



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIFFERENTIATED **N**ATIONAL **C**URRICULUM AND **A**SSESSMENT **P**OLICY **S**TATEMENT

MATHEMATICS

GRADE R-5

Differentiated CAPS 2017 Orientation

Acronymns

AAC	Augmentative Alternative Communication
CDW	Community Development Worker
DCAPS	Differentiated Curriculum and Assessment Policy Statement
NCS	National Curriculum Statement
SID	Severe Intellectual Disabilities

SECTION 2

INTRODUCTION TO MATHEMATICS

2.1 Introduction

The National Curriculum Statement (NCS) Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This Differentiated Curriculum and Assessment Policy Statement aims to ensure that all children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. It also serve the purpose of equipping all learners irrespective of their socio economic background, race, gender, disability, sexual orientation, with the knowledge, skills and necessary values necessary for self-fulfilment and meaningful participation in society as citizen of a free country that provides access to Higher Education, facilitate the transition of learners from education institutions to the work place and providing employers with a sufficient profile of the learner's competences.

2.2 What is Mathematics?

Mathematics is a language that makes use of symbols and notations to describe numerical, basic geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships, in physical and social phenomena, and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving techniques that will contribute in decision-making.

2.3 Specific Aims

To use mathematical knowledge and skills learnt in the classroom and to apply them in the real world; to equip the learners, irrespective of their socio background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in the society as a citizen of the free country. Facilitating the transition of learners from educational institution to work in the community e.g. Community Development Worker (CDW) or a sheltered workplace. It helps the teacher to be able to:

- create a learner's profile of competences - the profile will bridge the gap between the home and the school;
- identify what the learner knows, can do and demonstrate in the teaching and learning situation;

- work effectively as individuals in/or a member of a team;
- Communicate effectively or by using Augmentative Alternative Communication (AAC) and other communicative devices (Sign language, Braille, etc.)

2.4 Specific Skills

The curriculum is aimed at equipping the learner with mathematical skills to:

- manage their own budget (grants and income, living expenses) under supervision
- apply and utilise in the work situation; and
- utilise numerical data accordingly

2.5 Focus of Content Areas

Mathematics covers five content areas. Each content area contributes to the acquisition of specific skills. The content areas are:

- Number Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shapes
- Measurement
- Data handling

MATHEMATICS CONTENT KNOWLEDGE OVERVIEW FOR GRADES R-5		
Content Area	General Content Focus	Grade R to 5 with differentiation content Focus
Numbers, Operations and Relationships	Development of number sense that includes to: <ul style="list-style-type: none"> • Count objects • Count forwards and backwards • Know number symbols, number values and number names • Describe, compare and order numbers • Recognise place value of numbers • Solve problems in context • Complete context free calculations • Represent numbers in different ways • Know South African coins and bank notes 	<ul style="list-style-type: none"> • The number range developed by the end of Grade 5 includes whole numbers to at least 1000. • Counting enables learners to develop number concept, mental Mathematics, estimation, calculation skills and recognition of patterns • Number concept development helps learners to learn about properties of numbers and to develop strategies that can make calculations easier • Learners build an understanding of basic operations of addition, subtraction, multiplication and division with support • Learners develop fraction concept through solving problems involving the sharing of physical quantities and by using drawings • Solving problems in context enables learners to communicate their own thinking orally and visually
Patterns, Functions and Algebra	Expositor to patterns, develops a sense of order and sequencing <ul style="list-style-type: none"> • Copy and extend simple geometric and number patterns using concrete objects and drawings 	<ul style="list-style-type: none"> • Use concrete objects, drawings and symbolic forms to copy, extend, describe and create patterns • Describing the pattern helps learners to follow simple order and sequence • Number patterns support number concept development

Space and Shape (Geometry)	<p>The main progression in Space and Shape is achieved by:</p> <ul style="list-style-type: none"> • Focus on new properties and features of shapes and objects. • Move from learning the language of position and matching different views of the same objects to reading and following directions 	<ul style="list-style-type: none"> • Learners recognise and name objects in their environment • Learners describe the features 3D objects and 2D shapes • Learners match and sort 3D objects and 2D shapes according to their shape and size • Learners follow and give directions • Learners build models using 3D objects • Learners can describe their own positions and the positions of others and objects in the environment
Measurement	<p>Measurement focuses on informal and formal ways of measuring. It enables the learner to:</p> <ul style="list-style-type: none"> • Make sensible measurement estimates • Measure using non-standard and standardised measuring tools 	<ul style="list-style-type: none"> • The concept of measurement is developed by working practically with different concrete objects and shapes which facilitates learning the properties of time, length, capacity, mass, and area • Activities related to time should include days of week, months of the year, reading a calendar and know how to tell and read time (analogue and digital clocks) • Learners learn concepts of capacity and mass
Data Handling	<p>Through the study of data handling the learner develops the skills to:</p> <ul style="list-style-type: none"> • Collect • Organise • Represent • Analyse and interpret • Record and report 	<p>The data handling focus is on sorting objects according to features such as shape, size and colour. Learners are expected to:</p> <ul style="list-style-type: none"> • Collect objects in the immediate environment • Sort objects with similar features • Identify objects that are similar in a set • Represent data collected

2.6 Age appropriate grading

Learners with Severe Intellectual Disabilities (SID) are progressed and promoted on age and not according to their scholastic performance. The suggested Grades according to age are as follows:

Age	Suggested Grade
5, 6, 7 years	Grade R
8-9 years	Grade 1
10-11 years	Grade 2
12-13 years	Grade 3
14-15 years	Grade 4
16, 17, 18 years	Grade 5

2.7 Weighting of content areas in Grades R-5

The weighting of the Mathematics content areas, serves two primary purposes: firstly the weighting gives guidance on the amount of time needed to address the concepts within each content area adequately; secondly the weighting gives guidance on the spread of content for assessment purposes. The suggested weighting of the Mathematics content areas for Grades R to 5:

Content Areas	Grade R-3	Grade 4&5
	Weightings	Weightings
Numbers, Operations and Relationships	60%	60%
Patterns, Functions and Algebra	10%	5%
Space and Shape (Geometry)	10%	10%
Measurement	15%	20%
Data handling	5%	5%

2.7 Mathematics for learners with Severe Intellectual Disabilities

The Mathematics programme has been adapted to accommodate learners with Severe Intellectual Disabilities (SID). The pedagogy and methodology should support activity based learning.

2.7.1 Time Allocation

The suggested time allocation for Mathematics in **Grades R to 3** is **5 hours** per week which works out to at least 1 hour per day. For in **Grades 4-5** the suggested time allocation is **3 hours** per week which calculates to a minimum of 30 minutes per day over five days.

Table reflecting the distribution of time between the subjects

SUBJECT	5-14 YEARS	14-18 YEARS
Home Language	10 hours per week	6 hours per week
First additional language		2 hours per week
Mathematics	5 hours per week	3 hours per week
Life Skills	8 hours per week	5 hours per week
Physical Education	1 hour per week	1 hour per week
Natural sciences		1 hour 30 minutes per week
Creative arts	3 hours 30 minutes / week	1 hour per week

2.7.2 Suggested guidelines for classroom management

The programme must accommodate each individual learner. Each individual should be taught and supported according to their level of support needed (high, moderate, low). Small group focussed teaching should be encouraged, to facilitate individual support.

Small group teaching

“Teaching and Learning in small groups has a valuable part to play in the all-round education of learners. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with the teacher, than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading” (Jacques, 1991). It helps the learner to express his/her ideas and thoughts in a small group, where there is trust and confidentiality.

Independent activities

Teacher chooses independent activities to suit the level of each individual learner. Independent activities are given to learners especially those that can work for short periods of time on their own.

Visual stimulating classroom

Simmons (1995) stated that colour, in the learning environment improves visual processing, reduces stress, and challenges brain development. Visual stimulation rewires the brain, making stronger connections while nurturing visual thinking, problem solving, and creativity. Therefore the colours we use in a learning environment should maximize information retention and stimulate learner participation.

2.8 Differentiated Approach to teaching Mathematics

Use a Differentiated Approach to teach Mathematics in Grades R to 5 to support learners experiencing barriers to learning. Teacher must know the learners in the class and differentiate the activity to suit each learner's learning style (Auditory, Visual, and Kinesthetic). Differentiate the content; from known to the unknown, using concrete, visual and auditory learning resources. Concepts must be introduced from the concrete, semi-concrete to the abstract. In other words, the acquisition of emergent Mathematics and related mathematical concepts should, adhere to the following learning principles where children move through three stages of learning namely the:

- Kinesthetic stage (experience concepts with the body and senses);
- Concrete stage (3D, using a variety of different objects such as blocks, bottle tops, twigs and other objects in the environment); and
- Semi-concrete stage (paper and pencil representations using drawings, matching cards etc.)

Creative Arts activities should also have a mathematical emphasis, for example, using geometric shapes such as circles and squares to make a collage, or designing a pattern to frame a picture. The weather chart, calendar and birthday charts provide opportunities for exploring mathematical concepts. It is the teacher's knowledge and initiative that can maximise learning potential.

Routines where children participate actively, such as snack time, arrival, home time and toilet routines, can also be given a Mathematics focus.

2.9 Recommended Resources for the teaching of Mathematics in Grades R to 5

<ul style="list-style-type: none"> • Counters • Abacus • Legos • Large and small (dice) • Board games • Height chart • Metre stick • Measuring stick • Measuring cups • Big counting frame/mat • Big 1-10 and 1-100 number grid posters • Number lines • Number cards • A calendar for the current year 	<ul style="list-style-type: none"> • Play money- coins and notes • Birthday chart/calendar • Weather chart • Bathroom scale • Balancing scale • Kitchen scale • Building blocks • Chalk boards/ white boards for children • Modelling clay • Large analogue and digital wall clock • Flard cards • Calculator • 3D objects: sphere (ball), a rectangular prism (box), cube, cone, pyramid and cylinder
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<ul style="list-style-type: none"> • Boxes of different shapes and sizes • Empty containers (recycled material) of different shapes and sizes • A variety of plastic or cardboard shapes 	<ul style="list-style-type: none"> • Mathematical games, e.g. Ludo, Snake and Ladder, Jigsaw Puzzles, Dominoes, Tangrams etc
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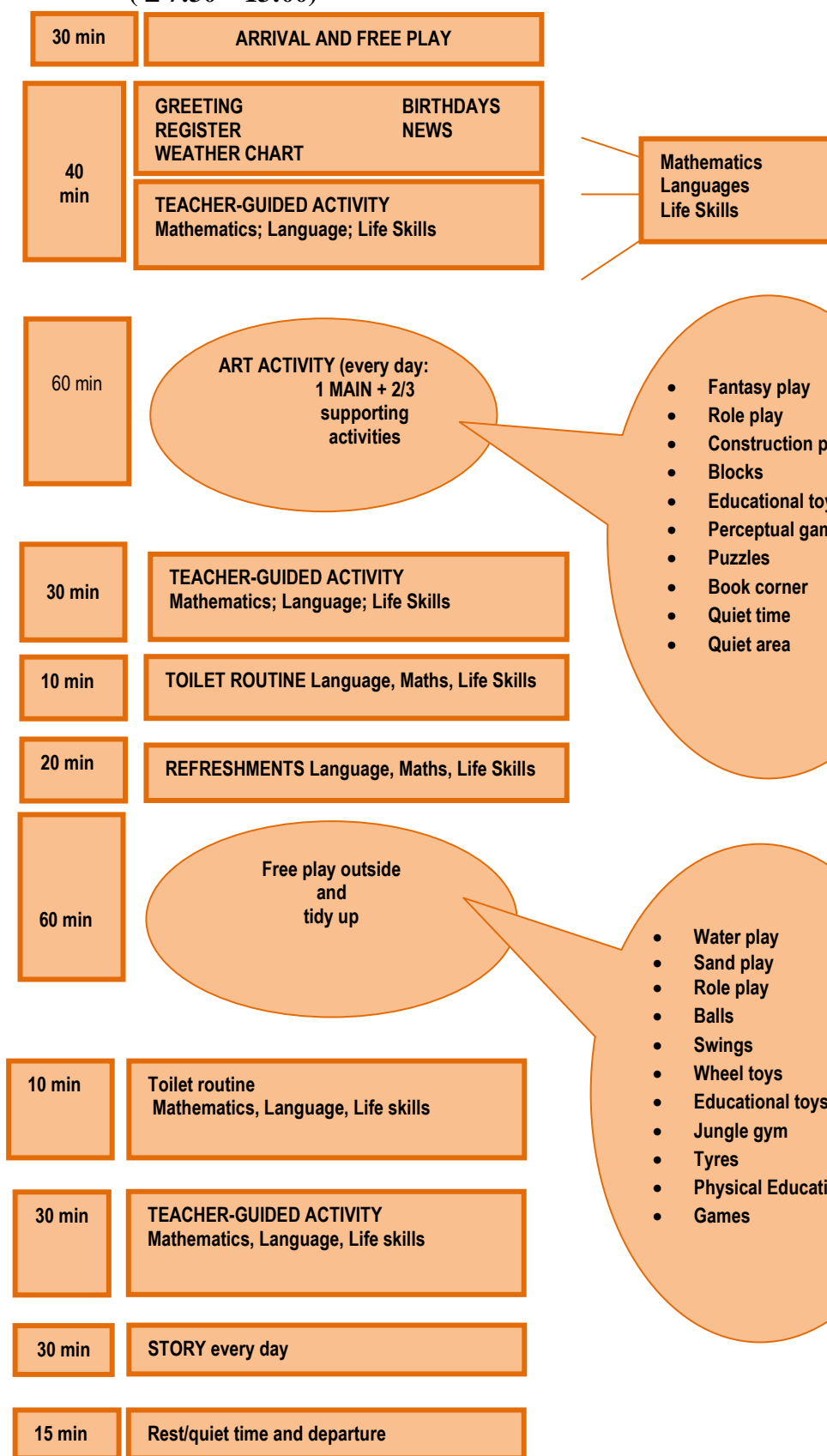
Essentials:

- Areas for sand and water play
- Apparatus for climbing, balancing, swinging and skipping
- A Mathematics corner/centre in the classroom with mathematical games etc.

Other Resources

- DBE Workbooks

Intergrated Daily Programme for Grade R and 1 (± 7:30 – 13:00)



MATHEMATICS

- Activities designed from CAPS (mathematics)
- Songs and music activities
- Perceptual activities
- Counting rhymes
- Theme discussions
- Science experiments
- Free play
- Routines

LANGUAGES

- Activities designed from CAPS (home language)
- Stories
- Dramatisation
- Books/pictures
- Picture reading
- Picture discussions
- Perceptual activities
- Parent poster
- Parent letter
- News
- Poems/rhymes
- Music/songs/rhymes
- Tapes
- Theme discussions
- Human movement activities
- Routines
- Free play

LIFE SKILLS

- Activities designed from CAPS (life skills)
- Human movement activities
- Songs and music
- Poems and rhymes
- Theme discussion
- Birthdays
- Routines
- Free play

SECTION 3: CURRICULUM OVERVIEW FOR MATHEMATICS SKILLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITIES IN GRADES R TO 5

3.1 Introduction

The Differentiated Curriculum and Assessment Policy Statement (DCAPS) for learners with **Severe Intellectual Disabilities** has a compulsory teaching time of **5 hours** for **Grades R-3** and **3 hours** for **Grades 4-5 per 27,5 hour week**. The curriculum overview gives a breakdown of:

- **GRADE OVERVIEW**
- **TERM OVERVIEW**
- **ASSESSMENT PLAN**

3.2. Specification of content to show progression

The **Grade Overview** shows the progression of concepts and skills across Grade R – 5 and the **Term overview** shows the progression over the four terms of the year. However, in certain topics the concepts and skills are similar in two or three successive Grades. The **Assessment Plans** gives specific guidelines on formal assessment to be done per week and term. The **Lesson Plan Tracker and clarification notes** (in a separate document) give guidelines on how progression should be addressed. The specification of content should therefore be read in conjunction with the lesson plan tracker and clarification notes.

3.2.1 Progression in Numbers, Operations and Relationships

- The main progression in Numbers, Operations and Relationships happens in three ways:
 - The number range increases.
 - Different kinds of numbers are introduced.
 - The calculation strategies change.
- As the number range for doing calculations increases up to Grade 5, learners should develop more efficient strategies for calculations.
- Contextual problems should take account of the number range for the grade as well as the calculation competencies of learners.

3.2.2 Progression in Patterns, Functions and Algebra

- In Patterns, Functions and Algebra, learners get opportunities to:
 - Complete and extend patterns represented in different forms

- Identify and describe patterns.
- Describing patterns lays the basis for learners in the work environment.

3.2.3 Progression in Space and Shape

- The main progression in Space and Shape is achieved by:
 - focussing on new properties and features of shapes and objects in each grade: and
 - moving from learning the language of position and matching different views of the same objects to reading and following directions on informal maps.

3.2.4 Progression in Measurement

- The main progression in measurement across the grades is achieved by the introduction of :
 - new forms of measuring;
 - new measuring tools, starting with informal tools and moving to formal measuring instruments.
- Calculations and problem-solving with measurement should take cognisance of the number work that has already been covered.

3.2.5 Progression in Data Handling

- The main progression in Data Handling across the grades is achieved by:
 - moving from working with objects to working with data;and
 - working with new forms of data representation.
- Learners should work through the full data cycle at least once a year- this involves collecting and organising data, representing data, analysing, interpreting and reporting data.
- Some of the above aspects of data handling can also be dealt with as discrete activities.

The following tables indicate the Grade Overview of the content areas.

