### SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

#### GRADE 3 TERM 1: MATHEMATICS 2019

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#### TOPICS, CONCEPTS, SKILLS AND VALUES

**NUMBERS, OPERATIONS AND RELATIONSHIPS**

- **Mental Maths**
  - Review of Grade 2 Term 4
  - Baseline Assessment
  - Al.co.za/eresource/83271
  - https://wcedexport.al.co.za/eresource/83261

- **Number Concept Development**
  - Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500;
  - Identify, recognise and name numbers to 250;
  - Write symbols to 500;

- **Compare and order number**
  - Compare and order to 99 (+, <, >);
  - Compare and order to 99 (>, <);

- **Place Value**
  - Recognise place value to 99;
  - Know the value of each digit;
  - Decompose 2-digit numbers up to 99 in tens and ones;

- **Addition and Subtraction in context and context free calculations**
  - Solve word problems in context and explain own solutions to +, problems with answers to 99;
  - Addition up to 99;
  - Subtract from 99;
  - Use appropriate symbols (+, <, >, =);
  - Bonds to 20;

- **Solving Problems in context and context free calculations**
  - Teachers work within the number range and extend learners according the cognitive levels. Number range per week is determined by learner performance.

- **Using the following strategies:**
  - Building up and breaking down;
  - Doubles and halving;
  - Number lines;

- **Addition and Subtraction in context and context free calculations**
  - Solve word problems in context and explain own solutions to +, problems with answers to 99;
  - Addition up to 99;
  - Subtract from 99;
  - Use appropriate symbols (+, <, >, =);
  - Bonds to 20;

- **Solve word problems in context and explain own solutions to +, problems with answers to 99:**
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- **Solve word problems in context and explain own solutions to +, problems with answers to 99:**
  - Addition up to 99;
  - Use appropriate symbols (+, <, >, =);
  - Bonds to 20;
### Multiplication and Division
- Solve number problems in context and explain solutions to Multiply with answers up to 50
- Equal sharing & grouping up to 50
- Multiply 1-10 by 2, 5, 3, and 4
- Divide numbers to 20 by 2, 5 and 10
- Use appropriate symbols (+, -, ⋅, ÷)

### Fractions
- Use and name unitary fractions: halves, quarters
- Recognise fractions in diagrammatic form
- Equal sharing problems leading to fractions

### Money
- Recognise and use SA Rands and cents
- Solving money problems involving totals & change

### Repeated Addition leads to Multiplication
- Solve number problems in context and explain solutions to Multiply with answers up to 50
- Equal sharing & grouping up to 50
- Multiply 1-10 by 2, 5, 3, and 4
- Divide numbers to 20 by 2, 5 and 10
- Use appropriate symbols (+, -, ⋅, ÷)

### Patterns Functions & Algebra
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
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### Measurement
- Calendars
digital and analogue, clocks, cell phones
12-hour time in
- Hours
- Half hours, quarter hours
- Minutes

### Time
- Calendars
digital and analogue, clocks, cell phones
12-hour time in
- Hours
- Half hours, quarter hours
- Minutes

### Capacity
- Informal: estimate, measure, compare & order capacity of containers.
- Formal: as above in litres, half- and quarter-litres, millilitres
- Know conversions for cup and teaspoon.

### 2D Shapes
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides

### Social Skills & Communication
- Copy, extend, and describe, and create own repeated patterns
- Copy, extend, and describe, and create own repeated patterns
- Copy, extend, and describe, and create own repeated patterns

### Space and Shape
- Use and name unitary fractions: thirds and fifths
- Recognise fractions in diagrammatic form
- Equal sharing problems leading to fractions

### Geometry
- Use and name unitary fractions: thirds and fifths
- Recognise fractions in diagrammatic form
- Equal sharing problems leading to fractions

