Grouping and sharing leading to division up to 100 (with and without remainders) Sharing leading to fractions |
| | PATTERNS, FUNCTIONS AND ALGEBRA | <ul style="list-style-type: none"> Geometric patterns | <ul style="list-style-type: none"> Geometric patterns Number patterns up to 100 | <ul style="list-style-type: none"> Geometric patterns Number patterns up to 200 | <ul style="list-style-type: none"> Geometric patterns Number patterns up to 1 000 |
| | SPACE AND SHAPE | <ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views | <ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views | <ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views Symmetry | <ul style="list-style-type: none"> 3-D objects 2-D shapes Position, orientation and views Symmetry |
| | MEASUREMENT | <ul style="list-style-type: none"> Time Mass Length Capacity / Volume | <ul style="list-style-type: none"> Time Mass Length Capacity / Volume | <ul style="list-style-type: none"> Time Mass Length Capacity / Volume | <ul style="list-style-type: none"> Time Mass Length Capacity / Volume Perimeter and Area |
| | DATA HANDLING | <ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections (integrated with Time; Birthday calendar, Helpers chart, Height chart, Weather chart) | <ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections (integrated with Time; Birthday calendar) | <ul style="list-style-type: none"> Collect and sort objects. Represent sorted objects. Discuss sorted collections: (pictographs with one-to-one correspondence) Analyse and interpret data | <ul style="list-style-type: none"> Collect and sort objects. (Tallies, Tables) Represent sorted objects: (Bar graphs) Discuss sorted collections Analyse and interpret data |

