## Mental maths

**Calculation Strategies:** Put the larger number first to count on or back; mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction.

### Baseline Assessment

- Order a set of numbers to 20
- Compare and say which is 1, 2 more or less to 20
- Rapid recall: Addition & subtraction facts to 7

[https://wcedeportal.co.za/eresource/83536](https://wcedeportal.co.za/eresource/83536)

### Number concept development

- Count forwards & backwards in 1s, 10s, 5s, 2s to 50
- Recognise, read, write symbols to 20
- Compare and order to 20
- Place Value to 10

### Addition

- Solve +, - problems and explain solutions
- Add and subtract to 15
- Repeated addition to 16 leading to multiplication
- Bonds to 8

### Subtraction

- Solve +, - problems and explain solutions
- Add and subtract to 16
- Repeated addition to 16 leading to multiplication
- Bonds to 8

### Repeated Addition leading to Multiplication

- Solve +, - problems and explain solutions
- Add and subtract to 16
- Repeated addition to 16 leading to multiplication
- Bonds to 8

### Grouping and Sharing

- Solve word problems involving equal sharing & grouping to 10 with answers that may include remainders
- Solve word problems involving equal sharing & grouping to 15 with answers that may include remainders
- Solve word problems involving equal sharing & grouping to 15 with answers that may include remainders
- Solve word problems involving equal sharing & grouping to 20 with answers that may include remainders

## TOPICS, CONCEPTS, SKILLS AND VALUES

### Numbers, Operations and Relationships

- **Contents:**
  - **Content Areas and Weighting:** Numbers, Operations & Relationships: W: 60%
    - Patterns, Functions and Algebra: W: 10%
    - Space & Shape: W: 10%
    - Measurement: W: 12%
    - Data Handling: W: 5%
  - **Week 1 (3 days):**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 2:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 3:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 4:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 5:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 6:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 7:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 8:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 9:**
    - Numbers, Operations & Relationships: W: 60%
      - Patterns, Functions and Algebra: W: 10%
      - Space & Shape: W: 10%
      - Measurement: W: 12%
      - Data Handling: W: 5%
  - **Week 10:**

###b.s. t. o. n. s. c. o. n. t. s. s. k. i. l. l. s. a. n. d. v. a. l. u. e. s.

- **Topics:**
  - **Numbers, Operations and Relationships:**
    - **Mental maths:**
      - **Calculation Strategies:**
        - Put the larger number first to count on or back; mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction.
  - **Baseline Assessment:**
    - [https://wcedeportal.co.za/eresource/83536](https://wcedeportal.co.za/eresource/83536)
  - **Number concept development:**
    - Count forwards & backwards in 1s, 10s, 5s, 2s to 50
    - Recognise, read, write symbols to 20
    - Compare and order to 20
    - Place Value to 10
  - **Addition/Subtraction:**
    - Solve +, - problems and explain solutions
    - Add and subtract to 15
    - Repeated addition to 16 leading to multiplication
    - Bonds to 8
  - **Repeated Addition leading to Multiplication:**
    - Solve +, - problems and explain solutions
    - Add and subtract to 16
    - Repeated addition to 16 leading to multiplication
    - Multiply 1 to 8 by 2
    - Use symbols (+, -, ÷, ×)
    - Bonds to 8
  - **Grouping and Sharing:**
    - Solve word problems involving equal sharing & grouping to 10 with answers that may include remainders
    - Solve word problems involving equal sharing & grouping to 15 with answers that may include remainders
    - Solve word problems involving equal sharing & grouping to 15 with answers that may include remainders
    - Solve word problems involving equal sharing & grouping to 20 with answers that may include remainders

### Grade 2 Term 1 Mathematics 2019

**Suggested Planning for Teaching and Assessment**
### Data Handling

#### Collecting and analysing data
- Data collection

#### Representing data
- Pictograph one-to-one correspondence

#### Interpreting data
- Answer questions on above

---

**Requisite pre-knowledge**

Term 4 Grade 1 knowledge and skills to gauge for the Baseline Assessment

Term 1 Grade 2 skills and knowledge to gauge for the FAT 1
### Suggested Planning for Teaching and Assessment