### Solve number problems in context and explain solutions to Multiply with answers up to 50
- Equal sharing & grouping up to 50
- Multiply 1-10 by 2, 5, 3, and 4
- Divide numbers to 20 by 2, 5 and 10
- Use appropriate symbols (+, -, ⋅, ÷)
<table>
<thead>
<tr>
<th>DATA HANDLING</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Collecting data</strong></td>
<td>• Data collection; recording using lists, tallies and tables</td>
</tr>
<tr>
<td><strong>Representing Data</strong></td>
<td>• Bar Graphs</td>
</tr>
<tr>
<td><strong>Interpreting data</strong></td>
<td>• Answer questions on above</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Requisite pre-knowledge</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 2 Term 4 knowledge and skills</strong></td>
<td><strong>Grade 3 Term 1 skills and knowledge</strong></td>
</tr>
<tr>
<td>The formal assessment is designed with the relevant knowledge and skills for grade 3 term 1.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (other than textbook) to enhance learning</th>
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<tbody>
<tr>
<td>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.)</td>
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<tr>
<td>Dienes blocks, number chart, ten frame board, etc.</td>
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| https://wcedeportal.co.za/eresource/83631  
https://wcedeportal.co.za/eresource/83636  
https://wcedeportal.co.za/eresource/83626 |
| https://wcedeportal.co.za/eresource/83711  
https://wcedeportal.co.za/eresource/83256 |
| https://wcedeportal.co.za/eresource/83241 |
| https://wcedeportal.co.za/eresource/83246 |

<table>
<thead>
<tr>
<th>Informal assessment; remediation</th>
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<tbody>
<tr>
<td>Do error analysis to highlight knowledge gaps for the — Base line Assessment and FAT 1 to inform planning, further support and teaching</td>
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<tr>
<td><strong>Error analysis.</strong></td>
<td></td>
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<tr>
<td>➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong)</td>
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<td>➢ Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if necessary)</td>
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<td>➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate.</td>
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<td>➢ Allow for teaching, consolidation and revision work to happen.</td>
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<td>➢ Afford the learner opportunity for good practise as this will enhance learning.</td>
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<tr>
<td><strong>FORMATIVE ASSESSMENT</strong> occurs throughout. The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. Plan well for successful teaching and learning. Inform parents of learning gaps. Remedial teaching must be prioritised.</td>
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<tr>
<th>SBA (Formal Assessment)</th>
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<tr>
<td><strong>Formal Assessment Task</strong></td>
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</table>
Mental Maths

- Order a given set of numbers to 500
- Compare and say which is 1,2,3,4,5,10 more or less

Rapid recall:
- Addition & subtract facts to 20
- Add or subtract multiples of 10 from 0 to 100

Mental Strategies:
- Put large number 1\textsuperscript{st} in order to count on
- Number line
- Relationship between addition and subtraction
- Doubling & halving
- Building up and breaking down
- Rounding off to nearest 10

[https://wcedeportal.co.za/eresource/8364](https://wcedeportal.co.za/eresource/8364)

Number Concept Development

- Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;
- Identify, recognise and read, write number names to 250
- Write symbols to 1000

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- Identify, recognise and read, write number names to 250
- Write symbols to 1000
Numbers, operations and relationships

Number patterns
- Common fractions
  - Use and name unitary fractions: halves, quarters
  - Recognise fractions in diagrammatic form
  - Equal sharing problems leading to fractions
  - Use and name unitary fractions: eighths, sixths, thirds and fifths
  - Recognise fractions in diagrammatic form
  - Equal sharing problems leading to fractions
- Money
  - Recognise Rands and cents: Solve money problems involving totals & change

Space and shape

2D shapes
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides

3D objects
- Describe and name ball shapes (spheres), box shapes (cuboids)
- Recognise and name ball shapes (spheres), box shapes (cuboids)
- Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
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<th>Viewing objects and Maps</th>
<th>MEASUREMENT</th>
<th>DATA HANDLING</th>
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<td>Calendars [digital and analogue, clocks, cell phones] &lt;br&gt; 12-hour time in hours, half hours, quarter hours minutes &lt;br&gt; <a href="https://wcedeportal.co.za/eresource/83651">https://wcedeportal.co.za/eresource/83651</a></td>
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<td>Analyse data from representations provided: Recommended: At least one pictograph and one bar graph</td>
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### Time
- Calendars [digital and analogue, clocks, cell phones] <br> 12-hour time in hours, half hours, quarter hours minutes <br> [https://wcedeportal.co.za/eresource/83651](https://wcedeportal.co.za/eresource/83651)

### Length
- Informal: estimate, measure, compare, order, describe & record length using non-stnd measures; <br> Comparative language (e.g. longer, wider). Format: cm and metres (but conversion); Use rulers

### Mass
- Informal: estimate, measure, compare, order, describe & record mass using non-stnd measures; <br> Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); Use rulers

### DATA HANDLING
**Collecting data**
- Calendar: bottle tops; interlocking cubes; number line, 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.)

