



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **D**IFFERENTIATED **N**ATIONAL **C**URRICULUM AND **A**SSESSMENT **P**OLICY **S**TATEMENT

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## **MATHEMATICS: TEACHER GUIDE: LESSON PLANS**

### **GRADE R-5**

## Differentiated CAPS 2017 Orientation

## ABOUT THE LESSON PLAN AND CLARIFICATION NOTES

The Lesson Plan and Clarification notes are resources that will support teachers with **lesson planning, assessment and teaching and learning**. The Lesson Plan and Clarification notes are aligned to the Differentiated Curriculum and Assessment Policy Statement for Grades R-5.

### THE LESSON PLAN

The purpose of the Lesson Plan is to give teachers a weekly overview of the content that needs to be instructed as well as the assessed in every week of each term. The topics that need to be assessed are indicated in **bold** in the Lesson Plan.

The Tracker maps the content (concepts and skills) that need to be covered on weekly basis for each of the 5 Content Areas.

GRADE R WITH DIFFERENTIATION: LESSON PLAN TRACKER: TERM 1					
Term 1	Numbers, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape	Measurement	Data Handling
Week 1 • Orientation to Grade R • Time: Classroom routines					
Week 2	<b>Counting concrete objects up to 2</b> This is in <b>Bold</b> – thus need to be assessed (observation, oral & practical) ongoing			• Time Conscious: Daily routine practice	

The teacher should package the content accordingly for her daily lesson plans (Monday to Friday). The Tracker also enables the teacher to ensure that the curriculum set out for the Term is covered.

### THE CLARIFICATION NOTES

The Clarification notes are informed by the Tracker. The Clarification notes provide the teaching ideas and resources to mediate the content that needs to be instructed and assessed for each week in the Term, in accordance with Tracker. The Clarification notes are set out in format that indicates the following:

Grade	Term			
Topic	Activities	Resources	Clarification Notes	
Count objects	• Number range: 1 to 2: count in ones	• Concrete objects • Action songs/rhymes	• <b>Count concrete objects:</b> - One to one correspondence - Count in ones - Clap hands - Stamp feet	

			<ul style="list-style-type: none"> <li>- Climb stairs</li> <li>- Identify body parts</li> <li>- Rote counting using number rhymes and songs</li> </ul>
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The tables on the following pages indicate the topics, activities, recommended resources as well as the clarification notes.

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time: Daily Routine	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Class room routine</li> <li>Introduction to the attendance register</li> <li>Birthday consciousness</li> <li>Introduce the months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Daily programme represented in picture format</li> <li>Birthday chart</li> <li>Attendance register</li> <li>Name tags</li> <li>Wall Clock</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce the Birthday chart</b></li> <li>Birthday wall display with twelve months of the year displayed from left to right</li> <li>Drill and practice the routines:               <ul style="list-style-type: none"> <li>- Arrival welcome &amp; greetings</li> <li>- Register, Birthdays, weather, news</li> <li>- Teacher-guided class activity, visual art &amp; free play inside</li> <li>- Tidy up</li> <li>- Teacher-guided class activity</li> <li>- Toilet routine</li> <li>- Refreshments time</li> <li>- Free play outside &amp; tidy up</li> <li>- Toilet routine</li> <li>- Teacher-guided class activity &amp; story</li> <li>- Rest</li> <li>- Departure</li> </ul> </li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li><b>Number range: 1 to 2: counting in ones</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> <li>Learners</li> </ul>	<ul style="list-style-type: none"> <li>Counting concrete objects:               <ul style="list-style-type: none"> <li>Number range: 1 to 2</li> <li>- One- to- one correspondence</li> <li>- Count in ones the same number of different objects e.g. 2 beads, 2 girls, 2</li> </ul> </li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			boys, 2 hands, 2 legs etc. - Clap hands - Stamp feet - Climb stairs - Count body parts - Rote counting using number rhymes and songs
<b>Time</b>	<ul style="list-style-type: none"> <li>• <b>Sequence recurring events in own daily life</b></li> </ul>	<ul style="list-style-type: none"> <li>• Grade R daily programme</li> <li>• Weather chart</li> <li>• Birthday chart</li> </ul>	<ul style="list-style-type: none"> <li>• Time consciousness: morning and night</li> <li>- Introduce the daily programme with pictures showing daily classroom routines (snack, toilet, rest, free play, brushing teeth etc.)</li> <li>- Weather chart (daily)</li> <li>- Birthday Chart(daily)</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	Number range: 1 to 2 <ul style="list-style-type: none"> <li>• Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> <li>• Count everyday objects up to 2</li> <li>• Count forwards and backwards up to 2</li> <li>• Rote counting in ones, forwards using number rhymes, songs, concrete objects and body parts</li> </ul>
<b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Use concrete objects to solve problems that involve the number 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use of concrete apparatus e.g. counters</li> <li>• Egg trays (Cut into 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Solve orally stated addition and subtraction problems with solutions up to 2</li> <li>• Use concrete apparatus e.g. counters or any concrete objects available</li> <li>• Examples:               <ul style="list-style-type: none"> <li>- Teacher calls 1 learner to the front of the classroom. She then calls another learner. How many learners has she called?</li> <li>- How many eggs will fill this tray with 2 holes</li> </ul> </li> </ul>
<b>Position,</b>	Language of position	• Outdoor equipment	Language of position

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>orientation and views</b>	<ul style="list-style-type: none"> <li>•The position of two or more objects in relation to the learner</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom furniture</li> <li>•Hops</li> <li>•Whistle</li> <li>•Tambourine</li> </ul>	<ul style="list-style-type: none"> <li>- The position of two or more objects in relation to the learner</li> <li>- In front of and behind</li> <li>- In and out</li> <li>- Up and down</li> </ul> <p>Outdoor play is important.</p> <ul style="list-style-type: none"> <li>- In Physical Education stand in front of and behind a partner, pairs change position when teacher blows the whistle</li> <li>- Put arms up/down</li> <li>- Jump in/out of the hoop</li> </ul>
<b>Geometric patterns</b>	<p><b>Copy and extend simple patterns using concrete objects</b></p> <ul style="list-style-type: none"> <li>•Creates own repeating patterns</li> <li>•Copy and extend simple patterns using body percussion (clapping, stamping)</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Count body parts</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>•Copy and extend simple patterns using body percussion (clapping, stamping)</li> <li>•Make repeating patterns with cones, blocks, counters</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>•Patterns, functions and algebra</li> <li>•Measurement</li> <li>•Data handling</li> </ul>
<b>Describe, compare and order numbers</b>	<ul style="list-style-type: none"> <li>•Use ordinal numbers to show order, place or position</li> </ul>	<ul style="list-style-type: none"> <li>•Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>•Develop an awareness of ordinal numbers e.g. first, second, third</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Recognize and identify 3D object in the class room and outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Balls in different sizes and mass</li> <li>• Boxes in different sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls (discuss shape e.g. round)</li> <li>• Boxes: Introduce and explore boxes (discuss shape and sides)</li> <li>• Provide learners with a variety of different 3-D objects such as blocks, boxes,</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Sort 3D objects per size</li> <li>Name three dimensional objects in the classroom</li> <li><b>Identify body parts</b></li> </ul>	and shapes <ul style="list-style-type: none"> <li>Bottles</li> <li>Containers</li> <li>Crayons</li> </ul>	balls, containers etc. <ul style="list-style-type: none"> <li>Allow learners to experiment through play and name 3D objects in the classroom and outdoors</li> <li>Teacher puts a variety of objects on each group's table such as rulers, pencils, crayons, etc.</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>Length consciousness (long/short)</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Building blocks</li> <li>3 D objects e.g. boxes</li> </ul>	<ul style="list-style-type: none"> <li>Concretely compare and order objects per short and long</li> <li>Play with building blocks and make long and short rows, cut outs of lengths of string</li> <li>Identify the long/short sides in 3 D shapes egg boxes, and other 2 D shapes</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li><b>Identify him or herself in a photograph</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Take a photo of each learner, let the learner identify himself on the photo</li> <li>Make duplicate photos and learners can match the two photos</li> </ul>
Follow directions	<ul style="list-style-type: none"> <li>Directionality forwards/backwards</li> </ul>	<ul style="list-style-type: none"> <li>Obstacle course</li> <li>Learners form human chain</li> </ul>	Follow directions (alone and/or as a member of a group or team) <ul style="list-style-type: none"> <li>Follow instructions to run forwards, walk backwards</li> <li>Move forwards and backwards as per teacher's instruction (human chain in groups and move forwards and backwards from 1 point to another)</li> <li>Games such as tracking the train</li> <li>Obstacle course-following a direction</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>Recognise, identify and name two dimensional shapes: photographs and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of learners</li> <li>Name cards</li> </ul>	2D shapes: <ul style="list-style-type: none"> <li>Identify him or herself in a photograph</li> <li>Learner's symbol</li> <li>Prepare the creative art display block with each learner 's symbol (picture or photograph)</li> <li>Paste a symbol on each learner's locker</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Allow learner to identify own locker linked to own symbol</li> <li>• Pin symbol with name on learner's clothes</li> <li>• Learners identify own and friend's symbols by playing games</li> <li>• Small photographs of learners can also be used as symbol cards, if available</li> <li>• Use Class name tags</li> <li>• Promote the concept that learners belong in one big group by introducing the class name e.g. by using a picture – the "Teddy Bear" class</li> </ul>
Collect and sort objects	<b>•Collect and sort concrete objects per one attribute</b>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• 3 D objects</li> <li>• Building blocks</li> <li>• Play dough</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort concrete objects per shape and colour</li> <li>• Let's play a game:               <ul style="list-style-type: none"> <li>- Classify and give each learner the choice of the colour of the play dough for the following day e.g. red, blue, yellow</li> <li>- Let the learners try to remember the chosen colour of dough to play with the following day</li> </ul> </li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<b>• Number range: 1 to 2:</b> <b>Number symbols: 1 to 2</b>	<ul style="list-style-type: none"> <li>• Count body parts</li> <li>• Concrete objects</li> <li>• Toys</li> <li>• Number symbols 1 and 2 cut outs</li> </ul>	Number symbols: 1 to 2 <ul style="list-style-type: none"> <li>• Kinaesthetic (experience with body): Count body parts eg eyes, ears, hands, feet etc.</li> <li>• Concrete with 3D objects that involve the numbers 1 to 2</li> <li>• Reinforce the knowledge gained that involves numbers from 1 to 2</li> <li>• The use of concrete apparatus e.g. counters in the classroom to count from 1-2</li> </ul>
3D objects	<b>• Describe, sort and compare 3D objects</b>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Hoops</li> <li>• Boxes</li> <li>• Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort objects that will roll (ball, hoop etc)</li> <li>• Reinforce objects that slide (box, story book, Legos)</li> <li>• Sort 3D objects per size</li> </ul>

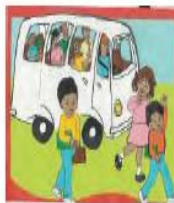
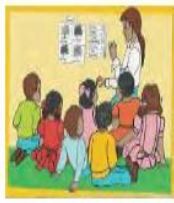

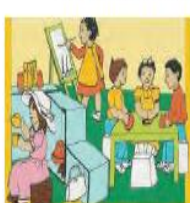

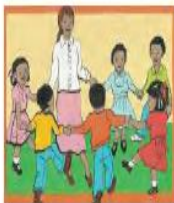





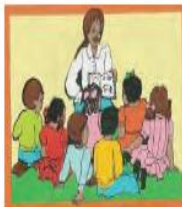




<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
2D shapes	<ul style="list-style-type: none"> <li>• <b>Introduce figure-ground perception</b></li> </ul>	<ul style="list-style-type: none"> <li>• Body</li> <li>• 2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce figure-ground perception (identify objects)</li> <li>• Be aware of different shapes by sorting a collection of flat shapes e.g. circles, diamonds, oval, triangles etc.</li> <li>• Draw shapes when playing in the sand pit</li> <li>• Trace templates of shapes</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	Identify whole numbers up to 2	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number cards</li> </ul>	Number symbols: 1 to 2 <ul style="list-style-type: none"> <li>• Count up to 2 and identify number symbols 1 and 2 orally and practically</li> </ul>
Language of position	<ul style="list-style-type: none"> <li>• <b>Identify the position of two or more objects in relation to the learner</b></li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor equipment</li> <li>• Classroom furniture</li> </ul>	Language of position: Consolidate <ul style="list-style-type: none"> <li>• The position of two or more objects in relation to the learner</li> <li>• In front of and behind</li> <li>• In and out</li> <li>• Up and down</li> </ul>
3D objects	Build 3D objects using concrete materials	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Building blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play daily</li> <li>• Explore with building blocks</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Develop awareness of South African coins R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>• Play money</li> </ul>	<ul style="list-style-type: none"> <li>• Use play or real money (coins) to develop awareness of South African coins R1, R2, R5</li> </ul>
Geometric Patterns	<ul style="list-style-type: none"> <li>• <b>Copy and extend simple patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion (clapping, stamping,</li> </ul>	Copy and extend simple patterns using concrete objects <ul style="list-style-type: none"> <li>• Copy and extend simple patterns using body percussion (clapping, stamping)</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		clicking etc.) • Tambourine • Whistle • Bell	• Follow and repeat body percussion movements demonstrated by teacher
<b>Week 9</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Mental Mathematics	• Count 1-2 concrete objects daily	• Concrete objects	• Concrete using 3-D objects • Learners develop number sense by: <ul style="list-style-type: none"> <li>- Counting objects</li> <li>- Develop an awareness of number conservation by letting learners</li> <li>- Arrange a pack/s of 1 and 2 counters in different ways</li> </ul> • When counting, the number of objects is not affected by their size, or position, or whether they are of the same type. For example: <ul style="list-style-type: none"> <li>- Arrange 2 buttons, 2 pencils, 2 hoops in many different patterns etc.</li> <li>- Count them in a different order e.g. count them spread out, close together, in a line or stacked up</li> </ul>
Symmetry	• <b>Recognise line of symmetry in self</b>	• Own Body	• Rhymes and songs • Identify body parts (under counting) • Identify head, eyes, nose, mouth, chin, necks, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes
<b>Week 10</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Addition and subtraction	• <b>Use concrete objects to solve problems that</b>	• Concrete objects e.g. counters or any concrete	• Solve orally stated addition and subtraction problems with solutions up to 2 • By using the concrete apparatus

GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	involve numbers 1 and 2 (orally and practically)	objects available	

#### SUGGESTED DAILY PROGRAMME

							
Arrival	Register, birthdays', weather, news	Teacher-guided class activity, Visual Art & Free play inside		Tidy -up	Teacher-guided class activity		Toilet routine
							
Refreshment time	Free play outside and Tidy-up	Toilet routine	Teacher-guided class activity and Story	Rest	Departure		

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Counting objects	<ul style="list-style-type: none"> <li>Count concrete objects up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 5 <ul style="list-style-type: none"> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>
Counting forwards and backwards	<ul style="list-style-type: none"> <li>Count in: one forwards and backwards up to 3</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Number range: 1 to 3</li> <li>Incidental counting using number rhymes and songs, concrete objects</li> <li>Count in: one forwards and backwards up to 3</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Sort, match and group shapes according to colour, size and shape</li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Balls: discuss shape e.g. round and size</li> <li>Play with balls roll, kick, catch, throw balls</li> <li>Play with boxes and discuss</li> <li>Shape and sides</li> <li>Sort toys while packing up</li> </ul>
Time: Daily Routine	Passing of time <ul style="list-style-type: none"> <li>Class room routine</li> <li>Birthday consciousness</li> <li>Consolidate the months of the year</li> <li>Weather consciousness</li> </ul>	<ul style="list-style-type: none"> <li>Daily programme represented in the picture format</li> <li>Birthday chart</li> <li>Weather Chart</li> <li>Calendar</li> </ul>	Passing of time activities will be done throughout the term <ul style="list-style-type: none"> <li>Practice and Drill classroom routines as per Daily programme</li> <li>Birthday consciousness: display birthday month and circle birthday date on calendar</li> <li>Observe and discuss the weather daily</li> <li>Identify weather on weather chart (sunny, cloudy, windy, rainy etc.)</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Count objects	<ul style="list-style-type: none"> <li>Count concrete objects up to 5</li> <li>One- to- one correspondence</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 5 <ul style="list-style-type: none"> <li>Clap hands</li> <li>Stamp feet</li> <li>Climbing stairs</li> <li>Count body parts</li> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Sort, match and group shapes according to colour, size and shape</li> </ul>	<ul style="list-style-type: none"> <li>3D Objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Build 3D objects using concrete materials (e.g. blocks)</li> <li>Compare 3D objects per shape and size</li> <li>Sort toys while packing up</li> </ul>
Time	<ul style="list-style-type: none"> <li>Talk about things that happen during the night</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>Cut outs of sun, moon and stars</li> </ul>	<ul style="list-style-type: none"> <li>Passing of time: Introduce both the concepts “day and night”</li> <li>Integrate these concepts with Beginning Knowledge topics in Life Skills</li> <li>Kinesthetic</li> <li>Experience darkness by closing eyes</li> <li>Darken classroom by closing curtains and switching off the light</li> <li>Learners talk about their experiences when the classroom was dark and when it was light</li> <li>Talk about activities which take place during the day and at night</li> <li>Semi-concrete using 2-D shapes or pictures</li> <li>The teacher prepares a poster of the sun and the moon and provides pictures showing what happens during the day and night time</li> <li>Learners must place their pictures under the sun and/or the moon</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and subtraction	<ul style="list-style-type: none"> <li>Orally solve addition and subtraction problems up to 3</li> </ul>	<ul style="list-style-type: none"> <li>Counters or any concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Orally solve addition and subtraction problems with answers up to 3</li> <li>Use the following techniques:               <ul style="list-style-type: none"> <li>Concrete apparatus e.g. counters or any concrete objects available</li> <li>Decide to either to put objects together, or take away</li> </ul> </li> </ul>
Time	<ul style="list-style-type: none"> <li>Talk about things that happen during the night</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>Cut outs of sun, moon and stars</li> </ul>	<ul style="list-style-type: none"> <li>Passing of time: Introduce both the concepts “day and night”</li> <li>Integrate these concepts with Beginning Knowledge topics in Life Skills</li> <li>Kinesthetic</li> <li>Experience darkness by closing eyes</li> <li>Darken classroom by closing curtains and switching off the light</li> <li>Learners talk about their experiences when the classroom was dark and when it was light</li> <li>Talk about activities which take place during the day and at night</li> <li>Semi-concrete using 2-D shapes or pictures</li> <li>The teacher prepares a poster of the sun and the moon and provides pictures showing what happens during the day and night time</li> <li>Learners must place their pictures under the sun and/or the moon</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols: 1 to 3	<ul style="list-style-type: none"> <li>Count out concrete objects up to 3</li> <li>Recognise number symbols 1 to 3</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>3D objects</li> <li>2D shapes</li> <li>Building blocks</li> <li>Number cards</li> </ul>	Number range: 1 to 3 <ul style="list-style-type: none"> <li>Kinaesthetic (experience with body)</li> <li>Concrete with 3D objects that involve the numbers 1 to 3</li> <li>Recognise Number symbols: 1 to 3</li> <li>Match number value with symbol e.g. <math>\triangle</math> 1, <math>\circ</math> 2, <math>\triangle\triangle</math> 3</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>Introduce: Figure-ground perception</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>Pictures</li> <li>Cut outs of objects</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>Introduce: circle</li> </ul>
Collect and sort	<ul style="list-style-type: none"> <li>Collect and sort</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects of a similar kind individually alone and /or in a</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
objects	<b>concrete objects per size</b>		group)
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe and order numbers	<ul style="list-style-type: none"> <li><b>Identify whole numbers up to 3</b></li> <li>Compare which of the two given collection of objects are: small and big</li> <li>Incidentally develop an awareness of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Real objects</li> <li>Pictures</li> <li>3 D objects</li> <li>2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Kinaesthetic</li> <li>Learners experience the concept big and small by curling their bodies to make themselves as small as possible and then stretching out as big as possible</li> <li>Let learners match their hands on friend's hands to see whose hands are big or small</li> <li>Semi – concrete using 2-D shapes or pictures</li> <li>Apply the concept big and small during art activities by: <ul style="list-style-type: none"> <li>Look for pictures of “big” and “small” objects and cut them out</li> <li>Let the learners trace their hands and cut it out</li> <li>Put it on top of one another. See whose hands are big and whose are small</li> <li>Trace and draw cut outs of big and small objects</li> </ul> </li> <li>Incidentally develop an awareness of ordinal numbers e.g. first, second, third, last. (games, races)</li> <li>Introduce during refreshment/breakfast and Toilet Routine- 1st, 2nd, last, next</li> </ul>
Symmetry	<b>Recognise line of symmetry in self</b>	<ul style="list-style-type: none"> <li>Own body</li> </ul>	<ul style="list-style-type: none"> <li>Rhymes and songs</li> <li>Crossing the midline-performing actions</li> <li>Creative art activities</li> <li>Understand one's body has two sides</li> <li>Demonstrate and touch body parts on both sides e.g. eyes, ears, arms, legs etc.</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>



GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Money	<ul style="list-style-type: none"> <li>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Play money</li> </ul>	<ul style="list-style-type: none"> <li>Use play or real money (coins) to develop awareness of South African coins R1, R2, R5</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>Identify own photo and symbol</li> <li><b>Build Puzzles (3 pieces)</b></li> </ul>	<ul style="list-style-type: none"> <li>3 D objects</li> <li>2 D shapes</li> <li>Jig saw puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>Consolidate: circle</li> <li>Make puzzles of 3 pieces (Matching and putting pieces together according shape)</li> </ul>
Mass	<ul style="list-style-type: none"> <li><b>Compare and weigh objects physically</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects (different sizes and mass)</li> </ul>	<ul style="list-style-type: none"> <li>Mass consciousness e.g. heavy/light</li> <li>Compare and weigh objects physically understanding the following: light, heavy</li> <li>Concretely compare and order objects using appropriate vocabulary to describe mass, e.g. light, heavy</li> <li>Kinesthetic</li> <li>Let learners guess the mass of objects</li> <li>e.g. a crayon and a book</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li><b>Share objects equally between 2 people up to 3 (practically)</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5</li> <li>Share objects equally up to 4</li> </ul>
3D objects	<ul style="list-style-type: none"> <li><b>Describe, sort and compare. 3D objects</b></li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> </ul>	<ul style="list-style-type: none"> <li>Sort 3D objects per similarities and differences (size)</li> <li>Identify and explore features of 3 D objects e.g. size and shape</li> </ul>



<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>Recycled containers</li> </ul>	
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Count 1-3 concrete objects daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Count 1-3 concrete objects daily</li> <li>Number that comes after 1-2</li> <li>1 more than 2-3</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>Recognise line of symmetry in self, and own environment</li> </ul>	<ul style="list-style-type: none"> <li>Own body</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce the concept of symmetry</li> <li>Crossing the midline activities (demonstrate physically)</li> </ul>
Capacity/Volume	<ul style="list-style-type: none"> <li><b>Understand the concept of full and empty</b></li> </ul>	<ul style="list-style-type: none"> <li>Sand</li> <li>Water</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the measuring concept of capacity by comparing how much various containers hold e.g. "empty/full"</li> <li>Kinesthetic: Sand and Water play</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Orally solve addition and subtraction problems with answers up to 3</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Kinesthetic <ul style="list-style-type: none"> <li>Teacher calls 1 learner to the front of the classroom. She then calls another 2 learners. How many learners?</li> <li>Teacher packs out 2 counters. She adds another one. How many counters?</li> </ul>
3D objects	<ul style="list-style-type: none"> <li><b>Build 3D objects</b></li> <li><b>Describe, sort and compare 3D objects</b></li> </ul>	<ul style="list-style-type: none"> <li>3D Objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Sort 3D objects per similarities and differences (size)</li> <li>Identify and explore</li> <li>Objects that roll</li> <li>Objects that slide</li> </ul>

GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Collect and sort objects	<ul style="list-style-type: none"> <li>Collect and sort concrete objects per size</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects of a similar kind individually alone and /or in a group)</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Length	<ul style="list-style-type: none"> <li><b>Concretely compare and order objects per short, long</b></li> </ul>	<ul style="list-style-type: none"> <li>Lengths of String</li> <li>Skipping ropes</li> </ul>	<ul style="list-style-type: none"> <li>Length consciousness (long/short)</li> <li>Concrete 3-D using objects</li> <li>Teacher puts a variety of objects on each group's table such as rulers, pencils, crayons, erasers, etc.</li> <li>Sort all the long objects and all the short objects together</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count concrete objects up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 7 <ul style="list-style-type: none"> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>
Counting forwards and backwards	<ul style="list-style-type: none"> <li>Count in: ones forwards and backwards up to 4</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number rhymes and songs</li> </ul>	Number range: 1 to 4 <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects</li> <li>Count in: ones forwards and backwards up to 4</li> <li>Play the board game e.g. "Snakes and Ladders"</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Recognise, identify and name three dimensional objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>3D Objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Balls: discuss shape e.g. round and size</li> <li>Play with balls roll, kick, catch, throw balls</li> <li>Play with boxes and discuss</li> <li>Shape and sides</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li><b>Count concrete objects up to 7</b></li> <li>One- to- one correspondence</li> <li><b>Count in ones</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 7 <ul style="list-style-type: none"> <li>Clap hands</li> <li>Stamp feet</li> <li>Climb stairs</li> <li>Count body parts</li> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
3D objects	<ul style="list-style-type: none"> <li>• <b>Describe, sort and compare 3D objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Construction blocks</li> <li>• Boxes</li> <li>• Balls</li> <li>• Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>• Build 3D objects using concrete materials (e.g. blocks)</li> <li>• Compare 3D objects per shape and size</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Talk about things that happen during the night</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Cut outs of sun, moon and stars</li> </ul>	Passing of time: Introduce both the concepts “day and night” <ul style="list-style-type: none"> <li>• Integrate these concepts with Beginning Knowledge topics in Life Skills</li> <li>• Kinaesthetic</li> <li>• Experience darkness by closing eyes</li> <li>• Darken classroom by closing curtains and switching off the light</li> <li>• Learners talk about their experiences when the classroom was dark and when it was light</li> <li>• Talk about activities which take place during the day and at night</li> </ul> Semi-concrete using 2-D shapes or pictures <ul style="list-style-type: none"> <li>• The teacher prepares a poster of the sun and the moon and provides pictures showing what happens during the day and night time</li> <li>• Learners must place their pictures under the sun and/or the moon</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• <b>Copy and extend simple patterns using concrete objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• 2 D geometric shapes (cuts outs of circles, squares, triangles, rectangles etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple patterns using body percussion (clapping, stamping)</li> <li>• Make simple patterns using 2D geometric shapes</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Orally solve addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Counters or any concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Orally solve addition and subtraction problems with answers up to 4</li> <li>• Use the following techniques:               <ul style="list-style-type: none"> <li>- Concrete apparatus e.g. counters or any concrete objects available</li> </ul> </li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	problems up to 4		<ul style="list-style-type: none"> <li>- Decide to- either to put objects together or take away</li> <li>- Count in on in ones</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• Recognise, identify and name two dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Identify own photo and symbol</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols: 1 to 4	<ul style="list-style-type: none"> <li>• Count out concrete objects up to 4</li> <li>• <b>Recognise number symbols 1 to 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• 3 D objects</li> <li>• 2 D shapes</li> <li>• Building blocks</li> <li>• Number cards</li> </ul>	Number range: 1 to 4 <ul style="list-style-type: none"> <li>• Kinaesthetic (experience with body)</li> <li>• Concrete with 3D objects that involve the numbers 1 to 4</li> <li>• Recognise Number symbols: 1 to 4</li> <li>• Match number value with symbol eg               <ul style="list-style-type: none"> <li>- △ 1,</li> <li>- ○○ 2,</li> <li>- △△△ 3</li> <li>- ☀☀☀☀ 4</li> </ul> </li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• Introduce: Figure-ground perception</li> </ul>	<ul style="list-style-type: none"> <li>• 2 D shapes</li> <li>• Pictures</li> <li>• Cut outs of objects</li> </ul>	Consolidation Term 2 <ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>• Introduce: circle</li> </ul>
Follow directions	<ul style="list-style-type: none"> <li>• <b>Follow directions moving forwards and backwards from point to another</b></li> </ul>	<ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Learners form human chain</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions alone and/or as a member of a group or team</li> <li>• Move forward /backwards from one given point to another in the classroom and outdoors alone and in a group</li> <li>• Learners play a game follow the leader/tracking the train</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>•Physical education and musical activities</li> <li>•Obstacle course-following a direction</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>•Patterns, functions and algebra</li> <li>•Measurement</li> <li>•Data handling</li> </ul>
Describe and order numbers	<ul style="list-style-type: none"> <li>• Identify whole numbers up to 4</li> <li>• <b>Compare which of the two given collection of objects are: small and big</b></li> <li>• Incidentally develop an awareness of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>•Concrete objects</li> <li>•Real objects</li> <li>•Pictures</li> <li>•3 D objects</li> <li>•2 D shapes</li> </ul>	Refer to Term 2 but work up to 4
Symmetry	<ul style="list-style-type: none"> <li>• <b>Recognise line of symmetry in self</b></li> </ul>	<ul style="list-style-type: none"> <li>•Own body</li> </ul>	Consolidation Term 2 <ul style="list-style-type: none"> <li>• Rhymes and songs</li> <li>• Crossing the midline-performing actions</li> <li>• Creative art activities</li> <li>• Understand one's body has two sides</li> <li>• Demonstrate and touch body parts on both sides e.g. eyes, ears, arms, legs etc.</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>•Patterns, functions and algebra</li> <li>•Measurement</li> <li>•Data handling</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Money	<ul style="list-style-type: none"> <li>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</li> </ul>	<ul style="list-style-type: none"> <li>Play money</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation Term 2</li> </ul> <p>Use play or real money (coins) to develop awareness of South African coins R1, R2, R5</p>
Repeated Addition leading to multiplication	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 4</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Body parts</li> </ul>	<ul style="list-style-type: none"> <li>Examples for repeated addition:               <ul style="list-style-type: none"> <li>1 shoe and 1 shoe</li> <li>2 boys and 2 boys</li> </ul> </li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>Identify own photo and symbol</li> <li><b>Build Puzzles (4 pieces)</b></li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>2D shapes</li> <li>Jig saw puzzles</li> </ul>	<p>Consolidation Term 2</p> <ul style="list-style-type: none"> <li>Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>Consolidate: circle</li> <li>Make puzzles of 3 pieces (Matching and putting pieces together according shape)</li> </ul>
Mass	<ul style="list-style-type: none"> <li><b>Compare and weigh objects physically</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects (different sizes and mass)</li> </ul>	<p>Consolidation Term 2</p> <ul style="list-style-type: none"> <li>Mass consciousness e.g. heavy/light</li> <li>Compare and weigh objects physically understanding the following: light, heavy</li> <li>Concretely compare and order objects using appropriate vocabulary to describe: mass e.g. light, heavy</li> </ul> <p>Kinaesthetic</p> <ul style="list-style-type: none"> <li>Let learners guess the mass of objects</li> <li>Hold the following objects, one in each hand to be able to guess which is heavier or lighter e.g. a crayon and a building block</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Share objects equally between 2 people up to 4 (practically)</b></li> <li>• Group concrete objects in 1s and 2s</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5)</li> <li>• Share objects equally up to 4</li> <li>• Group concrete objects in 1s and 2s up to 4</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Construction blocks</li> <li>• Boxes</li> <li>• Balls</li> <li>• Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation Term 2</li> <li>• Sort 3D objects per similarities and differences (size)</li> <li>• Identify and explore features of 3 D objects e.g. size and shape</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Count 1-4 concrete objects daily</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number cards</li> </ul>	<ul style="list-style-type: none"> <li>• Count 1-4 concrete objects daily</li> <li>• Number that comes after 1-2-3               <ul style="list-style-type: none"> <li>- 1 more than 1-2-3-4-5</li> <li>- 1 less than 2-3-4-5</li> </ul> </li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>• <b>Recognise line of symmetry in self, and own environment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Own body</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce the concept of symmetry</li> <li>• Crossing the midline activities (demonstrate physically)</li> </ul>
Capacity/Volume	<ul style="list-style-type: none"> <li>• <b>Understand the concept of full and empty</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sand</li> <li>• Water</li> <li>• Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation Term 2</li> <li>• Concept of capacity by comparing how much various containers hold e.g. "empty/full"</li> <li>• Kinaesthetic: Sand and Water play</li> </ul>



<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Orally solve addition and subtraction problems with answers up to 4</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Play musical chairs in groups of 4</li> <li>Give each learner 4 smarties. Tell them to eat 1. How many left? Eat another 1. How many left? etc.</li> <li>Give each learner a pack of 4 concrete objects. Learners count the objects. Each learner gives 1 object to his/her friend. Count how many left.</li> <li>Count out               <ul style="list-style-type: none"> <li>How many eyes, ears, fingers?</li> <li>1 circle and 2 circle= 3 circles</li> <li>2 blocks and 1 block = 3 blocks</li> <li>3 marbles and 1 marble= 4 marbles</li> </ul> </li> </ul>
3D objects	<ul style="list-style-type: none"> <li><b>Build 3D objects</b></li> <li><b>Describe, sort and compare 3D objects</b></li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	Consolidation Term 2 <ul style="list-style-type: none"> <li>Sort 3D objects per similarities and differences (size)</li> <li>Identify and explore</li> <li>Objects that roll</li> <li>Objects that slide</li> </ul>
Collect and sort objects	<ul style="list-style-type: none"> <li><b>Collect and sort concrete objects per size</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort concrete objects of a similar kind individually alone and /or in a group)</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Length	<ul style="list-style-type: none"> <li><b>Concretely compare and order objects</b></li> </ul>	<ul style="list-style-type: none"> <li>Lengths of String</li> <li>Skipping ropes</li> <li>Classroom items: rulers,</li> </ul>	Consolidation Term 2 <ul style="list-style-type: none"> <li>Length consciousness (long/short)</li> <li>Teacher puts a variety of objects on each group's table such as rulers, pencils,</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
		pencils, crayons, erasers, etc.	crayons, erasers, etc. - Sort all the long objects and all the short objects together

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count concrete objects up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 10 <ul style="list-style-type: none"> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>
Counting forwards and backwards	<ul style="list-style-type: none"> <li>Count in: ones forwards and backwards up to 3</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number rhymes and songs</li> </ul>	Number range: 1 to 5 <ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, concrete objects</li> <li>Count in: ones forwards and backwards up to 5</li> <li>Play the board game e.g. "Snakes and Ladders"</li> </ul>
Position, orientation and views	<ul style="list-style-type: none"> <li>Recognise the position of two or more objects in relation to the learners</li> </ul>	<ul style="list-style-type: none"> <li>Classroom furniture</li> <li>Boxes</li> <li>Balls</li> <li>Jungle gym</li> </ul>	Language of position <ul style="list-style-type: none"> <li>The position of two or more objects in relation to the learner;               <ul style="list-style-type: none"> <li>In front of and behind</li> <li>On top, under or below</li> <li>Top and bottom</li> <li>Left and right</li> </ul> </li> <li>Outdoor play and games are encouraged to teach vocabulary in relation to position</li> <li>Learners must engage in practical activity through play</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li><b>Count concrete objects up to 10</b></li> <li><b>One- to- one correspondence</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Number range 1 to 10 <ul style="list-style-type: none"> <li>Clap hands</li> <li>Stamp feet</li> <li>Climb stairs</li> </ul>

<b>GRADE R WITH DIFFERENTIATION LESSON PLANNING TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Count in ones</li> </ul>		<ul style="list-style-type: none"> <li>Count body parts</li> <li>Rote counting using number rhymes and songs</li> <li>Count out concrete objects</li> </ul>
Follow directions	<ul style="list-style-type: none"> <li>Follow directions moving forwards and backwards from point to another</li> </ul>	<ul style="list-style-type: none"> <li>Obstacle course</li> <li>Learners form human chain</li> <li>Arrows</li> </ul>	<ul style="list-style-type: none"> <li>Forwards and backwards</li> <li>Up and down</li> <li>Upwards and downward</li> <li>Left and right</li> <li>Where does the sound come from Physical education and music activities?</li> <li>Obstacle course-following a direction</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation Term 3</li> <li>Build 3D objects using concrete materials (e.g. blocks)</li> <li>Compare 3D objects per shape and size</li> </ul>
Time	<ul style="list-style-type: none"> <li>Talk about things that happen during the night</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>Cut outs of sun, moon and stars</li> </ul>	<p>Passing of time: Introduce both the concepts “day and night”</p> <ul style="list-style-type: none"> <li>Integrate these concepts with Beginning Knowledge topics in Life Skills Kinaesthetic               <ul style="list-style-type: none"> <li>Experience darkness by closing eyes</li> <li>Darken classroom by closing curtains and switching off the light</li> </ul> </li> <li>-Learners talk about their experiences when the classroom was dark and when it was light</li> <li>-Talk about activities which take place during the day and at night</li> </ul> <p>Semi-concrete using 2-D shapes or pictures</p> <ul style="list-style-type: none"> <li>The teacher prepares a poster of the sun and the moon and provides pictures showing what happens during the day and night time</li> <li>Learners must place their pictures under the sun and/or the moon</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	• Mental Mathematics	• Time	• Measurement • Data handling
3D objects	• <b>Describe, sort and compare 3D objects</b>	• 3D objects • Construction blocks • Boxes • Balls • Recycled containers	• Consolidation Term 3 • Sort 3D objects per similarities and differences (size) • Identify and explore • Objects that roll • Objects that slide
Addition and subtraction	• <b>Orally solve addition and subtraction problems up to 5</b>	• Counters or any concrete objects	• Orally solve addition and subtraction problems with answers up to 4 • Use the following techniques: - Concrete apparatus e.g. counters or any concrete objects available - Decide to- either to put objects together or take away - Count in on in ones
Week 4 Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Number symbols: 1 to 5	• Count out concrete objects up to 5 • <b>Recognise number symbols 1 to 5</b>	• Concrete objects • 3 D objects • 2 D shapes • Building blocks • Number cards • Dominoes	Number range: 1 to 5 • Kinaesthetic (experience with body) action rhymes • Concrete with 3D objects that involve the numbers 1 to 5 • Recognise Number symbols: 1 to 5 • Match number value with symbol e.g. - △ 1 - ○○ 2 - △△△ 3 - ☀☀☀☀ 4 - ☺☺☺☺☺ 5
2D shapes	• <b>Consolidate:</b>	• 2 D shapes	• Consolidation Term 3

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>Figure-ground perception</b>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Cut outs of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>• Recognise: circle</li> <li>• Awareness that one's body has two sides e.g. left and right</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated Addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Body parts</li> </ul>	Examples for repeated addition: <ul style="list-style-type: none"> <li>• 2 girls how many eyes</li> <li>• 2 boys how many feet</li> <li>• 2 bicycles how many wheels</li> <li>• 2 birds how many wings</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Construction blocks</li> <li>• Boxes</li> <li>• Balls</li> <li>• Recycled containers</li> </ul>	Consolidation Term 3 <ul style="list-style-type: none"> <li>• Sort 3D objects per similarities and differences (size)</li> <li>• Identify and explore</li> <li>• Objects that roll</li> <li>• Objects that slide</li> </ul>
Collect and sort objects	<ul style="list-style-type: none"> <li>• <b>Collect and sort concrete objects per size</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	Consolidation Term 3 <ul style="list-style-type: none"> <li>• Collect and sort concrete objects of a similar kind individually alone and /or in a group)</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Use play or real money to develop an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Play money</li> </ul>	Consolidation Term 3 <ul style="list-style-type: none"> <li>• Use play or real money (coins) to develop awareness of South African coins R1,</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	South African coins 50c, R1, R2, R5		R2, R5
Describe and order numbers	<ul style="list-style-type: none"> <li>• <b>Identify whole numbers up to 5</b></li> <li>• Compare which of the two given collection of objects are: small and big</li> <li>• Incidentally develop an awareness of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Real objects</li> <li>• Pictures</li> <li>• 3 D objects</li> <li>• 2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Term 3 but work up to 5</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• Identify own photo and symbol</li> <li>• <b>Build puzzles (5 pieces)</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3 D objects</li> <li>• 2 D shapes</li> <li>• Jig saw puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation Term 3</li> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping shapes per size and shape</li> <li>• Consolidate: circle</li> <li>• Make puzzles of 5 pieces (Matching and putting pieces together according shape)</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Share objects equally between 2 people up to 5 (practically)</b></li> <li>• Group concrete objects in 1s and 2s</li> <li>• Halving practically</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping and sharing leading to division (Equal sharing and grouping with whole numbers up to 5</li> <li>• Share objects equally up to 4</li> <li>• Group concrete objects in 1s and 2s up to 4</li> <li>• Cut bread (sandwich) into halves</li> </ul>