**Grade 2 Term 2 Mathematics 2019**

<table>
<thead>
<tr>
<th>CONTENT AREAS AND WEIGHTING</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
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<th>WEEK 7</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
<th>WEEK 10</th>
</tr>
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<tr>
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</tr>
</tbody>
</table>

#### TOPICS, CONCEPTS, SKILLS AND VALUES

**Numbers, Operations and Relationships**

**Mental Maths** Calculation Strategies: Put the larger number first to count on or back; mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction

- Order a given set of numbers to 25
- Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 25
- Rapid recall: Addition & subtract facts to 10
  - https://wcedeportal.co.za/eresource/835661

- Count forwards & backwards in 1s, 2s, 5s 10s, to 100
- Recognise, read, write number names to 25
- symbols to 100
- Compare and order to 25
- Place Value to 25

#### Number Concept Development

- Count forwards & backwards in 1s, 2s, 5s 10s, to 100
- Recognise, read, write number names to 25
- symbols to 110
- Compare and order to 25
- Place Value to 25

### Formal Assessment

**FAT**

Do error analysis of the 71 FAT and address the learning gaps.

**Error Analysis:**

- Check what relevant skills and knowledge the learner cannot master (what she has wrong).
- Locate these skills and knowledge directly in the CAPS. (Go right back if you need to - a previous grade).
- Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will grow bigger.
- Allow for teaching, consolidation and revision work to prevail.
- Afford 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 learners understand the work and assess whether learning is happening.

Plan well for successful teaching and learning.

**Inform parents of learning gaps. Remedial teaching must be prioritised.**
Patterns

Addition

- Solve +,- problems and explain solutions
- Add & subtract to 25
- Use symbols (+, −, ×, ÷)
- Practise bonds to 10

Multiplication

- Solve ×, − problems and explain solutions
- Add & subtract to 30
- Use symbols (+, −, ×, ÷)
- Multiply 1-10 by 2, 5
- Practise bonds to 12

Grouping and Sharing

- Solve word problems involving equal sharing & grouping to 30 with answers that may have remainders.
- Solve word problems involving equal sharing & grouping to 20 with answers that may include remainders.
- Solve word problems involving equal sharing leading to solutions that may have unitary fractions.

Sharing leading to fractions

- Solve word problems involving equal sharing leading to solutions that may have unitary fractions.
- Solve word problems involving equal sharing & grouping to 30 with answers that may include remainders.
- Solve word problems involving equal sharing leading to solutions that may have unitary fractions.

Fractions

- Use and name unitary fractions: halves, quarters, thirds and fifths
- Recognise fractions in diagrammatic form
- Copy, describe and extend simple number sequences to 100 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s

Money

- Recognise and use Rands and cents to R50
- Solve money problems involving totals & change to R50

Patterns, Functions and Algebra

- Copy, describe and extend simple number sequences to 100 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s
- Use and name unitary fractions: thirds and fifths
- Recognise and use Rands and cents to R50
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<tr>
<th>Geometric patterns</th>
<th>Copy, extend, and describe, and create own repeated patterns or patterns that change predictably.</th>
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</thead>
<tbody>
<tr>
<td>SPACE AND SHAPE</td>
<td>Describe, sort &amp; Compare circles, triangles, squares, rectangles in terms of size, colour, shape, straight and round sides.</td>
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<td>3D</td>
<td>Recognise and name ball shapes (spheres), &amp; box shapes (prisms). Describe, sort and compare in terms of size, objects that roll &amp; objects that slide; build 3D objects.</td>
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<td>Symmetry</td>
<td>Recognise and name ball shapes (spheres), &amp; box shapes (prisms). Describe, sort and compare in terms of size, objects that roll &amp; objects that slide; build 3D objects.</td>
<td>Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects.</td>
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</tr>
<tr>
<td>Viewing</td>
<td>Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom.</td>
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<td>Objects</td>
<td>Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom.</td>
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<td>MEASUREMENTS</td>
<td>Tell 12-hour time in hours &amp; half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks).</td>
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<tr>
<td>Time</td>
<td>Informal: estimate, measure, Compare, order, describe &amp; record length using non-standard measures; comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)</td>
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</table>
### DATA HANDLING

**Representing data**
- **Informal**: estimate, measure, compare, order, describe and record mass using a balancing scale & non-standard measures; comparative language (e.g. light, lighter).
- **Formal**: as above in kg (use of packaged items with mass indicated); use of bathroom scales and descriptors.