**Representing Data**
- Dienes blocks, number chart, ten frame board, etc.

**Analyze and interpret data**
- Analyse data from representations provided: Recommended: At least one pictograph and one bar graph
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### Requisite pre-knowledge
**Grade 3 Term 1, 2 knowledge and skills**
- Grade 3 Term 1 and 2 knowledge and skills
  - The formal assessment is designed with the relevant knowledge and skills for grade 3 term 2

### Resources (other than textbook) to enhance learning
- [https://wcedeportal.co.za/eresource/83631](https://wcedeportal.co.za/eresource/83631) <br> [https://wcedeportal.co.za/eresource/83636](https://wcedeportal.co.za/eresource/83636) <br> [https://wcedeportal.co.za/eresource/83626](https://wcedeportal.co.za/eresource/83626) <br> [https://wcedeportal.co.za/eresource/83651](https://wcedeportal.co.za/eresource/83651) <br> [https://wcedeportal.co.za/eresource/83656](https://wcedeportal.co.za/eresource/83656) <br> [https://wcedeportal.co.za/eresource/83661](https://wcedeportal.co.za/eresource/83661)
Informal assessment: remediation

Informal assessment: remediation includes:
- Base line Assessment to inform planning for further support and teaching
- Analysis will highlight knowledge 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 to a previous grade if necessary).
- Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate.

Formative assessment occurs throughout.
- The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning.
- Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning.
- Plan well for successful teaching and learning.

SBA (Formal Assessment)

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<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
<th>WEEKS 10, 11</th>
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<tr>
<td>CAPS section</td>
<td>NUMBERS, OPERATIONS &amp; RELATIONSHIPS; WISDOM &amp; WISDOM</td>
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<td>Mental</td>
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<tr>
<td>Topics, concepts, skills and values</td>
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<td>Relationship between addition and subtraction</td>
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<td>Rounding off to nearest 10</td>
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**SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT**

**GRADE 3 TERM 3 MATHEMATICS 2019**

**WEEKS 1 TO 11**

- **WEEK 1:**
  - **Mathematical Concepts:** Order a given set of numbers to 700
  - **Mental Strategies:**
    - Building up and breaking down
    - Rounding off to nearest 10
    - Use the relationship between multiplication and division

- **WEEK 2:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 3:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 4:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 5:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 6:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 7:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 8:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 9:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEK 10, 11:**
  - **Mathematical Concepts:**
    - Order a given set of numbers to 700
    - Compare and say which is 1,2,3,4,5,10 more or less
  - **Mental Strategies:**
    - Rapid recall:
      - Addition & subtraction facts to 20
      - Add or subtract multiples of 10 from 0 to 100

- **WEEKS 12 TO 15:**

- **TERM 3 ASSESSMENT:**
  - **Data Handling:**
    - Organise and interpret data
  - **Measurement:**
    - Measure and compare lengths, weights, and capacities
  - **Space & Shape:**
    - Classify and describe geometric shapes
  - **Algebra:**
    - Use patterns and relationships to solve problems
  - **Patterns, Functions, & Relationships:**
    - Use patterns and relationships to solve problems

- **Error Analysis:**
  - Formative assessment occurs throughout.
  - The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning.
  - Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning.
  - Plan well for successful teaching and learning.

- **Formal Assessment Task:**
  - Inform parents of learning gaps. Remedial teaching must be prioritised.

**WEDC EP an E-Resource Portal**

- [https://wcedeportal.co.za/eresource/83666](https://wcedeportal.co.za/eresource/83666)
- [https://wcedeportal.co.za/eresource/83671](https://wcedeportal.co.za/eresource/83671)
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- [https://wcedeportal.co.za/eresource/83686](https://wcedeportal.co.za/eresource/83686)
- [https://wcedeportal.co.za/eresource/83711](https://wcedeportal.co.za/eresource/83711)
<table>
<thead>
<tr>
<th>Number Concepts and Operations</th>
<th>Strategies for Solving Problems in Context and Context-Free Calculations</th>
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<td>- <strong>Addition up to 800</strong></td>
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<td>- <strong>Subtraction from 800, Use appropriate symbols (+, -, =, ÷, ×) Bonds to 30</strong></td>
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<tr>
<td><strong>Multiplication and Division</strong></td>
<td>- <strong>Solve number problems in context and explain solutions to Multiply with answers up to 75</strong></td>
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<td>- <strong>Equal sharing &amp; grouping up to 75</strong></td>
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<td>- <strong>Multiply 2, 4, 5, 10, 3, to 75</strong></td>
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<td></td>
<td>- <strong>Divide numbers to 75 by 2, 3, 4, 5, and 10, Use appropriate symbols (+, -, =, ÷, ×) Bonds to 30</strong></td>
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<td>• Use of bathroom</td>
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<td><strong>Mass</strong></td>
<td>• Data collection; recording using lists, tallies and tables</td>
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**SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT**