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers						
1.1 Count objects	<ul style="list-style-type: none"> Count concrete objects to at least 1-10 reliably 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1-20 reliably 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1- 50 reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count concrete objects to at least 1- 200 reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count to at least 500 everyday objects reliably Count by grouping is encouraged 	<ul style="list-style-type: none"> Estimate and count to at least 1000 everyday objects reliably Count by grouping is encouraged
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Recite counting rhymes and songs Count forwards from 0 to 5 	<ul style="list-style-type: none"> Recite counting rhymes and song Count forwards and backwards from 0-10 	<ul style="list-style-type: none"> Count forwards from 0-50 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-20 - 10s between 0-50 	<ul style="list-style-type: none"> Count forwards from 0-200 Count forwards and backwards from any number between 0-100 in multiples of: <ul style="list-style-type: none"> - 2s from 0-200 - 5s from 0-200 - 10s from 0-200 	<ul style="list-style-type: none"> Count forwards and backwards from 0-500 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-500 - 5s from 0-500 - 10s from 0-500 	<ul style="list-style-type: none"> Count forwards and backwards from 0-1000 Count forwards and backwards in multiples of: <ul style="list-style-type: none"> - 2s from 0-500 - 5s from 0-500 - 10s from 0-1000 - 3s from 0-100 - 4s from 0-100 - 50s and 100s to 1000 and beyond

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers						
1.3 Number symbols and number names	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-5 	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-10 Write number symbols 1-10 	<ul style="list-style-type: none"> Recognise, identify and read number symbols from 1-100 Know the number names 1-5 Know number names in multiples of 10s up to 50 Write number symbols 1-20 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols from 1-200 Know the number names 1-10 Know number names in multiples of 10s up to 100 Write number symbols 1-50 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols 1-500 Know the number names 1-20 Know number names in multiples of 100s up to 1000 Write number symbols 1-100 	<ul style="list-style-type: none"> Recognise, identify and read the number symbols 1-1000 Know the number names 1-1000 Know number names in multiples of 10s and 100s up to 1000 Write number symbols 1-1000
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers						
1.4 Describe, compare and order numbers	Use ordinal numbers to show order, place or position: <ul style="list-style-type: none"> Develop an awareness of ordinal numbers e.g. first, second, 	Order, compare and represent numbers to 5 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than 	Order, compare and represent numbers to 10 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to 	Order, compare and represent numbers to 50 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less 	Order, compare and represent numbers to 100 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to, 	Order, compare and represent numbers to 1000 <ul style="list-style-type: none"> Order and compare whole numbers according to more than and less than, equal to, greater

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
	third	<p>Use ordinal numbers to show order, place or position</p> <ul style="list-style-type: none"> Position objects in a line from first to fifth 	<ul style="list-style-type: none"> Order numbers from smallest to biggest up to 1-5 Compare whole numbers according to big, small, smaller than, bigger than, up to 10 Position objects in a line from first to tenth or first to last 	<p>than, equal to, and greater than</p> <ul style="list-style-type: none"> Compare whole numbers according to, more than, less than, is equal up to 50 Position objects in a line from first to 20th or first to last (ordinal numbers) 	<p>greater than and smaller than</p> <ul style="list-style-type: none"> Compare whole numbers according to more than, less than, is equal to, most, least, fewer up to 100 Position objects in a line from first to 50th or first to last (ordinal numbers) Use, read and write ordinal numbers, including abbreviated form first to 30th 	<p>than and smaller than</p> <ul style="list-style-type: none"> Compare whole numbers according to more than, less than, equal to, most, least, fewer up to 1000 Position objects in a line from first to 100th or first to last (ordinal numbers) Use, read and write ordinal numbers, including abbreviated form first to 100th
NUMBER CONCEPT DEVELOPMENT: PLACE VALUE						
1.5 Place value			Begin to recognise the place value of two-digit numbers to	Begin to recognise the place value of two-digit numbers to	Begin to recognise the place value of three-digit numbers	Begin to recognise the place value of three and four-digit

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
			20 • Decompose two-digit numbers into multiples of tens and units • Identify and state the value of each digit	99 • Decompose two-digit numbers into multiples of tens and units • Identify and state the value of each digit	to 200 • Decompose three-digit numbers into multiples of hundreds, tens and units • Identify and state the value of each digit	numbers to 1000 • Decompose three and four-digit numbers into multiples of thousands, hundreds, tens and units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT						
1.6 Problem solving techniques	• Use concrete apparatus e.g. counters and physical number ladder	• Use concrete apparatus e.g. counters and physical number ladder • Practise doubling	• Use concrete apparatus e.g. physical number ladders; counters and pictures • Practise doubling and halving • Use number lines supported by concrete apparatus	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off in tens • Calculators	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off in 10s • Calculators	• Building up and breaking down numbers • Practise doubling and halving • Use number lines • Use 100 chart • Rounding off to the nearest 5, 10, and 100

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
1.7 Addition and subtraction	<ul style="list-style-type: none"> Solve verbally stated problems with answers up to 5 	<ul style="list-style-type: none"> Use concrete objects to solve problems involving addition and subtraction with answers up to 10 	<ul style="list-style-type: none"> Solve word problems (story sums) in context and explain own solution to problems involving addition and subtraction with answers up to 20 	<ul style="list-style-type: none"> Solve word problems (story sums) in context and explain own solution to problems involving addition and subtraction with answers up to 100 	<ul style="list-style-type: none"> Solve word problems (story sums) in context and explain own solution to problems involving addition and subtraction with answers up to 250 	<ul style="list-style-type: none"> Solve word problems (story sums) in context and explain own solution to problems involving addition and subtraction with answers up to 500
1.8 Repeated addition leading to multiplication			<ul style="list-style-type: none"> Solve addition problems of 2s and 10s with answers up to 50 	<ul style="list-style-type: none"> Solve addition problems of 2s, 5s and 10s with answers up to 100 	<ul style="list-style-type: none"> Solve addition problems of 2s, 5s and 10s with answers up to 250 	<ul style="list-style-type: none"> Solve addition problems of 2s, 5s and 10s with answers up to 500
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up 	<ul style="list-style-type: none"> Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up 	<ul style="list-style-type: none"> Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up 	<ul style="list-style-type: none"> Solve and explain solutions to word problems in context (story sums) that involve equal sharing and grouping with whole numbers up 	<ul style="list-style-type: none"> Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to 100 and with 	<ul style="list-style-type: none"> Solve and explain solutions to practical problems involving equal sharing and grouping with whole numbers up to 500 and with

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
	to 5	to 10	to 20	to 50	answers that may include remainders	answers that may include remainders
SOLVE PROBLEMS IN CONTEXT						
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using halving of concrete objects 	<ul style="list-style-type: none"> • Introduction to half using halving of concrete objects 	<ul style="list-style-type: none"> • Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. half , quarter 	<ul style="list-style-type: none"> • Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions e.g. half, quarter, third 	<ul style="list-style-type: none"> • Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions e.g. half, quarter, third, fifth
1.11 Money	<ul style="list-style-type: none"> • Develop an awareness of and recognise South African coins 	<ul style="list-style-type: none"> • Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 	<ul style="list-style-type: none"> • Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, R200.00 	<ul style="list-style-type: none"> • Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00 	<ul style="list-style-type: none"> • Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00, and R200.00 	<ul style="list-style-type: none"> • Recognise and identify South African coins like 50c, R1.00, R2.00, R5.00 and notes like R10.00, R20.00, R50.00, R100.00 and R200.00

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
				<ul style="list-style-type: none"> Solve money problems involving totals and change up to R100.00 	<ul style="list-style-type: none"> Solve money problems involving totals and change up to 90c and R200.00 	<ul style="list-style-type: none"> Solve money problems involving total and change in Rand and cents up to R500.00 Conversions between Rand and cents
CONTEXT FREE CALCULATIONS						
1.12 Techniques (method or strategies)	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters Practise doubling and halving Use number lines Use 100 chart 	<ul style="list-style-type: none"> Use concrete apparatus to solve maths problems e.g. drawings or concrete objects Practise doubling and halving Use number lines Use 100 chart 	<ul style="list-style-type: none"> Use the following techniques when solving problems and explain solutions to problems: Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart 	<ul style="list-style-type: none"> Use the following Techniques when solving problems and explain solutions to problems: Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart 	<ul style="list-style-type: none"> Use the following techniques when solving problems and explain solutions to problems: Building up and breaking down numbers Practise doubling and halving Use number lines Use 100 chart

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
				• Round off in 10s	• Round off in 10s	• Round off in 10s and 100s
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Solve verbally stated addition and subtraction problems with concrete objects up to 5 	<ul style="list-style-type: none"> • Solve verbally stated addition and subtraction problems with concrete objects up to 10 	<ul style="list-style-type: none"> • Add to 20 • Subtract from 20 • Practise number bonds up to 5 • Use appropriate symbols(+,-,=,□) 	<ul style="list-style-type: none"> • Add to 99 • Subtract from 99 • Practise number bonds to 10 • Use appropriate symbols(+,-,=,□) 	<ul style="list-style-type: none"> • Add to 200 • Subtract from 200 • Practise number bonds to 20 • Use appropriate symbols (+,-,=,□) 	<ul style="list-style-type: none"> • Add to 500 and • Subtract from 500 • Practise number bonds to 30 • Use appropriate symbols(+,-,=,□)
CONTEXT FREE CALCULATIONS						
1.14 Repeated addition leading to multiplication		<ul style="list-style-type: none"> • Add the same number repeatedly up to 10 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 20 • Use appropriate symbols(+,=) 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 50 • Multiply numbers 1 to 10 by 2, 10, 5 to a total of 50 • Use appropriate symbols(+,x,=) 	<ul style="list-style-type: none"> • Multiply numbers 1-10 by 2, 5 ,3, 10 to a total of 100 • Use appropriate symbols(+, x, =) 	<ul style="list-style-type: none"> • Multiply any number by 2, 5, 3 ,4 and 10 up to 100 • Use appropriate symbols(+, x, =)
1.15 Division					<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, 10 • Use appropriate 	<ul style="list-style-type: none"> • Divide numbers to 100 by 2, 5, 10 • Use appropriate

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
					symbols (\div , $=$)	symbols (\div , $=$)
1.16 Mental Mathematics	Number concept range 5 <ul style="list-style-type: none"> Count everyday objects Count forwards 	Number concept range 10 <ul style="list-style-type: none"> Name the number before and after a given number Compare numbers and say which is more or less 	Number concept range 20 <ul style="list-style-type: none"> Name the number before and after a given number Compare numbers and say which is 1 or 2 more or less Solve addition and subtraction problems (number bonds) to 5 	Number concept: range 100 <ul style="list-style-type: none"> Name the number before and after a given number Compare numbers and say which is 1, 2 and 3 more or less Solve addition and subtraction problems to 20 Order a given set of selected numbers 	Number concept: range 200 <ul style="list-style-type: none"> Name the number before and after a given number Solve addition and subtraction problems (number bonds) to 30 Know multiplication tables of 5, 10 and 2 	Number concept: range 1000 <ul style="list-style-type: none"> Name the number before and after a given number Solve addition and subtraction problems (number bonds) to 50 Know multiplication tables of 2, 5, 10, 3 and 4
1.17 Fractions			<ul style="list-style-type: none"> Use and name unitary fractions including halves 	<ul style="list-style-type: none"> Use and name unitary fractions including halves and quarters 	<ul style="list-style-type: none"> Use and name unitary fractions including halves, quarters and thirds 	<ul style="list-style-type: none"> Use and name unitary fractions including halves, quarters, thirds and fifths

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
1. NUMBERS, OPERATIONS AND RELATIONSHIPS						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
				<ul style="list-style-type: none"> • Recognise fractions diagrammatically • Write fractions as 1 half 	<ul style="list-style-type: none"> • Recognise fractions diagrammatically • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ 	<ul style="list-style-type: none"> • Recognise fractions diagrammatically • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{5}$

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
2.1 Geometric patterns	Copy, extend and represent <ul style="list-style-type: none"> Copy simple patterns using concrete objects; e.g. using colours and shapes 	Copy, extend and represent <ul style="list-style-type: none"> Copy simple patterns using concrete objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects Copy patterns made with drawings of lines, shapes or objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or objects Copy and extend patterns made with drawings of lines, shapes or objects 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend and create patterns made with drawings of lines, shapes or objects Copy, extend and create complex patterns made with drawings of lines, shapes or objects Patterns around us <ul style="list-style-type: none"> Identify and copy geometric patterns in nature and from cultural heritage 	Copy, extend and represent <ul style="list-style-type: none"> Copy, extend, and represent patterns made with drawings of lines, shapes or objects Copy, extend and create complex patterns made with drawings of lines, shapes or objects Patterns around us <ul style="list-style-type: none"> Identify and copy geometric patterns in nature and from cultural heritage
2.2 Number patterns			<ul style="list-style-type: none"> Copy and extend Copy and extend simple number 	<ul style="list-style-type: none"> Copy and extend Copy and extend simple number 	<ul style="list-style-type: none"> Copy, extend and describe Copy, extend and describe number 	<ul style="list-style-type: none"> Copy, extend and describe Copy, extend and describe number

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
2. PATTERNS, FUNCTIONS AND ALGEBRA						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
			sequences to at least 20	sequences to at least 100	sequences to at least 500	sequences to at least 1000 in multiples of 100s, 10s, 5s, 2s, 3s, 4s • Create, extend and describe own patterns

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> Follow directions to 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e. g. top and bottom etc. Position and directions <ul style="list-style-type: none"> Follow directions to 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions 	Language of position <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom and left and right etc. Recognise and match different views of the objects Position and directions <ul style="list-style-type: none"> Follow directions to 	Position and views <ul style="list-style-type: none"> Recognise and match different views of the same everyday object <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom and left and right etc. Position and directions <ul style="list-style-type: none"> Follow and give

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
		move around the classroom • Follow instructions to place one object in relation to another	move around the classroom • Follow instructions to place one object in relation to another	using a map • Follow instructions to place one object in relation to another	move around the classroom and school • Give directions to move around the classroom and school • Follow directions from one place to another on an informal map	directions to move around the classroom and school • Follow directions on a map • Reading basic co-ordinates
3.2 3D objects	Range of objects • Recognise and name 3D objects in the classroom e.g. box and ball shapes Focused activities • Use 3D objects such as building blocks, recycling material etc. to	Range of objects • Recognise, name and identify 3D objects in the classroom e.g. box and ball shapes Features of objects • Sort 3D objects in terms of: - size	Range of objects • Recognise , name and identify 3D objects in the classroom e.g. - ball shapes, (spheres) - box shapes (prisms) - cylinders	Range of objects • Recognise and describe 3D objects in the classroom e.g. - ball shapes, (spheres) - box shapes (prisms) - cylinders	Range of objects • Recognise and describe 3D objects in the classroom and in pictures e.g. - ball shapes, (spheres) - box shapes (prisms) - cylinders - cones	Range of objects • Recognise and describe 3D objects in the classroom and in pictures e.g. - ball shapes, (spheres) - box shapes (prisms) - cylinders - pyramids - cones

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
	construct objects e.g. towers, bridges	- colour	Features of objects <ul style="list-style-type: none"> Sort 3D objects in terms of: <ul style="list-style-type: none"> size colour shape objects that roll objects that slide 	Features of objects <ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> size colour shape objects that roll objects that slide 	Features of objects <ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> size colour shape objects that roll objects that slide 	Features of objects <ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> size colour objects that are flat objects that are curved
3.3 2D shapes	<ul style="list-style-type: none"> Introduce figure ground perception and identify geometric shapes: <ul style="list-style-type: none"> circle 	<ul style="list-style-type: none"> Introduce figure ground perception and identify geometric shapes: <ul style="list-style-type: none"> circle triangles squares 	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> size 	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> size 	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> size 	Range of shapes <ul style="list-style-type: none"> Recognise and name 2D shapes circles triangles rectangle squares Features of shapes <ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> size

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 3. SPACE AND SHAPE (GEOMETRY)						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
			<ul style="list-style-type: none"> • colour Draw shapes <ul style="list-style-type: none"> • circles • triangles • squares 	<ul style="list-style-type: none"> • colour • straight sides Draw shapes <ul style="list-style-type: none"> • circles • triangles • squares • rectangles 	<ul style="list-style-type: none"> • colour • straight sides • curved sides Draw shapes <ul style="list-style-type: none"> • circles • triangles • squares • rectangles 	<ul style="list-style-type: none"> • colour • straight sides • curved sides Draw shapes <ul style="list-style-type: none"> • circles • triangles • squares • rectangles
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in geometrical and non-geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line in 2D geometrical and non-geometrical shapes • Determine line of symmetry through paper folding and reflection

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
4.1 Time	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Talk about things that happen during the day and night • Talk about things that happen: during day and night <ul style="list-style-type: none"> - Class Routine - Use weather chart - Use birthday chart - Use season chart 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Talk about things that happen: during day and night <ul style="list-style-type: none"> - Class Routine - Use weather chart - Use birthday chart - Use season chart 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Sequence events that happened to them during the day and night • Start to use time concepts: <ul style="list-style-type: none"> - Today, tomorrow - Class Routine - Use weather chart - Birthday cart - Season cart 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Sequence events that happened to them during the day and during the night • Know time concepts e.g. today, tomorrow • Name and sequence: <ul style="list-style-type: none"> - days of week - months of the year • Describe when something happens using the language e.g. morning, afternoon, night, early, late • Place birthdays on 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time Name and sequence: <ul style="list-style-type: none"> - days of week - months of the year • Place birthdays, religious festivals, public holidays, historical events, school events on a calendar 	Passing of time <ul style="list-style-type: none"> • Talk about the passing of time • Tell the time • Read dates on calendars • Place birthdays, religious festivals, public holidays, historical events and school events on a calendar

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
				a calendar • Read 12 hour time in hours and half hours on digital clocks and watches and Cell phones	• Read 12 hour time in hours, half hours and quarter hours and minutes on digital clocks and watches and cell phones	• Read 12 hour time in hours, minutes and seconds on digital clocks and watches and cell phones
4.2 Length	Informal measuring • Compare the length (long and short)	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide)	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide) • Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters	Informal measuring • Compare the length (long and short), height (tall and short) and width (narrow and wide) • Estimate, measure and compare, length using non-standard measures e.g. hand spans, paces, pencil lengths, counters	Informal measuring • Estimate, measure, compare, order and record length using non-standard measures e.g. hands/feet, pencils, string, objects • Describe the length	Informal measuring • Estimate, measure, record, compare, and order, length using non-standard measures e.g. hands/feet, pencils, string and objects • Describe the length

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
					of objects by counting and stating the length in informal units Introducing formal Measuring • Estimate, measure, compare order and record length using: - Metres (m) - Centimetres (cm)	of objects by counting and stating the length in informal units Formal measuring • Estimate, measure, compare, order and record length using: - Centimetres (cm) - Metres (m) - Kilometres (km)
4.3 Mass	Informal measuring • Compare and order the mass of two or more objects by feeling them	Informal measuring • Compare and order the mass of two or more objects by feeling them	Informal measuring • Compare and order the mass of two or more objects by feeling them or using a balancing scale • Discuss mass e.g. light, heavy, lighter,	Informal measuring • Estimate, measure, compare and order mass using a balancing scale and nonstandard measures e.g. blocks, bricks • Describe the mass of objects by	Informal measuring • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures • Describe the mass of objects by	Informal measuring • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures • Describe the mass of objects by

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
			heavier	counting and stating the mass in informal units • Discuss mass e.g. light, heavy, lighter, heavier • Introduce formal measuring • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms (kg) e.g. 2kg rice and 1 kg flour • Measure own mass in kilograms using a bathroom scale • Measure the mass	counting and stating the mass in informal units • Discuss mass e.g. light, heavy, lighter, heavier • Formal measuring • Compare, order and record the mass of commercially packaged objects which have their mass stated in kilograms (kg) and grams (g) • Measure own mass in kilograms using a bathroom scale • Measure the mass	counting and stating the mass in informal units • Formal measuring • Compare, order and record the mass of commercially packaged objects which have their mass stated in: Kilograms (kg) Grams (g) • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
				of different items using a kitchen scale in kg	of different items using a kitchen scale in kg	using a kitchen scale in kg and g
4.4 Capacity /volume	Informal measuring • Fill cups, bottles, buckets with water	Informal measuring • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty	Informal measuring • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Compare and order	Informal measuring • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Estimate, measure,	Informal measuring • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Formal measuring • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml of cool drink and 1litre of milk	Informal measuring • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. Spoons and cups Formal measuring • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml of cool drink and 1litre of milk