**Interpreting data**
- **Formative assessment**: identify the relevant knowledge and skills that the learners have mastered and address the gaps.
- **Summative assessment**: assess the learners’ understanding and apply their knowledge to solve problems.

**Resources**
- Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale & non-standard measures; comparative language (e.g. light, lighter).
- Teachers are encouraged to study term work, be able to read, analyse the questions, answer the questions and check their answers.

**Requisite pre-knowledge**
- The learner must have mastered the skills and knowledge that are directly linked to the concepts taught in the current term.

**FAT**
- Inform parents of learning gaps. Remedial teaching must be prioritised.

### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

**GRADE 2 TERM 3 MATHEMATICS 2019**

<table>
<thead>
<tr>
<th>TERM 3</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
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<th>WEEK 9</th>
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<tbody>
<tr>
<td>Patterns, Functions and Algebra: W: 10%</td>
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</tbody>
</table>
### NUMBERS, OPERATIONS AND RELATIONSHIPS

#### TOPICS, CONCEPTS, SKILLS AND VALUES

<table>
<thead>
<tr>
<th>Mentals maths</th>
<th>Order a given set of numbers to 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare and say which is 1, 2, 3, 4, 5 &amp; 10 more or less to 50</td>
</tr>
<tr>
<td>Rapid recall:</td>
<td>Addition &amp; subtract facts to 10</td>
</tr>
<tr>
<td></td>
<td>Add &amp; subtract multiples of 10 to 90</td>
</tr>
</tbody>
</table>

#### NUMBERS, OPERATIONS AND RELATIONSHIPS

- **Addition**
  - Use appropriate symbols (+, =, □)
  - Count forwards & backwards in: 1s, 2s, 5s, 10s, to 100
  - 3s, 4s, to 100
  - Recognise, read, write number names to 55
  - Symbols to 155
  - Compare and order to 55
  - Place Value to 55

- **Multiplication**
  - Order a given set of numbers to 55
  - Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 55
  - Rapid recall: Addition & subtract facts to 11
  - Multiply & subtract multiples of 10 to 90

- **Place Value**
  - Order a given set of numbers to 55
  - Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 55
  - Rapid recall: Addition & subtract facts to 12
  - Add & subtract multiples of 10 to 90

#### Calculation Strategies: Put the larger number first to count on or back, mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction

<table>
<thead>
<tr>
<th>Number concept development</th>
<th>Count forwards &amp; backwards in:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1s, 2s, 5s, 10s, to 100</td>
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<tr>
<td></td>
<td>3s, 4s, to 100</td>
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<td>Recognise, read, write number names to 55</td>
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<td>Symbols to 155</td>
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<td>Compare and order to 55</td>
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<td></td>
<td>Place Value to 55</td>
</tr>
</tbody>
</table>

#### Solve problems in context and context free calculations: use the following strategies: Building up and breaking down; doubling and halving; number lines

<table>
<thead>
<tr>
<th>Addition</th>
<th>Add and subtract to 55 use symbols (+, =, □)</th>
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<tbody>
<tr>
<td></td>
<td>Practise bonds to 12</td>
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<table>
<thead>
<tr>
<th>Subtraction</th>
<th>Add and subtract to 65 use symbols (+, =, □)</th>
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<tbody>
<tr>
<td></td>
<td>Practise bonds to 14</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Repeated Addition leading to Multiplication</th>
<th>Multiply with answers up to 30</th>
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<tbody>
<tr>
<td></td>
<td>Equal sharing &amp; grouping to 30</td>
</tr>
<tr>
<td></td>
<td>Multiply 1-10 by 2, 5</td>
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<td>Use appropriate symbols (+, =, □)</td>
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<table>
<thead>
<tr>
<th>Multiplication and Division</th>
<th>Multiply with answers up to 32</th>
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<tr>
<td></td>
<td>Equal sharing &amp; grouping to 32</td>
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<td>Multiply 1-10 by 2, 5</td>
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<tr>
<th>Fractions</th>
<th>Use and name unitary fractions:</th>
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<tbody>
<tr>
<td></td>
<td>halves, quarters</td>
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<tr>
<td>Money</td>
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<tr>
<td>---</td>
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<tr>
<td>Recognise and use Rands &amp; cents to R50</td>
</tr>
<tr>
<td>Solve money problems involving totals &amp; change to R75</td>
</tr>
</tbody>
</table>

