<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
<th>WEEK 10</th>
</tr>
</thead>
</table>

**Topics, concepts, skills and values**

**NUMBERS, OPERATIONS AND RELATIONSHIPS**

**Mental maths**

- **BASELINE ASSESSMENT**
  - **TAKEN FROM GRADE R KNOWLEDGE AND SKILLS**
  - [https://wcdeportal.co.za/eresource/83216](https://wcdeportal.co.za/eresource/83216)
  - [https://wcdeportal.co.za/eresource/83221](https://wcdeportal.co.za/eresource/83221)

- **COUNT OBJECTS**
  - [https://wcdeportal.co.za/eresource/83471](https://wcdeportal.co.za/eresource/83471)
  - [https://wcdeportal.co.za/eresource/83226](https://wcdeportal.co.za/eresource/83226)

- **NUMBER CONCEPTS**
  - Recognise number names and symbols 1 to 5
  - Write number name two and symbol 2
  - Compare and order numbers 0 to 5
  - [https://wcdeportal.co.za/eresource/83231](https://wcdeportal.co.za/eresource/83231)

**Solve problems in context and context free calculations**

- Use concrete apparatus. Draw pictures. Use number lines.
  - [https://wcdeportal.co.za/eresource/83336](https://wcdeportal.co.za/eresource/83336)

**Addition and Subtraction**

- Solve word problems to 2
- Add and subtract to 2
- Use number lines
- Practice number bonds to 2

**Multiplication and Division**

- Equal sharing and grouping up to 5
- Equal sharing and grouping up to 5

**NUMBER PATTERNS**

- Simple number patterns between 1-20

**GEOMETRIC PATTERNS**

- Copy and extend simple geometric patterns
- Copy and extend simple geometric patterns
- Copy and extend simple geometric patterns

**SPACE AND SHAPE**

- 3D objects
<table>
<thead>
<tr>
<th>Position orientation and view</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
</tr>
<tr>
<td></td>
<td>Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening)</td>
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<tr>
<td></td>
<td>Name and sequence days of week &amp; months of year</td>
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<tr>
<td></td>
<td>Place birthdays on calendar</td>
</tr>
</tbody>
</table>
**FORMAL ASSESSMENT**

Do error analysis of the Baseline Assessment and address the gaps

**ERROR ANALYSIS**
1. Check what relevant skills and knowledge the learner must master (what he/she has wrong)
2. Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if you need to)
3. Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will deteriorate.
4. Allow for teaching, consolidation and revision work to take place.
5. Allow the learner opportunity for good practice as this will enhance learning.

**FORMATIVE ASSESSMENT** occurs throughout – the teacher must be vigilant and observe the learner and give good opportunity for the learner to demonstrate the learning. Let the learner vocalise his/her thinking so that you can observe whether the learner understands your teaching and that learning took place.

Plan well for successful teaching and learning.

---

**SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT**

**GRADE 1 TERM 2  **

**MATHEMATICS 2019**

<table>
<thead>
<tr>
<th>TERM 2</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
<th>WEEK 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics, Concepts, Skills and Values</strong></td>
<td><strong>NUMBERS, OPERATIONS AND RELATIONSHIPS</strong></td>
<td><strong>MENTAL MATHS</strong></td>
<td>Order numbers to 5</td>
<td>Order numbers to 6</td>
<td>Order numbers to 7</td>
<td>Order numbers to 8</td>
<td>Order numbers to 9</td>
<td>Order numbers to 10</td>
<td>Compare numbers up to 5 and say which is more or less</td>
<td>Compare numbers up to 6 and say which is more or less</td>
</tr>
</tbody>
</table>
### MEASUREMENT

- **2D Shapes**
  - Name and sequence days of week & months of year, place birthdays on calendar
  - Use sequencing language (e.g. yesterday, morning)
  - Count forwards & backwards in 1s to 20 forwards in 10s, 5s & 2s to 20
  - Use sequencing language (e.g. yesterday, morning)

- **Number Patterns**
  - Recognise number: names to 6 symbols to 20
  - Write number names to 6 symbols to 6
  - Compare and order to 10
  - Solve problems in context and context free calculations: Use the following strategies:
    - Count objects
    - Count forwards & backwards in 1s to 30 forwards in 10s, 5s & 2s to 30
    - Count objects: Count forwards & backwards in 1s to 40 forwards in 10s, 5s & 2s to 40
    - Count objects: Count forwards & backwards in 1s to 50 forwards in 10s, 5s & 2s to 50
    - Count objects: Count forwards & backwards in 1s to 60 forwards in 10s, 5s & 2s to 60
  - Use sequencing language (e.g. yesterday, morning)

- **SPACE AND SHAPE**
  - Add and subtract to 9
  - Use symbols (+, -, =)
  - Practise bonds to 9
  - Add and subtract to 9
  - Use symbols (+, -, =)
  - Practise bonds to 9