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5						
4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
			the volume of commercially packaged objects which have their volume stated only in litres e.g. 2litre of cool drink and 1litre of milk	compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Introduction of formal measuring • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) e.g. 500ml cool drink and 1litre milk	Measuring cups and jugs Spoons e.g. teaspoons, tablespoons Millilitre (ml) Litre (l)	Measuring cups and jugs Spoons e.g. teaspoons, tablespoons Millilitre (ml) Litre (l)
4.5 Perimeter and area						Perimeter • Measure perimeter using rulers and measuring tape Area

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 4. MEASUREMENT						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
						<ul style="list-style-type: none"> Investigate the area of regular and irregular shapes by counting squares on grids

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect and sort everyday concrete objects 	<ul style="list-style-type: none"> • Collect sort everyday concrete objects according to certain characteristics 	<ul style="list-style-type: none"> • Collect and sort concrete objects and draw pictures of the collected objects 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect and sort data in the environment according to stated features e.g. (colour, shape and length)
5.2 Represent sorted collection of objects	<ul style="list-style-type: none"> • Collect and sort objects according to size e.g. big and small 	<ul style="list-style-type: none"> • Collect and sort objects according to size e.g. big and small, colour, and shape 	<ul style="list-style-type: none"> • Collect and sort objects according to criteria • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort objects according to criteria • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect, sort and organise own data according to different characteristics • Draw a bar graph
5.3 Discuss and report on sorted collection of objects			<ul style="list-style-type: none"> • Give reasons for how collection was sorted • Answer questions about how the sorting was done (process) 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Make predictions based in the data

GRADE OVERVIEW WITH DIFFERENTIATION GRADES R TO 5 5. DATAHANDLING						
TOPICS	GRADE R WITH DIFFERENTIATION	GRADE 1 WITH DIFFERENTIATION	GRADE 2 WITH DIFFERENTIATION	GRADE 3 WITH DIFFERENTIATION	GRADE 4 WITH DIFFERENTIATION	GRADE 5 WITH DIFFERENTIATION
5.4 Collect and organise data				<ul style="list-style-type: none"> • Answer questions about data collected with assistance from the teacher 	<ul style="list-style-type: none"> • Answer questions about data collected independently • Organise data in tables 	<ul style="list-style-type: none"> • Discuss data collected independently • Organise data in tables
5.5 Represent data	<ul style="list-style-type: none"> • Use concrete objects to represent data on a graph 	<ul style="list-style-type: none"> • Use concrete objects to represent data on a graph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Represent data in pictograph 	<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs 	<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs
5.6 Analyse and interpret data			<ul style="list-style-type: none"> • Answer questions about data in pictograph 	<ul style="list-style-type: none"> • Answer questions about data in pictograph 	<ul style="list-style-type: none"> • Discuss data presented in pictographs and bar graphs 	<ul style="list-style-type: none"> • Discuss and compare data presented in pictographs and bar graphs

TERM OVERVIEW GRADE R

The following tables show the progression over the terms within GRADE R in the different content area:

GRADE R OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
COUNTING				
1.1 Count objects	Number range: 1 to 2 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts • Rote counting using number rhymes and songs 	Number range 1 to 5 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts • Rote counting using number rhymes and songs 	Number range 1 to 7 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts • Rote counting using number rhymes and songs 	Number range 1 to 10 Count concrete objects <ul style="list-style-type: none"> • One- to- one correspondence • Count in ones Clapping hands Stamping feet Climbing stairs Body parts • Rote counting using number rhymes and songs
1.2 Count forwards and backwards	Number range: 1 to 2 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 3 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 4 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones 	Number range: 1 to 5 <ul style="list-style-type: none"> • Practise incidental counting using number rhymes and songs, concrete objects • Count in: ones
1.3 Number symbols and	Number range: 1 to 2 <ul style="list-style-type: none"> • Identify number symbols: 1 	Number range: 1 to 3 <ul style="list-style-type: none"> • Identify number symbols: 1 	Number range: 1 to 4 <ul style="list-style-type: none"> • Identify number symbols: 1 	Number range: 1 to 5 <ul style="list-style-type: none"> • Identify number symbols: 1

GRADE R OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
number names	to 2 • Kinesthetic (experience with body) • Recognise concrete 3D objects that involve the numbers 1 to 2 • Reinforce the knowledge gained that involves numbers from 1 to 2	to 3 • Kinesthetic (experience with body) • Recognise concrete 3D objects that involve the numbers 1 to 3 • Reinforce the knowledge gained that involves numbers from 1 to 3	to 4 • Kinesthetic (experience with body) • Recognise concrete 3D objects that involve the numbers 1 to 4 • Reinforce the knowledge gained that involves numbers 1 to 4	to 5 • Kinesthetic (experience with body) • Recognise concrete 3D objects that involve the numbers 1 to 5 • Reinforce the knowledge gained that involves numbers 1 to 5
NUMBER RECOGNITION				
NUMBER SENSE (RELATIONSHIPS)				
1.4 Describe and order numbers	Number range: 1 to 2 • Identify whole numbers up to 2 • Compare which of the two given collection of objects are small and big • Incidental clapping, stamping during number rhymes and songs • Incidentally develop an awareness of ordinal	Number range: 1 to 3 • Identify whole numbers up to 3 • Compare which of the two given collection of objects are: small and big • Incidental clapping, stamping during number rhymes and songs • Incidentally develop an awareness of ordinal	Number range: 1 to 4 • Identify whole numbers up to 4 • Compare which of the two given collection of objects are: small and big • Incidental clapping, stamping during number rhymes and songs • Incidentally, develop an awareness of ordinal	Number range: 1 to 5 • Identify whole numbers up to 5 • Compare which of the two given collection of objects are: small and big • Incidental clapping stamping during number rhymes and songs • Incidentally develop an awareness of ordinal

GRADE R OVERVIEW WITH DIFFERENTIATION
1. NUMBER, OPERATIONS AND RELATIONSHIPS

TOPICS	Term 1	Term 2	Term 3	Term 4
	numbers e.g. first, second, third, last.(games, races) • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd, last, next	numbers e.g. first, second, third, last .(games, races) • Introduce during refreshment/breakfast and Toilet Routine- 1st, 2nd, last, next	numbers e.g. first, second, third, last • Introduce during refreshment/breakfast and Toilet routine- 1st, 2nd,last, next	numbers e.g. first, second, third, last • Introduce during refreshment/breakfast and Toilet Routine- 1st,2nd,last, next
1.5 Place Value	Instruction in place value commences in grade 2			
SOLVE PROBLEMS IN CONTEXT USING THE FOLLOWING TECHNIQUES				
1.6 Problem solving techniques (Uses concrete objects and strategies)	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available	• Use the following techniques: Concrete apparatus e.g. counters or any concrete objects available
1.7 Addition and subtraction (Orally solve word problems)	• Use concrete objects to solve problems that involves numbers 1 and 2	• Use concrete objects to solve problems that involves numbers 1 to 3	• Use concrete objects to solve problems that involves numbers 1 to 4	• Use concrete objects to solve problems that involves numbers 1 to 5
1.9 Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5	• Share objects equally between 2 people up to 2 (practically)	• Share objects equally between 2 people up to 4 (practically)	• Share objects equally between 2 people up to 4 (practically) • Group objects in 2s up to 5 (practically)	• Share objects equally between 2 people up to 6 (practically) • Group objects in 2s up to 5 (practically)
1.10 Sharing leading to				• Practise halving with real

GRADE R OVERVIEW WITH DIFFERENTIATION
1. NUMBER, OPERATIONS AND RELATIONSHIPS

TOPICS	Term 1	Term 2	Term 3	Term 4
fractions				things e.g. fruit or cake etc.
1.11 Money	<ul style="list-style-type: none"> Use play or real money (coins) to develop awareness of South African coins R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5 	<ul style="list-style-type: none"> Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5
CONTEXT FREE CALCULATIONS				
1.12 Techniques (method or strategies)	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-2 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-3 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-4 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters in the classroom to count from 1-5
1.13 Addition and subtraction	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 2 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 3 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 4 	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 5
1.14 Repeated addition leading to multiplication			<ul style="list-style-type: none"> Add the same number repeatedly up to 4 	<ul style="list-style-type: none"> Add the same number repeatedly up to 4
1.16 Mental Mathematics	<ul style="list-style-type: none"> Count 1-2 concrete objects daily 	<ul style="list-style-type: none"> Count 1-3 concrete objects daily Tell number that comes after 1-2 Tell number 1 more than 2-3 	<ul style="list-style-type: none"> Count 1-4 objects daily Tell number that comes after 1-2-3 Tell number 1 more than 1-2-3 Tell number 1 less than 2-3-4 	<ul style="list-style-type: none"> Count 1-5 objects daily Tell number that follow 1-2-3 etc. Tell number 1 more than 2-3-4-5 etc. Tell number 1 less than 2-3-4-5

GRADE R OVERVIEW WITH DIFFERENTIATION

2. PATTERNS, FUNCTIONS AND ALGEBRA

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns (Creates own repeating patterns)	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Copy and extend simple patterns using body percussion (clapping, stamping) 	Copy and extend simple patterns using concrete objects Copy and extend simple patterns using body percussion (clapping, stamping)	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Follow simple patterns using body percussion (clapping, stamping) • Make simple patterns using 2D geometric shapes 	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> • Follow simple patterns using body percussion (clapping, stamping) Make simple patterns using 2D geometric shapes

GRADE R OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - In and out - Up and down 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner, on and under - In front of and behind - In and out - Up and down - On, on top, under and below 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - Left and right - Up and down - On, on top, under and below 	Language of position <ul style="list-style-type: none"> • Tell the position of two or more objects in relation to the learner - In front of and behind - Top and bottom - On top, under or below - Left and right
Follows directions (alone and/or as a member of a group or team)	Practise: <ul style="list-style-type: none"> • Directionality forwards/backwards • Games such as tracking the train • Physical education and musical activities • Obstacle course-following a direction 		Practise: <ul style="list-style-type: none"> • Forward /backwards • Games such as tracking the train • Physical education and musical activities • Obstacle course-following a direction 	Practise: <ul style="list-style-type: none"> • Forwards and backwards • Up and down • Upwards and downward • Left and right • Where does the sound come from Physical education and music activities • Obstacle course-following a direction
3.2	• Balls: Introduce and explore	• Balls: Introduce and explore	• Balls: Introduce and explore	• Balls: Introduce and explore

GRADE R OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3D objects Recognise, identify and name three dimensional objects in the classroom	balls(discuss shape e.g. round) • Boxes: Introduce and explore boxes(discuss shape and sides)	balls(discuss shape e.g. round) • Boxes: Introduce and explore boxes(discuss shape and sides)	balls(discuss shape e.g. round) • Boxes: Introduce and explore boxes(discuss shape and sides)	balls(discuss shape e.g. round) • Boxes: Introduce and explore boxes(discuss shape and sides)
3D objects Describe, sort and compare 3D objects	• Objects that roll • Identify and explore objects that roll • Reinforce objects that roll • Sort 3D objects according to size	• Sort 3D objects according to similarities and differences (size) - Identify and explore - Objects that roll - Objects that slide	• Sort 3D objects according to similarities and differences (size and shape) - Identify and explore - Objects that roll - Objects that slide	• Sort 3D objects according to similarities and differences (size and shape) - Identify and explore - Objects that roll - Objects that slide
Build 3D objects using concrete materials (e.g. building blocks)	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks	• Provide building blocks and construction materials during free play on a daily basis • Explore with building blocks
3.3 2D shapes Recognise, identify and name two dimensional shapes	• Identify own photo and symbol	• Identify own photo and symbol • Build Puzzles (3 pieces)	• Identify photo and symbol of self and class mates • Build Puzzles (4 pieces)	• Identify photo and symbol of self and class mates • Build Puzzles (5 pieces)
2D shapes	• Introduce figure-ground	• Reinforce figure-ground	• Reinforce figure-ground	• Reinforce figure-ground

GRADE R OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Figure-ground perception	perception (identify objects) <ul style="list-style-type: none"> • Recognise different shapes 	perception through sorting activities, matching and grouping shapes according to colour, size and shape <ul style="list-style-type: none"> • Introduce: circle 	perception through sorting activities, matching shapes according to colour, size and shape <ul style="list-style-type: none"> • Reinforce: circle 	perception through sorting activities, matching and grouping shapes according to colour, size and shape <ul style="list-style-type: none"> • Reinforce: circle
3.4 Symmetry (recognise line of symmetry in self, and own environment)	<ul style="list-style-type: none"> • Tell rhymes and sing songs • Identify body parts (under counting) • Identify head, eyes, nose, mouth, chin, necks, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes 	<ul style="list-style-type: none"> • Tell rhymes and sing songs • Practise crossing the midline-performing actions • Creative art activities • Understand one's body has two sides 	<ul style="list-style-type: none"> • Tell rhymes and sing songs • Practise crossing the midline-chalkboard activities • Understand one's body has two sides • Reinforce the awareness that one's body has two sides e.g. left and right • Cross the midline incorporated with counting 	<ul style="list-style-type: none"> • Tell rhymes and sing songs • Develop the awareness that there is symmetry in objects • Understand one's body has two sides • Reinforce the awareness that one's body has two sides e.g. left and right • Cross the midline incorporated with counting

GRADE R OVERVIEW WITH DIFFERENTIATION

4. MEASUREMENT

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time: Sequence recurring events in own daily life	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Introduce the daily programme with pictures showing daily classroom routines (snack, toilet, rest, free play, brushing teeth etc.) • Identify weather on chart (daily) • Use Birthday Chart (daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Identify weather on chart (daily) • Use Birthday Chart (daily) • Use calendar(daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Talk about things that happen during the night • Identify weather on chart (daily) • Use birthday Chart (daily) • Use calendar (daily) 	<ul style="list-style-type: none"> • Conscious of time.g. morning and night • Daily programme (on-going) • Reinforce the sequencing of recurring events in one day through the daily programme • Talk about things that happen during the night • Identify weather on chart (daily) • Use birthday Chart (daily) • Use calendar (daily)
4.2 Length	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long 	<ul style="list-style-type: none"> • Conscious of length (long/short) • Compare and order concrete objects according to short, long
4.3 Mass		<ul style="list-style-type: none"> • Consciousness of mass e.g. heavy/light • Compare and weigh objects physically, understanding the 	<ul style="list-style-type: none"> • Consciousness of mass heavy/light • Compare and weigh objects physically, understanding 	<ul style="list-style-type: none"> • Consciousness of mass heavy/light • Compare and weigh objects physically, understanding the

GRADE R OVERVIEW WITH DIFFERENTIATION				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
		following: light, heavy	the following: light, heavy	following: light, heavy
4.4 Capacity/Volume		<ul style="list-style-type: none"> • Conscious of volume e.g. full/empty • Compare and order objects to understand the following: <ul style="list-style-type: none"> - empty - full 	<ul style="list-style-type: none"> • Conscious of volume e.g. full/empty • Compare and order objects to understand the following: <ul style="list-style-type: none"> - empty - full 	

GRADE R OVERVIEW WITH DIFFERENTIATION 5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> Collect and sort concrete objects of a similar kind (individually and /or in a group) 	<ul style="list-style-type: none"> Collect and sort concrete objects of a similar kind individually alone and /or in a group) 	<ul style="list-style-type: none"> Collect and sort different objects 2D shapes, toys, utensils 	<ul style="list-style-type: none"> Collect and sort different objects, 2D shapes toys, utensils Collect and sort different objects according to size, shape and colour

ASSESSMENT PLANS: GRADE R

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 2 			<ul style="list-style-type: none"> Sequence recurring events in own daily life 	
Week3		<ul style="list-style-type: none"> Copy and extend simple patterns using body percussion 			
Week4	<ul style="list-style-type: none"> Awareness of his/her age by the show of fingers 		<ul style="list-style-type: none"> Identify body parts 		
Week5	<ul style="list-style-type: none"> Identify him or herself in a photograph 				<ul style="list-style-type: none"> Collect and sort concrete objects
Week6	<ul style="list-style-type: none"> Identify whole numbers up to 2 		<ul style="list-style-type: none"> Introduce figure-ground 		
Week7			Language of position <ul style="list-style-type: none"> Identify the position of two or more objects in relation to the learner In front of and behind In and out 		

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
			Up and down		
Week8		• Copy and extend simple patterns			
Week9			• Recognise line of symmetry in self		
Week 10	• Use concrete objects to solve problems that involve numbers 1 and 2 (orally and practically)				

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 5 Count in ones up to 5 		<ul style="list-style-type: none"> Sort, match and group shapes according to colour, size and shape 		
Week3	<ul style="list-style-type: none"> Solve addition and subtraction problems orally up to 3 			<ul style="list-style-type: none"> Conscious of time e.g. morning and night 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-3 				<ul style="list-style-type: none"> Collect and sort concrete objects
Week5	<ul style="list-style-type: none"> Identify whole numbers up to 3 		<ul style="list-style-type: none"> Cross midline 		
Week6			<ul style="list-style-type: none"> Build Puzzles (3 pieces) 	<ul style="list-style-type: none"> Compare objects by feeling them 	
Week7	<ul style="list-style-type: none"> Share concrete objects equally between 2 people up to 3 		<ul style="list-style-type: none"> Sort, match and group shapes according to colour, size and shape 		
Week8				<ul style="list-style-type: none"> Compare and order e.g.: empty, full 	
Week9	<ul style="list-style-type: none"> Use concrete objects to solve problems number range 1 to 3 		<ul style="list-style-type: none"> Sort according to similarities and differences 		

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Week 10				<ul style="list-style-type: none"> • Compare and order concrete objects according to short, long 	

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 7 Count in ones up to 7 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects 		
Week3		<ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects 			
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-4 		<ul style="list-style-type: none"> Identify body parts Introduce figure-ground 		
Week5	<ul style="list-style-type: none"> Compare which of the two given collection of objects are: small and big 		<ul style="list-style-type: none"> Recognise line of symmetry in self 		
Week6			<ul style="list-style-type: none"> Build Puzzles (4 pieces) 	<ul style="list-style-type: none"> Compare objects according to their weight (heavy; light) 	
Week7	<ul style="list-style-type: none"> Share concrete objects equally between 2 people up to 4 				
Week8			<ul style="list-style-type: none"> Recognise line of symmetry in self, and own environment 	<ul style="list-style-type: none"> Compare and order objects to understand the following: empty, full 	

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Week9	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 4 		<ul style="list-style-type: none"> Sort 3D objects according to size and shape 		<ul style="list-style-type: none"> Collect and sort 2D shapes or pictures
Week 10				<ul style="list-style-type: none"> Compare and order concrete objects according to light and heavy 	<ul style="list-style-type: none"> Collect and sort 2D shapes or pictures