**PATTERNS, FUNCTIONS AND ALGEBRA**

<table>
<thead>
<tr>
<th>Number</th>
<th>Patterns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy, describe and extend simple number sequences to 180 - forwards &amp; backwards in 1s, 10s, 5s, 2s, 3s and 4s</td>
<td>Copy, describe and extend simple number sequences to 180 - forwards &amp; backwards in 1s, 10s, 5s, 2s, 3s and 4s</td>
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</tbody>
</table>

**SPACE AND SHAPE**

<table>
<thead>
<tr>
<th>Geometric patterns</th>
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<tbody>
<tr>
<td>Copy, extend, describe &amp; create own repeated patterns or patterns that change predictably.</td>
<td>Copy, extend, describe &amp; create own repeated patterns or patterns that change predictably.</td>
</tr>
</tbody>
</table>

**2D**

<table>
<thead>
<tr>
<th>Symmetry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects</td>
<td>Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects</td>
</tr>
</tbody>
</table>

**Viewing Objects**

|  |
|---|---|
| Describe position of an object in relation to another (e.g. on top of, behind) | Describe position of an object in relation to another (e.g. on top of, behind) |

**MEASUREMENT**

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell 12-hour time in hours &amp; half-hours on analogue clocks</td>
<td>Tell 12-hour time in hours &amp; half-hours on analogue clocks</td>
</tr>
<tr>
<td>Calculate length of time in hours or half-hours (using clocks)</td>
<td>Calculate length of time in hours or half-hours (using clocks)</td>
</tr>
</tbody>
</table>

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The table above provides a structured overview of the learning objectives for different subjects, including Money, Patterns, Functions and Algebra, Geometric patterns, Space and Shape, Symmetry, Viewing Objects, and Measurement. Each section has specific tasks and skills that students are expected to learn and master.
### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

**GRADE 2 TERM 4 MATHEMATICS 2019**

<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>
<tbody>
<tr>
<td><strong>CONTENT AREAS AND WEIGHTING</strong></td>
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</tr>
</tbody>
</table>

### TOPICS, CONCEPTS, SKILLS AND VALUES

**NUMBERS, OPERATIONS AND RELATIONSHIPS**

- Mental Maths: Calculation Strategies: Put the larger number first to count on or back; mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction.
<table>
<thead>
<tr>
<th>Number Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td><strong>Addition and Subtraction</strong></td>
</tr>
<tr>
<td>Solve problems in context and context free calculations: use the following strategies: Building up and breaking down; doubling and halving; number lines</td>
</tr>
<tr>
<td>- Add and subtract to 10</td>
</tr>
<tr>
<td>- use symbols (+, =, □)</td>
</tr>
<tr>
<td>- Practise bonds to 20</td>
</tr>
<tr>
<td>- Add and subtract to 85</td>
</tr>
<tr>
<td>- use symbols (+, =, □)</td>
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<td>- Practise bonds to 20</td>
</tr>
<tr>
<td>- Add and subtract to 95</td>
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<tr>
<td>- use symbols (+, =, □)</td>
</tr>
<tr>
<td>- Practise bonds to 20</td>
</tr>
<tr>
<td>- Add and subtract to 99</td>
</tr>
<tr>
<td>- use symbols (+, =, □)</td>
</tr>
<tr>
<td>- Practise bonds to 20</td>
</tr>
<tr>
<td>- Multiply with answers up to 60</td>
</tr>
<tr>
<td>- Equal sharing &amp; grouping to 40</td>
</tr>
<tr>
<td>- Multiply 1-10 by 2, 5, 3 and 4</td>
</tr>
<tr>
<td>- Use appropriate symbols (+, =, □)</td>
</tr>
<tr>
<td>- Use and name unitary fractions:</td>
</tr>
<tr>
<td>- halves, quarters, thirds and fifths</td>
</tr>
<tr>
<td>- recognise fractions in diagrammatic form</td>
</tr>
<tr>
<td>- equal sharing problems leading to unitary fractions</td>
</tr>
<tr>
<td>- Recognise and use Rands and cents to R50</td>
</tr>
<tr>
<td>- Solve money problems involving totals &amp; change to R50</td>
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**PATTERNS, FUNCTIONS AND ALGEBRA**