<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
3D objects	<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>3D objects</li> <li>Construction blocks</li> <li>Boxes</li> <li>Balls</li> <li>Recycled containers</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation Term 3</li> <li>Sort 3D objects per similarities and differences (size)</li> <li>Identify and explore features of 3 D objects e.g. size and shape</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li><b>Recognise line of symmetry in self, and own environment</b></li> </ul>	<ul style="list-style-type: none"> <li>Own body</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation Term 3</li> <li>Reinforce the concept of symmetry</li> <li>Crossing the midline activities (demonstrate physically)</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li><b>Use play or real money to develop an awareness of South African coins 50c, R1, R2, R5</b></li> </ul>	<ul style="list-style-type: none"> <li>Play money</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation Term 3</li> <li>Use play or real money (coins) to develop awareness of South African coins R1, R2, R5</li> </ul>
Build 3D objects	<ul style="list-style-type: none"> <li><b>Build 3D objects using concrete materials</b></li> </ul>	<ul style="list-style-type: none"> <li>3 D objects of different shapes and sizes (recycled boxes)</li> <li>Building blocks</li> </ul>	<ul style="list-style-type: none"> <li>Provide building blocks and construction materials during free play daily</li> <li>Explore with building blocks</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and	<ul style="list-style-type: none"> <li><b>Orally solve</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Play musical chairs in groups of 5</li> </ul>



<b>GRADE R WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
subtraction	<b>addition and subtraction problems with answers up to 5</b>		<ul style="list-style-type: none"> <li>• Give each learner 5 smarties. Tell them to eat 1. How many left? Eat another 1. How many left? Etc.</li> <li>• Give each learner a pack of 5 concrete objects. Learners count the objects. Each learner gives 1 object to his/her friend. Count how many left</li> <li>• Counting on: <ul style="list-style-type: none"> <li>• 1 circle and 2 circle= 3 circles</li> <li>• 2 blocks and 1 block = 3 blocks</li> <li>• 3 marbles and 1 marble= 4 marbles</li> <li>• 4 buttons and 1 button- 5 buttons</li> <li>• 3 beads and 2 beads= 5 beads</li> </ul> </li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Length	<ul style="list-style-type: none"> <li>• Concretely compare and order objects per short, long</li> </ul>	<ul style="list-style-type: none"> <li>• Lengths of String</li> <li>• Skipping ropes</li> <li>• Rulers of different lengths</li> </ul>	Consolidation Term 3 <ul style="list-style-type: none"> <li>• Length consciousness (long/short)</li> </ul> Concrete 3-D objects <ul style="list-style-type: none"> <li>• Teacher puts a variety of objects on each group's table such as rulers, pencils, crayons, erasers, etc.</li> <li>• Sort all the long objects and all the short objects together</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Day</li> <li>Night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul>
Count Objects	Number range 1 to 10 <ul style="list-style-type: none"> <li>Counting concrete objects</li> <li>- Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	Number range 1 to 10 Counting concrete objects - One- to- one correspondence - Count in ones - Clap hands - Stamp feet - Climb stairs - Count body parts - Rote counting using number rhymes and songs
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects:</li> <li>- forwards up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Mental Maths</li> <li>- The teacher claps her hands rhythmically and slowly to represent a number e.g. 5</li> <li>- The learners have to take out the same number of counters (5) and show them</li> <li>- Learners pack 5 counters out in a row and count them</li> </ul>
Problem Solving	Solve Problems - number 1 to 5	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Use concrete objects to solve problems that involve the number 1 to 5 - Teacher states problem orally and work with learners to solve simple problem
Number Names and symbols	Revise number names Number names 1-5 <ul style="list-style-type: none"> <li>Recognise, identify and</li> </ul>	<ul style="list-style-type: none"> <li>Flash card</li> <li>Counting Chart</li> <li>Number Frieze</li> </ul>	<ul style="list-style-type: none"> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	read number symbols 1-5		
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>Day</li> <li>Night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul>
Count Objects	<b>Number range 1 to 5</b> <ul style="list-style-type: none"> <li>Count concrete objects</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	Number range 1 to 10 Counting concrete objects -One- to- one correspondence -Count in ones -Clap hands -Stamp feet -Climb stairs -Count body parts -Rote counting using number rhymes and songs
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects:               <ul style="list-style-type: none"> <li>Forwards up to 10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Mental Maths               <ul style="list-style-type: none"> <li>The teacher claps her hands rhythmically and slowly to represent a number e.g. 5</li> <li>The learners should take out the same number of counters (5) and show them</li> <li>Learners pack 5 counters out in a row and count them</li> </ul> </li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Solve Problems with number 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems that involve the number 1 to 5</li> <li>Teacher states problem orally and work with learners to solve simple problem</li> </ul>
Position, orientation and	<ul style="list-style-type: none"> <li><b>Language of position</b></li> <li><b>Position and</b></li> </ul>	<ul style="list-style-type: none"> <li>Objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>The position of one object in relation to another               <ul style="list-style-type: none"> <li>on top of</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
views	<b>directions</b>		<ul style="list-style-type: none"> <li>- in front, of</li> <li>- behind, up</li> <li>- down</li> <li>- next to</li> <li>• Follow directions to move around the classroom</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Counting forwards and backwards	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>• <b>Count in ones</b></li> <li>• <b>Forwards</b></li> <li>• <b>Backwards from any given number between 1-5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using number rhymes and songs, concrete objects, counters, counting with body movements</li> </ul>
Geometric Patterns	<ul style="list-style-type: none"> <li>• <b>Identify patterns in clothes, objects and the environment</b></li> <li>• <b>Copy patterns using body percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns in clothes, objects and the environment</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>• Talk about things that happen during               <ul style="list-style-type: none"> <li>- day</li> <li>- Night</li> <li>-</li> </ul> </li> <li>• <b>Learners should know their age</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Calendar</li> <li>• Season Chart</li> </ul>	Talk about things that happen during day and night <ul style="list-style-type: none"> <li>• Class Routine</li> <li>• Weather chart</li> <li>• Birthday chart</li> <li>• Season chart</li> <li>• Learners should know their age</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>Number range: 1 to 2</li> <li>Identify whole numbers</li> <li><b>Compare which of the two given collection of objects are:</b> <ul style="list-style-type: none"> <li>Small and big</li> <li><b>More and less</b></li> <li>Number rhymes and songs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Objects in the class</li> <li>Learners</li> <li>counters</li> </ul>	<ul style="list-style-type: none"> <li>Number range: 1 to 2</li> <li>Compare which of the two given collection of objects are:               <ul style="list-style-type: none"> <li>Small and big</li> <li>More and less</li> <li>Number rhymes and songs</li> </ul> </li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Paper folding</li> <li>Sharing toy pizza made with play dough</li> </ul>	<ul style="list-style-type: none"> <li>Teacher can introduce by telling a story about sharing in half incorrectly</li> <li>Then try to get learners to share more correctly in half</li> <li>Half is generally a sharing between two people</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols and number names	Number range: 1 to 5 <ul style="list-style-type: none"> <li><b>Recognise</b></li> <li><b>identify</b></li> <li><b>read number symbols 1-5</b></li> </ul>	<ul style="list-style-type: none"> <li>Number Cards</li> <li>Trace numbers</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Number symbols</li> <li>Number Range 1 to 5</li> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> </ul>
3D objects	<b>Range of objects</b> <ul style="list-style-type: none"> <li><b>Recognise</b></li> </ul>	<ul style="list-style-type: none"> <li>3D objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use 3D objects such as building blocks, recycled material etc., to construct composite objects</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Identify 3D objects</b></li> </ul>		<ul style="list-style-type: none"> <li>• Find 3D objects in the class</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>• Collect and sort everyday concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Sort objects collected per criteria the teacher specifies               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Practically solve problems involving sharing</b></li> <li>• <b>equally amongst the 4 learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rubber bands</li> <li>• Plates</li> </ul>	<ul style="list-style-type: none"> <li>• Practically solve problems involving sharing</li> <li>• Use concrete objects to share equally amongst the 4 learners</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Introduce the concept of mass</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scale</li> <li>• Objects of different mass</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Measuring</li> <li>• compare the masses of different objects by lifting the objects to determine heavy and light</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Solve addition problems with answers up to 5</b></li> <li>• Solve orally subtraction problems with answers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use of concrete apparatus e.g. counters</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• <b>Two-dimensional shapes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flash Cards</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use two-dimensional shapes in the classroom and in pictures including:</li> <li>• Class name</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Recognise</b></li> <li>• <b>identify</b></li> <li>• <b>name</b></li> </ul>		<ul style="list-style-type: none"> <li>• Learners Symbols</li> <li>• Figure ground perception</li> <li>• Recognition of 2D shapes e.g. circle</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Rubber bands</li> <li>• plates</li> </ul>	<ul style="list-style-type: none"> <li>• Use rubber bands to group pencils in groups specified by the teacher</li> </ul>
Problem solving techniques	<ul style="list-style-type: none"> <li>• Doubling</li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Use the concrete apparatus e.g. Counters</li> <li>• A physical number ladder</li> <li>• or concrete objects available in and outside the classroom</li> </ul>
Number symbols and number names	Number range: 1 to 5 Revise <ul style="list-style-type: none"> <li>• Recognise</li> <li>• Identify</li> <li>• Read number symbols 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Number Cards</li> <li>• Trace numbers</li> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Number symbols</li> <li>• Number Range 1 to 5</li> <li>• Semi-concrete with picture cards and number cards</li> <li>• Reinforce the knowledge gained</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Capacity/ Volume	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> </ul>	<ul style="list-style-type: none"> <li>• Buckets</li> <li>• Cups</li> <li>• Bottle</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Measuring</li> <li>• Fill cups, bottles, buckets with water</li> <li>• Use vocabulary e.g.</li> <li>• full</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• empty</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Paper for folding</li> <li>• Play dough</li> </ul>	<ul style="list-style-type: none"> <li>• Share between to people</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Symmetry	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>	<ul style="list-style-type: none"> <li>• Own body</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce the concept of symmetry</li> <li>• Crossing the midline activities (demonstrate physically)</li> </ul>
Length	Inform Informal measuring <ul style="list-style-type: none"> <li>• Compare and order objects per length: - Short and long</li> </ul>		



<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Day</li> <li>Night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	Passing of Time <ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Number range 1 to 10</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	Number range 1 to 10 Counting concrete objects <ul style="list-style-type: none"> <li>- One- to- one correspondence</li> <li>- Count in ones</li> <li>- Clap hands</li> <li>- Stamp feet</li> <li>- Climb stairs</li> <li>- Count body parts</li> <li>- Rote counting using number rhymes and songs</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects forwards up to 10</li> <li>Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Mental Maths               <ul style="list-style-type: none"> <li>- The teacher claps her hands rhythmically and slowly to represent a number e.g. 10</li> <li>- The learners have to take out the same number of counters 10 and show them</li> <li>- Learners recite number names 1-10</li> </ul> </li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Solve problems</li> <li>Addition</li> <li>Subtraction with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems that involve the number 1 to 7</li> <li>- Teacher states problem orally and work with learners to solve simple problem</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Use words like put together and take away
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>Day</li> <li>Night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Number range 1 to 13</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Number range 1 to 10</li> <li>Counting concrete objects</li> <li>- One- to- one correspondence</li> <li>- Count in ones</li> <li>- Clap hands</li> <li>- Stamp feet</li> <li>- Climb stairs</li> <li>- Count body parts</li> <li>- Rote counting using number rhymes and songs</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects forwards up to 10</li> <li>Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Mental Maths</li> <li>- The teacher claps her hands rhythmically and slowly to represent a number e.g. 10</li> <li>- The learners should take out the same number of counters 10 and show them</li> <li>- Learners recite number names 1-10</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Solve problems</li> <li>Addition</li> <li>Subtraction with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve problems that involve the number 1 to 7</li> <li>- Teacher states problem orally and work with learners to solve simple problem</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- Use words like put together and take away
Position, orientation and views	<b>Language of position</b> • Describe the position of one object in relation to another <b>Position and directions</b> • Follow directions	• Objects in the classroom	• The position of one object in relation to another: - on top of, - in front of, - behind, up, - down, - next to • Follow directions to move around the classroom • Follow instructions to place one object in relation to another
<b>Week 3</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Counting forwards and backwards	<b>Number range: 1 to 7</b> • Count in ones • Forwards • Backwards from any given number between 1-7	• Counting chart	• Incidental counting using - number rhymes and songs - concrete objects counters - counting with body movements
Data Handling	• Collect and sort objects	• Concrete objects	• Collect and sort objects per different attributes e.g. - size - shape - colour
<b>Week 4</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Geometric Patterns	• Identify patterns • Copy patterns	• Body	• Identify patterns in clothes • objects and the environment

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Copy patterns using body percussion</li> </ul>
Number Names and symbols	<b>Number range: 1 to 7</b> <ul style="list-style-type: none"> <li>• <b>Recognise</b></li> <li>• <b>identify</b></li> <li>• read number symbols 1-7</li> <li>• Trace</li> <li>• colour</li> <li>• copy</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cart</li> <li>• Counting Chart</li> <li>• Number Frieze</li> </ul>	<ul style="list-style-type: none"> <li>• Number range: 1 to 7</li> <li>• Semi-concrete with picture cards and number cards</li> <li>• Reinforce the knowledge gained</li> <li>• write number symbols incidentally by coping or tracing</li> </ul>
3D objects	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• <b>Recognise and identify 3D objects in the classroom e.g. box and ball shapes</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects around the classroom</li> </ul>	Focused activities <ul style="list-style-type: none"> <li>- Use 3D objects such as:</li> <li>- building blocks, recycling material etc., to construct composite objects</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• <b>Number range: 1 to 3</b></li> <li>• <b>Identify whole numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Concrete objects</li> </ul>	Number Range 1- 3 <ul style="list-style-type: none"> <li>- Compare which of the two given collection of objects are:</li> <li>- - Small and big</li> <li>- - More and less</li> <li>- - Number rhymes</li> <li>- - Songs</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• <b>Solve problems involving</b></li> <li>• <b>Addition</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete objects to solve problems involving addition and subtraction with answers up to 7</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Subtraction with answers up to 7</b></li> </ul>		
Length	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Compare</b></li> <li>• <b>Order objects Introduce the concept of height:</b></li> <li>• <b>Introduce height chart</b></li> </ul>	<ul style="list-style-type: none"> <li>• String</li> <li>• Rope</li> <li>• Hands</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Measurement</li> <li>• Compare and order objects per length: Short and long</li> <li>• Introduce the concept of height: short, tall</li> <li>• Introduce height chart</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Solve addition problems with answers up to 7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Orally solve addition problems with answers up to 7</li> </ul>
Geometric Patterns	<ul style="list-style-type: none"> <li>• <b>Copy patterns using body percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Copy the pattern as demonstrated by the teachers</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>• <b>Collect and sort objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort objects per different attributes</li> <li>• size</li> <li>• Shape</li> <li>• colour</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• <b>Solve orally subtraction problems with answers up to 7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Orally solve problems</li> </ul>
Problem solving techniques	<ul style="list-style-type: none"> <li>• Doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Paper plates</li> </ul>	<ul style="list-style-type: none"> <li>• Use the concrete apparatus e.g.</li> <li>• Counters and physical number ladder or any concrete objects available in and outside the classroom</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Make groups of objects by tying objects in groups of 1 and 2</li> <li>• then add together</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Sweet</li> </ul>	<ul style="list-style-type: none"> <li>• Share between two people</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognition of South African Rand.</b></li> <li>• <b>Identify similarities</b></li> <li>• <b>differences</b></li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Play Money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of South African Rand., R1, R2, R5</li> <li>• Identify similarities and differences between coins e.g.</li> <li>• sort play money per amount</li> </ul>

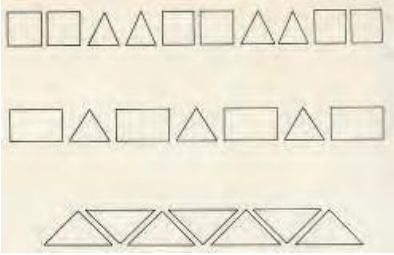
<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Day</li> <li>Night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Number range 1 to 13</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	Number range 1 to 10 Counting concrete objects - One- to- one correspondence - Count in ones - Clap hands - Stamp feet - Climb stairs - Count body parts - Rote counting using number rhymes and songs
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects forwards up to 10</li> <li>Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Mental Maths</li> <li>- The teacher claps her hands rhythmically and slowly to represent a number e.g. 10.</li> <li>- The learners have to take out the same number of counters 10 and show them.</li> <li>- Learners recite number names 1-10</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Solve problems</li> <li>Addition</li> <li>subtraction with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	Use concrete objects to solve problems that involve the number 1 to 7 - Teacher states problem orally and work with learners to solve simple problem - Use words like put together and take away

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and subtraction	<ul style="list-style-type: none"> <li>Solve addition problems with answers up to 7</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Orally solve addition problems with answers up to 7</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>Talk about things that happen during</li> <li>Day</li> <li>Night</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Passing Time</li> <li>Identify activities that take place during:</li> <li>Night</li> <li>Day</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> </ul> Learners should know their age
Counting Objects	<b>Number range 1 to 15</b> <b>Count in ones</b>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count everyday objects reliably</li> <li>Daily counting               <ul style="list-style-type: none"> <li>Rote /rhythmic counting from 1-15</li> <li>Sing Number songs and rhymes</li> </ul> </li> <li>Although learners some a concept of number when they enter Grade 1, they should be encouraged to sing number rhymes and songs and do rote counting daily</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects forwards up to 10</li> <li>Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> <li>Counting chart</li> </ul>	Concrete using 3-D objects Learners develop number sense by: <ul style="list-style-type: none"> <li>Making a number 10 with play dough.</li> <li>Picking up 10leaves</li> <li>Counting objects and linking them with counters.</li> <li>Develop an awareness of number conservation by letting learners</li> <li>Pack five counters or any objects in different ways e.g.</li> </ul>



<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<p>When counting, the number of objects is not affected by their size, or position, or whether they are of the same type</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Arrange 10 buttons, 10 pencils, 10 hoops, 10 learners etc.</li> <li>- Count them in a different order e.g. count them spread out, close together, in a line or stacked up</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Use concrete objects to solve problems involving addition and subtraction with answers up to 8</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Word sums are often used as the entry into operations. Learners start off with solving the problem by using concrete apparatus; which then develops into:               <ul style="list-style-type: none"> <li>- drawing pictures;</li> <li>- drawing pictures and writing numbers to describe the operation; and</li> <li>- only using numbers.</li> </ul> </li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>• There are five children on the see-saw. Three of them are on one side. How many are on the other side?</li> <li>• During the first term learners, can record this word problem in the following way</li> <li>• Calculating strategies</li> <li>• Using counting all to solve the see-saw problem</li> <li>• Here learners count each group and the whole collection, so they are counting at least three times</li> <li>• Using counting on to solve the see-saw problem</li> <li>• Learners count on from three until they get to five. This is a far more efficient strategy to use</li> </ul>
Length	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• <b>Compare and order objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• String</li> <li>• Rope</li> </ul>	<ul style="list-style-type: none"> <li>• Concretely compare and order objects using appropriate vocabulary to describe length</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>per length</b> • Introduce the concept of height • Introduce height chart • Introduce the concept of width	• Hand span • Height Chart	- Long - short • Reinforce the concept of length • Kinesthetic - Let the learners: - Explore length by comparing objects with one another. - Compare the height of two learners and identify which learner is short and which one is tall • Teacher measures learners again using the height chart from the first term. Informal measuring • Compare and order objects per length: - Short - Long • Introduce the concept of height: - Short - Tall • Introduce height chart • Introduce the concept of width: - Wide - Narrow
Week 3 Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Number symbols and number names	• <b>Number range: 1 to 8</b> • <b>Recognise, identify and read number symbols 1-8</b>	• Tracing cards • Pictures • Number cards	• Number range: 1 to 8 • Semi-concrete with picture cards and number cards - Reinforce the knowledge gained - Trace