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and Shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count concrete objects up to 10 Count in ones up to 10 		<ul style="list-style-type: none"> Follow directions Forwards and backwards Up and down Upwards and downward Left and right 	<ul style="list-style-type: none"> Conscious of time.g. morning and night 	
Week3	<ul style="list-style-type: none"> Orally solve addition and subtraction problems up to 5 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects 		
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-5 		<ul style="list-style-type: none"> Identify circle Awareness that one's body has two sides e.g. left and right 		
Week5	<ul style="list-style-type: none"> Add the same number repeatedly up to 4 				<ul style="list-style-type: none"> Collect and sort 2D shapes or pictures
Week6	<ul style="list-style-type: none"> Identify whole numbers up to 5 		<ul style="list-style-type: none"> Build Puzzles (5 pieces) 		
Week7	<ul style="list-style-type: none"> Share concrete objects equally amongst 2 people up to 5 		<ul style="list-style-type: none"> Awareness that one's body has two sides e.g. left and right 		
Week8	<ul style="list-style-type: none"> Recognition and an awareness of South 		<ul style="list-style-type: none"> Sort 3D objects according to size 		

GRADE R WITH DIFFERENTIATION: SUGGESTED ASSESSMENT PLAN (FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT)					
	African coins 50c, R1, R2, R5				
Week9	<ul style="list-style-type: none"> Solve addition and subtraction problems orally with answers up to 5 				
Week 10	<ul style="list-style-type: none"> Finalise assessment 				

TERM OVERVIEW GRADE 1

The following tables show the progression over the terms within GRADE 1 in the different content area:

GRADE 1 OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
COUNTING WITH WHOLE NUMBERS				
1.1 Count objects	Number range: 1 to 10 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 13 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 15 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs 	Number range 1 to 20 <ul style="list-style-type: none"> One to one correspondence Count in ones Clapping hands Count concrete objects Count body parts Stamping feet Practise rote counting using number rhymes and songs
1.2 Count forwards and backwards	Number range: 1 to 5 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-5 	Number range: 1 to 7 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-7 	Number range: 1 to 8 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-8 	Number range: 1 to 10 <ul style="list-style-type: none"> Incidental counting using number rhymes and songs, concrete objects counters, counting with body movements Count in ones, forwards and backwards from any given number between 1-10

GRADE 1 OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number symbols and number names	Number range: 1 to 5 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-5 Reinforce the knowledge gained 	Number range: 1 to 7 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-7 Reinforce the knowledge gained Trace, colour, copy and write number symbols incidentally 	Number range: 1 to 8 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-8 Reinforce the knowledge gained Trace, colour, copy and write number symbols incidentally 	Number range: 1 to 10 <ul style="list-style-type: none"> Recognise, identify and read number symbols 1-10 Reinforce the knowledge gained Trace, colour, copy and write number symbols
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	Number range: 1 to 2 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big More and less Number rhymes and songs 	Number range: 1 to 3 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big More and less Number rhymes and songs 	Number range: 1 to 4 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big Most and least First to last Equal Position objects from first to last in a line 	Number range: 1 to 5 <ul style="list-style-type: none"> Identify whole numbers Compare which of the two given collection of objects are: <ul style="list-style-type: none"> Small and big Most and least First to last Equal Many and few Position objects from first to tenth in a line

GRADE 1 OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom • Practise doubling 	<ul style="list-style-type: none"> • Use the concrete apparatus e.g. Counters and physical number ladder or any concrete objects available in and outside the classroom • Practise doubling and halving 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. Counters and physical number ladder • Practise doubling and halving 	<ul style="list-style-type: none"> • Use concrete apparatus e.g. Counters and physical number ladder • Practise doubling and halving
1.7 Addition and subtraction	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 5 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 7 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 8 	<ul style="list-style-type: none"> • Use concrete objects to solve problems involving addition and subtraction with answers up to 10
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 4 learners 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 6 learners 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 8 learners • Solve problems practically involving grouping with concrete objects up to 8 	<ul style="list-style-type: none"> • Solve problems practically involving sharing with concrete objects equally amongst the 10 learners • Solve problems practically involving grouping with concrete objects up to 10
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects 	<ul style="list-style-type: none"> • Introduction to half using concrete objects
1.11		<ul style="list-style-type: none"> • Recognise of South African 	<ul style="list-style-type: none"> • Recognise of South African 	<ul style="list-style-type: none"> • Recognise of South African

GRADE 1 OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
Money		Rand., R1, R2, R5 <ul style="list-style-type: none"> Identify similarities and differences between coins e.g. sort play money according to amount 	RandR1, R2, R5 <ul style="list-style-type: none"> Identify similarities and differences between coins e.g. sort play money according to amount 	Rand, R1, R2, R5, R10 <ul style="list-style-type: none"> Identify similarities and differences between coins e.g. sort play money according to amount
CONTEXT FREE CALCULATIONS:				
1.12 Techniques and methods	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters Practise doubling 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters Practise doubling and halving Use number lines 	<ul style="list-style-type: none"> Use concrete apparatus e.g. counters Practise doubling and halving Use number lines Use 100 chart
1.13 Addition and subtraction	<ul style="list-style-type: none"> Solve addition problems with answers up to 5 Solve subtraction problems with answers up to 5 	<ul style="list-style-type: none"> Solve addition problems with answers up to 7 Solve subtraction problems with answers up to 7 	<ul style="list-style-type: none"> Solve addition problems with answers up to 8 Solve subtraction problems with answers up to 8 	<ul style="list-style-type: none"> Solve addition problems with answers up to 10 Solve subtraction problems with answers up to 10
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Add the same number repeatedly up to 4 	<ul style="list-style-type: none"> Add the same number repeatedly up to 6 	<ul style="list-style-type: none"> Add the same number repeatedly up to 8 	<ul style="list-style-type: none"> Add the same number repeatedly up to 10
1.16 Mental Mathematics	<ul style="list-style-type: none"> Count everyday objects forwards up to 10 	<ul style="list-style-type: none"> Count everyday objects forwards up to 10 Say number names of up to 10 	<ul style="list-style-type: none"> Count everyday objects forwards up to 10 Say number names of up to 10 	<ul style="list-style-type: none"> Number Concepts: Ordinal counting up to 10 Count everyday objects

GRADE 1 OVERVIEW WITH DIFFERENTIATION 1. NUMBER, OPERATIONS AND RELATIONSHIPS				
TOPICS	Term 1	Term 2	Term 3	Term 4
		daily	daily	forwards up to 10. <ul style="list-style-type: none"> • Say number names of up to 10 daily • Compare numbers and say which is more and less

GRADE 1 OVERVIEW WITH DIFFERENTIATION 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using body percussion 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using body percussion 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using concrete objects 	<ul style="list-style-type: none"> • Identify patterns in clothes, objects and the environment • Copy patterns using concrete objects

GRADE 1 OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions Follow directions to move around the classroom 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and directions Follow directions to move around the classroom Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views Understand the position of one object in relation to the other e.g. top and bottom 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views Understand the position of one object in relation to the other e.g. top and bottom
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 	Range of objects <ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes
3.3 2D shapes	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Class name Learners Symbols 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name 	<ul style="list-style-type: none"> Recognise, identify and name two-dimensional shapes in the classroom and in pictures including: Learner Symbols Class name

GRADE 1 OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE(GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Figure ground perception Recognise of 2D shapes e.g. circle	Figure ground perception Recognise of 2D shapes e.g. circle, triangle	Figure ground perception Recognise of 2D shapes e.g. circle, triangle and rectangle	Figure ground perception Recognise of 2D shapes e.g. circle triangle and rectangle
3.4 Symmetry	Symmetry • Recognise symmetry in own body	Symmetry • Recognise symmetry in own body	Symmetry • Recognise symmetry in body and shapes	Symmetry • Recognise symmetry in own body and shapes

GRADE 1 OVERVIEW WITH DIFFERENTIATION				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age 	Passing of time <ul style="list-style-type: none"> • Talk about things that happen during day and night • Understand class outline • Use weather chart • Use birthday chart • Use season chart • Know age
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart • Introduce the concept of width: wide and narrow 	Informal measuring <ul style="list-style-type: none"> • Compare and order objects according to length: <ul style="list-style-type: none"> - Short and long • Introduce the concept of height: short, tall • Introduce height chart Introduce the concept of width: wide and narrow
4.3 Mass	Informal measuring <ul style="list-style-type: none"> • Introduce the concept of mass by comparing the masses of different objects by feeling them 	Informal measuring <p>Introduce the concept of mass by comparing the masses of different objects by feeling them</p>	Informal measuring <p>Introduce the concept of mass by comparing the masses of different objects by feeling them</p>	Informal measuring <ul style="list-style-type: none"> • Introduce the concept of mass by comparing the masses of different objects by feeling them

GRADE 1 OVERVIEW WITH DIFFERENTIATION 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.4 Capacity/volume	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty 	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water Use vocabulary e.g. full, empty 	Informal measuring <ul style="list-style-type: none"> • Fill cups, bottles, buckets with water • Use vocabulary e.g. full, empty

GRADE 1 OVERVIEW WITH DIFFERENTIATION 5. DATAHANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect and sort everyday concrete objects 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour 		<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size , shape, colour
5.2 Represent sorted collections of objects			<ul style="list-style-type: none"> • Collect and sort at least 5 objects according to size and colour 	
5.5 Represent data			<ul style="list-style-type: none"> • Use concrete objects to represent data on a graph 	

ASSESSMENT PLANS: GRADE 1

ASSESSMENT PLANS: GRADE 1

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 10 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to 		
Week3	<ul style="list-style-type: none"> Count in ones forwards and backwards from any given number up to 5 	<ul style="list-style-type: none"> Identify patterns in clothes, objects and the environment 		<ul style="list-style-type: none"> Know age 	
Week4	<ul style="list-style-type: none"> Compare and recognise a collection of objects in terms of more and less 				
Week5	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-5 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week6	<ul style="list-style-type: none"> Solve problems with concrete objects equally amongst the 4 learners 			<ul style="list-style-type: none"> Compare the masses of different objects (heavy; light) 	

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week7	<ul style="list-style-type: none"> Solve addition problems with answers up to 5 		<ul style="list-style-type: none"> Recognise, identify and name 2D- shapes in the classroom and in pictures 		
Week8	<ul style="list-style-type: none"> Add the same number repeatedly up to 4 				
Week9				<ul style="list-style-type: none"> Use vocabulary: full, empty(sand and water play) 	
Week 10			<ul style="list-style-type: none"> Recognise symmetry in own body 		

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 13 		<ul style="list-style-type: none"> Position and directions Follow directions to move around the classroom 		
Week3	<ul style="list-style-type: none"> Count forwards and backwards from any given number up to 13 				<ul style="list-style-type: none"> Collect and sort everyday objects according to different attributes: size, shape and colour
Week4	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-7 	<ul style="list-style-type: none"> Identify patterns in clothes, objects and the environment 	<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week5	<ul style="list-style-type: none"> Compare a collection of objects and recognise more and less up to 13 				
Week6	<ul style="list-style-type: none"> Use concrete objects to solve problems involving addition and subtraction with answers up to 7 			<ul style="list-style-type: none"> Compare and order objects according to length: - Short and long 	
Week7	<ul style="list-style-type: none"> Solve addition problems with answers up to 7 	<ul style="list-style-type: none"> Copy patterns using body percussion 			
Week8	<ul style="list-style-type: none"> Solve orally subtraction 				<ul style="list-style-type: none"> Collect and sort everyday

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	problems with answers up to 7				objects according to different attributes: size, shape and colour
Week9	<ul style="list-style-type: none"> Add the same number repeatedly up to 6 				
Week 10	<ul style="list-style-type: none"> Recognise of South African Rand: R1, R2, R5 				

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 15 			<ul style="list-style-type: none"> Recognise long and short objects 	
Week3	<ul style="list-style-type: none"> Recognise, identify and read number symbols up to 8 	<ul style="list-style-type: none"> Copy simple patterns using concrete objects 			
Week4	<ul style="list-style-type: none"> Count forwards and backwards from a given number up to 15 				
Week5	<ul style="list-style-type: none"> Compare which of the two given collection of objects are: More and less Most and least Equal 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom 		
Week6	<ul style="list-style-type: none"> Use concrete objects to solve problems involving addition and subtraction with answers up to 8 			<ul style="list-style-type: none"> Identify seasonal changes 	
Week7	<ul style="list-style-type: none"> Practically share concrete objects equally up to 8 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, 		

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
			in front of, behind, up, down, next to		
Week8	<ul style="list-style-type: none"> • Solve addition problems with answers up to 8 • Solve orally subtraction problems with answers up to 8 				
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 8 	<ul style="list-style-type: none"> • Copy simple patterns using concrete objects 			
Week 10	<ul style="list-style-type: none"> • Say number names up to 10 		<ul style="list-style-type: none"> • Sort 3D objects in terms of size, shape and colour 		

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in ones up to 20 		<ul style="list-style-type: none"> Recognise and identify 3D objects in the classroom e.g. box and ball shapes 		
Week3	<ul style="list-style-type: none"> Practise doubling up to 10 	<ul style="list-style-type: none"> Copy patterns using body percussion 		<ul style="list-style-type: none"> Learners should know the classroom routine 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes: Size Shape Colour
Week4	<ul style="list-style-type: none"> Recognise of South African Rand, R1, R2, R5, R10 			<ul style="list-style-type: none"> Recognise the mass: heavy and light 	
Week5	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-10 		<ul style="list-style-type: none"> Follow directions to move around the classroom 		
Week6	<ul style="list-style-type: none"> Compare numbers and say which is more and less 			<ul style="list-style-type: none"> Use vocabulary e.g. full, empty 	
Week7	<ul style="list-style-type: none"> Solve addition problems 				<ul style="list-style-type: none"> Collect and sort objects

GRADE 1 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	with answers up to 10				according to different attributes: Size Shape Colour
Week8	<ul style="list-style-type: none"> Count backwards from any given number between 1-10 		<ul style="list-style-type: none"> Recognise, identify and name 2D shapes: Circle Triangle 		
Week9	<ul style="list-style-type: none"> Add the same number repeatedly up to 10 				
Week 10	<ul style="list-style-type: none"> Practically solve problems Sharing objects equally amongst the 10 learners Practically solve problems involving grouping up to 10 				

TERM OVERVIEW GRADE 2

The following tables show the progression over the terms within GRADE 2 in the different content areas:

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Counting with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers 0-20 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-30 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-40 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers 0-50 Count everyday objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards: 0-20 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number up to 20 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-30 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 14 - 10s up to 50 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-40 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 18 - 10s up to 80 	<ul style="list-style-type: none"> Counts forwards and backwards: 0-50 Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. Count from any number in multiples of: <ul style="list-style-type: none"> - 2s up to 20 - 10s up to 100

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number Symbols and number names	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-20 Write number symbols 1-10 Recognise, identify and read number names 1-5 	<ul style="list-style-type: none"> Recognise, identify and read number symbols 1-30 Write number symbols 1-15 Recognise, identify and read number names 1 -5 	<ul style="list-style-type: none"> Identify, recognise and read numbers 1-40 Identify, recognise and read number symbols 0-18 Write number symbols 1-18 Identify, recognise and read number names 1-5 Know number names 1-5 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Identify, recognise and read number names 1 -5 Know number names 1-5
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-5 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest 	<ul style="list-style-type: none"> Describe , compare and order numbers 1-10 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-15 Compare whole numbers using big, small, more, less and equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to Position objects in a line from 	<ul style="list-style-type: none"> Describe , compare and order numbers 1-20 Compare whole numbers up to 10 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to Position objects in a line from

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
			first to tenth • Use ordinary numbers to show order, place per position	first to tenth • Use ordinary numbers to show order, place per position
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value			• Recognise place value of numbers up to 30 • Decompose 2digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit	• Recognise place value of numbers up to 30 • Decompose 2- digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	• Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus	• Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus	• Use drawings or concrete apparatus e g counters • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus	• Use drawings or concrete apparatus e.g. counters • Building up and breaking down of numbers • Practise doubling and halving (concrete objects) • Use number lines supported by concrete apparatus
1.7 Addition and	• Solve simple word problems in context and explain own	• Solve simple word problems in context and explain own	• Solve simple word problems in context and explain own	• Solve simple word problems in context and explain own

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
subtraction	solution to problems involving, addition and subtraction with answers 1 up to 10	solution to problems involving, addition and subtraction with answers up to 15	solution to problems involving, addition and subtraction with answers up to 18	solution to problems involving, addition and subtraction with answers up to 20
1.8 Repeated addition leading to multiplication			<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 50
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 40 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50
1.10 Sharing leading to fractions		<ul style="list-style-type: none"> Introduction to half using concrete objects 	<ul style="list-style-type: none"> Introduction to half using concrete objects 	Introduction to half using concrete objects
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins, R1, R2, R5 	<ul style="list-style-type: none"> Recognise and identify the South African coin, 50c, R1, R2, R5 and bank notes R10, R20 	<ul style="list-style-type: none"> Recognise and identify the South African coins, 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
CONTEXT FREE CALCULATIONS				
1.12 Techniques (methods or strategies)	<ul style="list-style-type: none"> • Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus 	<ul style="list-style-type: none"> • Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Use number lines supported by concrete apparatus - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Use number lines - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Drawings or concrete apparatus e.g. counters - Practise doubling and halving - Building up and breaking down strategy - Use number lines - Use 100 chart
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Add to 10 • Subtract from 10 • Use appropriate symbols (+, -, =) 	<ul style="list-style-type: none"> • Add to 15 • Subtract from 15 • Use appropriate symbols (+, -, =) • Practice number bonds to 5 	<ul style="list-style-type: none"> • Add to 18 • Subtract from 18 • Use appropriate symbols (+, -, =) • Practice number bonds to 5 	<ul style="list-style-type: none"> • Add to 20 • Subtract from 20 • Use appropriate symbols (+, -, =) • Practice number bonds to 5
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Add the same number repeatedly up to 10 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 15 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 20 	<ul style="list-style-type: none"> • Add the same number repeatedly up to 20
1.16 Mental Mathematics	Number range 10 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say 	Number range 15 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say 	Number range 18 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say 	Number range 20 <ul style="list-style-type: none"> • Name the numbers before and after a given number • Compare numbers and say

GRADE 2 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
Topic	Term 1	Term 2	Term 3	Term 4
	which is more of less • Solve addition and subtraction problems (number bonds) to 5	which is more of less • Solve addition and subtraction problems (number bonds) to 5	which is more of less • Solve addition and subtraction problems (number bonds) to 10	which is more of less • Solve addition and subtraction problems (number bonds) to 10
1.17 Fractions		• Reinforce half with concrete objects	• Reinforce half with concrete objects	

GRADE 2 OVERVIEW WITH DIFFERENTIATION 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns		• Copy and extend simple patterns using concrete objects and drawings	• Copy, extend and describe in words simple patterns made with concrete objects	
2.2 Number patterns	• Copy and extend simple number sequence to at least 10 • Sequence should show counting forwards in 1's	• Copy and extend simple number sequence to at least 15 • Sequence should show counting forwards in 1's and 5s	• Copy and extend simple number sequence to at least 18 • Sequence should show counting forwards in 1's, 5s and 10s	• Copy and extend simple number sequence to at least 20 • Sequence should show counting forwards in 1's, 5s and 10s

GRADE 2 OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views		Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom • Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom Position and directions <ul style="list-style-type: none"> • Follow directions to move around the classroom Follow instructions to place one object in relation to another
3.2 3D objects	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in pictures - ball shapes (spheres) - box shapes (prisms)

GRADE 2 OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 	- cylinder Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape - objects that roll - objects that slide
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour Draw shapes