- Order a given set of numbers to 100 |
- Order and say which is 1, 2, 3, 4, 5 & 10 more or less to 100 |
- Recognise, read, write |
- number names to 75 |
- symbols to 100 |
- Compare and order to 75 |
- Place Value to 75 |
- **Fractions** |
- Use and name unitary fractions: |
- halves, quarters, thirds and fifths |
- recognise fractions in diagrammatic form |
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| Number Patterns | • Identify, describe & copy patterns in nature, everyday life and cultural heritage | • Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides |
| Geometric Patterns | • Identify, describe & copy patterns in nature, everyday life and cultural heritage | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides | • Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides |
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| Symmetry | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) |
| Viewing Objects | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) |
| MEASUREMENT | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) |
| Time | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) | • Describe position of an object in relation to another (e.g. on top of, behind) |
### Length
- Formal: estimate, measure, compare, order & record length using metres (with metre sticks)
- Formal: estimate, measure, compare, order & record length using metres (with metre sticks)
- Formal: using packaged products and bathroom scales
- Formal: using packaged products and bathroom scales

### Mass
- Formal: using packaged products and bathroom scales

### Capacity
- Formal: litres, using pictures of packages with capacity indicated, measuring jugs (use nearest gradation line and comparative descriptors)
- Formal: litres, using pictures of packages with capacity indicated, measuring jugs (use nearest gradation line and comparative descriptors)

### DATA HANDLING

#### Collecting and analysing data
- Pictograph one-to-one correspondence
- Pictograph one-to-one correspondence

#### Interpreting data
- Answer questions on above

### Requisite pre-knowledge
The learner must have knowledge of the terms work, be able to read, analyse the questions, answer the questions and check their answers.

- **TERM 4 GRADE 2 SKILLS AND KNOWLEDGE:**
  - The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered before accessing to the grade 2 term 4 work.
  - Teachers are encouraged to study term 3 and 4 skills and knowledge when designing the T4 FAT.

### Resources (other than textbook) to enhance learning
- Calendar, bottle tops, Interlocking cubes, number lines, abacus, 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 T4 FAT and address the learning gaps.
  - Inform parents of learning gaps. Remedial teaching must be prioritised.

<table>
<thead>
<tr>
<th>Informal assessment remediation</th>
<th>SBA (Formal Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error analysis:</td>
<td>FAT</td>
</tr>
<tr>
<td>➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong).</td>
<td></td>
</tr>
<tr>
<td>➢ Locate these skills and knowledge directly in the CAPS. (Go right back if you need to - a previous grade)</td>
<td></td>
</tr>
<tr>
<td>➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps can deteriorate.</td>
<td></td>
</tr>
<tr>
<td>➢ Allow for teaching, consolidation and revision work to prevail.</td>
<td></td>
</tr>
<tr>
<td>➢ Afford the learner the opportunity for good practice as this will enhance learning.</td>
<td></td>
</tr>
<tr>
<td><strong>FORMATIVE ASSESSMENT</strong> occurs throughout.</td>
<td></td>
</tr>
<tr>
<td>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 learners understand the work and assess whether learning is happening. Plan well for successful teaching and learning.</td>
<td></td>
</tr>
</tbody>
</table>