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- Colour</li> <li>- Copy</li> <li>- write</li> <li>- number symbols incidentally</li> </ul>
Geometric patterns	<b>Number range: 1 to 8</b> <ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-8</li> <li>• Semi-concrete with picture cards and number cards</li> <li>• Reinforce the knowledge gained</li> <li>• Trace, colour, copy and write number symbols incidentally</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Create own pattern</li> </ul> <p>Concrete using 3-D objects</p> <ul style="list-style-type: none"> <li>- Learners initially copy patterns from given patterns.</li> <li>• Eventually learners create their own pattern and describe their own pattern</li> </ul>  <p>Pegboard work: Let the learner use first his right and then his left hand, then both hands together to place the pegs on the pegboard</p> <ul style="list-style-type: none"> <li>- The teacher tells the learners where to place the pegs e.g. <ul style="list-style-type: none"> <li>• In the <i>top</i> row</li> <li>• In the <i>bottom</i> row</li> </ul> </li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	Number range: 1 to 8 <ul style="list-style-type: none"> <li>• Incidental counting using number</li> </ul>	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count everyday objects up to 5</li> <li>• Count forwards and backwards up to 5</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	rhymes and songs, concrete objects counters, counting with body movements <b>• Count in ones, forwards and backwards from any given number between 1-8</b>		<ul style="list-style-type: none"> <li>• Rote counting in ones, forwards using</li> <li>• Number rhymes</li> <li>• Songs, concrete objects</li> <li>• Count body parts</li> </ul>
3 D Objects	Range of objects <ul style="list-style-type: none"> <li>• Recognise</li> <li>• identify 3D objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 3D objects in the classroom e.g. box and ball shapes</li> </ul> Features of objects <ul style="list-style-type: none"> <li>• Sort 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> </ul> </li> </ul> Focused activities Use 3D objects such as building blocks, recycled material etc., to construct composite objects
2D shapes	<ul style="list-style-type: none"> <li>• Identify and name two-dimensional shapes D</li> </ul>	<ul style="list-style-type: none"> <li>• 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make shapes with their bodies</li> <li>• Form shapes using their fingers</li> <li>• Make shapes using different colour wool or clay</li> <li>• Sort shapes according circles/triangles/ squares               <ul style="list-style-type: none"> <li>- Size big/small</li> <li>- Colour red/yellow/blue</li> <li>- Find around objects in the classroom</li> </ul> </li> <li>• Find shapes that represent a circle</li> <li>• Identify D shapes in the classroom               <ul style="list-style-type: none"> <li>- Learners Symbols</li> <li>- Class name</li> <li>- Figure ground perception</li> <li>- Recognition of 2D shapes e.g. circle, triangle and rectangle</li> </ul> </li> </ul>
Length	Symmetry	<ul style="list-style-type: none"> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce the line of symmetry in self by performing actions that</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Recognise symmetry in body and shapes</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> </ul>	encourage the crossing of the mid-line Kinesthetic <ul style="list-style-type: none"> <li>Let the learners:</li> <li>Play follow-the leader where learners copy positions from the chart</li> <li>Play “follow the leader” where the teacher demonstrates a position and the learners</li> <li>copy him/her. (Include actions where learners cross the mid-line e.g. touch right knee</li> <li>with left hand)</li> <li>Play “follow the leader” where a learner demonstrates a position and the rest copy him/her</li> <li>The teacher demonstrates “star jumps” and the learners are encouraged to perform the same actions</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>Number range: 1 to 4</li> <li>Identify whole numbers</li> <li><b>Compare which of the two given collection of objects are:</b> <ul style="list-style-type: none"> <li><b>Small and big</b></li> <li><b>Most and least</b></li> <li><b>First to last</b></li> <li><b>Equal</b></li> </ul> </li> <li>Position objects from first to last in a line</li> </ul>	<ul style="list-style-type: none"> <li>Counting charts</li> <li>Number line</li> </ul>	<ul style="list-style-type: none"> <li>Compare which of the two given collection of objects are:               <ul style="list-style-type: none"> <li>Small and big</li> <li>Most and least</li> <li>First to last</li> <li>Equal</li> </ul> </li> <li>Position objects from first to last in a line</li> </ul>
3 D Objects	<b>Range of objects</b>	<ul style="list-style-type: none"> <li>3D objects in the</li> </ul>	<ul style="list-style-type: none"> <li>Range of Objects identify 3D objects in the classroom e.g. box</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Recognise</b></li> <li>• <b>Identify 3D objects in the classroom</b></li> </ul>	environment	and ball shapes
Sharing Leading to fractions	<ul style="list-style-type: none"> <li>• Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Play dough</li> </ul>	
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li>• <b>Use concrete objects to solve problems involving addition and subtraction with answers up to 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<p>Orally solve word problems (story sums) in context that involve numbers 1 to 9</p> <p>Kinesthetic</p> <ul style="list-style-type: none"> <li>• Tell a story of about a tree with one bird in it. Another bird joins him. How many birds are there now? Learners act the story out with masks. 1 and 1 gives 2</li> <li>• Repeat the story till there are 9 birds</li> </ul>
Problem Solving Techniques and methods	<ul style="list-style-type: none"> <li>• Use of concrete apparatus e.g. counters</li> <li>• Doubling and halving</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the concept of               <ul style="list-style-type: none"> <li>- Half</li> <li>- Double</li> </ul> </li> <li>• Concrete using 3D objects               <ul style="list-style-type: none"> <li>- The teacher creates a number line or ladder on the floor or ground</li> <li>- The teacher gives instructions such as:                   <ul style="list-style-type: none"> <li>- Always stand on the zero or start at the zero.</li> <li>- Always count while moving.</li> <li>- Move to number 5. Move back to number 2. Move forward to number 8</li> <li>- Move to number 8. Move 1 number forward. Move 2 numbers backward</li> </ul> </li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- What comes after 3?</li> <li>- What comes before 7</li> </ul>
Time	<ul style="list-style-type: none"> <li>• <b>Passing of time</b></li> <li>• <b>Talk about things that happen during</b></li> <li>• <b>Seasonal changes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Birthday chart</li> <li>• Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Passing Time</li> <li>• Identify activities that take place during:</li> <li>• Night</li> <li>• day</li> <li>• Class Routine</li> <li>• Weather chart</li> <li>• Birthday chart</li> <li>• Season chart</li> <li>• Learners should know their age</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Share equally leading to fractions	<ul style="list-style-type: none"> <li>• <b>Practically solve problems involving sharing with concrete objects equally amongst the 8 learners</b></li> <li>• <b>Practically solve problems involving grouping with concrete objects up to 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Toys</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching of fractions should be to help learners understand the idea of fractional parts of the whole the parts that result when the whole or unit has been partitioned into equally sized portions or fair shares</li> <li>• Learners seem to understand the idea of separating a quantity into two or more parts to be shared fairly among friends</li> <li>• They eventually make connections between the idea of fair shares and fractional parts. Sharing activities are therefore good places to begin the idea of fractions</li> </ul>
Problem Solving techniques	<ul style="list-style-type: none"> <li>• Use concrete apparatus e.g. Counters and physical number ladder</li> <li>• Doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Solve orally stated double and half problems</li> <li>• Example               <ul style="list-style-type: none"> <li>- 12. Teacher packs out 3 counters. She wants to double it. How much must she add on? What will the final answer be?</li> </ul> </li> </ul>

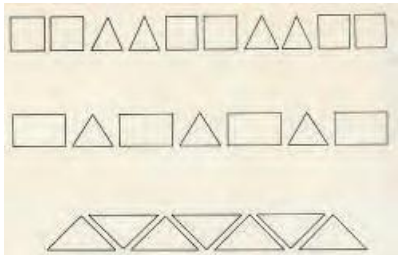
<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- 2 doubled = _____?
Position and views	<b>Language of position</b> <b>•The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</b> <b>Position and views</b> <b>• The position of one object in relation to the other e.g. top and bottom</b>	<ul style="list-style-type: none"> <li>Flash Cards</li> <li>Objects in the classroom</li> </ul>	Language of position - The position of one object in relation to another on top of - In front of - Behind - Up - Down - Next to Position and views • The position of one object in relation to the other - Top - Bottom • Teacher demonstrates to the learners by doing the activity with them and by saying the words in and out • Teacher can use boxes for learners to jump in and out • Use clay and roll it into a ball then press it flat (bird's nest) roll more than one small ball (egg) and put them in/ out of the nest on instruction of the teacher
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Solve addition problems with answers up to 8</b></li> <li><b>Solve orally subtraction problems with answers up to 8</b></li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems by using concrete counters</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>Collect and sort at least 5 objects per size and colour</li> </ul>	<ul style="list-style-type: none"> <li>Concrete object</li> </ul>	Collect data - Learners count the number of letters in their names from a name label teacher made



<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>Teacher holds up a number card corresponding to the number of letters in a learner's name and ask: Who has 4 letters in his/her name holding up the number 4 symbol card? Repeat with all the numbers</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Add the same number repeatedly up to 8</b></li> </ul>	<ul style="list-style-type: none"> <li>Group of counters</li> <li>Rubber bands</li> </ul>	Sharing <ul style="list-style-type: none"> <li>There are 18 toy cars; can you share them equally between the two of you?</li> </ul> Grouping <ul style="list-style-type: none"> <li>How many cars can you make if you have 8 wheels? How many motorbikes?</li> </ul>
Geometric Patterns	Number range: 1 to 8 <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-8</li> <li><b>Semi-concrete with picture cards and number cards</b></li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols incidentally</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>As week 3</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbol and number names	<b>Number range: 1 to 5</b> <ul style="list-style-type: none"> <li>Recognise, identify and read</li> </ul>	<ul style="list-style-type: none"> <li>Number Frieze</li> <li>Number card</li> </ul>	<ul style="list-style-type: none"> <li>As per week 3</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	number symbols 1-5 • Semi-concrete with picture cards and number cards • <b>Reinforce the knowledge gained</b>		
3D objects	• <b>Range of objects</b> • <b>Recognise and identify 3D objects</b>	• 3D objects	• Recognise identify 3D objects in the classroom e.g. box and ball shapes • Features of objects • Sort 3D objects in terms of: • size • colour • Use 3D objects such as building blocks, recycled
Money	• Recognition of South African Rand R1, R2, R5 • Identify similarities and differences between coins e.g. sort play money per amount	• Money • Play money	• Recognise and identify South Africa Banknotes • Use banknotes e.g. R10, R20, R50, R100, R200 • Make the learners aware of the different animal pictures on the banknotes • Role-play with money in the house corner

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Talk about things that happen during</li> <li>Day</li> <li>Night</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Passing Time</li> <li>Identify activities that take place during:</li> <li>Night</li> <li>Day</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> <li>Learners should know their age</li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>Number range 1 to 15</li> <li>Count in ones</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count everyday objects reliably</li> <li>Daily counting</li> <li>Rote /rhythmic counting from 1-15</li> <li>Sing Number songs and rhymes</li> <li>Although learners some a concept of number when they enter Grade 1, they should be encouraged to sing number rhymes and songs and do rote counting daily</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Count everyday objects forwards up to 10</li> <li>Say number names of up to 10 daily</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Learners develop number sense by:               <ul style="list-style-type: none"> <li>- Making a number 10 with play dough</li> <li>- Picking up 10 leaves</li> <li>- Counting objects and linking them with counters</li> </ul> </li> <li>Develop an awareness of number conservation by letting learners:               <ul style="list-style-type: none"> <li>- Pack five counters or any objects in different ways e.g.</li> <li>- When counting, the number of objects is not affected by their</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			size, or position, or whether they are of the same type Example: - Arrange 10 buttons, 10 pencils, 10 hoops, 10 learners etc. - Count them in a different order e.g. count them spread out, close together, in a line or stacked up
Problem Solving	<ul style="list-style-type: none"> <li>• Use concrete objects to solve problems involving addition and subtraction with answers up to 8</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Word sums are often used as the entry into operations. Learners start off with solving the problem by using concrete apparatus; which then develops into:</li> <li>• Drawing pictures</li> <li>• drawing pictures and writing numbers to describe the operation; and only using numbers</li> <li>• Example:                - There are five children on the see-saw. Three of them are on one side. How many are on the other side?                - During the first term learners can record this word problem in the following way             </li> </ul>
Geometric patterns	Number range: 1 to 8 <ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-8</li> <li>• Semi-concrete with picture cards and number cards</li> <li>• Reinforce the knowledge gained</li> <li>• Trace, colour, copy and write number symbols incidentally</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Create own pattern</li> <li>• Concrete using 3-D objects</li> <li>• Learners initially copy patterns from given patterns.</li> <li>• Eventually learners create their own pattern and describe their own pattern</li> </ul> 


<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Pegboard work:</li> <li>• Let the learner use first his right and then his left hand, then both hands together to place the</li> <li>• pegs on the pegboard</li> <li>• The teacher tells the learners where to place the pegs e.g.               <ul style="list-style-type: none"> <li>- In the top row</li> <li>- In the bottom row</li> </ul> </li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Talk about things that happen during</li> <li>• Day</li> <li>• Night</li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Birthday chart</li> <li>• Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Passing Time</li> <li>• Identify activities that take place during:</li> <li>• Night</li> <li>• day</li> <li>• Class Routine</li> <li>• Weather chart</li> <li>• Birthday chart</li> <li>• Season chart</li> <li>• Learners should know their age</li> </ul>
Counting objects	<ul style="list-style-type: none"> <li>• <b>Number range 1 to 20</b></li> <li>• <b>One to one correspondence</b></li> <li>• <b>Count in ones</b></li> <li>• <b>Clap hands</b></li> <li>• <b>Concrete objects</b></li> <li>• <b>Count body parts</b></li> <li>• <b>Stamp feet</b></li> <li>• <b>Rote counting using number</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate and count everyday objects reliably</li> <li>• Daily counting               <ul style="list-style-type: none"> <li>- Rote /rhythmic counting from 1-20</li> <li>- Sing Number songs and rhymes</li> </ul> </li> <li>• Although learners some a concept of number when they enter Grade 1, they should be encouraged to               <ul style="list-style-type: none"> <li>- sing number rhymes and songs</li> <li>- do rote counting daily</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>rhymes and songs</b>		
Mental Mathematics	<ul style="list-style-type: none"> <li>• Number Concepts: Ordinal counting up to 10</li> <li>• Count everyday objects forwards up to 10.</li> <li>• Recognise number names of up to 10 daily</li> <li>• Compare numbers and say which is more and less</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Counting Chart</li> <li>• Number frieze</li> </ul>	<p>Mental Maths</p> <ul style="list-style-type: none"> <li>• The teacher claps her hands rhythmically and slowly to represent a number e.g. 10</li> <li>• The learners should take out the same number of counters 10 and show them</li> <li>- Learners pack 10 counters out in a row and count them</li> <li>• Teacher asks:               <ul style="list-style-type: none"> <li>- What number comes before the number 10?</li> <li>- What comes after 4 etc.?</li> <li>- If you have 5 apples and you give 2 apples away. How many apples will you have left?</li> <li>- Show me 5 fingers</li> <li>- How many toes do you have on 1 foot?</li> </ul> </li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Number Concepts: Ordinal counting to 10</li> <li>• Count everyday objects forwards up to 10</li> <li>• Say number names of up to 10 daily</li> <li>• Compare numbers and say which is more and less</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Pictures</li> <li>• Writing numbers</li> </ul>	<p>Word sums are often used as the entry into operations. Learners start off with solving the problem by using concrete apparatus; which then develops into:</p> <ul style="list-style-type: none"> <li>- Drawing pictures</li> <li>- Drawing pictures and writing numbers to describe the operation</li> <li>- only using numbers</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>- There are five children on the see-saw. Three of them are on one side. How many are on the other side?</li> <li>- During the first term learners, can record this word problem in the following way</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• <b>Range of objects</b></li> <li>• <b>Recognise and identify 3D objects in the classroom e.g.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Features of objects</li> <li>• Sort 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>box and ball shapes</b>		- colour • Focused activities • Use 3D objects such as building blocks, recycled material etc., to construct composite objects
<b>Week 3</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Problem Solving Techniques and methods	• revise • <b>Doubling</b> • halving • Number lines		• <b>Solve problems using</b> • Use of concrete apparatus e.g. counters - 100 chart
Geometric patterns	• Identify patterns in clothes, objects and the environment • <b>Copy patterns using concrete objects</b>	• Material in the class • Pictures • Books	• Learners identify the pattern found in objects around the class • State why they think it is a pattern
Data Handling	• <b>Collect and sort objects per different attributes e.g. size, shape, colour</b>	• Objects in the environment	• Collect objects found on school ground • Sort objects collected • Give reasons for sorting
Time	• <b>Passing of time</b> • Talk about things that happen during day and night • Class Routine • Weather chart • Birthday chart • Season chart • Learners should know their age	• Class Routine • Weather chart • Birthday chart • Season chart	• Talk about things that happen during day and night - Class Routine - Weather chart - Birthday chart - Season chart - Learners should know their age
<b>Week 4</b>	• Counting objects	• Solve problems in	• Patterns, functions and algebra

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognition of South African Rand, R1, R2, R5, R10</b></li> <li>• <b>Identify similarities and differences between coins e.g. sort play money per amount</b></li> </ul>	<ul style="list-style-type: none"> <li>• Banknotes</li> <li>• Play money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify South African</li> <li>• Banknotes               <ul style="list-style-type: none"> <li>- Use banknotes e.g. R10, R20, R50, R100, R200</li> <li>- Make the learners aware of the different animal pictures on the banknotes</li> <li>- Role-play with money in the house corner</li> </ul> </li> </ul>
Mass	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Introduce the concept of mass by comparing the masses of different objects by feeling them</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects that differ in mass</li> </ul>	<p>Concretely compare and order objects using appropriate vocabulary to describe:</p> <ul style="list-style-type: none"> <li>• mass e.g. light, heavy, lighter, heavier</li> <li>• Introduce the concept mass</li> </ul> <p>Measuring mass means finding how much something weighs.</p> <ul style="list-style-type: none"> <li>• Kinaesthetic</li> <li>• Let learners guess the masses of objects:</li> <li>• Hold the following objects, one in each hand to be able to guess which is heavier or lighter e.g.               <ul style="list-style-type: none"> <li>• A stone and a building block.</li> <li>• A plastic toy car and a metal toy car</li> <li>• A coffee tin and a toilet roll</li> <li>• A large rubber ball and a cricket ball</li> </ul> </li> <li>• Learners usually judge the larger object to be heavier when asked to guess the mass of two objects               <ul style="list-style-type: none"> <li>- Introduce the balancing scale e.g. weigh the objects to see which learners were correct</li> <li>- Ask questions such as: "Which object is heavier/lighter? Let learners find an object in the classroom that they think is heavier/lighter than the objects that they weighed"</li> </ul> </li> </ul>