| GRADE 3 | | GRADE 3 CONTENT OVERVIEW | | | |
|----------------------------------|---|---|--|--|---|
| | | TERM 1 (10 WEEKS) | TERM 2 (10 WEEKS) | TERM 3 (11 WEEKS) | TERM 4 (10 WEEKS) |
| CONTENT AREA | | <ul style="list-style-type: none"> Baseline | <ul style="list-style-type: none"> Diagnostic 1 | <ul style="list-style-type: none"> Diagnostic 2 | <ul style="list-style-type: none"> Endline / Preparing for Grade 4 |
| | NUMBERS, OPERATIONS AND RELATIONSHIPS | <ul style="list-style-type: none"> Count concrete objects up to 200. Count forwards and backwards between 0 and 200 Read and write number symbols and number names 0 to 200 Compare and order numbers to 200. Place value: Hundreds, Tens and Ones Addition and subtraction in context up to 100 and context free up to 100 (using 2- digit to a place value of 3digits) Repeated Addition in context and context free leading to multiplication up to 50 Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) Number bonds to 20 Grouping and sharing in context and context free leading to division up to 50. with remainders Sharing leading to fractions. Solve money problems involving totals and change in rands and cents. Mental Maths rapid recall $+$, $-$, $=$ facts to 20 | <ul style="list-style-type: none"> Count concrete objects up to 500 Count forwards and backwards between 0 and 500 Read and write number symbols and number names 0 to 500 Compare and order numbers to 500. Place value: Hundreds, Tens and Ones up to 500 Addition and subtraction in context and context free up to 500 (using 3- digit to a place value of 3digits) Repeated Addition in context and context free leading to multiplication up to 50 Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) to 50 Number bonds to 20 Grouping and sharing in context and context free leading to division up to 75 with remainders Sharing leading to fractions. Solve money problems involving totals and change in rands and cents Mental Maths rapid recall $+$, $-$, $=$ facts to 20 | <ul style="list-style-type: none"> Count concrete objects up to 700 Count forwards and backwards between 0 and 700 Read and write number symbols and number names 0 to 700. Compare and order numbers to 700 Use ordinal numbers to show order, position up to 31st Place value: Hundreds, Tens and Ones up to 700 Addition and subtraction in context and context free up to 700 (using 3- digit to a place value of 3 digits) Repeated Addition in context and context free leading to multiplication up to 70 Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) 100 Number bonds to 30 Grouping and sharing in context and context free leading to division up to 75 Sharing leading to fractions. Solve money problems involving totals and change in rands and cents Division up to 100 (with and without remainders) Money problems involving totals and change in rands and cents. Converting Rands and cents. | <ul style="list-style-type: none"> Count forwards and backwards between 0 and 1000 Read and write number symbols and number names 0 to 1000. Compare and order numbers up to 1000. Place value: Thousands, Hundreds, Tens and Ones up to 1000 Addition and subtraction 3-digit numbers in context and context free up to 1000 Repeated Addition in context and context free leading to multiplication up to 100 Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) Number bonds up to 30 Solve money sums up to R100 and convert rands to cents Multiplication: 1-9 times tables 1×10 to 100 Grouping and sharing up to 100 Division up to 100 (with and without remainders) Sharing leading to fractions. Money problems involving totals and change in rands and cents. Converting Rands and cents. |
| | PATTERNS, FUNCTIONS AND ALGEBRA | <ul style="list-style-type: none"> Geometric patterns (Integrated with 3-D objects) | <ul style="list-style-type: none"> Geometric patterns (Integrated with 2-D shapes) Number patterns (Integrated with counting) to at least 500 | <ul style="list-style-type: none"> Number patterns (Integrated with counting) to 700 | <ul style="list-style-type: none"> Number patterns (Integrated with counting) to 1000 |
| | SPACE AND SHAPE | <ul style="list-style-type: none"> 3-D objects (Integrated with Geometric patterns) | <ul style="list-style-type: none"> 2-D shapes Symmetry | <ul style="list-style-type: none"> Position and directions (on an informal map) | <ul style="list-style-type: none"> Position, orientation and views |
| | MEASUREMENT | <ul style="list-style-type: none"> Time | <ul style="list-style-type: none"> Mass (kg, g) | <ul style="list-style-type: none"> Time (also dealt with during whole class teaching) Length (m, cm) Perimeter | <ul style="list-style-type: none"> Capacity and volume (l, ml) (Measurement integrated into 4 basic operations through word problems) Area |
| | DATA HANDLING | <ul style="list-style-type: none"> Tally tables Tables / grids Bar graphs | <ul style="list-style-type: none"> (Integrated into other content areas) | <ul style="list-style-type: none"> (Integrated into other content areas) | <ul style="list-style-type: none"> (Integrated into other content areas) |
| CORE CONCEPTS, SKILLS AND VALUES | <ul style="list-style-type: none"> Count concrete objects up to 200 Count forwards and backwards up to 200 Read and write number symbols up to 200 Read and write number names up to 100 Compare and order numbers up to 200 Place value: Hundreds, Tens and Ones up to 200 Number bonds to 20 Practical addition and subtraction in context and context free up to 100 Multiplication up to 100 Grouping and sharing up to 100 Money up to R100 | <ul style="list-style-type: none"> Count concrete objects up to 500 Count forwards and backwards up to 500 Read and write number symbols up to 500 Read and write number names up to 100 Compare and order numbers up to 200 Place value: Hundreds, Tens and Ones up to 500 Number bonds to 20 Practical addition and subtraction in context and context free up to 100 Repeated Addition and Grouping and sharing up to 100 Money problems | <ul style="list-style-type: none"> Count forwards and backwards up to 700 Place value 700 Add and subtract up to 700 Multiply single digits by two digits Money: simple calculations Copy, extend and describe simple number patterns in words Interpret and answer questions about simple maps. Tell and calculate elapsed time, interpret calendar Estimate, measure, compare, mass | <ul style="list-style-type: none"> Count forwards and backwards up to 1000 Identify Place value TH, H, T and O Add and subtract up to 700 Multiply single digits by two digits up to 100 Solve money problems Copy, extend and describe simple number patterns in words Tell and calculate elapsed time, interpret calendar | |
| REQUISITE PRE-KNOWLEDGE | <ul style="list-style-type: none"> Place value up to 200 Number bonds to 20 Practical addition and subtraction in context and context free up to 100 Multiplication up to 75 Grouping and Sharing up to 60 Money (integrated into word problem solving) | <ul style="list-style-type: none"> Place Value up to 400 Number bonds to 20 Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 20 with answers that may include remainders. Group counting to 200 | <ul style="list-style-type: none"> Read number symbols 500 Write number symbols up to 500 Compare and order numbers to 500 Place value 500 Number bonds to 20 Practical addition and subtraction in context and context free up to 500 | <ul style="list-style-type: none"> Place value up to 700 Number bonds to 20 Practical addition and subtraction in context and context free up to 700 Multiplication 75 Group and Share up to 75 Money (integrated into word problem solving) | |