GRADE 2 OVERVIEW WITH DIFFERENTIATION 3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Circles - Triangles - Squares 	<ul style="list-style-type: none"> - Circles - Triangles - Squares 	<ul style="list-style-type: none"> - Circles - Triangles - Squares 	
3.4 Symmetry		<ul style="list-style-type: none"> • Recognise symmetry in own body 	<ul style="list-style-type: none"> • Identify symmetry in shapes and pictures 	<ul style="list-style-type: none"> • Draw a line of symmetry in shapes

GRADE 2 OVERVIEW WITH DIFFERENTIATION 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	<ul style="list-style-type: none"> • Know days of the week • Sing song or recite a rhyme about days of the week • Reinforce season chart • Place birthdays on a chart 	<ul style="list-style-type: none"> • Know days of the week • Sing song or recite a rhyme about days of the week • Reinforce season chart • Place birthdays on a chart 	<ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart 	<ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order the length (long and short), height (tall and short) of two or more objects by placing them next to each other 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans 	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height and width (narrow and wide) of two or more objects by placing them next to each other • Describe length in terms of short and long • Estimate, measure and compare lengths using non-standard measures e.g. hand spans
4.3 Mass	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass of two or more objects by feeling them or using a 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass of two or more objects by feeling them or using a 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass of two or more objects by feeling them or using a 	Informal measuring <ul style="list-style-type: none"> • Compare and order the mass of two or more objects by feeling them or using a

GRADE 2 OVERVIEW WITH DIFFERENTIATION 4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	balancing scale •Discuss mass e.g. light, heavy, lighter, heavier	balancing scale •Discuss mass e.g. light, heavy, lighter, heavier
4.4 Capacity /volume		•Informal measuring <ul style="list-style-type: none"> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty 	Informal measuring <ul style="list-style-type: none"> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty 	Informal measuring <ul style="list-style-type: none"> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) Use vocabulary e.g. more than, less than, full, empty

GRADE 1 OVERVIEW WITH DIFFERENTIATION

5. DATA HANDLING

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect and sort everyday concrete objects • Sort concrete objects according to one attribute e.g. blue cups for breakfast 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done • Give reasons for how collection was sorted 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done Give reasons for how collection was sorted 	<ul style="list-style-type: none"> • Collect and sort objects according to different attributes e.g. size, shape, colour • Answer questions about how the sorting was done
5.2 Represent sorted collections of objects				
5.3 Discuss and report on sorted collections of objects				
5.5 Represent data	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph 	<ul style="list-style-type: none"> • Use pictures to represent data in pictograph
5.6 Analyse and interpret data	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs 	<ul style="list-style-type: none"> • Answer questions about data in pictographs

ASSESSMENT PLANS: GRADE 2

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards in 1s from any number up to 20 				<ul style="list-style-type: none"> Sort concrete objects according different attributes e.g. colour, shape, size
Week3	<ul style="list-style-type: none"> Recognise, identify and read number symbols up to 1-20 			<ul style="list-style-type: none"> Place birthdays on a chart 	
Week4	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving, equal sharing and grouping up to 10 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - size - colour - shape 		
Week5	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up 			<ul style="list-style-type: none"> Compare and order the mass of two or more objects using a balancing scale 	

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	to 10				
Week6	<ul style="list-style-type: none"> • Addition and subtraction up to 10 				<ul style="list-style-type: none"> • Use pictures to represent data in pictograph
Week7	<ul style="list-style-type: none"> • Recognise, identify and read number names 1-20 • Write number symbols 1-10 	<ul style="list-style-type: none"> • Copy and extend simple number sequence to at least 10, sequence should show counting forwards in 1's 			
Week8	<ul style="list-style-type: none"> • Describe, compare and order numbers 1-15 and recognise: <ul style="list-style-type: none"> - more and less - equal to 		<ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Square 		
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 10 				
Week 10	<ul style="list-style-type: none"> • Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100 				

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards and backwards up 30 from a given number Identify the numbers before and after a given number up to 20 				<ul style="list-style-type: none"> Sort physical objects according to different attributes (shape, size, colour)
Week3	<ul style="list-style-type: none"> Identify and read number symbols up to 30 Write number symbols 1-25 	<ul style="list-style-type: none"> Copy and extend simple patterns using concrete objects and drawings 		<ul style="list-style-type: none"> Know the days of the week 	
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest up to 10 		Position and views <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. top and bottom 		
Week5	<ul style="list-style-type: none"> Count forwards 0-30 			<ul style="list-style-type: none"> Describe length in terms of short and long 	
Week6	<ul style="list-style-type: none"> Solve addition and subtraction word problems up to 15 		<ul style="list-style-type: none"> Describe, sort and compare 2D objects in terms of: <ul style="list-style-type: none"> size 		<ul style="list-style-type: none"> Use pictures to represent data in pictograph

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
			- colour - shape		
Week7	<ul style="list-style-type: none"> • Addition and subtraction up to 15 • Use appropriate symbols (+, -, =) 	<ul style="list-style-type: none"> • Copy and extend simple number sequence to at least 20, sequence should show counting forwards in 1's and 5's 			
Week8	<ul style="list-style-type: none"> • Add the same number repeatedly up to 15 		<ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles -Squares 		
Week9	<ul style="list-style-type: none"> • Practise doubling up to 10 			<ul style="list-style-type: none"> • Compare and order the amount of liquid that two containers can hold if filled (capacity) 	
Week 10	<ul style="list-style-type: none"> • Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100 		<ul style="list-style-type: none"> • Recognise symmetry in own body 		

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count with whole numbers 0-40 Count in multiples of 10 up to 80 Count in multiples of 2s up to 18 				<ul style="list-style-type: none"> Collect and sort everyday concrete objects Sort physical objects according to one attribute
Week3	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 15 Order and position numbers up to 20 (number line) 			<ul style="list-style-type: none"> Understand concept of today and tomorrow 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-40 Write number symbols 1-18 		<ul style="list-style-type: none"> Follow directions to move around the classroom Follow instructions to place one object in relation to another 		

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week5	<ul style="list-style-type: none"> • Recognise place value of numbers up to 30 • Decompose 2digit numbers into multiples of 10s and ones (units) • Identify and state the value of each digit 			<ul style="list-style-type: none"> • Compare and order the amount of liquid in two containers using vocabulary more than; less than, full and empty 	
Week6	<ul style="list-style-type: none"> • Addition and subtraction up to 18 • Use appropriate symbols (+, -, =) • Practise doubling and halving up to 20 				<ul style="list-style-type: none"> • Use pictures to represent data in pictograph • Answer questions about data in pictographs
Week7	<ul style="list-style-type: none"> • Solve simple word problems involving addition and subtraction with answers up to 18 	<ul style="list-style-type: none"> • Copy and extend simple number sequence to at least 30, sequence should show counting forwards in 1's, 5's and 10's 			
Week8	<ul style="list-style-type: none"> • Solve simple word problems in context 		<ul style="list-style-type: none"> • Recognise, name and draw 2D shapes 		

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	involving, equal sharing and grouping up to 40		<ul style="list-style-type: none"> - Circles - Triangles - Squares 		
Week9	<ul style="list-style-type: none"> • Add the same number repeatedly up to 15 		<ul style="list-style-type: none"> • Recognise symmetry in geometrical shapes and picture 		
Week 10	<ul style="list-style-type: none"> • Identify half with concrete object 				

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count with whole numbers 0-50 Count in multiples of 10 up to 100 from a given number Count in multiples of 2s up to 20 from a given number 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 		
Week3	<ul style="list-style-type: none"> Number symbols 1-40 Recognise Identify Read 			<ul style="list-style-type: none"> Know the days of the week Know the seasons of the year 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read numbers 1-50 Write number symbols 1-20 Identify, recognise and read number names 1-5 				
Week5	<ul style="list-style-type: none"> Recognise place value of numbers up to 30 Decompose 2digit 				

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	numbers into tens and units • Identify and state the value of each digit				
Week6	• Addition and subtraction up to 20 • Use appropriate symbols (+, -, =) • Know number bonds up to 10 • Solve simple word problems in contexts involving addition and subtraction up to 20				• Use pictures to represent data in pictograph • Answer questions about data in pictographs
Week7	• Solve simple word problems in context involving, equal sharing and grouping up to 50	• Copy and extend number sequence to at least 20, sequence should show counting forwards in 1's, 5's and 10's up to 50			
Week8	• Add the same number repeatedly up to 20		• Draw a line of symmetry in geometric shapes		

GRADE 2 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Solve simple word problems in contexts involving repeated addition leading to multiplication with answers up to 50 				
Week9	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1,R2, R5 and bank notes R10,R20, R50, R100 and R200 				
Week 10	Finalise assessment				

TERM OVERVIEW GRADE 3

The following tables show the progression over the terms within GRADE 3 in the different content area:

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers up to 50 reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count with whole numbers up to 100 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 150 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 200 reliably Give a reasonable estimate of a number of objects that can be checked by counting. Count by grouping is encouraged
1.2 Counts forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards 0-50 Practise incidental counting Count in 1s from any number up 50 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 50 5s up to 50 10s up to 100 Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 	<ul style="list-style-type: none"> Counts forwards and backwards 0-100 Practise incidental counting Count in 1s from any number up 100 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 100 10s up to 100 5s up to 100 Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 	<ul style="list-style-type: none"> Counts forwards and backwards 0-150 Practise incidental counting Count in 1s from any number up 150 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 100 10s up to 150 5s up to 150 Count backwards in: <ul style="list-style-type: none"> 1s from 50 10s from 100 	<ul style="list-style-type: none"> Counts forwards and backwards 0-200 Incidental counting Count in 1s from any number up 200 Count forwards in multiples of: <ul style="list-style-type: none"> 2s up to 200 10s up to 200 5s up to 200 Count backwards in: <ul style="list-style-type: none"> 1s from 100 10s from 200

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	2s from 20	5s from 50	2s from 100	2s from 150
• NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number Symbols and number names	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Identify, recognise and read number names 1-5 Know number names 1-5 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-100 Write number symbols 1-30 Identify, recognise and read number names 1-10 Know number names in multiples of 10s up to 100 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-150 Write number symbols 1-40 Identify, recognise and read number names 1-10 Know number names in multiples of 10s up to 150 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 Identify, recognise and read number names 1-20 Know number names in multiples of 10s up to 200
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-20 Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 50 Position objects in a line from 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-30 Compare whole numbers up to 30 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100 Position objects in a line from 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-40 Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 150 Position objects in a line from 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-50 Compare whole numbers up to 50 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200 Position objects in a line from

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	first to tenth <ul style="list-style-type: none"> • Use ordinary numbers to show order, place per position 	first to tenth <ul style="list-style-type: none"> • Use ordinary numbers to show order, place per position 	first to twentieth <ul style="list-style-type: none"> • Use ordinary numbers to show order, place per position 	first to thirtieth <ul style="list-style-type: none"> • Use ordinary numbers to show order, place per position
1.5 Place value	<ul style="list-style-type: none"> • Recognise place value of numbers up to 30 • Decompose 2- digit numbers into 10s and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise place value of two digit numbers from 10-50 • Decompose two- digit numbers into tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of two digit numbers from 10-80 • Decompose two digit numbers into tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of two digit numbers from 10-99 • Decompose two digit numbers into tens and units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Drawings or concrete apparatus e.g. counters - Building up and breaking down of numbers - Use number lines supported by - concrete apparatus - Use 100 chart

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM 1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
		- Calculator	- Calculator	- Calculator
1.7 Addition and subtraction	<ul style="list-style-type: none"> Solve simple word problems in context involving, addition and subtraction with answers up to 20 	<ul style="list-style-type: none"> Solve word problems in context involving addition and subtraction with answers up to 50 	<ul style="list-style-type: none"> Solve word problems in context involving addition and subtraction with answers up to 80 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100
1.8 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s, with answers up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 50 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 80 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication Solve addition problems of 10s, 5s and 2s with answers up to 100
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 20 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50
1.10 Sharing leading to	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing, leading to solutions that include unitary 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary 	<ul style="list-style-type: none"> Solve practical problems that involve equal sharing leading to solutions that include unitary

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
fractions	fractions e.g. half	fractions e.g. half	fractions e.g. half	fractions e.g. half and quarter
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 	<ul style="list-style-type: none"> Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 Solve money problems involving totals and change in cents up to 50c and Rand to R50 	<ul style="list-style-type: none"> Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 Solve money problems involving totals and change in cents up to 50c and Rand to R80 	<ul style="list-style-type: none"> Recognise and identify the South African coins: R1, R2, R5 and banknotes R10, R20, R50, R100 and R200 Solve money problems involving totals and change in cents up to 50c and Rand to R100
CONTEXT FREE CALCULATION				
1.12 Techniques (methods or Strategies)	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> Drawings or concrete apparatus e.g. counters Practise doubling and halving Building up and breaking down Use number lines Use 100 chart Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> Drawings or concrete apparatus e.g. counters Practise doubling and halving Building up and breaking down Use number lines Use 100 chart Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> Drawings or concrete apparatus e.g. counters Practise doubling and halving Building up and breaking down Use number lines Use 100 chart Rounding of in 10s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> Drawings or concrete apparatus e.g. counters Practise doubling and halving Building up and breaking down Use number lines Use 100 chart Rounding of in 10s
1.13 Addition and subtraction	<ul style="list-style-type: none"> Add to 20 Subtract from 20 Use appropriate symbols 	<ul style="list-style-type: none"> Add to 50 Subtract from 50 Use appropriate symbols 	<ul style="list-style-type: none"> Add to 80 Subtract from 80 Use appropriate symbols 	<ul style="list-style-type: none"> Add to 100 Subtract from 100 Use appropriate symbols

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. Numbers, Operations and Relationships				
Topic	Term 1	Term 2	Term 3	Term 4
	(+, -, =) <ul style="list-style-type: none"> Know addition and subtraction facts (number bonds) to 5 	(+, -, =) <ul style="list-style-type: none"> Know addition and subtraction facts (number bonds) to 10 	(+, -, =) <ul style="list-style-type: none"> Know addition and subtraction facts (number bonds) to 10 	(+, -, =) <ul style="list-style-type: none"> Know addition and subtraction facts (number bonds) to 10
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> Add the same number repeatedly up to 20 Multiply numbers 1-10 by 5 and 10 up to 50 	<ul style="list-style-type: none"> Add the same number repeatedly up to 30 Multiply numbers 1-10 by 5 and 10 up to 50 	<ul style="list-style-type: none"> Add the same number repeatedly up to 40 Multiply numbers 1-10 by 2, 5, and 10 up to 50 	<ul style="list-style-type: none"> Add the same number repeatedly to 50 Multiply numbers 1-10 by 2, 5, and 10 up to 50 Use appropriate symbols (+, x, =)
1.16 Mental Mathematics	Number concept: Range 20 <ul style="list-style-type: none"> Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 20 	Number Concept: Range 50 <ul style="list-style-type: none"> Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 50 	Number Concept: Range 80 <ul style="list-style-type: none"> Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 80 	Number Concept: Range 100 <ul style="list-style-type: none"> Name the number before and after a given number Order a given set of selected numbers Compare numbers and say which is more or less Solve addition and subtraction problems up to 100
1.17 Fractions		<ul style="list-style-type: none"> Use and name fractions: halves 	<ul style="list-style-type: none"> Use and name fractions: halves 	<ul style="list-style-type: none"> Use and name fractions: halves

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 	<ul style="list-style-type: none"> • Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines
2.2 Number patterns	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 20 • Sequence should show counting forwards in 1s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 50 • Sequence should show counting forwards in 1s, 10s, 5s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 80 • Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequences to at least 100 • Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM 3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom. Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom. Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. E.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions using an informal map Follow instructions to place one object in relation to another 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. E.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions using an informal map Follow instructions to place one object in relation to another
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms) 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in pictures - Ball shapes (spheres) - Box shapes (prisms)

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Cylinders Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide 	<ul style="list-style-type: none"> - Cylinders Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll Objects that slide 	<ul style="list-style-type: none"> - Cylinders Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll - Objects that slide 	<ul style="list-style-type: none"> - Cylinders Features of the objects <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: - Size - Colour - Shape - Objects that roll Objects that slide
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes <ul style="list-style-type: none"> - Circles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes <ul style="list-style-type: none"> - Circles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes <ul style="list-style-type: none"> - Circles 	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes <ul style="list-style-type: none"> - Circles

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
3. SPACE AND SHAPE				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Triangles - Squares 	<ul style="list-style-type: none"> - Triangles Squares 	<ul style="list-style-type: none"> - Triangles - Squares 	<ul style="list-style-type: none"> - Triangles Squares
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in geometric shapes

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Know months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart 	Passing of time <ul style="list-style-type: none"> • Know days of the week • Know months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Sequence events • Reinforce season chart • Place birthdays on a chart. Telling time <ul style="list-style-type: none"> • Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones
4.2 Length	Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height or width of two or more objects by placing them next to each other • Estimate measure, compare, order and record length using non-standard measures e.g. 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g. 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g. 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record length using non-standard measures e.g.