- **PATTERNS, FUNCTIONS AND ALGEBRA**
  - Add and subtract to 9
  - Use symbols (+, -, =)
  - Practise bonds to 9
  - Add and subtract to 9
  - Use symbols (+, -, =)
  - Practise bonds to 9

- **GEOMETRIC PATTERNS**
  - Copy, describe, extend and create simple patterns
  - Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides
  - Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides

- **SPACE AND SHAPE**
  - Copy, describe, extend and create simple patterns
  - Copy, describe, extend and create simple patterns
  - Copy, describe, extend and create simple patterns
### Data Handling

<table>
<thead>
<tr>
<th>Collecting and organising data</th>
<th>Collect sort &amp; describe everyday objects, with reasons</th>
<th>Answer Qs on the sorting process &amp; products</th>
</tr>
</thead>
</table>

**Data Handling:**

- **Collect, sort & describe everyday objects, with reasons**
- **Answer Qs on the sorting process & products**

**Requisite pre-knowledge**

- **TERM 2 GRADE 1 SKILLS AND KNOWLEDGE:**
- The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered in order to access the grade 2 term 2 work.
- Teachers are encouraged to study the skills and knowledge for grade 1 term 2 when designing the T2 FAT.

**Resources (other than textbook) to enhance learning**

- Calendar, bottle tops, interlocking cubes, number lines, abacuses, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.)
- Dienes blocks, number chart, ten frame board, etc.

**Informal assessment; remediation**

- Do error analysis of the FAT and address the learning gaps.

**Error analysis**

- Check what relevant skills and knowledge the learner did not master in the FAT.
- Locate these skills and knowledge directly in the CAPS.
- Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate.
- Afford the learner the opportunity for good practice as this will enhance learning.

**FORMATIVE ASSESSMENT** occurs throughout – the teacher must be vigilant and observe learners and give good opportunity for learners to demonstrate their learning.

Allow learners to vocalise their thinking so that you can observe whether the learner understands what has been taught. In this way the teacher also gauges what learning is happening.

Plan well for successful teaching and learning.

**SBA (Formal Assessment)**

- Inform parents about learner knowledge and skills gaps.
### Grade 1 Term 3 Mathematics 2019

#### Problem Solving in Context and Context Free Calculations:

- **Number Concepts and Skills**
  - **Maths**
    - Order a given set of numbers to 11
    - Compare numbers up to 11 (more or less)
    - Bonds to 5
    - Addition & subtract facts to 5
    - **Calculation strategies:**
      - Put large number 1st in order to count on
      - Number line
      - Doubling & halving
      - Building up and breaking down
      - [Visit EResource](https://wcedeportal.co.za/eresource/83321)
      - [Visit EResource](https://wcedeportal.co.za/eresource/83371)

- **Data Handling**
  - Count objects reliably to 20
  - Count forwards & backwards in 1s to 20

- **Place Value to 15**
  - Recognize number names to 10 symbols to 50
  - Compare and order numbers to 15
  - Place value to 15 – decomposition of small 2-digit numbers

- **Number Concepts and Skills development**
  - Recognize number names to 10 symbols to 50
  - Compare and order numbers to 15
  - Place value to 15 – decomposition of small 2-digit numbers
  - Recognize number names to 10 symbols to 65
  - Write number names to 10
  - Compare and order numbers to 15
  - Place value to 15 – decomposition of small 2-digit numbers

### Suggested Planning for Teaching and Assessment

#### Numbers, Operations and Relationships

- **Week 1**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 2**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 3**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 4**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 5**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 6**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 7**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 8**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 9**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%

- **Week 10**
  - **Grade 1**
    - Numbers, Operations and Relationships W: 65%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 11%
    - Measurement: W: 9%
    - Data Handling: W: 5%
    - **TEMS**
      - Solve problems in context and context free calculations:
        - Measurement: W: 9%
### Addition and Subtraction
- Add and subtract to 11
- Use symbols (+, −, =)
- Practise number bonds to 7
- Add and subtract to 12
- Use symbols (+, −, =)
- Practise number bonds to 8
- Add and subtract to 13
- Use symbols (+, −, =)
- Practise number bonds to 9
- Add and subtract to 14
- Use symbols (+, −, =)
- Practise number bonds to 10
- Add and subtract to 15
- Use symbols (+, −, =)
- Practise number bonds to 11

### Multiplication and Division
- Equal sharing & grouping (up to 12)
- Repeated addition to 12
- Use symbols (+, −, =)
- Practise number bonds to 12
- Equal sharing & grouping (up to 13)
- Repeated addition to 13
- Use symbols (+, −, =)
- Practise number bonds to 13
- Equal sharing & grouping (up to 14)
- Repeated addition to 14
- Use symbols (+, −, =)
- Practise number bonds to 14
- Equal sharing & grouping (up to 15)
- Repeated addition to 15
- Use symbols (+, −, =)
- Practise number bonds to 15