| | | | | | |
|---|---------------------|---|--|---|---|
| | | <ul style="list-style-type: none"> • Copy and extend simple Geometric patterns using physical objects and drawings | <ul style="list-style-type: none"> • Multiplication 20 | | |
| RESOURCES (other than textbooks) to enhance learning. <i>See pg. 16 in CAPS for more ideas.</i> | | <ul style="list-style-type: none"> • Worksheets/classwork book • Counters, Abacus, Number board, Number line • Play money, Flard cards • Clock, Calendar (as part of daily warm up activities) • Array Diagram • Flard cards; Dienes Blocks | <ul style="list-style-type: none"> • DBE Workbook • Worksheets / classwork book • Counters, Abacus, Number board • Fraction board, strips, and circles • Flard cards; Dienes Blocks • Cut-out 2-D shapes • Bricks, blocks, books, scale • Number Line • Scale | <ul style="list-style-type: none"> • DBE Workbook • Worksheets / classwork book • Counters, Abacus, Number board, Number line • Play money • Simple maps • Tape measure, trundle wheel • Grid paper • Scale • Flard cards, Dienes Blocks | <ul style="list-style-type: none"> • DBE Workbook • Worksheets / classwork book • Counters, Abacus, Number board, Number Line • Play money, Flard cards • Bottles, cups, teaspoons |
| INFORMAL ASSESSMENT | | <ul style="list-style-type: none"> • Daily activities as in the Core Concepts | | | |
| SBA (Formal Assess ment) | CONTENT AREA | NO. OF TASKS | WEIGHTING | | |
| | | | % AS PER CAPS | POSSIBLE NUMBER OF SKILLS | POSSIBLE NUMBER OF SKILLS |
| | NOR | ONE formal task per term | 58% | 10 | 13 |
| | PFA | | 10% | 1 | 2 |
| | SS | | 13% | 2 | 2 |
| | M | | 14% | 1 | 2 |
| | DH | | 5% | 1 | 1 |
| | TOTAL: 100% | | 15 | 20 | 25 |
| ASSESSMENT | | TASK/S FORMAT | <ul style="list-style-type: none"> • Oral, Practical and /or Written | | |
| | | TERMS 1 - 3 | <ul style="list-style-type: none"> • Observation and continuous assessment (record observations daily) integrated into lesson time per DBE directive | | |
| | | TERM 4 | <ul style="list-style-type: none"> • Observation and continuous assessment (record observations daily) integrated into lesson time • Final formative assessment at the end of term (recording and progression meetings-2 weeks) | | |

2021 Recovery Annual Teaching Plan – Term 3: MATHEMATICS: Grade 3

Mathematics Time Allocation:

7 hours per week is allocated for Mathematics. the following break down for the daily lesson is suggested.

PER WEEK: 7 hrs

PER DAY 1 hr. 24 min × 5 = 7 hrs. (or 1hr 30 min x 4 days plus one 1hour lesson per week) The prescribed time of 7 hours for Maths per week must be observed.

| | |
|---|-------------------------|
| 1. Whole Class Activity: <ul style="list-style-type: none"> Count, Mental Maths (consolidation of concepts) New Concept teaching Classroom Management (allocation of independent activities) | 5 min +10 min 20 min |
| 2. Independent group 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 for assessment for learning to inform the remediation and teaching. | 24 × 2 groups = 48 min |

See a suggested group teaching plan below.