<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- Make the balancing scale available during free play so that learners can continue with the weighing activity</li> <li>- Provide a balancing scale in the “house corner” so that the learners can see how many</li> <li>•Lego blocks weigh the same as, for example, an apple</li> </ul> 
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Position and Views	<b>Language of position</b> <ul style="list-style-type: none"> <li>• The position of one object in relation to another</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• The position of one object in relation to the other</li> </ul>	<ul style="list-style-type: none"> <li>• Arrow chart</li> <li>• Objects around the class</li> </ul>	Follow directions to move or place self within a specific space (directionality) <ul style="list-style-type: none"> <li>• The position of one object in relation to another               <ul style="list-style-type: none"> <li>- on top of</li> <li>- in front, of</li> <li>- behind, up</li> <li>- down,</li> <li>- next to</li> </ul> </li> <li>• Develop a sense of direction by using the arrow flash cards and the arrow chart</li> <li>• Kinaesthetic               <ul style="list-style-type: none"> <li>- Let learners walk in different directions:</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- To the door,</li> <li>- To the window,</li> <li>- To the book corner etc.</li> <li>• Concrete using 3-D objects</li> <li>- Let the learners</li> <li>- Draw a horizontal figure eight on the chalkboard. Ensure that learners cross the midline</li> </ul>
Number symbols and number names	Number range: 1 to 10 • <b>Recognise, identify and read number symbols 1-10</b> • Semi-concrete with picture cards and number cards • Reinforce the knowledge gained • Trace, colour, copy and write number symbols	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Flash cards</li> <li>• Domino Cards</li> </ul>	Recognise the number symbols and the number name. Let the learners: -Select the number 9 symbol and number name amongst other flash cards -Place the number symbol flash cards on the floor in the correct number order -Place the number symbol flash cards in a scattered order Divide the learners into smaller groups. The teacher gives each group a set of number symbol cards Give the learners instructions e.g. -Touch number 4, put your elbow on number 8, sit on number 3, run around number 5 five times etc. -Play games by linking the number of counters with the number name, the number symbol, the dots and the picture cards -Ensure that the number symbol and number name is always linked with the same number of objects
<ul style="list-style-type: none"> <li>• Week 6</li> <li>• Continue with the following daily</li> </ul>	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>• Number range: 1 to 5</li> <li>• Identify whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Position chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use the number 5 in familiar context</li> <li>• Oral: Count everyday objects up to 5</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Compare which of the two given collection of objects are:</b> <ul style="list-style-type: none"> <li>- Small and big</li> <li>- <b>Most and least</b></li> <li>- First to last</li> <li>- Equal</li> <li>- Many and few</li> </ul> </li> <li>• Position objects from first to tenth in a line</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards up to 5</li> <li>• Reinforce counting in two's using number rhymes</li> <li>• Reinforce the concepts of "many" and "few"</li> <li>• Clap hands many times STOP</li> <li>• Clap hands fewer times. Teacher claps 5 times</li> <li>• Ask question which number of claps was most/least</li> </ul>
Volume/ Capacity	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Activities to discover</b></li> <li>• <b>Capacity and volume</b></li> </ul>	<ul style="list-style-type: none"> <li>• String</li> <li>• Rope</li> <li>• Lego blocks</li> <li>• Plastic blocks</li> <li>• Variety of containers</li> </ul>	<ul style="list-style-type: none"> <li>• Kinaesthetic</li> <li>• Use vocabulary e.g. full, empty</li> <li>• Fill cups, bottles, buckets with water</li> <li>• Let the learners: <ul style="list-style-type: none"> <li>- Arrange two to three different empty containers in order of capacity. In other words, which container will take the most or least?</li> </ul> </li> <li>• The learners can test their guesses by pouring cups of water into the empty containers and counting which one takes the most cups</li> <li>• Increase the number of empty containers to make it more difficult</li> <li>• The learners can use the same cup as a measure and determine how many cups of rice or beans or sand it would take to fill the same containers used above</li> <li>• Order similar kinds of containers (e.g. buckets in the sandpit) from small to big</li> <li>• Give learners a variety of containers (different sizes and shapes) and ask questions such as: <ul style="list-style-type: none"> <li>- "Which of these containers do you think holds the most</li> </ul> </li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			sand/water? -If you pour water from one container to another, guess whether you will fill it?" -Let learners discover what happens to a partially filled container of water when small items are added. learners enjoy guessing games in which they guess which container holds more and then check the results to see who wins. (Teacher points out that items that float will not influence the height of the water)
<ul style="list-style-type: none"> <li>• Week 7</li> <li>• Continue with the following daily</li> </ul>	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li>• <b>Solve problems</b></li> <li>• <b>Addition</b></li> <li>• <b>subtraction with answers up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Solve orally stated addition and subtraction problems up to number 10</li> <li>• Use concrete objects to solve problems</li> <li>• Oral: Count everyday objects up to 10</li> <li>• Count forwards and backwards up to 10</li> <li>• Reinforce counting in two's using number rhymes</li> <li>• Clap hands many times STOP</li> <li>• Clap hands fewer times. Teacher claps up to 10 times</li> <li>• Ask question which number of claps was most/least.</li> </ul>
Data handling	<ul style="list-style-type: none"> <li>• <b>Collect</b></li> <li>• <b>Sort objects per different attributes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• See week 3</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
2D Shapes	<b>Recognise, Identify and name</b>		Two-dimensional shapes in the classroom and in pictures

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>two-dimensional shapes</b> <ul style="list-style-type: none"> <li>• Recognition of 2D shapes</li> <li>• Circle</li> <li>• Triangle</li> <li>• Rectangle</li> </ul>		including: <ul style="list-style-type: none"> <li>- Learners Symbols</li> <li>- Class name</li> <li>- Figure ground perception</li> <li>- Recognition of 2D shapes</li> <li>- Circle</li> <li>- Triangle</li> <li>- Rectangle</li> </ul>
Count backwards and forwards	<ul style="list-style-type: none"> <li>• Number range: 1 to 10</li> <li>• Count in ones</li> <li>• Forwards</li> <li>• <b>Backwards from any given number between 1-10</b></li> </ul>	<ul style="list-style-type: none"> <li>• CD player</li> <li>• CD song rhymes</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using</li> <li>• Number rhymes and songs</li> <li>• Concrete objects</li> <li>• Counters</li> <li>• Counting with body movements</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li>• Solve subtraction problems with answers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Orally solve word problems (story sums) that involve the number 10</li> <li>- Place 4 twigs in the one learner's hands and 4 twigs in the other learner's hands. How many twigs altogether now</li> <li>• Concrete using 3 D objects               <ul style="list-style-type: none"> <li>- Give each learner 7 twigs</li> <li>- Tshidi has 5 twigs and her friend has 5 twigs. How many twigs do they have altogether 5 and 2 → 7</li> <li>- Monica has 10 twigs. She lost 2 twigs. How many twigs does Monica have left? 10 take away 2 → 8</li> </ul> </li> <li>• Semi-concrete using 2-D objects or pictures               <ul style="list-style-type: none"> <li>- The teacher puts 2 pictures on the flannel board. She adds</li> </ul> </li> </ul>

GRADE 1 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			another 5 pictures. How many pictures are there now? 2 and 5 $\rightarrow$ 7 - Place 8 shapes on the flannel board. Take away 5. How many are left. 7 take away 5 $\rightarrow$ 2
Problem Solving techniques	<ul style="list-style-type: none"> <li>• Introduce concepts</li> <li>• Doubling</li> <li>• halving</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete apparatus e.g. Counters and physical number ladder</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• grouped unifix blocks</li> </ul>	<ul style="list-style-type: none"> <li>• The calculating number range during this term allows for learners to begin repeated addition. Calculating to 10 allows for recording</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>- 1+1+1</li> <li>- 2+2+2+2</li> <li>- 3+3+3</li> </ul> <ul style="list-style-type: none"> <li>• During this term learner will work with word problems that allow for an image of repeated addition</li> <li>• Problems involving repeated addition are all of the form:               <ul style="list-style-type: none"> <li>- Groups of 2: hands, feet, socks, gloves, shoes, yes, ears, bicycle wheels</li> <li>- Groups of 3: tricycle wheels, edges to triangles</li> <li>- Groups of 4: car wheels, legs of chairs</li> <li>- Groups of 5: fingers, toes</li> </ul> </li> </ul>
<b>Week 10</b> Continue with the	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> </ul>

<b>GRADE 1 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
following daily		<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Practically solve problems</b></li> <li>• <b>Sharing objects equally amongst the 10 learners</b></li> <li>• <b>Practically solve problems involving grouping up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping <i>Grouping, discarding the remainder</i> Stella sells squash in bags of two squash each. She has five squash left. How many bags of two squash each can she make up? <i>Grouping, incorporating the remainder in the answer</i> There are four apples. How many bags of two apples can be filled?</li> <li>• Sharing <i>Sharing, discarding the remainder</i> Share five sweets among three friends so that they all get the same number of sweets</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Introduction to half using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing activities are therefore good places to begin the idea of fractions. Our curriculum also introduces the concept of sharing resulting in fractional parts</li> <li>• Sharing activities are generally posed in the form of simple word problems</li> <li>• Initially when learners perform sharing activities (division) they find dividing or sharing leaves left-over pieces</li> <li>• They then share the left-over pieces again</li> <li>• The language of fractions can be introduced verbally</li> <li>• Then one can write out fraction words, e.g. one-Half, one. Quarter, one. Third</li> <li>• When writing about many fractions parts. e.g. 3 halves, 3 quarters, write this as the figure and the word</li> <li>• The expression 3 over 2 or 3 over 4 is meaningless and it is best to leave this symbolism to the Intermediate</li> </ul>





<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> <li>Class Routine</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Complete one to one correspondence up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Count in ones</li> <li>Clap hands</li> <li>Concrete objects</li> <li>Count body parts</li> <li>Stamp feet</li> <li>Rote counting using number rhymes and songs</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Number range: 1 to 10</li> <li>Incidental counting concrete objects counters, counting with body movements</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and songs</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs</li> <li>Counting from any number up to 10</li> <li>Count in ones, forwards and backwards from any given number between 1-10</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Ordinal counting of ordinal numbers up to 10</li> <li>Count everyday objects forwards up to 10</li> <li>Recognise, identify and read number symbols 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> <li>Pictures cards</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction facts (number bonds) to 5</li> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Time	<ul style="list-style-type: none"> <li>• Revise the months of the year</li> <li>• Teach the Days of the week in a song</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners the song or a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>• <b>Count with whole numbers 0-20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Count everyday objects reliable</li> <li>• Give a reasonable estimate of several objects that can be checked by counting</li> <li>• Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Count forwards 0-20</li> </ul>	<ul style="list-style-type: none"> <li>• CD rhymes and song</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using number rhymes and songs</li> <li>• 3D objects, counting with body movements</li> <li>• Counting from any number up to 20</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Name the numbers before and after a given number up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Compare numbers and say which is more or less</li> <li>• Addition and subtraction facts (number bonds) to 5</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters</li> <li>• Concrete objects</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Do simple word problems oral supported by concrete objects</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>• <b>Collect and sort everyday concrete objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Shapes of different colours</li> </ul>	<ul style="list-style-type: none"> <li>• Sort concrete objects per attribute e.g. blue cups for breakfast, colour, shape and size</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-20</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-20</li> <li>• Write number symbols 1-10</li> <li>• Recognise, identify and read number names 1-5</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Time	<ul style="list-style-type: none"> <li>Days of the week</li> <li><b>Birthdays</b></li> </ul>	<ul style="list-style-type: none"> <li>Season chart</li> <li>Birthdays chart</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce season chart</li> <li>Revise the days of the week</li> <li>Teach learners a rhyme about days of the week</li> <li>Place birthdays on a chart</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems involving, equal sharing and grouping up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number line</li> </ul>	<ul style="list-style-type: none"> <li>Using drawings or concrete apparatus e g counters</li> <li>Doubling and halving (concrete objects)</li> <li>Number lines supported by concrete apparatus</li> </ul>
3D objects	<ul style="list-style-type: none"> <li><b>Describe, sort and compare 3D objects in terms of:</b> <ul style="list-style-type: none"> <li>size</li> <li>colour</li> <li>shape</li> </ul> </li> <li>Recognise and name 3D objects in the classroom and in pictures               <ul style="list-style-type: none"> <li>ball shapes (spheres)</li> <li>box shapes (prisms)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects such as balls, boxes</li> <li>Pictures of 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete apparatus</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Using drawings or concrete apparatus e g counters</li> <li>Doubling and halving (concrete objects)</li> <li>Number lines supported by concrete apparatus</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Mass	<ul style="list-style-type: none"> <li>• <b>Compare and order the mass of two or more objects using a balancing scale</b></li> </ul>	<ul style="list-style-type: none"> <li>• Balancing scale</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> <li>• Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Addition and subtraction up to 10</b></li> <li>• <b>Counting forwards in 1s from any number up to 20</b></li> <li>• <b>Count with whole numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-20</li> <li>• Write number symbols 1-10</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• <b>Represent data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to represent data in pictograph</li> </ul>
Length	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Compare and order the length of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order the length (long and short), height (tall and short) of two or more objects by placing them next to each other</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Recognise, identify and read number names 1-20</b></li> <li>• <b>Write number symbols 1 - 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-20</li> <li>• Write number symbols 1-10</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy and extend simple number sequence to at least 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence should show counting forwards in 1's</li> </ul>
<ul style="list-style-type: none"> <li>• Week 8</li> <li>• Continue with the following daily</li> </ul>	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• <b>Describe, compare and order numbers 1-15</b></li> </ul>		<ul style="list-style-type: none"> <li>- Compare whole numbers using big, small, more, less and equal to</li> <li>- Order numbers from biggest to smallest</li> <li>- Recognise more and less</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• <b>Recognise and name 2D shapes</b></li> <li>- Circles</li> <li>- Triangles</li> <li>- Square</li> </ul>	<ul style="list-style-type: none"> <li>- Concrete objects</li> <li>- Pictures of shapes</li> </ul>	Features of shapes <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:</li> <li>- Size</li> <li>- Colour</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number symbols 1-20</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-20</li> <li>• Write number symbols 1-10</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of the same number repeatedly up to 10</li> <li>• <math>2 + 2 + 2 + 2 = 8</math></li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>	<ul style="list-style-type: none"> <li>• Cut outs of money</li> <li>• S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cut outs of money</li> <li>• S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Revision of Term 1: Passing of time <ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> <li>Class Routine</li> </ul>
Count Objects	Revision of Term 1: Count <ul style="list-style-type: none"> <li>Whole numbers 0-20</li> <li>Count everyday objects reliable</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Count in ones</li> <li>Clap hands</li> <li>Concrete objects</li> <li>Count body parts</li> <li>Stamp feet</li> <li>Rote counting using number rhymes and songs</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Revision of Term 1: Counting 1 -20</li> <li>Count forwards and backwards: 0-20</li> <li>Counting from any number up to 20</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and songs</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs</li> <li>Counting from any number up to 20</li> <li>Count in ones, forwards and backwards from any given number between 1-20</li> </ul>
Number symbols and number names	Revision of Term 1: <ul style="list-style-type: none"> <li>Number range 10</li> <li>Name the numbers before and after a given number</li> <li>Recognise, identify and read number symbols 1-20</li> <li>Write number symbols 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> <li>Pictures cards</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction facts (number bonds) to 5</li> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Revise the months of the year</li> <li>• Teach the Days of the week in a song</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners the song or a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>• <b>Count with whole numbers 0-30</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Count everyday objects reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Count forwards 0-30</li> </ul>	<ul style="list-style-type: none"> <li>• CD rhymes and songs</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>• Count from any number in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 14</li> <li>- 10s up to 50</li> </ul> </li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Number range 15</li> <li>• Name the numbers before and after a given number</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Compare numbers and say which is more or less</li> <li>• Addition and subtraction facts (number bonds) to 5</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>• <b>Collect and sort everyday concrete objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Shapes of different colours</li> </ul>	<ul style="list-style-type: none"> <li>• Sort concrete objects per on</li> <li>• Attribute e.g. blue cups for breakfast</li> <li>• Sort concrete objects according different attributes e.g. colour, shape, size</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Count forwards 0-30</li> </ul>	<ul style="list-style-type: none"> <li>• CD rhymes and songs</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements</li> <li>• Count from any number</li> <li>• Count in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 14</li> </ul> </li> </ul>



<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- 10s up to 50
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number symbols 1-30</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-30</li> <li>• Write number symbols 1-25</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Using drawings or concrete apparatus e.g. counters</li> <li>• Doubling and halving (concrete objects)</li> <li>• Number lines supported by concrete apparatus</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-30</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-30</li> <li>• Write number symbols 1-25</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Revise the months of the year</li> <li>• <b>Teach the Days of the week in a song</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners the song or a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• <b>Copy and extend simple patterns using concrete objects and drawings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learners to make their patterns with the concrete objects</li> <li>• Learners then draw the patterns</li> <li>• Look for patterns in the class</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, compare	<ul style="list-style-type: none"> <li>• <b>Describe, compare and order</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Compare whole numbers using big, small, more, less and</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
and order numbers	<b>numbers 1-15</b>		equal to • Order numbers from biggest to smallest • Recognise more and less
Position, orientation and views	• Follow directions to move around the classroom • <b>Follow instructions to place one object in relation to another</b>	• Concrete objects	Language of position • 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 • The position of one object in relation to the other e.g. top and bottom Position and directions • Follow directions to move around the classroom • Follow instructions to place one object in relation to another
<b>Week 5</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Count forwards and backwards	• <b>Count forwards 0-30</b>	• CD rhymes and songs • Concrete objects	• Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements • Count from any number • Counting in multiples of: - 2s up to 14 - 10s up to 50
Length	<b>Informal measuring</b> • <b>Compare and order the length of objects</b>	• Concrete objects	• 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-

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			standard measures e.g. hand spans
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 15</li> </ul>	<ul style="list-style-type: none"> <li>Concrete apparatus</li> <li>Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>Using drawings or concrete apparatus e g counters</li> <li>Doubling and halving (concrete objects)</li> <li>Number lines supported by concrete apparatus</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Add to 15</b></li> <li><b>Subtract from 15</b></li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbols (+,-,=)</li> <li>Practice number bonds to 5</li> </ul>
Represent data	<ul style="list-style-type: none"> <li><b>Represent data</b></li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to represent data in pictograph</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li><b>Describe, sort and compare 2D objects in terms of:</b></li> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>Size and colour</li> <li>Draw shapes</li> <li>Circles ,triangles and squares</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>Recognise, identify and read number names 1-30</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-20</li> <li>Write number symbols 1-10</li> <li>Recognise, identify and read number names 1-5</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Add to 15</b></li> <li><b>Subtract from 15</b></li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbols (+,-,=)</li> <li>Practice number bonds to 5</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		symbols • 100 chart	
Number Patterns	<b>• Copy and extend simple number sequence to at least 15</b>	• Number chart	• Sequence should show counting forwards in 1's
<b>Week 8</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Describe, compare and order numbers	• Describe, compare and order numbers 1-15	• Number lines • 100 chart • Number cards	• Compare whole numbers using big, small, more, less and equal to • Order numbers from biggest to smallest • Recognise more and less
Repeated addition leading to multiplication	<b>• Add the same number repeatedly up to 15</b>	• Concrete objects	• Addition of the same number repeatedly up to 10 $2 + 2 + 2 + 2 = 8$
2D shapes	<b>• Recognise and name 2D shapes</b> <b>• Circles</b> <b>• Triangles</b> <b>• Square</b>	• Concrete objects • Pictures of shapes	Features of shapes • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes - Circles - Triangles - Squares
Fractions	• Reinforce half with concrete apparatus	• Concrete objects	• Introduction of half using concrete objects
<b>Week 9</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number symbols 1-30</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1-20</li> <li>• Write number symbols 1-10</li> <li>• Recognise, identify and read number names 1-5</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	Addition of the same number repeatedly up to 10 $2 + 2 + 2 + 2 = 8$
Capacity /Volume	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• <b>Compare and order the amount of liquid (volume) in two containers placed next to each other</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Containers of various sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>	<ul style="list-style-type: none"> <li>• Cut outs of money</li> <li>• S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cut outs of money</li> <li>• S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>• <b>Recognise symmetry in own body</b></li> </ul>	<ul style="list-style-type: none"> <li>• Own Body</li> </ul>	<ul style="list-style-type: none"> <li>• Use the mirror to show symmetry</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects such as balls, boxes</li> <li>• Pictures of 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
	<ul style="list-style-type: none"> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul>		