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	hand, spans, paces, pencil lengths, counters etc.	hand spans, paces, pencil lengths counters etc. <ul style="list-style-type: none"> • Use language to talk about comparison e.g. long, short, tall, short 	hand spans, paces, pencil lengths counters etc. <ul style="list-style-type: none"> • Use language to talk about comparison e.g. long, short, tall, short Introducing formal measuring <ul style="list-style-type: none"> • Measure using metre (m), and centimetres (cm) • Estimate and measure height using height chart 	hand spans, paces, pencil lengths counters etc. <ul style="list-style-type: none"> • Use language to talk about comparison e.g. long, short, tall, short Introducing formal measuring <ul style="list-style-type: none"> • Measure using metre (m), and centimetres (cm) • Estimate, and measure height using height chart
4.3 Mass		Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier Introduce formal measuring <ul style="list-style-type: none"> • Compare and order the mass of commercially packaged objects 	Informal measuring <ul style="list-style-type: none"> • Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. • Use language to talk about the comparison:, light, heavy, lighter, heavier Introduce formal measuring <ul style="list-style-type: none"> • Compare and order the mass of commercially packaged objects

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
			<p>which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</p> <ul style="list-style-type: none"> • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg 	<p>which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour</p> <ul style="list-style-type: none"> • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg
4.4 Capacity/ Volume			<p>Informal measuring</p> <ul style="list-style-type: none"> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups <p>Introduction of formal</p>	<p>Informal measuring</p> <ul style="list-style-type: none"> • Compare and order the amount of liquid (volume) in two containers placed next to each other • Compare and order the amount of liquid that two containers can hold if filled (capacity) • Use vocabulary e.g. more than, less than, full, empty • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups <p>Introduction of formal</p>

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
			measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml) e.g. 500ml of cool drink and 1l of milk 	measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml) e.g. 500ml of cool drink and 1l of milk

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
5. Data Handling				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections 	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections 	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections	<ul style="list-style-type: none"> Collect data on the theme Sort objects according to different attributes Answer questions on collections Make pictograph with one-to-one correspondence
5.2 Represent sorted collection of objects		<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data 	<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data 	<ul style="list-style-type: none"> Collect and sort objects according to different criteria Draw a picture of the collected data
5.3 Discuss and report on sorted collection of objects				<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) What the sorted collection looks like (product) Describe the collection through drawings
5.5 Represent data	<ul style="list-style-type: none"> Represent data in pictograph with one-to-one correspondence 	Represent data in pictograph with one-to-one correspondence	<ul style="list-style-type: none"> Represent data in pictograph with one to one correspondence 	Represent data in pictograph with one-to-one correspondence
5.6			<ul style="list-style-type: none"> Answer questions about data 	

GRADE 3 OVERVIEW WITH DIFFERENTIATION PER TERM				
5. Data Handling				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Analyse and interpret data			in pictograph	

ASSESSMENT PLANS: GRADE 3

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards in multiples: 5s up to 50 10s up to 100 2s up to 50 		<ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-50 Write number symbols 1-20 Know number names 1-5 	<ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 			
Week4	<ul style="list-style-type: none"> Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to 			Passing of time <ul style="list-style-type: none"> Know days of the week Understand concept of today and tomorrow Sequence of events Place and identify birthdays on 	

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
				chart/calendar	
Week5	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers up to 20 		<ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide 		
Week6	<ul style="list-style-type: none"> • Add to 20 • Subtract from 20 • Use appropriate symbols (+,-,=) • Solve addition and subtraction problems up to 20 • Practise doubling and halving up to 20 	<ul style="list-style-type: none"> • Copy, extend and describe simple number sequence to at least 20 in 1s, 5s, 2s 			
Week7	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to 				<ul style="list-style-type: none"> • Collect data on the theme • Sort objects according to different attributes

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers. Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	problems involving repeated addition leading to multiplication				<ul style="list-style-type: none"> • Answer questions on collections • Represent data on pictograph
Week8	<ul style="list-style-type: none"> • Solve addition problems of 10s, 5s, with answers up to 20 			Informal measuring <ul style="list-style-type: none"> • Compare and order the length, height or width of two or more objects by placing them next to each other 	
Week9	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200 		Symmetry <ul style="list-style-type: none"> • Draw line of symmetry in geometric shapes 		
Week 10	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10 			<ul style="list-style-type: none"> • Order regular events from their own lives • Sequence of events 	

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 20 10s from 50 5s from 20 				<ul style="list-style-type: none"> Sort objects according to different attributes Answer questions on collections
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-100 Write number symbols 1-30 Identify, recognise and read number names 1 - 10 Know number names in multiples of 10s up to 100 	<ul style="list-style-type: none"> Copy, extend and describe number sequence to at least 50 (sequence should include counting forwards and backwards in 1s,2s,5s and 10s) 			
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 			<ul style="list-style-type: none"> Use language to talk about comparison e.g. long, short and tall, short 	

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	100				
Week5				<ul style="list-style-type: none"> • Days of the week • Understand concept of today and tomorrow 	
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50 			<ul style="list-style-type: none"> • Order regular events from their own lives • Sequence of events 	
Week7	<ul style="list-style-type: none"> • Add to 50 • Subtract from 50 • Use appropriate symbols (+, -, =) • Solve addition and subtraction problems (number bonds) to 20 • Practise doubling and halving up to 50 	<ul style="list-style-type: none"> • Copy and extend a given geometric patterns • Make own patterns using 2D shapes 			
Week8	<ul style="list-style-type: none"> • Solve addition problems of 10s, 5s and 			<ul style="list-style-type: none"> • Estimate, measure and compare mass of items 	

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	2s with answers up to 50 • Multiply numbers 1-10 by 5 and 10			using a balancing scale and non-standard measures	
Week9	• Solve money problems involving totals and change in cents up to 50c and Rand to R50				
Week 10	• Use and name fractions: halves				

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards with whole numbers up to 150 - 2s up to 100 - 5s up to 150 - 10s up to 150 	<ul style="list-style-type: none"> Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-150 Write number symbols 1-40 Identify, recognise and read number names 1 -10 Know number names in multiples of 10s up to 150 			<ul style="list-style-type: none"> Know the days of the week Identify months of the year on a calendar 	
Week4	<ul style="list-style-type: none"> Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to 		<ul style="list-style-type: none"> Describe the position of one object in relation to another Follow directions using an informal map 		
Week5	<ul style="list-style-type: none"> Recognise the place value 			<ul style="list-style-type: none"> Measure using metre (m), 	

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	of two digit numbers from 10-80 • Decompose two digit numbers into tens and units • Identify and state the value of each digit			and centimetres (cm)	
Week6	• Solve word problems in context involving addition and subtraction with answers up to 80			• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml)	
Week7	• Add to 80 • Subtract from 80 • Use appropriate symbols (+, -, =) • Solve addition and subtraction problems (number bonds) to 20	• Copy, extend and describe number sequence to at least 80 (sequence should show counting forwards and backwards in 1s, 2s, 5s, 10s)			

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> Solve addition problems of 10s, 5s and 2s with answers up to 80 Multiply numbers 1-10 by 2, 5 and 10 				<ul style="list-style-type: none"> Use pictures to represent data in pictograph Answer questions about data in pictographs
Week9	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R80 			<ul style="list-style-type: none"> Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg 	
Week 10	<ul style="list-style-type: none"> Use and name fractions: halves 		<ul style="list-style-type: none"> Recognise and name 2D shapes <ul style="list-style-type: none"> Circles Triangles Squares Draw shapes <ul style="list-style-type: none"> Circles Triangles Squares 		

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count forwards with whole numbers up to 200 <ul style="list-style-type: none"> - 2s up to 200 - 5s up to 200 - 10s up to 200 Count backwards in: <ul style="list-style-type: none"> - 1s from 100 - 10s from 200 - 5s from 150 - 2s from 150 				<ul style="list-style-type: none"> Use pictures to represent data in pictograph Answer questions about data in pictographs
Week3	<ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 			<ul style="list-style-type: none"> Tell-12-hour time in hours on analogue clocks and digital instruments 	
Week4	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 Identify, recognise and 		<ul style="list-style-type: none"> Recognise the place value of two digit numbers from 10-99 Decompose two digit numbers into tens and units Identify and state the 		

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	read number names 1 - 20 • Know number names in multiples of 10s up to 200		value of each digit		
Week5	Number concept: Range 100 • Name the number before and after a given number • Order a given set of selected numbers • Compare numbers and say which is more or less • Addition and subtraction up to 100			• Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitres (ml)	
Week6	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100				• Represent data in pictograph with one to one correspondence • Answer questions about data in a pictograph
Week7	• Add to 100	• Copy, extend and			

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Subtract from 100 Use appropriate symbols (+, -, =) Solve addition and subtraction problems (number bonds) to 25 Practise doubling and halving up to 50 	describe number sequence to at least 100 (sequence should show counting forwards and backwards in 1s, 2s, 5s, 10s)			
Week8	<ul style="list-style-type: none"> Multiply numbers 1-10 by 2, 5, 10 up to 50 Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication 			<ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg) 	
Week9	<ul style="list-style-type: none"> Solve simple word problems in context and explain own solution to problems that involve equal sharing and 				

GRADE 3 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	grouping up to 50				
Week 10	<ul style="list-style-type: none"> Solve money problems involving totals and change in cents up to 50c and Rand to R100 				

TERM OVERVIEW GRADE 4

The following tables show the progression over the terms within GRADE 4 in the different content area:

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count with whole numbers up to 200 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 300 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 400 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged 	<ul style="list-style-type: none"> Count with whole numbers up to 500 reliable Give a reasonable estimate of a number of objects that can be checked by counting Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged
1.2 Count forwards and backwards	<ul style="list-style-type: none"> Counts forwards and backwards 0-200 Count in 1s from any number up to 200 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 200 - 10s up to 200 - 5s up to 200 	<ul style="list-style-type: none"> Counts forwards and backwards 0-300 Count in 1s from any number up to 300 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 300 - 10s up to 300 - 5s up to 300 	<ul style="list-style-type: none"> Counts forwards and backwards 0-400 Count in 1s from any number up to 400 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 400 - 10s up to 400 - 5s up to 400 	<ul style="list-style-type: none"> Counts forwards and backwards 0-500 Count in 1s from any number up to 500 Count forward in multiples from a given number: <ul style="list-style-type: none"> - 2s up to 500 - 10s up to 500 - 5s up to 500

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 100 10s from 200 2s from 150 5s from 150 	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 300 10s from 300 2s from 200 5s from 200 	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 400 10s from 400 2s from 200 5s from 250 	<ul style="list-style-type: none"> Count backwards in: <ul style="list-style-type: none"> 1s from 500 10s from 500 2s from 300 5s from 300
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number symbols and number names	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 Identify, recognise and read number names 1 -50 Know number names in multiples of 10s up to 200 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-300 Write number symbols 1-100 Identify, recognise and read number names 1 -100 Know number names in multiples of 10s up to 300 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-400 Write number symbols 1-250 Identify, recognise and read number names 1 -250 Know number names in multiples of 10s up to 400 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Identify, recognise and read number names 1 -500 Know number names in multiples of 10s up to 500
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-50 Compare whole numbers up to 50 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-60 Compare whole numbers up to 60 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-80 Compare whole numbers up to 80 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-100 Compare whole numbers up to 100 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<p>than, more than, less than and equal to, up to 50</p> <ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 	<p>than, more than, less than and equal to, up to 80</p> <ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 	<p>than, more than, less than and equal to, up to 100</p> <ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position 	<p>than, more than, less than and equal to, up to 200</p> <ul style="list-style-type: none"> Position objects in a line from first to thirtieth Use ordinary numbers to show order, place per position Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged Count with whole numbers up to 200 reliably Give a reasonable estimate of a number of objects that can be checked by counting Count by grouping is encouraged
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value	<ul style="list-style-type: none"> Recognise the place value of two digit numbers 10-99 Decompose two digit numbers 	<ul style="list-style-type: none"> Recognise the place value of three digit numbers 10-200 Decompose three digit 	<ul style="list-style-type: none"> Recognise the place value of three digit numbers 10-300 Decompose three digit 	<ul style="list-style-type: none"> Recognise the place value of three digit numbers 10-500 Decompose three digit

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	into tens and units • Identify and state the value of each digit	numbers into hundreds, tens and units • Identify and state the value of each digit	numbers into hundreds, tens and units • Identify and state the value of each digit	numbers into hundreds, tens and units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	• Use the following techniques: - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens - Calculator	• Use the following techniques: - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens - Calculator	• Use the following techniques: - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens - Calculator	• Use the following techniques: - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in tens - Calculator
1.7 Addition and subtraction	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250
1.8 Repeated addition leading to multiplication	• Solve word problems in context and explain own solution to problems involving repeated addition leading to	• Solve word problems in context and explain own solution to problems involving repeated addition leading to	• Solve word problems in context and explain own solution to problems involving repeated addition leading to	• Solve word problems in context and explain own solution to problems involving repeated addition leading to

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	multiplication with answers up to 30	multiplication with answers up to 100	multiplication with answers up to 200	multiplication with answers up to 250
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may include remainders 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders 	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders
1.10 Sharing leading to fractions	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half and quarter 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, three quarters, third and fifth 	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, three quarters, third and fifth
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	up to 50c and Rand up to R50	up to 50c and Rand up to R50	up to 75c and Rand up to R75	up to 90c and Rand up to R99
CONTEXT FREE CALCULATION				
1.12 Techniques (methods or strategies)	<ul style="list-style-type: none"> • Use the following techniques when performing calculation - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator 	<ul style="list-style-type: none"> • Use the following techniques when performing calculation - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator 	<ul style="list-style-type: none"> • Use the following techniques when performing calculation - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator 	<ul style="list-style-type: none"> • Use the following techniques when performing calculation - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding of in 10s - Calculator
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Add to 100 • Subtract from 100 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 15 	<ul style="list-style-type: none"> • Add to 150 • Subtract from 150 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 15 	<ul style="list-style-type: none"> • Add to 180 • Subtract from 180 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 20 	<ul style="list-style-type: none"> • Add to 200 • Subtract from 200 • Use appropriate symbols • (+, -, =, □) • Practice number bonds to 20
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol • (+, x, =) 	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol • (+, x, =) 	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100 • Use appropriate symbol • (+, x, =) 	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100 • Use appropriate symbol • (+, x, =)
1.15 Division	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • Use appropriate symbols • (\div, =) 	<ul style="list-style-type: none"> • Use appropriate symbols • (\div, =) 	<ul style="list-style-type: none"> • Use appropriate symbols • (\div, =) 	<ul style="list-style-type: none"> • Use appropriate symbols • (\div, =)
1.16 Mental Mathematics	Range 100 <ul style="list-style-type: none"> • Name the number before and after a given number: <ul style="list-style-type: none"> - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or 10 less • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	Range 150 <ul style="list-style-type: none"> • Name the number before and after a given number: <ul style="list-style-type: none"> - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or 10 less • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	Range 180 <ul style="list-style-type: none"> • Name the number before and after a given number: <ul style="list-style-type: none"> - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or 10 less • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5 and 10 	Range 200 <ul style="list-style-type: none"> • Name the number before and after a given number: <ul style="list-style-type: none"> - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or 10 less • Solve addition and subtraction problems up to 30 • Know multiplication tables of 2, 5, 3 and 10
1.17 Fractions	<ul style="list-style-type: none"> • Recognise halves and quarters 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters • Recognise fractions in diagrammatic form • Write fractions 1 half, 1 quarter, 1 third e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar including halves, quarters and third • Recognise fractions in diagrammatic form • Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters and third • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 2. PATTERNS, FUNCTION AND ALGEBRA				
Topic	Term 1	Term 2	Term 3	Term 4
2.1 Geometric Patterns	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life 	<ul style="list-style-type: none"> • Copy, extend and create patterns made with drawings of lines, shape or objects • Identify, describe (in own words) and copy geometric patterns from nature, modern everyday life and our cultural heritages
2.2 Number patterns	<ul style="list-style-type: none"> • Copy and extend number sequence to at least 50 • Sequences should show counting forwards and backwards in 1s, 2s, 5s, 10s 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 100 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-100 - 10s from any multiple up to 200 - 5s from any multiple up to 100 - 2s from any multiple up to 100 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 250 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-300 - 10s from any multiple up to 300 - 5s from any multiple up to 300 - 2s from any multiple up to 300 - 3s from multiple up to 300 	<ul style="list-style-type: none"> • Copy, extend and describe number sequence to at least 500 • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-500 - 10s from any multiple up to 500 - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from multiple up to 500 - Create own number patterns

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. top and bottom Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom and school Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> Understand the position of one object in relation to the other e.g. top and bottom Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> Follow directions to move around the classroom and school Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to. Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Recognise and match different views of objects Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom Follow directions on an informal map 	Language of position <ul style="list-style-type: none"> Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to. Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another e.g. top and bottom, front and back etc. Recognise and match different views of objects Position and directions <ul style="list-style-type: none"> Follow and give directions to move around the classroom Follow directions on an informal map
3.2 3D objects	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in 	Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects in the classroom and in

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
	<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> • Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects 	<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects 	<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> • Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects 	<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - Shape - Objects that roll - Objects that slide <p>Focused activities</p> <ul style="list-style-type: none"> Observe and build given 3D objects using concrete materials such as cut-out 2D shapes/ templates, building blocks, recycled material, construction kits, other 3D geometric objects

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM 3. SHAPES AND SPACE				
TOPIC	TERM 1	TERM 2	TERM3	TERM 4
3.3 2D shapes	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles	Range of shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes <ul style="list-style-type: none"> - Circles - Triangles - Rectangle - Squares Features of shapes <ul style="list-style-type: none"> • Describe, sort and compare 2D Shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares Rectangles
3.4 Symmetry	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 	Symmetry Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 	Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> • Tell-12 hour time in hours on analogue clocks and digital instruments e.g. Cell phones 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Understand concept of today and tomorrow • Order regular events from their own lives • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar Telling time <ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone
4.2	Informal measuring	Formal measuring	Formal measuring	Formal measuring

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
Length	<ul style="list-style-type: none"> Estimate, measure, compare, order and record length using non-standard measures e.g. hand, spans, paces, pencil lengths, counters etc. Describe the length of objects by counting and stating the length using informal units Introducing formal measuring <ul style="list-style-type: none"> Measurement using metres (m), and centimetres (cm) Estimate, and measure height using height chart 	<ul style="list-style-type: none"> Measuring using metres (m), and centimetres (cm) Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length 	<ul style="list-style-type: none"> Measuring using metres (m), and centimetres (cm) Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length 	<ul style="list-style-type: none"> Measuring using metres (m), and centimetres (cm) Estimate, measure, order and record length using metres (either metre sticks or metre long length of string, measuring tape and ruler) and centimetres as the standard unit of length
4.3 Mass	Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. Use language to talk about the comparison: light, heavy, lighter, heavier 	Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. Use language to talk about the comparison: light, heavy, lighter, heavier 	Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. Use language to talk about the comparison: light, heavy, lighter, heavier 	Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc. Use language to talk about the comparison: light, heavy, lighter, heavier

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> Describe the mass of objects by counting and stating the mass using informal units <p>Introduce formal measuring</p> <ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg Measure own mass in kilograms using a bathroom scale 	<ul style="list-style-type: none"> Describe the mass of objects by counting and stating the mass using informal units <p>Introduce formal measuring</p> <ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg Measure own mass in kilograms using a bathroom scale 	<ul style="list-style-type: none"> Describe the mass of objects by counting and stating the mass using informal units <p>Formal measuring</p> <ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg Measure own mass in kilograms using a bathroom scale 	<ul style="list-style-type: none"> Describe the mass of objects by counting and stating the mass using informal units <p>Formal measuring</p> <ul style="list-style-type: none"> Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour Measure own mass in kilograms using a bathroom scale Measure the mass of different items using a kitchen scale in kg Measure own mass in kilograms using a bathroom scale
4.4 Capacity/ Volume	<p>Informal measuring</p> <ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of containers by using non- 	<p>Informal measuring</p> <ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of containers by using non- 	<p>Informal measuring</p> <ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of containers by using non- 	<p>Informal measuring</p> <ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of containers by using non-

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
	standard measures e.g. spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500mℓ of cold drink and 1ℓ of milk 	standard measures e.g. spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500mℓ of cold drink and 1ℓ of milk 	standard measures e.g. spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500mℓ of cold drink and 1ℓ of milk 	standard measures e.g. spoons and cups Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500 mℓ of cold drink and 1ℓ of milk

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
5. DATA HANDLING				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
5.1 Collect and Sort objects	<ul style="list-style-type: none"> Collect data on the theme to answer questions posed by the teacher Use data cycle to make class pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> Collect data on the theme to answer questions posed by the teacher Use data cycle to make class pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes Introduce the concept of data handling by collecting data of how many boys and girls are in the class 	<ul style="list-style-type: none"> Collect and sort objects according to different attributes Introduce the concept of data handling by collecting data of how many boys and girls are in the class
5.2 Represent sorted collection of objects		<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher 	<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher 	<ul style="list-style-type: none"> Use data cycle to make class pictograph with one-to-one correspondence Collect data about the theme to answer questions posed by the teacher
5.3 Discuss and report on sorted collection of objects				<ul style="list-style-type: none"> Answer questions about how the sorting was done (process) What the sorted collection looks like (product) Describe the collection through drawings
5.4 Collect and Organise data	<ul style="list-style-type: none"> Make pictograph with one-to-one correspondence 	Make pictograph with one-to-one correspondence	<ul style="list-style-type: none"> Collect data about the theme to answer questions posed by the teacher Organise data in a table 	<ul style="list-style-type: none"> Collect data about the theme to answer questions posed by the teacher Organise data in a table