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

| Term 3 49 days | Week 1&2 | Week 3&4 | Week 5&6 | Week 7&8 | Week 9(4 days) &10 |
|-------------------|---|--|--|---|---|
| CAPS | First 3 days of Week 1 are used to do a Grade 3 Diagnostic Assessment. | | | | |
| | NUMBERS, OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count, compare and order objects and numbers up to 500 Know number symbols and number names Know place value up to 500 Solve problems in context and context free involving addition and subtraction up to 500 Practise number bonds to 20 | NUMBERS, OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count, compare and order objects and numbers up to 600 Know number symbols and number names Know place value up to 600 Solve problems in context and context free involving addition and subtraction up to 600 Solve grouping and sharing problems in context and context free leading to division up to 75 (with and without remainders) Sharing leading to fractions | NUMBERS, OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count, compare and order objects and numbers up to 600 Know place value up to 600 Solve repeated addition problems in context leading to multiplication with answers up to 75 Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, ÷) up to 75 Practise number bonds to 25 Use ordinal numbers to show order, position up to 31st | NUMBERS, OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count, compare and order objects and numbers up to 700 Know number symbols and number names Know place value up to 700 Solve number problems in context and context free involving addition and subtraction up to 700 inclusive of money problems Solve repeated addition problems in context leading to multiplication with answers up to 75 Solve grouping and sharing problems in context and context free leading to division up to 75 (with and without remainders) Practise number bonds to 30. | NUMBERS, OPERATIONS & RELATIONSHIPS <ul style="list-style-type: none"> Count, compare and order objects and numbers and know number names up to 700 Know place value number up to 700 Solve number problems in context and context free involving addition and subtraction up to 700 inclusive of money problems Solve repeated addition problems in context leading to multiplication with answers up to 75 Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, ÷) up to 75 Sharing leading to fractions. |
| | MEASUREMENT <ul style="list-style-type: none"> Time | PATTERNS, FUNCTIONS & ALGEBRA <ul style="list-style-type: none"> Number patterns (Integrated into counting) to 600. | SPACE & SHAPE <ul style="list-style-type: none"> Position and directions (on an informal map) | MEASUREMENT <ul style="list-style-type: none"> Time Perimeter | PATTERNS, FUNCTIONS & ALGEBRA <ul style="list-style-type: none"> Number patterns to 700 |
| CORE | <ul style="list-style-type: none"> COUNTING: (Integrated with Number Patterns) <ul style="list-style-type: none"> forwards and backwards in 2s, 5s, 3s, 4s, 10s, 20s, 25s, 50s, 100s up to 700 (from any multiple or number) MENTAL MATHS: <ul style="list-style-type: none"> 1 more / 1 less 2 more / 2 less | | | | |