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Revision of Term 2</li> <li>Passing of time</li> <li>Talk about things that happen during day and night</li> <li>Learners should know their age</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> <li>Class Routine</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Revision of Term 1</li> <li>Count Objects</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count in multiples of 10 up to 80</li> <li>Count in multiples of 2s up to 18</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and songs</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number</li> <li>Counting in multiples of: <ul style="list-style-type: none"> <li>- 2s up to 14</li> <li>- 10s up to 50</li> </ul> </li> </ul>
Number symbols and number names	Revision of Term 2: <ul style="list-style-type: none"> <li>Number range 15</li> <li>Name the numbers before and after a given number</li> </ul> Revision of Term 2: <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1-30</li> <li>Write number symbols 1-15</li> <li>Recognise, identify and read number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> <li>Pictures cards</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction facts (number bonds) to 5</li> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	• Mental Mathematics	• Time	• Measurement • Data handling
Time	• Teach learners the song or a rhyme about days of the week	• Weather chart • Birthday Chart • Calendar	• Teach learners the song or a rhyme about days of the week • Concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart
Count Objects	• Count with whole numbers 0-40	• Concrete counters • Body	• Count everyday objects reliable • Give a reasonable estimate of a number of objects that can be checked by counting • Strategy of grouping is encouraged
Count forwards and backwards	• <b>Count in multiples of 10 up to 80</b> • <b>Count in multiples of 2s up to 18</b>	• CD rhymes and songs • Concrete objects	• Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements. • Count from any number • in multiples of: • 2s up to 18 • 10s up to 80
Data Handling	• <b>Collect and sort everyday concrete objects</b>	• Concrete objects • Shapes of different colours	• Sort concrete objects per on attribute e.g. blue cups for breakfast • Sort concrete objects according different attributes e.g. colour, shape, size
Mental Mathematics	• Number range 18 • Name the numbers before and after a given number	• Chart • Flash cards • Number chart	• Compare numbers and say which is more or less • Addition and subtraction facts (number bonds) to 10



<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Problem Solving	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>Concrete apparatus e.g.</li> <li>Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>Using drawings or concrete apparatus e.g. counters</li> <li>Doubling and halving (concrete objects)</li> <li>Number lines supported by concrete apparatus</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>Number symbols 1-40</li> <li>Recognise</li> <li>Identify</li> <li>Read</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 0-18</li> <li>Write number symbols 1-18</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>
Time	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Sequence of events</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> </ul>
Describe, compare and order numbers 1-15	<ul style="list-style-type: none"> <li><b>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 15</b></li> <li><b>Order and position numbers up to 20</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number chart number line</li> </ul>	<ul style="list-style-type: none"> <li>Compare whole numbers using big, small, more, less and equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to</li> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show order, place per position</li> <li>Use the number line to show order and position</li> </ul>
<b>Geometric patterns</b>	<ul style="list-style-type: none"> <li>Copy and extend simple patterns using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Encourage learners to make their patterns with the concrete objects</li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Learners then draw the patterns</li> <li>• Look for patterns in the class</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-40</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 0-18</li> <li>• Write number symbols 1-18</li> <li>• Identify, recognise and read number names 1-5</li> <li>• Know number names 1-5</li> </ul>
Position, orientation and views	<ul style="list-style-type: none"> <li>• <b>Follow directions to move around the classroom</b></li> <li>• <b>Follow instructions to place one object in relation to another</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Language of position</li> <li>• The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>• Position and views</li> <li>• The position of one object in relation to the other e.g. top and bottom</li> <li>• Position and directions</li> <li>• Follow directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• <b>Recognise place value of numbers up to 30</b></li> <li>• <b>Decompose 2digit numbers into multiples of 10s and ones (units</b></li> <li>• <b>Identify and state the value of each</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number grid</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> <li>• Decompose 2digit numbers into multiples of 10s and ones (units)</li> <li>• Identify and state the value of each digit</li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>digit</b>		
Capacity /Volume	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Compare and order the amount of liquid (volume) in two containers placed next to each other</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Containers of various sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Add to 18</b></li> <li>• <b>Subtract from 18</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols (+, -, =)</li> <li>• Practice number bonds to 5</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Revise the months of the year</li> <li>• Teach the Days of the week in a song</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners the song or a rhyme about days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• <b>Represent data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to represent data in pictograph</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• Describe, sort and compare 2D objects in terms of size, colour, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• 2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Features of shapes</li> <li>• Describe, sort and compare 2D shapes in terms of: size and colour</li> <li>• Draw shapes: circles, squares, triangles</li> </ul>
Problem solving techniques	<ul style="list-style-type: none"> <li>• Doubling up to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete aids</li> <li>• Number Lines</li> </ul>	<ul style="list-style-type: none"> <li>• Use technique of doubling when addressing addition and subtraction, grouping and sharing problem solving sums</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number symbols and number names	<ul style="list-style-type: none"> <li>Recognise, identify and read number names 1-40</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read numbers 1-40</li> <li>Identify, recognise and read number symbols 0-18</li> <li>Write number symbols 1-18</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>Add to 18</li> <li>Subtract from 18</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbols (+, -, =)</li> <li>Practice number bonds to 5</li> </ul>
Problem Solving: Addition and Subtraction	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems involving, addition and subtraction with answers 1 up to 18</b></li> </ul>	Problem Solving: <ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Grouping and sharing leading to division</li> <li>Money</li> <li>Introduction to half using concrete aids</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple word problems in context and explain own solution to problems</li> </ul>
Number Patterns	<ul style="list-style-type: none"> <li><b>Copy and extend simple number sequence to at least 30</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Sequence should show counting forwards in 1's, 5s and 10s</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>Add the same number repeatedly up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Addition of the same number repeatedly up to 10  <math>2 + 2 + 2 + 2 = 8</math></li> </ul>
2D shapes	<ul style="list-style-type: none"> <li><b>Recognise and name 2D shapes</b></li> <li>- Circles</li> <li>- Triangles</li> <li>- Square</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Pictures of shapes</li> </ul>	Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Draw shapes - Circles - Triangles - Squares
Problem Solving: Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Solve simple word problems in context involving, equal sharing and grouping up to 40</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Using drawings or concrete apparatus e g counters</li> <li>• Doubling and halving (concrete objects)</li> <li>• Number lines supported by concrete apparatus</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• Recognise, identify and read number names 1-40</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read numbers 1-40</li> <li>• Identify, recognise and read number symbols 0-18</li> <li>• Write number symbols 1-18</li> <li>• Identify, recognise and read number names 1-5</li> <li>• Know number names 1-5</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Add the same number repeatedly up to 15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of the same number repeatedly up to 10  <math>2 + 2 + 2 + 2 = 8</math> </li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>• <b>Recognise symmetry in geometrical shapes and picture</b></li> </ul>	<ul style="list-style-type: none"> <li>• Geometrical shapes</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Paper folding activity of geometrical shapes should be encouraged</li> <li>• When pictures are used ensure that it has symmetry</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>	<ul style="list-style-type: none"> <li>• Cut outs of money</li> <li>• S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>

<b>GRADE2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
Symmetry	<ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> </ul>	<ul style="list-style-type: none"> <li>• Own Body</li> </ul>	<ul style="list-style-type: none"> <li>• Use the mirror to show</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• <b>Identify half with concrete object</b></li> <li>• <b>Reinforce half with concrete apparatus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of half using concrete objects</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> <li>• Recognise and name 3D objects in the classroom and in pictures               <ul style="list-style-type: none"> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects such as balls, boxes</li> <li>• Pictures of 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Sequence of events</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Count with whole numbers 0-40</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of several objects that can be checked by counting</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count in multiples of 10 up to 80</li> <li>Count in multiples of 2s up to 18</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and songs</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements</li> <li>Count from any number</li> <li>in multiples of: <ul style="list-style-type: none"> <li>2s up to 18</li> <li>10s up to 80</li> </ul> </li> </ul>
Mental Maths Number symbols and number names	<ul style="list-style-type: none"> <li>Number range 18</li> <li>Name the numbers before and after a given number</li> <li>Recognise, identify and read number symbols 1-40</li> <li>Write number symbols 1-15</li> <li>Recognise, identify and read number</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> <li>Pictures cards</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction facts (number bonds) to 10</li> <li>Semi-concrete with picture cards and number cards</li> <li>Reinforce the knowledge gained</li> <li>Trace, colour, copy and write number symbols</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	names 1-5		
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the song or a rhyme about days of the week</li> <li>Concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Sequence of events</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li><b>Count with whole numbers 0-50</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Count everyday objects reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count in multiples of 10 up to 100 from a given number</li> <li>Count in multiples of 2s up to 20 from a given number</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and songs</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Incidental counting using number rhymes and songs, counters 3D objects, counting with body movements.</li> <li>Count from any number</li> <li>in multiples of: <ul style="list-style-type: none"> <li>2s up to 20</li> <li>10s up to 100</li> </ul> </li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>Number range 20</li> <li>Name the numbers before and after a given number</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction facts (number bonds) to 10</li> </ul>



<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
3D objects	<ul style="list-style-type: none"> <li>• <b>Describe, sort and compare 3D objects in terms of:</b> <ul style="list-style-type: none"> <li>- size</li> <li>- colour</li> <li>- shape</li> </ul> </li> <li>• <b>Recognise and name 3D objects in the classroom and in pictures</b> <ul style="list-style-type: none"> <li>- ball shapes (spheres)</li> <li>- box shapes (prisms)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects such as balls, boxes</li> <li>• Pictures of 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>• Focused activities</li> <li>• Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits</li> </ul>
Problem Solving: Addition and subtraction Grouping and sharing leading to division Money Introduction to half using concrete aids	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Using drawings or concrete apparatus e.g. counters</li> <li>• Doubling and halving (concrete objects)</li> <li>• Number lines supported by concrete apparatus</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-40</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 0-18</li> <li>• Write number symbols 1-18</li> <li>• Identify, recognise and read number names 1-5</li> <li>• Know number names 1-5</li> </ul>
Time	<ul style="list-style-type: none"> <li>• <b>Teach learners the song or a rhyme about the days of the week and the seasons of the year</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners the song or a rhyme about days of the week</li> <li>• Concept of today and tomorrow</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• Copy and extend simple patterns using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learners to make their patterns with the concrete objects</li> <li>• Learners then draw the patterns</li> <li>• Look for patterns in the class</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-50</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 0-18</li> <li>• Write number symbols 1-18</li> <li>• Identify, recognise and read number names 1-5</li> <li>• Know number names 1-5</li> </ul>
<ul style="list-style-type: none"> <li>• Position, orientation and views</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Language of position</li> <li>• The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>• Position and views</li> <li>• The position of one object in relation to the other e.g. top and bottom</li> <li>• Position and directions</li> <li>• Follow directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• <b>Recognise place value of numbers up to 30</b></li> <li>• <b>Decompose 2digit numbers into tens and units</b></li> <li>• <b>Identify and state the value of each digit</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flard cards</li> <li>• Number grid</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> <li>• Decompose 2digit numbers into multiples of 10s and ones (units)</li> <li>• Identify and state the value of each digit</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• Compare and order the mass of two or more objects using a balancing scale</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing scale</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Compare and order the mass of two or more objects by feeling them or using a balancing scale</li> <li>• Discuss mass e.g. light, heavy, lighter, heavier</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Solve simple word problems in contexts involving addition and subtraction up to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Using drawings or concrete apparatus e g counters</li> <li>• Doubling and halving (concrete objects)</li> <li>• Number lines supported by concrete apparatus</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Add to 20</b></li> <li>• <b>Subtract from 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols (+, -, =)</li> <li>• Practice number bonds to 10</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• <b>Represent data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to represent data in pictograph</li> <li>• Answer questions about data in pictographs</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
2D shapes	<ul style="list-style-type: none"> <li>Describe, sort and compare 2D objects in terms of:               <ul style="list-style-type: none"> <li>size</li> <li>colour</li> <li>shape</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>2 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Features of shapes</li> <li>Describe, sort and compare 2D shapes in terms of: size and colour</li> <li>Draw shapes</li> <li>Circles ,triangles and squares</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>Recognise, identify and read number names 1-50</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read numbers 1-40</li> <li>Identify, recognise and read number symbols 0-18</li> <li>Write number symbols 1-18</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>Add to 20</li> <li>Subtract from 20</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbols (+,-,=)</li> <li>Practice number bonds to 5</li> </ul>
Problem Solving: Equal sharing and grouping	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context involving, equal sharing and grouping up to 50</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete apparatus e.g.</li> <li>Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>Using drawings or concrete apparatus e g counters</li> <li>Doubling and halving (concrete objects)</li> <li>Number lines supported by concrete apparatus</li> </ul>
Number Patterns	<ul style="list-style-type: none"> <li><b>Copy and extend simple number sequence to at least 20</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Sequence should show counting forwards in 1's, 5s and 10s</li> </ul>
<b>Week 8</b> Continue with the	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> </ul>

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
following daily		• Time	• Data handling
Repeated addition leading to multiplication	• <b>Add the same number repeatedly up to 20</b>	• Concrete objects	• Addition of the same number repeatedly up to 10 • $2 + 2 + 2 + 2 = 8$
2D shapes	• <b>Recognise and name 2D shapes</b> • <b>Circles</b> • <b>Triangles</b> • <b>Square</b>	• Concrete objects • Pictures of shapes	• Features of shapes • Describe, sort and compare 2D shapes in terms of: • Size • Colour • Draw shapes - Circles - Triangles - Squares
Problem Solving: • repeated addition leading to multiplication	• Solve simple word problems in contexts involving repeated addition leading to multiplication with answers up to 50	• Concrete objects • Pictures	• Using drawings or concrete apparatus e.g. counters • Doubling and halving (concrete objects) • Number lines supported by concrete apparatus
Symmetry	• Draw a line of symmetry in shapes	• Geometrical shapes • Pictures	• Paper folding activity of geometrical shapes should be encouraged
<b>Week 9</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Problem solving	• Sharing leading to fractions	• Concrete objects	• Introduction of half using concrete objects
Money	• <b>Recognise and identify the South African coins, R1, R2, R5 and the bank notes R10, R20, R50 and R100</b>	• Cut outs of money • S.A. coins and notes	• Bring the attention of the learners to the different pictures on the coins and notes
Symmetry	• Recognise symmetry in geometrical shapes and picture	• Geometrical shapes • Pictures	• Paper folding activity of geometrical shapes should be encouraged

<b>GRADE 2 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>When pictures are used ensure that it has symmetry</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>Collect and sort everyday concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Shapes of different colours</li> </ul>	<ul style="list-style-type: none"> <li>Sort concrete objects according to on</li> <li>attribute e.g. blue cups for breakfast</li> <li>Sort concrete objects according different attributes e.g. colour, shape, size</li> <li>.Answer questions on how the sorting was done</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins, R1,R2, R5 and the bank notes R10, R20, R50 and R100</li> </ul>	<ul style="list-style-type: none"> <li>Cut outs of money</li> <li>S.A coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>Bring the attention of the learners to the different pictures on the coins and notes</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>Recognise symmetry in own body</li> </ul>	<ul style="list-style-type: none"> <li>Own Body</li> </ul>	<ul style="list-style-type: none"> <li>Use the mirror to show</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>size</li> <li>colour</li> <li>shape</li> </ul> </li> <li>Recognise and name 3D objects in the classroom and in pictures</li> <li>ball shapes (spheres)</li> <li>box shapes (prisms)</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects such as balls, boxes</li> <li>Pictures of 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>Focused activities</li> <li>Observe and build given 3D objects using concrete materials such as building blocks, recycling material, construction kits</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count forwards and backwards 0-150</li> <li>Count in 1s from any number up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate activities and resources must be applied</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> <li>Structured apparatus, such as a string and counting of beads</li> </ul>
Daily Routine Time	<ul style="list-style-type: none"> <li>Time is dealt with daily</li> <li>Days of the week</li> <li>Revise the song or a rhyme about the days of the week</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> <li>Concept of today and tomorrow</li> <li>Teach today is _____</li> <li>Yesterday was _____</li> <li>Tomorrow will be _____</li> <li>Order regular events from their own lives</li> <li>Sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Daily programmed represented in the picture format</li> <li>Calendar</li> <li>Days of the week chart</li> <li>Season chart</li> <li>Birthdays chart</li> </ul>	<ul style="list-style-type: none"> <li>Learners continue to practice talking about the duration of time and the sequencing of time</li> <li>During whole class teaching time and focus group time, learners talk about:               <ul style="list-style-type: none"> <li>Day of the week</li> <li>Month of the year</li> <li>Date of the current day</li> <li>Days before and days to come</li> </ul> </li> <li>Learners become familiar with calendars by plotting dates on a calendar:               <ul style="list-style-type: none"> <li>Birthdays</li> <li>Religious festivals</li> <li>Historical events</li> <li>School events</li> <li>Public holidays</li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li><b>Count forwards and backwards 0-50</b></li> <li><b>Incidental counting</b></li> <li>Count in 1s from any number up to 50</li> <li>Count forwards in multiples of:               <ul style="list-style-type: none"> <li>- 2s up to 50</li> <li>- <b>5s up to 50</b></li> <li>- 10s up to 100</li> </ul> </li> <li>Count backwards in:               <ul style="list-style-type: none"> <li>• 1s from 20</li> <li>• <b>10s from 50</b></li> <li>• <b>2s from 20</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> <li>Learners</li> </ul>	<ul style="list-style-type: none"> <li>The focus in this term is on counting on and counting in groups</li> <li>Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>Number cards should be displayed at each collection to show the number of objects counted</li> <li>The counting in groups will prepare learners for understanding multiples</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> </ul>
Mental Mathematics	<b>Number concept: Range 50</b> <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 50</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> <li>Put these number cards in order from the smallest to the biggest number</li> <li>Questions on counting can also be asked:               <ul style="list-style-type: none"> <li>Start with 3 and count forwards in ones to 10</li> </ul> </li> <li><b>More or less</b></li> <li>What is               <ul style="list-style-type: none"> <li>1 less than 45</li> </ul> </li> </ul>