**GRADE 3 TERM 4 MATHEMATICS 2019**

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**Informal assessment; remediation**

Do error analysis for:
- Base line Assessment to inform planning for further support and teaching
- Analysis will highlight learner gaps

**Error analysis:**
- Check what relevant skills and knowledge the learner cannot master (what she has wrong)
- Remediate / retatch and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate.
- Allow for teaching, consolidation and revision work to happen.
- Afford the learner opportunity for good practice as this will enhance learning.

**FORMATIVE ASSESSMENT** occurs throughout.
The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning.

**Allow learners to vocate their thinking so that you can observe whether the learners understand the work and are learning.** Plan well for successful teaching and learning.

**Planning**

- Plan well for successful teaching and learning.
- The teacher must be vigilant, observe the learners and give good opportunities for the learners to demonstrate their learning.
- Inform parents of learning gaps. Remedial teaching must be prioritised.

**SBA (Formal Assessment)**

http://wcedeportal.co.za/eresource/83626

http://wcedeportal.co.za/eresource/83636

http://wcedeportal.co.za/eresource/83631

http://wcedeportal.co.za/eresource/83711
### Number Concept Development

| 1. Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 100 |
| 2. Use the relationship between multiplication and division |
| 3. Write symbols to 1000 |
| 4. Identify, recognise and read, write number names to 1000 |
| 5. Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 100 |
| 6. Write symbols to 1000 |
| 7. Identify, recognise and read, write number names to 1000 |
| 8. Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 100 |
| 9. Write symbols to 1000 |
| 10. Identify, recognise and read, write number names to 1000 |

### Addition up to 999/1000

- Solve word problems in context and explain own solutions +, - problems with answers to 1000
- Addition up to 999/1000
- Subtract from 999/1000
- Use appropriate symbols (+, - , ×, ÷)

### Subtraction

- Solve number problems in context and explain own solutions +, - problems with answers to 1000
- Addition up to 999/1000
- Subtract from 999/1000
- Use appropriate symbols (+, - , ×, ÷)

### Multiplication and Division

- Solve number problems in context and explain own solutions +, - problems with answers to 1000
- Equal sharing & grouping up to 100
- Multiply with answers up to 100
- Use appropriate symbols (+, ÷ , × , =)

### Common Fractions

- Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form
- Fraction combinations and equivalence
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**PATTERNS, FUNCTIONS AND ALGEBRA**

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**SPACE AND SHAPE**

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<tr>
<th>Capacity</th>
<th>Formal litres and millilitres, but no conversions)</th>
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</table>
### Mass

- Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); use of bathroom scales and descriptors.

### Area

Investigate the area using tiling.

### DATA HANDLING

**Analyse and interpret data**

- Analyse data from representations provided
- Analyse data from representations provided
- Analyse data from representations provided
- Analyse data from representations provided

**Representing Data**

**Interpreting data**

<table>
<thead>
<tr>
<th>Requisite pre-knowledge</th>
<th>Resources (other than textbook) to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Term 1, 2 knowledge and skills</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 3 Term 1 skills and knowledge</td>
<td><a href="https://wcedeportal.co.za/eresource/83631">https://wcedeportal.co.za/eresource/83631</a> <a href="https://wcedeportal.co.za/eresource/83636">https://wcedeportal.co.za/eresource/83636</a> <a href="https://wcedeportal.co.za/eresource/83626">https://wcedeportal.co.za/eresource/83626</a> <a href="https://wcedeportal.co.za/eresource/83711">https://wcedeportal.co.za/eresource/83711</a></td>
</tr>
</tbody>
</table>

**Informal assessment; remediation**

- Do error analysis for:
  - Base line Assessment to inform planning for further support and teaching
  - Analysis will highlight learner gaps.

**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 right back to a previous grade if necessary)
- Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate.
- Allow for teaching, consolidation and revision work to happen.
- Afford the learner opportunity for good practice as this will enhance learning.

**Formative Assessment** occurs throughout.

The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. Plan well for successful teaching and learning.

**SBA (Formal Assessment)**

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