| Term 3 49 days | Week 1&2 | Week 3&4 | Week 5&6 | Week 7&8 | Week 9(4 days) &10 |
|--|---|--|---|--|--|
| CONCEPTS, SKILLS AND VALUES | <ul style="list-style-type: none"> - 3 more / 3 less - 10 more / 10 less • Addition and subtraction number bonds to 30 • Multiplication facts (times tables) to 30 • Count on; counting backwards; use the number line; doubling and halving; building up or breaking down; use relationship between addition and subtraction; use relationship between multiplication and division up to 100. | | | | |
| | <p>NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 500 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 500 • Read and write number names and symbols up to 200 • Place value: Hundreds, Tens and Ones up to 500 • Solve number problems in context and context free involving addition and subtraction up to 500 • Practise number bonds to 20 <p>MEASUREMENT</p> <ul style="list-style-type: none"> • Time - Use calendars to calculate and describe length of time in days or weeks | <p>NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 600 • Read and write number names and symbols up to 600 • Place value: Hundreds, Tens and Ones up to 600 • Solve grouping and sharing problems in context and context free leading to division up to 75 • Division up to 75 (with and without remainders) • Sharing leading to fractions halves, quarters, thirds, fifths <p>PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns (integrated with counting) to 600 <p>MEASUREMENT</p> <ul style="list-style-type: none"> • Time - Use calendars to calculate and describe length of time in days or weeks • Length (m, cm) | <p>NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 600 • Read and write number names and symbols up to 600 • Place value: Hundreds, Tens and Ones up to 600 • Solve repeated addition problems in context leading to multiplication with answers up to 75 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) up to 75 and Division 75 divided to 75 by 2, 4, 5, 3 • Practise number bonds to 25 • Use ordinal numbers to show order, position up to 31st <p>SPACE & SHAPE</p> <ul style="list-style-type: none"> • Position and directions (on an informal map) | <p>NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 700 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 20s, 25s, 50s, up to 700 • Read and write number names and symbols up to 700 • Solve number problems in context and context free involving addition and subtraction up to 700 • Solve money problems involving totals and change in rands, cents and converting rands and cents • Practise number bonds to 30 <p>MEASUREMENT</p> <ul style="list-style-type: none"> • Time (dealt with during whole class teaching) - Use clocks to calculate length and passing of time in hours or half hours • Perimeter <p>DATA HANDLING: INTEGRATE WITH COUNTING</p> <ul style="list-style-type: none"> • Collect and sort objects • Represent sorted objects • Analyse and Interpret data | <p>NUMBERS, OPERATIONS & RELATIONSHIPS</p> <p>Revision of Term 2</p> <ul style="list-style-type: none"> • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 700 and in 20s, 25s, 50s, 100s to 700 • Solve repeated addition problems in context leading to multiplication with answers up to 75 • Division up to 75 (with and without remainders) • Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) up to 75 • Sharing leading to fractions fifths, sixths, eighths <p>PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns (Integrated into counting) to 700 |
| CALCULATION STRATEGIES | <ul style="list-style-type: none"> • Mental number line • Use the relationship between addition and subtraction | <ul style="list-style-type: none"> • Doubling and halving • Use the relationship between multiplication and division | <ul style="list-style-type: none"> • Number lines • Building up and breaking down numbers | <ul style="list-style-type: none"> • Building up and breaking down numbers • Number lines | <ul style="list-style-type: none"> • Doubling and halving • Use the relationship between multiplication and division |
| REQUIRED PRE-KNOWLEDGE | <ul style="list-style-type: none"> • Count in multiples up to 500 • Number names 0- 500 • Place value Hundreds, Tens and ones • Solve number problems in context and context free involving addition and subtraction up to 500 • Practise number bonds to 20 • Months of the year and days of the week | <ul style="list-style-type: none"> • Solve grouping and sharing problems in context and context free leading to division up to 50 • Division up to 50 (with and without remainders) • Recognise fractions in diagram form-fraction wall. | <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 500 • Place value: Hundreds, Tens and Ones up to 600 • Solve repeated addition problems in context leading to multiplication with answers up to 75 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (\times, $=$, \square) up to 50 • Practise number bonds to 20 | <ul style="list-style-type: none"> • Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Solve number problems in context and context free involving addition and subtraction up to 600 • Solve money problems. • Practise number bonds to 25 • Working with halves and whole in fractions | <ul style="list-style-type: none"> • Place value: Hundreds, Tens and Ones up to 600 • Solve repeated addition problems in context leading to multiplication with answers up to 50 • Division up to 50-75 (with and without remainders) • Recognise fraction wall |
| RESOURCES (other than textbooks) to enhance learning. | <p>DBE WORKBOOK</p> <p>Activity 75 Addition and Subtraction: Numbers families pp. 22-23</p> <p>Activity 77 Rounding off in 10s pp.26-27</p> <p>Activity 80 Day time and night-time pp.32-33</p> | <p>DBE WORKBOOK</p> <p>Activity 65 More numbers 500 to 600 pp.2-3</p> <p>Activity 66 Place Value pp.4-5</p> <p>Activity 93 Sharing leading to fractions pp.58-59</p> <p>Activity 97 Working in centimetres pg. 68</p> | <p>DBE WORKBOOK</p> <p>Activity 78 Multiplication in 5s to 75 pp.28-29</p> <p>Activity 81 Multiplication in 2s up to 75 pp.34-35</p> <p>Activity 83 Multiplication: 2s and 5s up to 75 pp.38-39</p> <p>Activity 84 Multiplication: threes up to 75 pp. 40-41</p> <p>Activity 85 Multiplication: 2s, 3s and 4s up to 75 pp.42-43</p> <p>Activity 87 Multiplication in 4s up to 75 pp. 46-47</p> | <p>DBE WORKBOOK</p> <p>Activity 67 Numbers 600 to 700 pp.6-7</p> <p>Activity 69 Place Value 600-700 pp.10-11</p> <p>Activity 72 Data Handling pp.15—16</p> <p>Activity 94 The distance around pp. 60-61</p> <p>Activity 95a & b money pg. 64</p> <p>Activity 96 More about data pp.66-67</p> | <p>DBE WORKBOOK</p> <p>Activity 67 Numbers 650 to 750 pp.12-13</p> <p>Activity 89 Multiplication and division: 2s, 3s, 4s and 5s up to 75 pp. 50-51</p> <p>Activity 97 Working in centimetres pg. 69</p> |