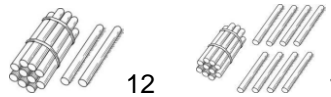
<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• 1 more than 69</li> <li>• more than 49</li> <li>• less than 73</li> <li>• more than 58</li> <li>• 3 less than 52</li> <li>• more than 48</li> <li>• 4 less than 61</li> <li>• more than 27</li> <li>• 5 less than 36</li> <li>• 10 more than 30</li> <li>• 10 less 60</li> <li>• What is the 5th letter of the alphabet?</li> <li>• What is the 9th month of the year?</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve simple word problems in context involving addition and subtraction with answers up to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Counter</li> </ul>	Calculating strategies <ul style="list-style-type: none"> <li>• Using counting all to solve the problem</li> <li>• Here learners count each group and the whole collection, so they are counting at least three times</li> <li>• Using counting on to solve the see-saw problem</li> <li>• Learners count on from three until they get to five. This is a far more efficient strategy to use</li> <li>• Doing addition and subtraction using apparatus:</li> <li>• Learners use concrete apparatus in particular ways to arrive at an answer. Learners use the apparatus to construct a meaning of addition and subtraction using objects that they can touch, hold and move around. How learners use the apparatus is often determined by the structure of the word sum</li> <li>• Addition and subtraction problem types</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>There are at least three basic types of addition and subtraction problems and each type can be posed in different ways. The basic types are:  Change <ul style="list-style-type: none"> <li>Shawn had 12 apples. Silo gave her 7 more apples. How many apples does she now have?</li> <li>Mary had 15 apples. She gave 14 apples to Silo. How many apples does she have now?</li> </ul> Combine <ul style="list-style-type: none"> <li>Nico has 11 green and 6 blue marbles. How many marbles does she have?</li> <li>Solomon has 14 marbles. 8 are green and the rest are blue. How many blue marbles does Solomon have?</li> </ul> Compare <ul style="list-style-type: none"> <li>Thembi has 9 bananas. Samo has 3 bananas. How many more bananas does Thembi have than Samo?</li> </ul> </li> </ul>
Position, orientation and views	<ul style="list-style-type: none"> <li><b>Describe the position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</b></li> <li>Follow directions to move around the classroom</li> <li>Follow instructions to place one object in relation to another</li> </ul>	<ul style="list-style-type: none"> <li>Variety of concrete objects</li> <li>Worksheets</li> </ul>	Language of position <ul style="list-style-type: none"> <li>The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> Position and views <ul style="list-style-type: none"> <li>Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> </ul> Position and directions <ul style="list-style-type: none"> <li>Follow directions to move around the classroom</li> <li>Follow instructions to place one object in relation to another</li> </ul>
<b>Week 3</b> Continue with the following	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
daily			
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 50 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>	<ul style="list-style-type: none"> <li>Structured apparatus, such as a string of counting beads</li> <li>Abacus to practice counting in groups of ten</li> <li>Counting on</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Strategy of grouping is encouraged</li> <li>Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>Number cards should be displayed at each collection to show the number of objects counted</li> <li>The counting in groups will prepare learners for understanding multiples</li> </ul>
Number Symbols and number names	<ul style="list-style-type: none"> <li><b>Identify, recognise and read number symbols 1-50</b></li> <li><b>Write number symbols 1-20</b></li> <li><b>Identify, recognise and read number names 1-5</b></li> <li><b>Know number names 1-5</b></li> </ul>	<ul style="list-style-type: none"> <li>Symbol and Name Cards</li> <li>100 chart</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-50</li> <li>Write number symbols 1-20</li> <li>Identify, recognise and read number names 1-5</li> <li>Know number names 1-5</li> </ul>
Geometric patterns	<b>Copy and extend simple patterns using concrete objects</b> <ul style="list-style-type: none"> <li>Creates own repeating patterns</li> <li>Copy and extend simple patterns using body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Count body parts</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend simple patterns using body percussion (clapping, stamping)</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>Recognise and name 3D objects in the classroom and the picture</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prism)</li> </ul>	<ul style="list-style-type: none"> <li>Learner's body</li> <li>Puppets</li> <li>Picture showing body parts</li> <li>Toys</li> <li>3D objects</li> <li>Pictures</li> </ul>	<p>Features of the object:</p> <ul style="list-style-type: none"> <li>Describe sort and compare 3D objects in terms of: <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> </ul> </li> </ul> <p>Focused activities:</p> <ul style="list-style-type: none"> <li>Observe and build 3D objects using concrete materials such as building blocks, recycling materials, construction kits</li> <li>We experience the world in three dimensions, so starting with</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<p>physical objects helps learners to build on the experience that they bring to understand the features of the object completely</p> <p>Building with 3D objects</p> <ul style="list-style-type: none"> <li>• Learners start with free play with various 3D objects and building things of their own choice using building blocks or construction kits or recycling. This can be done in independent time</li> </ul> <p>Recognising and Naming balls (spheres) and boxes (prisms)</p> <ul style="list-style-type: none"> <li>• Learners identify and describe ball shapes (spheres) and box shapes (prisms)</li> <li>• Learners should describe everyday objects by saying whether they are shaped like a ball or are shaped like a box, e.g. this brick is shaped like a box or this orange is shaped like a ball.</li> <li>• It is important for learners to see and work with more than one example of objects shaped like balls and objects shaped like boxes</li> <li>▪ Make ball shapes or box shapes from clay or play dough</li> </ul> <p>Comparing and describing 3D objects: size</p> <ul style="list-style-type: none"> <li>• Learners compare the size of similar objects</li> </ul> <p>Describing 3D objects: Colour</p> <ul style="list-style-type: none"> <li>• Learners talk about the colours of objects and then sort objects per colour</li> <li>• Identifying and naming objects and their colours, as well as comparing sizes of objects can be practiced during work with patterns</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Concept of today and tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programme represented in the picture format</li> </ul>	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Teach the learners the song or a rhyme about the days of the</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>		week <ul style="list-style-type: none"> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> <li>• Teach today is _____</li> <li>• Yesterday was _____</li> <li>• Tomorrow will be _____</li> </ul>
Week 4 Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• <b>Use ordinal numbers to show order, place or position</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of ordinal numbers e.g. first, second, third</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number Symbols and number names</li> <li>• Recognise, identify and read number symbols 1-50</li> <li>• Write number symbols 1-20</li> <li>• Recognise, identify and read number names 1-5</li> <li>• Know number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Counting beads to 50</li> <li>• Abacus</li> <li>• Number line</li> <li>• Number grids help to develop learner's ability to read information in a table</li> <li>• Number cards</li> </ul>	<ul style="list-style-type: none"> <li>• Reading numbers. This can be done by:               <ul style="list-style-type: none"> <li>- Pointing to numbers on the number line or on a number grid</li> <li>- Reading number cards</li> </ul> </li> <li>• Matching number symbols to a collection of objects. This can be done by:               <ul style="list-style-type: none"> <li>- Matching the number of objects with numerals</li> <li>- Counting out a group of objects and selecting the appropriate number card for the number of objects</li> <li>- Counting objects in pictures and writing the number symbol</li> </ul> </li> </ul>
Place Value	<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> <li>• Decomposed 2-digit numbers into multiples of 10s and ones (units)</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Concrete apparatus</li> <li>• Counting sticks/matches</li> </ul>	<ul style="list-style-type: none"> <li>• Learners work with a higher number range and continue to: count and group to make a group of tens and loose units; and writ e.g. <math>18 = 1</math> tens and 8 loose units <math>13 = 10</math> and 3</li> <li>• During this term learners have to continue to engage in many experiences to establish ten as a benchmark and a unit. Ten is 1 ten that contains 10 ones</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>Counting sticks or matches can be grouped to show bundles of tens and loose ones</li> </ul>  <ul style="list-style-type: none"> <li>Example: 12 18</li> </ul>
<b>3D objects</b>	<ul style="list-style-type: none"> <li>Recognize and identify 3D object in the class room and outdoor</li> <li>Sort 3D objects per size</li> </ul>	<ul style="list-style-type: none"> <li>Balls in different sizes and mass</li> <li>Boxes in different sizes and shapes</li> </ul>	<ul style="list-style-type: none"> <li>Balls: Introduce and explore balls (discuss shape e.g. round)</li> <li>Boxes: Introduce and explore boxes (discuss shape and sides)</li> </ul>
Time	<b>Passing of time</b> <ul style="list-style-type: none"> <li>Name the days of the week</li> <li>Understand the concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Sequencing of events</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> </ul>		<ul style="list-style-type: none"> <li>Time is dealt with daily</li> <li>Days of the week</li> <li>Teach the learners the song or a rhyme about the days of the week</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> <li>Teach today is _____</li> <li>Yesterday was _____</li> <li>Tomorrow will be _____</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-20</li> <li>Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to</li> </ul>	<ul style="list-style-type: none"> <li>Concrete apparatus</li> <li>Pictures</li> <li>Drawings</li> <li>Number lines</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>Building up and breaking down of numbers</li> <li>Number lines supported by concrete apparatus</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 50 <ul style="list-style-type: none"> <li>• Position objects in a line from first to tenth</li> <li>• Use ordinary numbers to show order, place per position</li> </ul>		
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Solve simple word problems in context involving, addition and subtraction with answers up to 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Calculate</li> <li>• String of beads</li> <li>• Draw pictures</li> <li>• Number line</li> <li>• Concrete apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Learners understand addition as combining groups and counting on</li> <li>• They use their understanding that addition can be done in any order</li> <li>• Calculate can be introduced</li> <li>• They use a string of beads</li> <li>• Draw pictures or a number line to</li> <li>• They also break up numbers in order to add</li> <li>• Learners interpret subtraction as taking away</li> <li>• Building up and breaking down of numbers</li> <li>• Adding two-digit numbers by breaking up both numbers</li> <li>• Learners might break down the number in ways that are manageable for them. This means that they will do it in different ways</li> </ul>
3D Objects	<ul style="list-style-type: none"> <li>• <b>Describe, sort and compare 3D objects in terms of:</b> <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Balls in different sizes and mass</li> <li>• Boxes in different sizes and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Different colour, size and shapes of 3D shapes can be described, sort and compare</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- <b>Objects that slide</b>		
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count forwards and backwards 0-150</li> <li>Count in 1s from any number up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate activities and resources must be applied</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> <li>Structured apparatus, such as a string and counting of beads</li> </ul>
Mental Mathematics	Number concept: Range 50 <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 50</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> <li>Put these number cards in order from the smallest to the biggest number</li> <li>Questions on counting can also be asked:</li> <li>Start with 3 and count forwards in ones to 10</li> <li>More or less</li> <li>What is more than 49</li> <li>What is less than 73</li> <li>What is the 5th letter of the alphabet?</li> <li>What is the 9th month of the year?</li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• <b>Add to 20</b></li> <li>• <b>Subtract from 20</b></li> <li>• <b>Use appropriate symbols (+,-,=)</b></li> <li>• <b>Addition and subtraction facts (number bonds) to 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Paper shapes of pictures relating to the theme</li> <li>• Two and four piece puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• learn the names of fraction parts;</li> <li>• use the names in different contexts;</li> <li>• identify the fraction part;</li> <li>• begin to understand the relative size of fractions;</li> <li>• find fractions of objects; and</li> <li>• Learn about equivalent fractions</li> </ul> <p>Learners compare fractions:            Example: 2 halves makes a whole            2 quarters makes a half</p> <ul style="list-style-type: none"> <li>• Using fraction strips or Cuisenaire rods</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe simple number sequences to at least 20</b></li> <li>• <b>Sequence should show counting forwards in 1s</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Number games</li> <li>• Number dominos</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and extend number sequence to at least 20</li> <li>• Sequence should show counting forwards and backwards in 1s</li> </ul>
Collect and sort objects	<ul style="list-style-type: none"> <li>• Collecting data on the theme</li> <li>• Sort objects per different attributes</li> <li>• Answer questions on collections</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects in nature and in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting data on the theme</li> <li>• Sort objects per different attributes</li> <li>• Answer questions on collections</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Count forwards and backwards 0-50</li> <li>• Incidental counting</li> <li>• Count in 1s from any number up to 50</li> <li>• Count forwards in multiples of: - 2s up to 50</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number songs and rhymes</li> <li>• Action song/rhyme</li> <li>• Learners</li> </ul>	<ul style="list-style-type: none"> <li>• The focus in this term is on counting on and counting in groups</li> <li>• Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>• Number cards should be displayed at each collection to show the number of objects counted</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- 5s up to 50 - 10s up to 100 • Count backwards in: • 1s from 20 • 10s from 50 • 2s from 20		• The counting in groups will prepare learners for understanding multiples • Learners still need the experience of being given a collection of objects and then count on from there
Repeated addition leading to multiplication	• <b>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</b> • <b>Repeated addition of 10s, 5s, with answers up to 20</b>	• Number lines • 100 chart	• Use the following techniques when performing solving simple word problems: - Drawings or concrete apparatus e.g. counters - Doubling and halving - Building up and breaking down - Number lines - 100 chart - Rounding of in 10s
Length	Informal measuring • 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	• Measure by using any non-standard measuring tool e.g. Body parts, pencil, counters etc.	Informal measuring • 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 measuring • Learners can measure their desk by using hands or feet
Collect and sort objects	• <b>Collecting data on the theme</b> • <b>Sort objects per different attributes</b> • <b>Answer questions on collections</b>	• Concrete objects from nature and in the class	• Collecting data on the theme • Sort objects per different attributes • Answer questions on collections
<b>Week 8</b> Continue with the following	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
daily			
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 50 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>	<ul style="list-style-type: none"> <li>Structured apparatus, such as a string of counting beads</li> <li>Abacus to practice counting in groups of ten</li> <li>Counting on</li> <li>Number cards</li> </ul>	<ul style="list-style-type: none"> <li>Strategy of grouping is encouraged</li> <li>Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>Number cards should be displayed at each collection to show the number of objects counted</li> <li>The counting in groups will prepare learners for understanding multiples</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>Number Symbols and number names</li> <li>Recognise, identify and read number symbols 1-50</li> <li>Write number symbols 1-20</li> <li>Recognise, identify and read number names 1-5</li> <li>Know number names 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Number lines</li> <li>Number charts</li> <li>100 chart</li> <li>Digital time</li> <li>Telephone numbers</li> <li>Prices of products</li> </ul>	<ul style="list-style-type: none"> <li>Learners must be able to recognise, identify and read number symbols 1-50 on different media e.g.: <ul style="list-style-type: none"> <li>In a telephone directory</li> <li>Prices of products on a pamphlet</li> <li>Digital time in a TV magazine</li> </ul> </li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</b></li> <li><b>Repeated addition of 10s, 5s, with answers up to 20</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Number line</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>Learners are learning to read and understand the multiplication number sentence</li> <li>Multiple images for multiplication should be provided and lots of recording done in the work book</li> </ul>
Money	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>	<ul style="list-style-type: none"> <li>Real money</li> <li>Play money</li> <li>Pictures of money</li> <li>Shops pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>Have a play shop day</li> <li>Arrange an entrepreneurs day</li> <li>Let the learners work out there is the best prices to bay per the shops pamphlet</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Length	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• <b>Compare and order the length, height or width</b></li> <li>• <b>Estimate measure, compare, order and record</b></li> </ul>	<ul style="list-style-type: none"> <li>• hand spans, pencil lengths, counters etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order the length, height or width of two or more objects by placing them next to each other</li> <li>• Estimate measure, compare, order and record length using non-standard measures</li> </ul>
Week 9 Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-20</li> <li>• Order numbers up to 50</li> <li>• Position objects in a line from first to tenth</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-20</li> <li>• Compare whole numbers up to 20 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 50</li> <li>• Position objects in a line from first to tenth</li> <li>• Use ordinary numbers to show order, place per position</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• The learners must be able to solve word sums that requires the equal sharing of concrete objects and counters up to 10</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins: 50c, R1,R2, R5 and bank notes R10, R20, R50, R100 and R200</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Play money</li> <li>• Pictures of money</li> <li>• Shops pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Have a play shop day?</li> <li>• Arrange an entrepreneurs day</li> <li>• Let the learners work out there is the best prices to buy per the shops pamphlet</li> </ul>
Mental Maths	Number concept: Range 50	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number songs and rhymes</li> <li>• Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Name the number before and after a given number</li> <li>• Order a given set of selected numbers</li> <li>• Compare numbers and say which is more or less</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Addition and subtraction up to 50</li> </ul>
Symmetry	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Magazine</li> <li>• Work sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Fold a photo in the middle and draw the rest of the picture</li> <li>• Fold a paper with a shape on in the middle and complete the picture of the shape</li> </ul>
Time	Passing of time	<ul style="list-style-type: none"> <li>• Week chart</li> <li>• Weather chart</li> <li>• Timetable</li> <li>• Birthday chart</li> </ul>	<ul style="list-style-type: none"> <li>• Name the days of the week</li> <li>• Understand the concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequencing of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• Represent data in pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Collected objects</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictograph to represent the data that the learners collect on a given theme</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 50 reliably</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>	<ul style="list-style-type: none"> <li>• Structured apparatus, such as a string of counting beads</li> <li>• Abacus</li> <li>• Number cards</li> </ul>	<ul style="list-style-type: none"> <li>• String a given number of beads</li> <li>• Count beads on a string</li> <li>• String groups of 10 in matching colours</li> <li>• Abacus to practice counting in groups of ten</li> <li>• Counting on from a given number</li> <li>• Estimate the number objects before counting</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• Recognise place value of numbers up to 30</li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• String and beads</li> <li>• Abacus</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose 2- digit numbers into 10s and units</li> <li>• Identify and state the value of each digit</li> </ul>
Grouping and	<ul style="list-style-type: none"> <li>• <b>Solve simple word problems in</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• The learners must be able to solve word sums that requires the</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
sharing leading to division	<b>context and explain own solution to problems that involve equal sharing and grouping up to 10</b>	<ul style="list-style-type: none"> <li>Counters</li> </ul>	equal sharing of concrete objects and counters up to 10
2D shapes	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>Size</li> <li>Colour</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>Tracing objects</li> </ul>	<ul style="list-style-type: none"> <li>Learners can build pictures with 2D geometric shapes both during independent work time or during arts and culture time</li> </ul>
Time	<b>Passing of time</b>	<ul style="list-style-type: none"> <li>Week chart</li> <li>Weather chart</li> <li>Timetable</li> <li>Birthday chart</li> </ul>	<ul style="list-style-type: none"> <li>Name the days of the week</li> <li>Understand the concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Sequencing of events</li> <li>Reinforce season chart</li> <li>Place birthdays on a chart</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count forwards and backwards 0-150</li> <li>Count in 1s from any number up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches Examples of loose counters are:</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> <li>Peach pips</li> <li>Stones</li> <li>Unifix cubes</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate activities and resources must be applied</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> <li>Structured apparatus, such as a string and counting of beads</li> <li>Learners can use loose counters, to help them to see what happens when one puts amounts together or take them apart</li> <li>Loose counters help learners to see what happens when they count all</li> <li>Working within the number range 1 to 100, learners can use their fingers to act as loose counters</li> </ul>
Mental Maths	Number concept: Range 50 <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 50</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> <li>Put these number cards in order from the smallest to the biggest number</li> <li>Questions on counting can also be asked: Start with 3 and count forwards in ones to 10 More or less</li> <li>What is more than 49</li> <li>What is less than 73</li> <li>What is the 5th letter of the alphabet?</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• What is the 9th month of the year?</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to 50</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul> </li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>• Repeated addition of 10s, 5s and 2s with answers up to 50</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping</li> <li>• Introduce the division sign</li> <li>• Below are examples of types of word problems that can be done</li> <li>• Sharing, discarding the remainder</li> <li>• Share five sweets among three friends so that they all get the same number of sweets.</li> </ul> <p>Recording image for grouping and sharing</p> <ul style="list-style-type: none"> <li>• When illustrating sharing word problems, learners will —share outll one item or object at a time</li> <li>• Learners are likely to share out one/two item at a time</li> <li>• The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>• Learners are also learning to read and understand the multiplication number sentence.</li> <li>• Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> <li>• Examples of written work               <ul style="list-style-type: none"> <li>- 1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> </ul> </li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>- 3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping</li> <li>• Grouping, discarding the remainder</li> <li>• Stella sells squash in bags of two squash each. She has five squash left. How many bags of two squash each can she make up?</li> <li>• Grouping, incorporating the remainder in the answer</li> <li>• There are four apples. How many bags of two apples can be filled?</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Revise the song or a rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programme represented in the picture format</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Learners continue to practice talking about the duration of time and the sequencing of time</li> <li>• During whole class teaching time and focus group time,</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	about the days of the week • Reinforce season chart • Place birthdays on a chart • Concept of today and tomorrow	• Days of the week chart • Season chart • Birthdays chart	learners talk about: - Day of the week - Month of the year - Date of the current day - Days before and days to come • Learners become familiar with calendars by plotting dates on a calendar: - Birthdays - Religious festivals - Historical events - School events - Public holidays
<b>Week 2</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Count forwards and backwards	• <b>Count backwards in:</b> • <b>1s from 20</b> • <b>10s from 50</b> • <b>2s from 20</b>	• Concrete objects • Number songs and rhymes • Action song/rhyme • Learners	• The focus in this term is on counting on and counting in groups • Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens • Number cards should be displayed at each collection to show the number of objects counted • The counting in groups will prepare learners for understanding multiples • Learners still need the experience of being given a collection of objects and then count on from there
Describe compare and order numbers	• Describe, compare and order numbers 1-30 • Compare whole numbers up to 30 using smaller than,	• Concrete apparatus • Pictures • Drawings • Number lines	• Practice writing first to tenth • Record the following in class work books: - Which number comes just before 46? - Which number comes after 48?