### Money
- Recognising and using coins (up to R5)
- Solving money problems involving totals & change (up to R10, in cents only up to 20c)
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- Solving money problems involving totals & change (up to R10, in cents only up to 20c)
- Recognising and using coins (up to R5)
- Solving money problems involving totals & change (up to R10, in cents only up to 20c)

### Patterns, Functions and Algebra
- Copy, extend & describe
  - simple number sequences to 50
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - create & describe own number patterns
- Copy, extend & describe
  - simple number sequences to 70
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - copy, describe, extend and create simple patterns
- Copy, extend & describe
  - simple number sequences to 80
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - create & describe own number patterns
- Copy, extend & describe
  - simple number sequences to 90
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - create & describe own number patterns
- Copy, extend & describe
  - simple number sequences to 100
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - create & describe own number patterns
- Copy, extend & describe
  - simple number sequences to 110
  - forwards & backwards in 1s
  - forwards in 10s, 5s, 2s
  - create & describe own number patterns

### Geometric Patterns
- Copy, describe, extend and create simple patterns
- Copy, describe, extend and create simple patterns
- Copy, describe, extend and create simple patterns
- Copy, describe, extend and create simple patterns
- Copy, describe, extend and create simple patterns

### Space and Shape
- Recognise and name ball shapes (spheres) & box shapes (prisms)
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and name ball shapes (spheres) & box shapes (prisms)
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and name ball shapes (spheres) & box shapes (prisms)
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects

### Measurement
- Recognise and describe patterns
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and describe patterns
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and describe patterns
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
### TIME
- Name and sequence days of week & months of year; place birthdays on calendar
- Use sequencing language (e.g. yesterday, morning)
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- Name and sequence days of week & months of year; place birthdays on calendar
- Use sequencing language (e.g. yesterday, morning)

### FORMAL ASSESSMENT
- Order regular events
- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)
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- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)
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- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)
- Order regular events
- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)

### INFORMAL ASSESSMENT; REMEDATION
- Remedy / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will occur throughout.
- Allow for teaching, consolidation and revision work to take place
- Afford the learner the opportunity for good practice as this will enhance learning.

### REQUIREMENT PRE-KNOWLEDGE
- TERM 3 GRADE 1 SKILLS AND KNOWLEDGE:
  - The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered in order to access the grade 1 term 3 work.

### DATA HANDLING
<table>
<thead>
<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Estimate, measure, compare, order, describe &amp; record length using non-standard measures</td>
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### RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING
- Calendar, bottle tops, Interlocking cubes, number lines, abacuses, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.)
- Dienes blocks, number chart, ten frame board; etc.

### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT
- Teachers are encouraged to study term 3 grade 1 when designing the T3 FAT.

### FORMATIVE ASSESSMENT
- Data collection about class or school
- Data collection about class or school

### PRACTICAL ASSESSMENT
- Error analysis
  - Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.)
  - Locate these skills and knowledge directly in the CAPS. (Go back to the previous grade if you need to)
  - Do error analysis of the T3 FAT and address the learner
  - Use programming questions on the T3 FAT
  - Use programming questions on the T3 FAT
  - Use programming questions on the T3 FAT
  - Use programming questions on the T3 FAT

### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

#### TERM 4

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<th>WEEK 2</th>
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### DATA HANDLING
- Collect and organise data
- Represent data
- Interpret data

### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

#### GRADE 1 TERM 4 MATHEMATICS 2019

#### TERM 4

<table>
<thead>
<tr>
<th>WEEK 1</th>
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<td>Topics, concepts, skills and values</td>
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<td><strong>Mental Maths Strategies</strong></td>
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<td>- Put large number 1st in order to count on</td>
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<td>- Doubling &amp; halving</td>
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<td>- Building up and breaking down</td>
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<td>- Building up and breaking down</td>
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<td>- Count forwards &amp; backwards in 1s to 80</td>
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<td>- Forwards in 10s, 5s &amp; 2s to 80</td>
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<td>- Compare and order to 16</td>
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<td>- Decompose small 2-digit numbers to 19</td>
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**Solve problems in context and context free calculations**