| Term 3 49 days | Week 1&2 | Week 3&4 | Week 5&6 | Week 7&8 | Week 9(4 days) &10 |
|---|--|---|---|--|---|
| <p>See pg. 16 in CAPS for more ideas.</p> | <ul style="list-style-type: none"> Counters, Abacus, Number board, Number Line Place value cards/ Flard cards Base ten blocks Calendar /analogue clock/ digital clock | <ul style="list-style-type: none"> Counters, Abacus, Number board, Number Line Ruler/ tape measure/ Trundle Wheel Place value cards/ Flard cards Base ten blocks Tape measures Multiplication table/ array diagram Calendar /analogue clock/ digital clock | <p>Activity 68 Mapwork pp. 8- 9</p> <ul style="list-style-type: none"> Counters, Abacus, Number board, Number Line Lego blocks Place value cards/ Flard cards Base ten blocks Simple maps Calendar /analogue clock/ digital clock | <ul style="list-style-type: none"> Counters, Abacus, Number board, Number Line Ruler/ tape measure/ Trundle Wheel Place value cards/ Flard cards Base ten blocks 2D shapes and 1cm grid paper Calendar | <ul style="list-style-type: none"> Counters, Abacus, Number board, Number Line Place value cards/ Flard cards Base ten blocks Concrete objects Multiplication table / array diagram Calendar /analogue clock/ digital clock |
| <p>INFORMAL ASSESSMENT</p> | <p>ORAL, PRACTICAL, WRITTEN</p> <ul style="list-style-type: none"> Continuous assessment prevails through observations. The onus is on the teacher to be cognisant of learner progress and vigilant about whether the learner learns meaningfully and with understanding. The teacher aptly records the observations made; this is integrated in the lesson time per DBE directive. | | | | |
| <p>SBA (Formal Assessment)</p> | <p>ORAL</p> <ul style="list-style-type: none"> NUMBERS, OPERATIONS AND RELATIONSHIPS | <p>WRITTEN</p> <ul style="list-style-type: none"> NUMBERS, OPERATIONS AND RELATIONSHIPS MEASUREMENT | <p>PRACTICAL</p> <ul style="list-style-type: none"> SPACE AND SHAPE | <p>WRITTEN</p> <ul style="list-style-type: none"> MEASUREMENT DATA HANDLING | <p>WRITTEN</p> <ul style="list-style-type: none"> NUMBERS, OPERATIONS AND RELATIONSHIPS PATTERNS, FUNCTIONS AND ALGEBRA |
| <p>Formal Assessment must be fair, reliable, and valid. The assessment must reveal what the learner knows, the onus is on the teacher to:</p> <ul style="list-style-type: none"> 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 attainment can be justified at all times. | | | | | |