GRADE 4 OVERVIEW WITH DIFFERENTIATION PER TERM				
5. DATA HANDLING				
TOPIC 1	TERM1	TERM 2	TERM 3	TERM 4
5.5 Represent data	<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs 		<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs 	<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs
5.6 Analyse and interpret	<ul style="list-style-type: none"> • Represent data in pictograph with one-to-one correspondence • Answer questions about data in pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> • Analyse data from representations provided • Represent data in pictograph with one-to-one correspondence 	<ul style="list-style-type: none"> • Represent data in pictograph and bar graph with one to one correspondence • Answer questions about data in pictograph and bar graphs with one-to-one correspondence 	<ul style="list-style-type: none"> • Analyse data from in pictograph and bar graph representations provided • Represent data in pictograph and bar graph with one-to-one correspondence

ASSESSMENT PLANS: GRADE 4

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 200 Count forwards in multiples of: <ul style="list-style-type: none"> - 2s up to 200 - 10s up to 200 - 5s up to 200 Count backwards in multiples of: <ul style="list-style-type: none"> - 1s from 100 - 10s from 200 - 2s from 150 - 5s from 150 		Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-200 Write number symbols 1-50 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour 		

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Identify, recognise and read number names 1 - 20 Know number names in multiples of 10s up to 200 		<ul style="list-style-type: none"> Shape Objects that roll Objects that slide 		

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> • Recognise the place value of two digit numbers 10-99 • Decompose two digit numbers into tens and units • Identify and state the value of each digit 			<p>Passing of time</p> <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Identify birthdays, public holidays, school events, religious holidays and historical events on the calendar <p>Telling time</p> <ul style="list-style-type: none"> • Tell-12 hour time in hours on analogue clocks and digital instruments e.g. cell phones 	<ul style="list-style-type: none"> • Represent data in pictographs
Week5	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 			<p>Formal measuring</p> <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume 	

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Solve money problems involving total change in cents up to 50c and Rand up to R50 			stated in litres and millilitres	
Week6	<ul style="list-style-type: none"> Solve addition problems up to 100 Solve subtraction problems from 100 Use appropriate symbols (+, -, =, \square) Solve addition and subtraction problems to 30 (Mental Maths) Practise doubling and halving up to 100 			Informal measuring <ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups 	
Week7	<ul style="list-style-type: none"> Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 Know multiplication tables of 2, 5 and 10 (Mental Maths) 	<ul style="list-style-type: none"> Copy and extend number sequences to at least 50 Sequences should show counting forwards and backwards in 1s, 2s 			
Week8	<ul style="list-style-type: none"> Divide numbers to 50 by 				<ul style="list-style-type: none"> Represent data in

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	2, 5, and 10 • Use appropriate symbols (\div , $=$)				pictographs and bar graphs with one-to-one correspondence. • Answer questions about data in pictographs and bar graphs with one-to-one correspondence
Week 9	• Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders		Symmetry • Draw line of symmetry in 2D geometrical shapes and non-geometrical shapes		
Week 10	• Recognise halves and quarters	• Copy and extend number sequence to at least 50 • Sequence should show counting forwards and backwards in 1s			

**GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> • Count in 1s from any number up to 300 • Count forward in multiples from a given number in: <ul style="list-style-type: none"> - 2s up to 300 - 10s up to 300 - 5s up to 200 • Count backwards in multiples from a given number in: <ul style="list-style-type: none"> - 1s from 300 - 10s from 300 - 2s from 200 - 5s from 200 				<ul style="list-style-type: none"> • Collect and sort data according to different attributes • Represent data in a pictograph
Week3	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-300 • Write number symbols 1-100 			<ul style="list-style-type: none"> • Measure using metres (m) and centimetres (cm) 	

**GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Identify, recognise and read number names 1-100 Know number names in multiples of 10s up to 300 				
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 80 			Telling time <ul style="list-style-type: none"> Tell 12 hour time in hours, half hours on analogue clocks and digital clocks and other digital instruments that show time 	
Week5	<ul style="list-style-type: none"> Recognise the place value of three digit numbers up to-200 Decompose three digit numbers into hundreds, tens and units Identify and state the 	<ul style="list-style-type: none"> Identify and describe in own words and copy geometric patterns from nature and modern everyday life 			

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	value of each digit				
Week6	<ul style="list-style-type: none"> • Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150 • Solve addition problems up to 150 • Solve subtraction problems from 150 • Use appropriate symbols (+, -, =, □) 				

**GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week7	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 • Multiply numbers 1 to 10 by 10, 5 and 2 up to 150 • Use appropriate symbol (+, x, =) 	<ul style="list-style-type: none"> • Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> - 5s from any multiple up to 100 - 2s from any multiple up to 100 - 10s from any multiple up to 200 			
Week8	<ul style="list-style-type: none"> • Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols (\div, =) • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 				

**GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	with answers that may include remainders				
Week9	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 • Solve money problems involving total change in cents up to 50c and Rand up to R50 				
Week 10	<ul style="list-style-type: none"> • Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ 				

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 400 Count forwards in multiples from a given number: <ul style="list-style-type: none"> 2s up to 400 10s up to 400 5s up to 400 Count backwards in multiples from a given number: <ul style="list-style-type: none"> 1s from 400 10s from 400 2s from 200 5s from 250 		Position and views <ul style="list-style-type: none"> Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Recognise and match different views of objects 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-400 Write number symbols 1-250 Identify, recognise and 		<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> Size Colour Shape 		

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	read number names 1-250 • Know number names in multiples of 10s up to 400		- Objects that roll - Objects that slide		
Week4	• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100			Telling time • Tell 12 hour time in hours, half hours and quarter hours on analogue clocks and digital clocks and other digital instruments that show time	
Week5	• Recognise the place value of three digit numbers 10-300 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit			Formal measuring • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg	

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180 • Add to 180 • Subtract from 180 • Use appropriate symbols (+, -, =, □) • Practice number bonds to 30 		Symmetry <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 		
Week7	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 • Know multiplication tables of 2, 5 and 10 	<ul style="list-style-type: none"> • Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-300 - 10s from any multiple up to 300 - 5s from any multiple up to 300 			

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 	<ul style="list-style-type: none"> - 2s from any multiple up to 300 - 3s from multiple up to 300 			

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders • Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols (\div, $=$) 				<ul style="list-style-type: none"> • Represent data in pictographs and bar graphs with one-to-one correspondence • Answer questions about data in pictographs and bar graphs
Week9	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 • Solve money problems involving total change in cents up to 75c and Rand up to R75 		Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom • Follow directions on an informal map 		

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 10	<ul style="list-style-type: none"> Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, 2 quarters, three quarters, one third and one fifth Recognise fractions in diagrammatic form Write fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Count in 1s from any number up to 500 Count forward in multiples from a given number: <ul style="list-style-type: none"> 2s up to 500 10s up to 500 5s up to 500 Count backwards in multiples from a given number: <ul style="list-style-type: none"> 1s from 500 10s from 500 2s from 300 5s from 300 	<ul style="list-style-type: none"> Copy, extend and describe number sequences to at least 500 Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> 5s from any multiple up to 500 2s from any multiple up to 500 3s from any multiple up to 500 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in 				<ul style="list-style-type: none"> Analyse data from in pictographs and bar graphs representations provided

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	multiples of 10s up to 500 • Identify, recognise and read number names 1-500				
Week4	• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200			Telling time • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone	
Week5	• Recognise the place value of three digit numbers 10-500 • Decompose three digit numbers into hundreds, tens and units • Identify and state the	• Copy, extend and describe number sequences to at least 500 • Sequences should show counting forward and backwards in:			

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	value of each digit	<ul style="list-style-type: none"> - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from any multiple up to 500 • Create own number patterns 			
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250 • Solve addition problems up to 200 • Solve subtraction problems from 200 • Practise doubling and halving up to 200 • Use appropriate 			Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cold drink and 1L of milk 	

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	symbols (+, -, =, □)				
Week7	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 250 • Multiply numbers 1 to 10 by 10, 5 and 2 up to 100 • Use appropriate symbol (+, x, =) 		<ul style="list-style-type: none"> • Draw shapes <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 		

GRADE 4 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 500 with answers that may include remainders • Divide numbers up to 50 by 2, 5, and 10 • Use appropriate symbols (\div, $=$) 			Formal measuring <ul style="list-style-type: none"> • Measuring using metres (m), and centimetres (cm) 	
Week9	<ul style="list-style-type: none"> • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 • Solve money problems involving total change in cents up to 90c and Rand up to R99 				

Week 10	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters and third • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, 				
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TERM OVERVIEW GRADE 5

The following tables show the progression over the terms within GRADE 5 in the different content area:

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: count with the whole numbers				
1.1 Count objects	<ul style="list-style-type: none"> Count to at least 500 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 600 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 800 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping 	<ul style="list-style-type: none"> Count to at least 1000 everyday objects reliably Give a reasonable estimate of a number of objects that can be checked by counting Encourage strategy of grouping
1.2 Count backwards and forwards	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-500 - 10s from any multiple up to 500 - 2s from any multiple up to 100 - 5s from any multiple up to 100 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-600 - 10s from any multiple up to 600 - 2s from any multiple up to 200 - 5s from any multiple up to 400 - 3s from any multiple up to 300 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-800 - 10s from any multiple up to 800 - 2s from any multiple up to 400 - 5s from any multiple up to 600 - 3s from any multiple up to 600 - 4s from any multiple up to 800 	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number 0-1000 - 10s from any multiple up to 1000 - 2s from any multiple up to 1000 - 5s from any multiple up to 1000 - 3s from any multiple up to 1000 - 4s from any multiple up to 1000 - 50s and 100s to 1000 and more -

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 Number Symbols and number names	<ul style="list-style-type: none"> Identify, recognise and read number symbols 1-500 Write number symbols 1-500 Know number names in multiples of 10s up to 500 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-700 Write number symbols 0-700 Write number names 0-20 Know number names in multiples of 10s up to 700 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-800 Write number symbols 0-800 Write number names 0-20 Know number names in multiples of 10s up to 800 	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-1000 Write number symbols 0-1000 Write number names 0-20 Know number names in 10s up to 1000
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 Describe, compare and order numbers	<ul style="list-style-type: none"> Describe, compare and order numbers 1-100 Compare whole numbers up to 100 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500 Position objects in a line from first to thirtieth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-200 Compare whole numbers up to 150 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700 Position objects in a line from first to fiftieth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-500 Compare whole numbers up to 200 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 800 Position objects in a line from first to eightieth Use ordinary numbers to show 	<ul style="list-style-type: none"> Describe, compare and order numbers 1-1000 Compare whole numbers up to 250 using smaller than, greater than, more than, less than and is equal to Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000 Position objects in a line from first to hundredth Use ordinary numbers to show

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	order, place per position up to 30	order, place per position up to 50	order, place per position up to 80	order, place per position up to 100
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 Place value	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10 to 500 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-700 • Decompose three digit numbers into hundreds, tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-800 • Decompose three digit numbers into hundreds, tens and units • Decompose four digit numbers into thousands, hundreds, tens and units • Identify and state the value of each digit 	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from 10-1000 • Decompose three digit numbers into hundreds, tens and units • Decompose four digit numbers into thousands, hundreds, tens and units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem solving techniques	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines 	<ul style="list-style-type: none"> • Use the following techniques when solving problems and explain solutions to problems - Building up and breaking down of numbers - Practise doubling and halving - Use number lines

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Use 100 chart - Rounding off in tens and hundreds - Calculator 	<ul style="list-style-type: none"> - Use 100 chart - Rounding off in tens and hundreds - Calculator 	<ul style="list-style-type: none"> - Use 100 chart - Rounding off in tens and hundreds - Calculator 	<ul style="list-style-type: none"> - Use 100 chart - Rounding off in tens and hundreds - Calculator
1.7 Addition and Subtraction	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200 	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300 	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400 	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 500
1.8 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 300 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 400 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 500
1.9 Grouping and sharing leading to division	<ul style="list-style-type: none"> • Solve word problems In context and explain own solutions to problems that involve equal sharing and grouping up to 200 with answers that may include remainders 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 300 with answers that may include remainders 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 400 with answers that may include remainders 	<ul style="list-style-type: none"> • Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 500 with answers that may include remainders
1.10	<ul style="list-style-type: none"> • Solve word problem in context 	<ul style="list-style-type: none"> • Solve word problem in context 	<ul style="list-style-type: none"> • Solve word problem in context 	<ul style="list-style-type: none"> • Solve word problem in context

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Sharing leading to fractions	and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$	and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$	and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.	and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.
1.11 Money	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change in cents up to 90c and Rand up to R199.99 	<ul style="list-style-type: none"> Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change up to R299.99 and beyond 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change up to R399.99 and beyond 	<ul style="list-style-type: none"> Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 Solve money problems involving total change up to R499.99 and beyond
CONTEXT FREE CALCULATIONS				
1.12 Techniques (methods or strategies)	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s 	<ul style="list-style-type: none"> Use the following techniques when performing calculations: <ul style="list-style-type: none"> - Building up and breaking down numbers - Practise doubling and halving - Use number lines - Use 100 chart - Rounding off in 10s and 100s

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
1.13 Addition and subtraction	<ul style="list-style-type: none"> • Add to 200 • Subtract from 200 • Use appropriate symbols • (+, -, =, □) 	<ul style="list-style-type: none"> • Add to 300 • Subtract from 300 • Use appropriate symbols (+, -, =, □) 	<ul style="list-style-type: none"> • Add to 400 and beyond • Subtract from 400 and beyond • Use appropriate symbols • (+, -, =, □) 	<ul style="list-style-type: none"> • Add to 500 and beyond • Subtract from 500 and beyond • Use appropriate symbols • (+, -, =, □)
1.14 Repeated addition leading to multiplication	<ul style="list-style-type: none"> • Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10 	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10 	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10 	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Use appropriate symbols • (+, x, =) • Tables 2, 3, 4, 5 and 10
1.15 Division	<ul style="list-style-type: none"> • Divide numbers up to 100 by 10 • Use appropriate symbols • (÷, =) 	<ul style="list-style-type: none"> • Divide numbers up to 100 by 2, and 10 • Use appropriate symbols • (÷, =) 	<ul style="list-style-type: none"> • Divide numbers up to 100 and beyond by 25, and 10 • Use appropriate symbols • (÷, =) 	<ul style="list-style-type: none"> • Divide numbers up to 100 and beyond by 2, 5, and 10 • Use appropriate symbols • (÷, =)
1.16 Mental Mathematics	<ul style="list-style-type: none"> • Number concept: Range 600 • Order a given set of selected numbers • Compare numbers to 600 and say which is: 1 more or 1 less 2 more or 2 less 3 more or 3 less 	<ul style="list-style-type: none"> • Number concept: Range 700 • Order a given set of selected numbers • Compare numbers to 700 and say which is: 1 more or 1 less 2 more or 2 less 3 more or 3 less 	<ul style="list-style-type: none"> • Number concept: Range 800 • Order a given set of selected numbers • Compare numbers to 800 and say which is: 1 more or 1 less 2 more or 2 less 3 more or 3 less 	<ul style="list-style-type: none"> • Number concept: Range 1000 and beyond • Order a given set of selected numbers • Compare numbers to 1000 and say which is: 1 more or 1 less 2 more or 2 less

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
	4 more or 4 less 5 more or 5 less 10 more or 10 less <ul style="list-style-type: none"> • Rapidly recall • Solve addition and subtraction problems to 30 • Add or subtract multiples of 10 from 0 to 200 	4 more or 4 less 5 more or 5 less 10 more or 10 less <ul style="list-style-type: none"> • Rapidly recall • Recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0 to 300 	4 more or 4 less 5 more or 5 less 10 more or 10 less <ul style="list-style-type: none"> • Rapidly recall • Recall addition and subtraction facts to 40 • Add or subtract multiples of 10 from 0 to 400 	3 more or 3 less 4 more or 4 less 5 more or 5 less 10 more or 10 less <ul style="list-style-type: none"> • Rapidly recall • Recall addition and subtraction facts to 50 • Add or subtract multiples of 10 from 0 to 500
1.17 Fractions	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name fractions in familiar context including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including halves, quarters, third and fifth • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.1 Geometric patterns	Copy ,extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns: <ul style="list-style-type: none"> - in nature - from modern everyday life - from our cultural heritages • Create own geometric patterns: <ul style="list-style-type: none"> - with concrete objects - by drawing lines - Shapes or objects - Describe own patterns 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects 	Copy, extend and describe patterns around us <ul style="list-style-type: none"> • Identify ,describe and copy geometric patterns made with: <ul style="list-style-type: none"> - Concrete objects - Drawings - Shapes or objects - Simple patterns in which shapes or group of shapes are repeated in exactly the same way - Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns • Create own geometric patterns with physical objects • Create own patterns by drawing lines, shapes or objects

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
		<ul style="list-style-type: none"> Describe own patterns 	<ul style="list-style-type: none"> Describe own patterns 	<ul style="list-style-type: none"> Describe own patterns
2.2 Number patterns	<p>Copy, extend and describe number sequence to at least 600</p> <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-600 10s from any multiple up to 600 5s from any multiple up to 600 2s from any multiple up to 600 3s from multiple up to 600 4s from multiples up to 600 Create own number patterns 	<p>Copy, extend and describe number sequence to at least 700</p> <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-700 10s from any multiple up to 700 5s from any multiple up to 700 2s from any multiple up to 700 3s from multiple up to 700 4s from multiples up to 700 Create own number patterns 	<p>Copy, extend and describe number sequence to at least 800</p> <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-800 10s from any multiple up to 800 5s from any multiple up to 800 2s from any multiple up to 800 3s from multiple up to 800 4s from multiples up to 800 Create own number patterns 	<p>Copy, extend and describe number sequence to at least 1000</p> <ul style="list-style-type: none"> Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> 1s from any number between 0-1000 10s from any multiple up to 1000 5s from any multiple up to 1000 2s from any multiple up to 1000 3s from multiple up to 1000 4s from multiples up to 1000 Create own number patterns

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

3. SPACE AND SHAPE (GEOMETRY)

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
3.1 Position, orientation and views	Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Recognise and match different views of the same everyday objects • Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom and school • Follow directions on a map 	Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Recognise and match different views of the same everyday objects • Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom and school • Follow directions on a map 	Language of position <ul style="list-style-type: none"> • Understand the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to Position and views <ul style="list-style-type: none"> • Recognise and match different views of the same everyday objects • Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom and school • Follow directions on a map 	Position and views <ul style="list-style-type: none"> • Understand the position of one object in relation to the other e.g. top and bottom • Describe the position of one object in relation to another. e.g. top and bottom, front and back etc. Position and directions <ul style="list-style-type: none"> • Follow and give directions to move around the classroom and school • Follow directions on a map • Read basic co-ordinates
3.2 3D objects		Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and in 	Range of objects <ul style="list-style-type: none"> • Recognise and name 3D objects in the classroom and