https://wcedeportal.co.za/eresource/83471

https://wcedeportal.co.za/eresource/83456

https://wcedeportal.co.za/eresource/83491

https://wcedeportal.co.za/eresource/83461
<table>
<thead>
<tr>
<th>Grouping and Sharing (Multiplication and Division)</th>
<th>Money</th>
<th>PATTERNS, FUNCTIONS AND ALGEBRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Equal sharing &amp; grouping (up to 15) repeated addition to 15 use symbols (+, =, ÷)</td>
<td>• Recognising and using Rands and cents (up to R20); solving money problems involving totals &amp; change (up to R20); in cents only up to 20c</td>
<td>• Copy, extend &amp; describe simple number sequences to 100 forwards &amp; backwards in 1s forwards in 10s, 5s, 2s create &amp; describe own number patterns</td>
</tr>
<tr>
<td>• Equal sharing &amp; grouping (up to 16) repeated addition to 16 use symbols (+, =, ÷)</td>
<td>• Recognising and using Rands and cents (up to R20); solving money problems involving totals &amp; change (up to R20); in cents only up to 20c</td>
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<tr>
<td>• Equal sharing &amp; grouping (up to 18) repeated addition to 18 use symbols (+, =, ÷)</td>
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</tr>
<tr>
<td>• Equal sharing &amp; grouping (up to 20) repeated addition to 20 use symbols (+, =, ÷)</td>
<td>• Recognising and using Rands and cents (up to R20); solving money problems involving totals &amp; change (up to R20); in cents only up to 20c</td>
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</tr>
</tbody>
</table>

Money:
- Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20); in cents only up to 20c
- Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20); in cents only up to 20c
- Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20); in cents only up to 20c
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- Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20); in cents only up to 20c

PATTERNS, FUNCTIONS AND ALGEBRA:

Number Patterns:
- Copy, extend & describe simple number sequences to 100 forwards & backwards in 1s forwards in 10s, 5s, 2s create & describe own number patterns
- Copy, extend & describe simple number sequences to 100 forwards & backwards in 1s forwards in 10s, 5s, 2s create & describe own number patterns
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- Copy, extend & describe simple number sequences to 100 forwards & backwards in 1s forwards in 10s, 5s, 2s create & describe own number patterns

Geometric patterns:
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns
- Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns

SPACE AND SHAPE:

2D:
- Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides
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- Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides
- Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides
- Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides
- Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides

3D:
- Recognise and name ball shapes (spheres) & box shapes (prisms);
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and name ball shapes (spheres) & box shapes (prisms);
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide
- Recognise and name ball shapes (spheres) & box shapes (prisms);
- Describe, sort and compare in terms of size, colour, objects that roll & objects that slide

Symmetry:
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
- Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects
### Position orientation and view
- Describe position of an object in relation to another (e.g. on top of, behind)
- Follow directions to move around classroom; follow instructions to place one object in relation to another

### Measurement
- Order regular events
- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)
- Name and sequence days of week & months of year; place birthdays on calendar

### Time
- Order regular events
- Use comparative language (e.g. shorter)
- Use sequencing language (e.g. yesterday, morning)
- Name and sequence days of week & months of year; place birthdays on calendar

### Mass
- Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-standard measures; comparative language (e.g. light, lighter)

### Capacity
- Informal: estimate, measure, compare, record & order capacity of containers using non-standard measures

### Data handling

<table>
<thead>
<tr>
<th>Represent data</th>
<th>Interpret data</th>
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<tbody>
<tr>
<td>Pictograph</td>
<td>Pictograph</td>
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<tr>
<td>Answer questions on above.</td>
<td>Answer questions on above.</td>
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</tbody>
</table>

### Requisite prior knowledge
- The learner must have knowledge of the terms work, be able to Read, analyse the questions, answer the questions and check their answers.
- Teachers are encouraged to study term 3 and 4 skills and knowledge when designing the T4 FAT.

### Resources (other than textbooks to enhance learning)
- Dienes blocks, number chart, ten frame board, etc.
- https://wcedeportal.co.za/eresource/83261
- https://wcedeportal.co.za/eresource/83241
- https://wcedeportal.co.za/eresource/83251
- https://wcedeportal.co.za/eresource/83246
- https://wcedeportal.co.za/eresource/83256
- https://wcedeportal.co.za/eresource/83266
<table>
<thead>
<tr>
<th><strong>Informal assessment: remediation</strong></th>
<th><strong>Error analysis.</strong></th>
<th><strong>Inform parents of learning gaps. Remedial teaching must be prioritised.</strong></th>
</tr>
</thead>
</table>
| Do error analysis of the T4 FAT and address the learning gaps. | - Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.)  
  - Locate these skills and knowledge directly in the CAPS.  
  - Remediate / reteach and check for understanding.  
  - Allow for teaching, consolidation and revision work to take place.  
  - Afford the learner the opportunity for good practice as this will enhance learning. | |
| **FORMATIVE ASSESSMENT** occurs throughout. | The teacher must be vigilant and observe learners and give good opportunity for learners to demonstrate their learning. Allow learners to verbalise their thinking so that you can observe whether the learners understand the work and assess whether learning is happening. Plan well for successful teaching and learning. | |
| **SBA (Formal Assessment)** | | |