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

3. SPACE AND SHAPE (GEOMETRY)

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
		<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide 	<p>pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved 	<p>in pictures</p> <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones <p>Features of the objects</p> <ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Size - Colour - shape - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved
3.3 2D shapes	<p>Range of shapes</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles 	<p>Range of shapes</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles 	<p>Range of shapes</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles 	<p>Range of shapes</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes - Circles - Triangles

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

3. SPACE AND SHAPE (GEOMETRY)

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> - Rectangle - Squares <p>Features of shapes</p> <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour - Straight sides - Curved sides <p>Draw shapes:</p> <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares <p>Features of shapes</p> <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour - Straight sides - Curved sides <p>Draw shapes:</p> <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares <p>Features of shapes</p> <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour - Straight sides <p>Draw shapes:</p> <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 	<ul style="list-style-type: none"> - Rectangle - Squares <p>Features of shapes</p> <ul style="list-style-type: none"> • Describe, sort and compare 2D shapes in terms of: - Size - Colour - Straight sides <p>Draw shapes:</p> <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles
3.4 Symmetry		<p>Symmetry</p> <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 	<p>Symmetry</p> <ul style="list-style-type: none"> • Recognise symmetry in own body and draw line of symmetry in 2D geometrical and non-geometrical shapes 	<p>Symmetry</p> <ul style="list-style-type: none"> • Recognise and draw line of symmetry in 2D geometrical and non-geometrical shapes

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

4. MEASUREMENT

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
4.1 Time	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar • Telling time • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar • Telling time • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar • Telling time • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	Passing of time <ul style="list-style-type: none"> • Name days of the week in correct sequence • Name and sequence months of the year • Read dates on a calendar • Place birthdays, public holidays, school events, religious holidays and historical events on the calendar • Telling time • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone
4.2 Length	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and 	Formal measuring <ul style="list-style-type: none"> • Estimate, measure, order and record length using standard unit of length metre (m) and

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

4. MEASUREMENT

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
	centimetres (cm): metre sticks metre long length of string measuring tape ruler	centimetres (cm): metre sticks metre long length of string measuring tape ruler • Read distances in km	centimetres (cm): metre sticks metre long length of string measuring tape ruler • Read distances in km	centimetres (cm): metre sticks metre long length of string measuring tape ruler • Read distances in km
4.3 Mass		Formal measuring <ul style="list-style-type: none"> • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg • Measure own mass in kilograms using a bathroom scale 	Formal measuring <ul style="list-style-type: none"> • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg 	Formal measuring <ul style="list-style-type: none"> • Compare and order the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2kg of rice and 1 kg of flour • Measure own mass in kilograms using a bathroom scale • Measure the mass of different items using a kitchen scale in kg

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM				
4. MEASUREMENT				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
4.4 Capacity/Volume		Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk 	Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre 	Formal measuring <ul style="list-style-type: none"> • Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitres e.g. 500mL of cold drink and 1L of milk • Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre
4.5 Perimeter and area			Perimeter <ul style="list-style-type: none"> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area <ul style="list-style-type: none"> • Investigate the area using tiling 	Perimeter <ul style="list-style-type: none"> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units Area <ul style="list-style-type: none"> • Investigate the area using tiling

GRADE 5 OVERVIEW WITH DIFFERENTIATION PER TERM

5. DATA HANDLING

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
5.1 Collect and sort objects	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher 	<ul style="list-style-type: none"> • Collect data on the theme • Answer question posed by the teacher
5.2 Represent sorted collection of objects	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects 	<ul style="list-style-type: none"> • Collect and sort own data according to different characteristics • Draw a picture of collected objects
5.3 Discuss and report on sorted collection of objects	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections 	<ul style="list-style-type: none"> • Answer questions about how the sorting was done (process) • Answer questions on what the sorted collection looks like (product) • Draw collections
5.4 Collect and organise data	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictograph - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictograph - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictograph - Bar graphs • Answer questions on the data 	<ul style="list-style-type: none"> • Discuss independently the collected data • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictograph - Bar graphs • Answer questions on the data
5.5 Represent data				
5.6 Analyse and interpret data				

ASSESSMENT PLANS

The following tables indicate the suggested formative and summative assessment plan. The teacher should instruct all five content areas every week, however formative and summative assessment are suggested in specific content areas.

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> • Counts forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-500 - 10s from any multiple of 10, 0-500 - 2s from any multiple of 2, 0-100 - 5s from any multiple of 5, 0-100 		Position and views <ul style="list-style-type: none"> • Recognise and match different views of the same everyday objects Position and directions <ul style="list-style-type: none"> • Follow directions on a map 		
Week3	<ul style="list-style-type: none"> • Identify, recognise and read number symbols 1-500 • Write number symbols 1-500 • Know number names in multiples of 10s up to 500 			<ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks 	

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500 		<ul style="list-style-type: none"> Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> - Size - Colour - Straight sides - Curved sides Draw shapes: <ul style="list-style-type: none"> - Circles - Triangles - Squares - Rectangles 		
Week5	<ul style="list-style-type: none"> Recognise the place value of three digit numbers from 10 to 500 Decompose three digit numbers into hundreds, tens and units Identify and state the value of each digit 	<ul style="list-style-type: none"> Create own geometric patterns: <ul style="list-style-type: none"> - with concrete objects - by drawing lines - with shapes or objects 			

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200 • Add to 200 • Subtract from 200 • Use appropriate symbols (+, -, =, □) 			<ul style="list-style-type: none"> • Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm) 	
Week7	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200 • Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 				<ul style="list-style-type: none"> • Organise and discuss data in: <ul style="list-style-type: none"> - Tables - Pictographs - Bar graphs

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week8	<ul style="list-style-type: none"> • Solve money problems involving total change in cents up to 90c and Rand up to R199.99 			<ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time 	
Week9	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 200 with answers that may include remainders • Divide numbers up to 100 by 10 	<ul style="list-style-type: none"> • Copy, extend and describe number sequences to at least 600 in: <ul style="list-style-type: none"> - 5s from multiples of 5s between 0-600 - 10s from multiples of 10s between 0-600 - Create own number patterns 			
Week 10	<ul style="list-style-type: none"> • Recognise fractions in diagrammatic form 				

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 1	Number, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> • Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 10s from any multiple up to 600 - 2s from any multiple up to 200 - 5s from any multiple up to 400 - 3s from any multiple up to 300 	Copy, extend and describe simple number sequence to at least 700, counting forwards and backwards in: <ul style="list-style-type: none"> - 1s from any number between 0-700 - 10s from any multiple up to 700 - 5s from any multiple up to 700 			
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-700 Write number symbols 0-700 Write number names 0-20 Know number names in multiples of 10s up to 700 		Range of objects <ul style="list-style-type: none"> Recognise and name 3D objects <ul style="list-style-type: none"> - Ball shapes (spheres) - Box shapes (prisms) - Cylinders - Pyramids - Cones 		

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week4	<ul style="list-style-type: none"> Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700 			<ul style="list-style-type: none"> Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	
Week5	<ul style="list-style-type: none"> Recognise the place value of three digit numbers from , up to -700 Decompose three digit numbers into hundreds, tens and units Identify and state the value of each digit 			<ul style="list-style-type: none"> Measuring using metres and centimetres 	
Week6	<ul style="list-style-type: none"> Solve word problems in context and explain own solution to problems involving addition and subtraction with answers 		<ul style="list-style-type: none"> Recognise and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes 		

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	up to 300 <ul style="list-style-type: none"> • Add to 300 • Subtract from 300 • Use appropriate symbols (+, -, =, <, >) 				
Week7	<ul style="list-style-type: none"> • Solve number problems in context and explain own solution to problems involving multiplication with answers up to 300 • Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10 • Use appropriate symbol (+, x, =) 				<ul style="list-style-type: none"> • Collect data on the theme • Draw a picture of collected objects • Discuss independently the collected data • Answer questions on the data
Week8	<ul style="list-style-type: none"> • Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 300 with answers that may include remainders 	•	•	<ul style="list-style-type: none"> • Formal measuring • Measure liquids using measuring jug in litres and measuring cup and spoon in millilitres ml 	•

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 2	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Divide numbers up to 100 by 2 and 10 				
Week9	<ul style="list-style-type: none"> Solve money problems involving total change up to R299.99 and beyond 				<ul style="list-style-type: none"> Answer questions on the data represented in tables, pictographs and bar graphs
Week 10	<ul style="list-style-type: none"> Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, 2 quarters, thirds, fifths 				

**GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: <ul style="list-style-type: none"> - 10s from any multiple up to 800 - 2s from any multiple up to 800 - 5s from any multiple up to 800 - 3s from any multiple up to 800 - 4s from any multiple up to 800 	<ul style="list-style-type: none"> Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way 	<ul style="list-style-type: none"> Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Objects that roll - Objects that slide - Objects that are flat - Objects that are curved 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-800 Write number symbols 0-800 Write number names 0-20 Know number names in multiples of 10s up to 800 			Telling time <ul style="list-style-type: none"> Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone Read and know the date 	

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
				e.g. calendar	
Week4	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers up to 800 • Decompose three digit numbers into hundreds, tens and units up to 800 		<ul style="list-style-type: none"> • Recognise, name and draw 2D shapes Circles Triangles Rectangle Squares		
Week5	<ul style="list-style-type: none"> • Add to 400 and beyond • Subtract from 400 and beyond • Use appropriate symbols (+, -, =, \square) 	Copy , extend and describe number sequence to at least 800, sequences should show counting forward and backwards in: - 5s from any multiple up to 800 - 2s from any multiple up to 800 - 3s from multiple up to 100 - 4s from multiples up to 100			
Week6	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 			<ul style="list-style-type: none"> • Compare and order the 	

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	5 and 10 up to 100 and beyond • Use appropriate symbol (+, x, =) • Tables 2,3,4,5 and 10			mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kg of rice and 1 kg of flour	
Week7				Perimeter • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units	
Week8	• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400			Area • Investigate the area using tiling	

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 3	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week9	Solve money problems involving total change up to R399.99 and beyond			Formal measuring <ul style="list-style-type: none"> Compare and order the volume of commercially packaged objects which have their volume stated in litres and millilitre e.g. 500ml of cool drink and 1ℓ of milk 	
Week 10	<ul style="list-style-type: none"> Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent Write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week 2	<ul style="list-style-type: none"> Counts forwards and backwards in: - 1s from any number 0-1000 - 10s from any multiple up to 1000 - 2s from any multiple up to 1000 - 5s from any multiple up to 1000 - 3s from any multiple up to 1000 - 4s from any multiple up to 1000 - 50s and 100s to 1000 and more 		Position and directions <ul style="list-style-type: none"> Follow directions on a map Read basic co-ordinates on a map 		
Week3	<ul style="list-style-type: none"> Identify, recognise and read number symbols 0-1000 Write number symbols 0-1000 Write number names 0-20 Know number names in 	<ul style="list-style-type: none"> Copy, extend and describe number sequence to at least 1000 :sequences should show counting forwards and 			

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<p>multiples of 10s up to 1000</p>	<p>backwards in:</p> <ul style="list-style-type: none"> • 1s from any number between 0-1000 • 10s from any multiple up to 1000 • 5s from any multiple up to 1000 			
Week4	<ul style="list-style-type: none"> • Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000 			<ul style="list-style-type: none"> • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone 	
Week5	<ul style="list-style-type: none"> • Recognise the place value of three digit numbers from up to -1000 • Decompose three digit numbers into hundreds, tens and units 			<ul style="list-style-type: none"> • Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm) • Read distances in km 	

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
	<ul style="list-style-type: none"> Decompose four digit numbers into thousands, hundreds, tens and units Identify and state the value of each digit 				

**GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN
(FORMATIVE AND SUMMATIVE ASSESSMENT)**

Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
Week6	<ul style="list-style-type: none"> • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 500 	<ul style="list-style-type: none"> • Copy ,extend and describe number sequence showing counting forward and backwards in: <ul style="list-style-type: none"> - 10s from any multiple up to 1000 - 5s from any multiple up to 500 - 2s from any multiple up to 500 - 3s from any multiple up to 200 - 4s from any multiples up to 200 			
Week7	<ul style="list-style-type: none"> • Add to 500 and beyond • Subtract from 500 and beyond 		<ul style="list-style-type: none"> • Describe, sort and compare 3D objects in terms of: <ul style="list-style-type: none"> - Objects that roll - Objects that slide - Objects that are flat 		

GRADE 5 WITH DIFFERENTIATION SUGGESTED ASSESSMENT PLAN (FORMATIVE AND SUMMATIVE ASSESSMENT)					
Term 4	Numbers, Operations and Relationships	Patterns, functions and algebra	Space and shape	Measurement	Data handling
			- Objects that are curved		
Week8	<ul style="list-style-type: none"> • Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond • Divide numbers up to 100 and beyond by 2,5,10 			Perimeter <ul style="list-style-type: none"> • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units • Area • Investigate the area using tiling 	
Week9	<ul style="list-style-type: none"> • Solve money problems involving total change up to R499.99 and beyond 		Symmetry <ul style="list-style-type: none"> • Recognise symmetry in 2D geometrical shapes and non-geometrical shapes 		
Week 10	<ul style="list-style-type: none"> • Use and name unitary and non-unitary fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 				

FORMAL ASSESSMENT TASKS OVERVIEW WITH DIFFERENTIATION: GRADES 1 TO 5				
Grade	Term 1	Term 2	Term 3	Term 4
1	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise, identify and read number symbols 1-5 • Add the same number repeatedly up to 4 • Recognise, identify and name 2D-shapes 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Count forwards and backwards from any given number up to 13 • Solve addition problems with answers up to 7 • Compare and order objects according to length 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Count forwards and backwards from a given number up to 15 • Use concrete objects to solve problems involving addition and subtraction with answers up to 8 • Collect and sort at least 5 objects according to size and colour 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Count in ones up to 20 • Recognise of South African Rands, R1, R2, R5, R10 • Recognise and identify 3D objects in the classroom • Recognise the mass (heavy and light) • Recognise capacity (full, empty)
2	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise, identify and read number symbols up to 1-20 • Solve addition and subtraction problems up to 10 • Copy and extend simple number sequence to at least 10 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Write number symbols 1-25 • Order numbers from biggest to smallest up to 10 • Solve addition and subtraction problems up to 15 • Understand the position of one object in relation to the other 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Identify, recognise and read number symbols 1-40 • Recognise place value of numbers up to 30 • Solve simple word problems involving addition and subtraction with answers up to 18 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Solve addition and subtraction problems up to 20 • Solve simple word problems in context involving, equal

FORMAL ASSESSMENT TASKS OVERVIEW WITH DIFFERENTIATION: GRADES 1 TO 5

Grade	Term 1	Term 2	Term 3	Term 4
			<ul style="list-style-type: none"> Recognise, name and draw 2D shapes Circles Triangles Squares 	sharing and grouping up to 50 <ul style="list-style-type: none"> Draw a line of symmetry in geometric shapes Use pictures to represent data in pictograph
3	Task 1: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Count forwards in multiples: <ul style="list-style-type: none"> 5s up to 50 10s up to 100 2s up to 50 Compare whole numbers up to 20 Solve addition and subtraction problems up to 20 Name days of the week in correct sequence 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Recognise place value of numbers up to 30 Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 50 Copy and extend a given geometric pattern 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Solve money problems involving totals and change in cents up to 50c and Rand to R50 Recognise the place value of two digit numbers from 10-80 Solve addition and subtraction problems up to 80 Describe the position of one object in relation to another Task 2: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Solve word problems in context 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Recognise place value of two digit numbers from 10-99 Solve addition and subtraction problems up to 100 Copy, extend and describe number sequence to at least 100 Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg)

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			involving addition and subtraction with answers up to 80 <ul style="list-style-type: none"> • Measure using metre (m), and centimetres (cm) • Compare and order the volume of commercially packaged objects which have their volume stated in litres (l) and millilitre (ml) • Use pictures to represent data in pictograph 	
4	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed(oral, practical, written recording)</i> • Identify, recognise and read number symbols 1-200 • Recognise the place value of two digit numbers 10-99 • Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Solve addition problems up to 150 • Solve subtraction problems from 150 • Solve simple word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> • <i>Content to be assessed(oral, practical, written recording)</i> • Recognise the place value of three digit numbers 10-300 • Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 30 • Solve addition and subtraction problems up to 180 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> • <i>Content to be assessed (oral, practical, written recording)</i> • Copy, extend and describe number sequence to at least 500 • Recognise the place value of three digit numbers up to 500 • Solve money problems involving total change in cents up to 90c and Rands up to R99

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	<ul style="list-style-type: none"> Tell-12 hour time in hours on analogue clocks and digital 	Task 2: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Multiply numbers 1 to 10 by 10, 5 and 2 up to 150 Measure using metres (m) and centimetres (cm) Represent data in a pictograph 	Task 2: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Draw line of symmetry in 2D geometrical and non-geometrical shapes Recognise and match different views of objects Represent data in pictograph and bar graph with one-to-one 	<ul style="list-style-type: none"> Use and name fractions in familiar context including halves, quarters and thirds
5	Task 1: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500 Solve addition and subtraction problems up to 500 Solve number problems in context and explain own solution to 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Decompose three digit numbers into hundreds, tens and units Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300 Divide numbers up to 100 by 2 and 10 	Task 1: Weeks 4-5 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond Divide numbers up to 100 and beyond by 2, 5, and 10 Solve money problems involving total change up to R299.99 and beyond Solve word problems in context and explain own solutions to 	Task 1: Weeks 7-8 <ul style="list-style-type: none"> Content to be assessed (oral, practical, written recording) Identify, recognise and read number symbols 0-1000 Recognise the place value of three digit numbers from 10-1000 Solve addition and subtraction problems up to 500 and beyond Multiply numbers 2, 3, 4, 5 and

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	problems involving multiplication with answers up to 200 • Draw shapes: Circles Triangles Squares Rectangles		problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarters, thirds, fifths	10 to a total of 100 and beyond • Divide numbers up to 100 and beyond by 2, 5, 10
		Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes • Measure using metres and centimetres • Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks	Task 2: Weeks 7-8 • <i>Content to be assessed (oral, practical, written recording)</i> • Answer questions on the data represented in tables, pictographs and bar graphs • Investigate the distance around 2D shapes and 3D objects using direct comparison or informal units • Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way	

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported

RESOURCES

- Department of Basic Education 2001. Education White Paper 6: Special needs education – building an inclusive education and training system. Pretoria: Government Printers.
- Department of Basic Education 2014. Policy on Screening, Identification, Assessment and Support. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade R. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 1-3. Pretoria: Government Printers.
- Department of Basic Education 2011. National Curriculum Statement: Mathematics. Grade 4-6. Pretoria: Government Printers.
- Department of Basic Education 2009. National Early Learning for Learning and Development Standards for children birth to four years. Pretoria: Government Printers.
- Department of Basic Education 2011. Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements. Pretoria: Government Printers.
- Department of Basic Education 2014. Guidelines to ensure quality education in special school and special school resource centres. Pretoria: Government Printers.
- Early Childhood Development Institute. Birth to four curriculum. Gauteng Province. Pretoria: Government Printers.