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	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 first to tenth • Use ordinary numbers to show order, place per position	• 100 chart	- Which number lies between 45 and 47? - Use the given number line and fill in the missing numbers - Write 1 more than each of these numbers: - Write 1 less than each of these numbers: - Write 10 more than each of these numbers: - Write 10 less than each of these numbers. - Write the numbers in order from the biggest to the smallest. (130, 133, 123, 143, 103, 113) - Complete the sentence. Fill in more or less
Number patterns	• Copy, extend and describe simple number sequences to at least 100 • Sequence should show counting forwards in 1s; 2s; 5s; and 10s	• Number line • Beads and string • Abacus • Counting sticks • Matches • Counters • Counting sticks • Bottle tops • Peach pips • Stones • Unifix cubes • Number lines • Number grids • Number chains	• Number sequences can be linked with and support counting • As learners counting skills change and develop, the kinds of number sequences learners work with can develop • Sequences should show counting forwards and backwards in: • 1s from any number between 1 and 100 • 10s from any multiple of 10 between 1 and 100 • 5s from any multiple of 5 between 1 and 100 • 2s from any multiple of 2 between 1 and 100 • Learners count backwards in multiples of 10, 5, and 2 for the first time • Learners can point to numbers as they count • It is useful to give learners number sequences in different representations e.g. • A written sequence of numbers 100; 99; 98.97; 96,... • Learners can cover, colour, or circle numbers as they count

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			on number lines and number grids • Learners can fill in missing numbers on number lines, number grids, in written number sequences and number chains
Collect and sort objects	• <b>Collecting data on the theme</b> • <b>Sort objects per different attributes</b> • <b>Answer questions on collections</b>	• Concrete objects • Concrete apparatus • Pictures • Drawings	• Learners collect and sort a variety of data on the theme • The learners discuss the different attributes of their collections with the class
<b>Week 3</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Number Symbols and number names	• <b>Identify, recognise and read number symbols 1-100</b> • <b>Write number symbols 1-30</b> • <b>Identify, recognise and read number names 1-10</b> • <b>Know number names in multiples of 10s up to 100</b>	• Symbol and Name Cards • 100 chart • Number lines	• 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
Describe compare and order numbers	• 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 up to 100	• Concrete apparatus • Pictures • Drawings • Number lines • 100 chart	• Practice writing first to tenth • Record the following in class work books: - Which number comes just before 46? - Which number comes after 48? - Which number lies between 45 and 47? - Use the given number line and fill in the missing numbers - Write 1 more than each of these numbers:

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Position objects in a line from first to tenth</li> <li>Use ordinary numbers to show order, place per position</li> </ul>		<ul style="list-style-type: none"> <li>Write 1 less than each of these numbers:</li> <li>Write 10 more than each of these numbers:</li> <li>Write 10 less than each of these numbers.</li> <li>Write the numbers in order from the biggest to the smallest. (130, 133, 123, 143, 103, 113)</li> <li>Complete the sentence. Fill in more or less</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li><b>Copy, extend and describe simple number sequences to at least 50</b></li> <li><b>Sequence should show counting forwards in 1s; 2s; 5s; and 10s</b></li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> <li>Peach pips</li> <li>Stones</li> <li>Unifix cubes</li> <li>Number lines</li> <li>Number grids</li> <li>Number chains</li> </ul>	<ul style="list-style-type: none"> <li>Number sequences can be linked with and support counting</li> <li>As learners counting skills change and develop, the kinds of number sequences learners work with can develop</li> <li>Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>1s from any number between 1 and 100</li> <li>10s from any multiple of 10 between 1 and 100</li> <li>5s from any multiple of 5 between 1 and 100</li> <li>2s from any multiple of 2 between 1 and 100</li> </ul> </li> <li>Learners count backwards in multiples of 10, 5, and 2 for the first time</li> <li>Learners can point to numbers as they count</li> <li>It is useful to give learners number sequences in different representations e.g. <ul style="list-style-type: none"> <li>A written sequence of numbers 100; 99; 98.97; 96, ...</li> </ul> </li> <li>Learners can cover, colour, or circle numbers as they count on number lines and number grids</li> <li>Learners can fill in missing numbers on number lines, number grids, in written number sequences and number chains</li> </ul>
Length	Informal measuring <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record</li> </ul>	<ul style="list-style-type: none"> <li>Hand spans</li> <li>Pencil lengths</li> <li>Counters etc.</li> </ul>	Informal measuring <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record length using non-standard measures</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	length using non-standard measures		<ul style="list-style-type: none"> <li>• Use language to talk about comparison e.g. long, short, tall, short</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 100 reliably</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>	<ul style="list-style-type: none"> <li>• Structured apparatus, such as a string of counting beads</li> <li>• Abacus to practice counting in groups of ten</li> <li>• Counting on</li> <li>• Number cards</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy of grouping is encouraged</li> <li>• Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>• Number cards should be displayed at each collection to show the number of objects counted</li> <li>• The counting in groups will prepare learners for understanding multiples</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-30</li> <li>• Compare whole numbers up to 30 using smaller than, greater than, more than, less than and is equal to</li> <li>• <b>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 100</b></li> <li>• Position objects in a line from first to tenth</li> <li>• Use ordinary numbers to show order, place per</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing first to tenth</li> <li>• Record the following in class work books:               <ul style="list-style-type: none"> <li>- Which number comes just before 26?</li> <li>- Which number comes after 28?</li> <li>- Which number lies between 25 and 27?</li> <li>- Use the given number line and fill in the missing numbers</li> <li>- Write 1 more than each of these numbers</li> <li>- Write 1 less than each of these numbers</li> <li>- Write 10 more than each of these numbers</li> <li>- Write 10 less than each of these numbers</li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	position		
Geometric patterns	Copy and extend simple patterns using concrete objects • Creates own repeating patterns • Copy and extend simple patterns using body percussion	• Concrete objects • Count body parts • Counters	• Copy and extend simple patterns using body percussion (clapping, stamping)
3D objects	• Recognise and name 3D objects in the classroom and the picture - Ball shapes (spheres) - Box shapes (prism)	• Learner's body • Puppets • Picture showing body parts • Toys • 3D objects • Pictures	Features of the object: • Describe sort and compare 3D objects in terms of: - Size - Colour - Shape Focused activities: • Observe and build 3D objects using concrete materials such as building blocks, recycling materials, construction kits • We experience the world in three dimensions, so starting with physical objects helps learners to build on the experience that they bring to understand the features of the object completely Building with 3D objects • Learners start with free play with various 3D objects and building things of their own choice using building blocks or construction kits or recycling. This can be done in independent time Recognising and Naming balls (spheres) and boxes (prisms) • Learners identify and describe ball shapes (spheres) and

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			box shapes (prisms) • Learners should describe everyday objects by saying whether they are shaped like a ball or are shaped like a box, e.g. this brick is shaped like a box or this orange is shaped like a ball. • It is important for learners to see and work with more than one example of objects shaped like balls and objects shaped like boxes ▪ Make ball shapes or box shapes from clay or play dough Comparing and describing 3D objects: size • Learners compare the size of similar objects Describing 3D objects: Colour • Learners talk about the colours of objects and then sort objects per colour • Identifying and naming objects and their colours, as well as comparing sizes of objects can be practiced during work with patterns
Time	<b>Passing of time</b> • Days of the week • Concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart	• Daily programme represented in the picture format	• Time is dealt with daily • Days of the week • Teach the learners the song or a rhyme about the days of the week • Reinforce season chart • Place birthdays on a chart • Teach today is _____ • Yesterday was _____ • Tomorrow will be _____
<b>Week 5</b> Continue with the	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement



GRADE 3 WITH DIFFERENTIATION LESSON PLANNING TERM 2												
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES									
following daily			•Data handling									
Place value	<ul style="list-style-type: none"><li>• Recognise place value of two digit numbers from 10-50</li><li>• Decompose two- digit numbers into tens and units</li><li>• Identify and state the value of each digit</li></ul>	<ul style="list-style-type: none"><li>• Unifix</li><li>• Lego blocks</li><li>• Domino cards</li></ul>	<ul style="list-style-type: none"><li>• Learn can make domino cards by making dots on pieces of cardboard in tens and units</li><li>• Place numbers in tables to make tens and units</li></ul> E.g. <table><tr><td>Tens</td><td>Units</td><td>-</td></tr><tr><td>2</td><td>3</td><td>23</td></tr><tr><td>1</td><td>5</td><td>15</td></tr></table>	Tens	Units	-	2	3	23	1	5	15
Tens	Units	-										
2	3	23										
1	5	15										
Addition and subtraction	<ul style="list-style-type: none"><li>• Solve word problems in context involving addition and subtraction with answers up to 50</li></ul>	<ul style="list-style-type: none"><li>• Number lines</li><li>• 100 chart</li><li>• Calculator</li></ul>	<ul style="list-style-type: none"><li>• Use the following techniques when solving problems and explain solutions to problems<ul style="list-style-type: none"><li>- Building up and breaking down of numbers</li><li>- Doubling and halving</li><li>- Number lines</li><li>- 100 chart</li><li>- Rounding off in tens and hundreds</li></ul></li><li>• Calculator</li></ul>									
Mental Mathematics	<ul style="list-style-type: none"><li>• Number Concept: Range 50</li><li>• Name the number before and after a given number</li><li>• Order a given set of selected numbers</li><li>• Compare numbers and say which is more or less</li><li>• Addition and subtraction up to 50</li></ul>	<ul style="list-style-type: none"><li>• Number line</li><li>• Calculator</li><li>• 100 chart</li></ul>	<ul style="list-style-type: none"><li>• Compare numbers to 50<ul style="list-style-type: none"><li>- 1 more or1 less</li><li>- 2 more or 2 less</li><li>- 3 more or 3 less</li><li>- 4 more or 4 less</li><li>- 5 more or 5 less</li><li>- 10 more or 10 less</li></ul></li><li>- Addition and subtraction facts to 30<ul style="list-style-type: none"><li>- Calculation strategies</li></ul></li><li>- Use calculation strategies to add and subtract efficiently:</li><li>- Put the larger number first in order to count on or count back</li><li>- Use the relationship between addition and subtraction</li></ul>									

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- Number line</li> <li>- Doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use calculators</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• Use and name fractions: halves</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Puzzles</li> <li>• Paper</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Cut pictures in halves and rebuild</li> <li>• Paste paper halves of shapes to build a picture</li> <li>• Build puzzles</li> </ul>
Time	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programme represented in the picture format</li> </ul>	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Teach the learners the song or a rhyme about the days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> <li>• Teach today is _____</li> <li>• Yesterday was _____</li> <li>• Tomorrow will be _____</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• Recognise place value of two digit numbers from 10-50</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of two digit numbers from 10-50</li> <li>• Decompose two- digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context involving addition and subtraction with answers up to 50</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> <li>• Number line</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> <li>- Use calculation strategies to add and subtract efficiently:</li> <li>- Put the larger number first in order to count on or count back</li> <li>- Use the relationship between addition and subtraction</li> <li>- Number line</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• Abacus</li> <li>• Rulers</li> </ul>	<ul style="list-style-type: none"> <li>- Doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use calculators</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Add to 50</li> <li>• Subtract from 50</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Addition and subtraction facts (number bonds) to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> <li>• Number line</li> <li>• Calculator</li> <li>• Abacus</li> <li>• Rulers</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> <li>- Use calculation strategies to add and subtract efficiently:</li> <li>- Put the larger number first in order to count on or count back</li> <li>- Use the relationship between addition and subtraction</li> <li>- Number line</li> <li>- Doubling and halving</li> <li>- Building up and breaking down</li> <li>- Use calculators</li> </ul>
Time	<b>Passing of time</b> <ul style="list-style-type: none"> <li>• <b>Days of the week</b></li> <li>• <b>Concept of today and tomorrow</b></li> <li>• <b>Order regular events from their own lives</b></li> <li>• <b>Sequence of events</b></li> <li>• <b>Reinforce season chart</b></li> <li>• <b>Place birthdays on a chart</b></li> </ul>	<ul style="list-style-type: none"> <li>• Daily programme represented in the picture format</li> </ul>	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Teach the learners the song or a rhyme about the days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> <li>• Teach today is _____</li> <li>• Yesterday was _____</li> <li>• Tomorrow will be _____</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading</li> </ul>	<ul style="list-style-type: none"> <li>• 100 chart</li> <li>• Number line</li> <li>• Counters</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>- Count in 10s, 5s and 2s up to 50</li> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Building up and breaking down of numbers</li> <li>- Doubling and halving</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	to multiplication • Repeated addition of 10s, 5s and 2s with answers up to 50		- Number lines - 100 chart - Rounding off in tens and hundreds - Calculator
Addition and subtraction	• <b>Add to 50</b> • <b>Subtract from 50</b> • <b>Use appropriate symbols (+, -, =)</b> • <b>Addition and subtraction facts (number bonds) to 10</b>	• Number chart • Flard cards • Number line • Calculator • Abacus • Rulers	• Calculation strategies - Use calculation strategies to add and subtract efficiently: - Put the larger number first in order to count on or count back - Use the relationship between addition and subtraction - Number line - Doubling and halving - Building up and breaking down - Use calculators
Geometric patterns	• <b>Copy, extend and create simple patterns</b>	• Shapes • Concrete objects • Drawings or lines	Range of shapes • Recognise and name 2D shapes - Circles - Triangles - Squares Features of shapes • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes - Circles - Triangles - Squares
Mass	Informal measuring • Estimate, measure, compare, order and record	• Balancing scale • Blocks • Bricks	• Estimate, measure, compare, order and record using a balancing scale and non-standard measures • Use language to talk about the comparison: light, heavy, lighter, heavier

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</b></li> <li><b>Repeated addition of 10s, 5s and 2s with answers up to 50</b></li> </ul>	<ul style="list-style-type: none"> <li>100 chart</li> <li>Number line</li> <li>Counters</li> <li>Calculator</li> </ul>	<ul style="list-style-type: none"> <li>- Count in 10s, 5s and 2s up to 50</li> <li>• Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>- Building up and breaking down of numbers</li> <li>- Doubling and halving</li> <li>- Number lines</li> <li>- 100 chart</li> <li>- Rounding off in tens and hundreds</li> <li>- Calculator</li> </ul> </li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context</li> <li>• Recognise that two halves make one whole</li> <li>• Use paper folding, pasting of paper shapes, cutting of halves and pasting them to make a whole</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>Use and name fractions: halves</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context</li> <li>• Recognise that two halves make one whole</li> <li>• Use paper folding, pasting of paper shapes, cutting of halves and pasting them to make a whole</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>Copy, extend and describe simple number sequences to at least 20</li> <li>Sequence should show counting forwards in 1s</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> </ul>	<ul style="list-style-type: none"> <li>• Number sequences can be linked with and support counting</li> <li>• As learners counting skills change and develop, the kinds of number sequences learners work with can develop</li> <li>• Sequences should show counting forwards and backwards in:               <ul style="list-style-type: none"> <li>• 1s from any number between 1 and 20</li> <li>• Learners can cover, colour, or circle numbers as they count on number lines and number grids</li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• Peach pips</li> <li>• Stones</li> <li>• Unifix cubes</li> <li>• Number lines</li> <li>• Number grids</li> <li>• Number chains</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can fill in missing numbers on number lines, number grids, in written number sequences and number chains</li> </ul>
Mass	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>• <b>Estimate, measure, compare, order and record</b></li> </ul>	<ul style="list-style-type: none"> <li>• Balancing scale</li> <li>• Blocks</li> <li>• Bricks</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record using a balancing scale and non-standard measures</li> <li>• Use language to talk about the comparison: light, heavy, lighter, heavier</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Count forwards and backwards 0-50</li> <li>• Incidental counting</li> <li>• Count in 1s from any number up to 100</li> <li>• Count forwards in multiples of:               <ul style="list-style-type: none"> <li>• 2s up to 100</li> <li>• 5s up to 100</li> <li>• 10s up to 100</li> </ul> </li> <li>• Count backwards in:               <ul style="list-style-type: none"> <li>• 1s from 20</li> <li>• 10s from 100</li> <li>• 2s from 100</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number songs and rhymes</li> <li>• Action song/rhyme</li> <li>• Learners</li> </ul>	<ul style="list-style-type: none"> <li>• The focus in this term is on counting on and counting in groups</li> <li>• Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>• Number cards should be displayed at each collection to show the number of objects counted</li> <li>• The counting in groups will prepare learners for understanding multiples</li> <li>• Learners still need the experience of being given a collection of objects and then count on from there</li> </ul>
Sharing leading to	<ul style="list-style-type: none"> <li>• <b>Solve practical problems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
fractions	<b>that equal sharing leading to solutions that include unitary fractions e.g. half</b>	<ul style="list-style-type: none"> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that two halves make one whole</li> <li>• Use paper folding, pasting of paper shapes, cutting of halves and pasting them to make a whole</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• Use and name fractions: halves</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context</li> <li>• Recognise that two halves make one whole</li> <li>• Use paper folding, pasting of paper shapes, cutting of halves and pasting them to make a whole</li> </ul>
Represent sorted collection of objects	<ul style="list-style-type: none"> <li>• Represent sorted collection of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Pictures</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting data on the theme</li> <li>• Sort objects per different attributes</li> <li>• Draw pictures of the collected data</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Play money</li> <li>• Pictures of money</li> <li>• Shops pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Have a play shop day</li> <li>• Arrange an entrepreneurs day</li> <li>• Let the learners work out there is the best prices to bay per the shops pamphlet</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 50 reliably</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>	<ul style="list-style-type: none"> <li>• Structured apparatus, such as a string of counting beads</li> <li>• Abacus to practice counting in groups of ten</li> <li>• Counting on</li> <li>• Number cards</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy of grouping is encouraged</li> <li>• Help learners to count large numbers of objects, by encouraging them to group objects in twos, fives and tens</li> <li>• Number cards should be displayed at each collection to show the number of objects counted</li> <li>• The counting in groups will prepare learners for understanding multiples</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Fractions	<ul style="list-style-type: none"> <li><b>Use and name fractions: halves</b></li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context</li> <li>Recognise that two halves make one whole</li> <li>Use paper folding, pasting of paper shapes, cutting of halves and pasting them to make a whole</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>Represent data in pictograph with one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Pictures</li> <li>Collections</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects or pictures related to the current theme. Learners draw a pictograph with one-to-one correspondence in groups or individual</li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count forwards and backwards 0-150</li> <li>Count in 1s from any number up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches Examples of loose counters are:</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> <li>Peach pips</li> <li>Stones</li> <li>Unifix cubes</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate activities and resources must be applied</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> <li>Structured apparatus, such as a string and counting of beads</li> <li>Learners can use loose counters, to help them to see what happens when one puts amounts together or take them apart</li> <li>Loose counters help learners to see what happens when they count all</li> <li>Working within the number range 1 to 100, learners can use their fingers to act as loose counters</li> </ul>
Mental Maths	Number concept: Range 80 <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 80</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> <li>Put these number cards in order from the smallest to the biggest number</li> <li>Questions on counting can also be asked: Start with 3 and count forwards in ones to 10 More or less</li> <li>What is more than 49</li> <li>What is less than 73</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• What is the 5th letter of the alphabet?</li> <li>• What is the 9th month of the year?</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul> </li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>• Repeated addition of 10s, 5s and 2s with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping</li> <li>• Introduce the division sign</li> <li>• Below are examples of types of word problems that can be done</li> <li>• Sharing, discarding the remainder</li> <li>• Share five sweets among three friends so that they all get the same number of sweets.</li> <li>Recording image for grouping and sharing</li> <li>• When illustrating sharing word problems, learners will —share outll one item or object at a time</li> <li>• Learners are likely to share out one/two item at a time</li> <li>• The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>• Learners are also learning to read and understand the multiplication number sentence.</li> <li>• Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> <li>• Examples of written work               <ul style="list-style-type: none"> <li>- 1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>- 3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping</li> <li>• Grouping, discarding the remainder</li> <li>• Stella sells squash in bags of two squash each. She has five squash left. How many bags of two squash each can she make up?</li> <li>• Grouping, incorporating the remainder in the answer</li> <li>• There are four apples. How many bags of two apples can be filled?</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Revise the song or a rhyme about the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programmed represented in the picture format</li> <li>• Calendar</li> <li>• Days of the week chart</li> </ul>	<ul style="list-style-type: none"> <li>• Learners continue to practice talking about the duration of time and the sequencing of time</li> <li>• During whole class teaching time and focus group time, learners talk about:</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> <li>• Concept of today and tomorrow</li> <li>• Teach today is _____</li> <li>• Yesterday was _____</li> <li>• Tomorrow will be _____</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Season chart</li> <li>• Birthdays chart</li> </ul>	<ul style="list-style-type: none"> <li>• Day of the week</li> <li>• Month of the year</li> <li>• Date of the current day</li> <li>• Days before and days to come</li> <li>• Learners become familiar with calendars by plotting dates on a calendar:</li> <li>• Birthdays</li> <li>• Religious festivals</li> <li>• Historical events</li> <li>• School events</li> <li>• Public holidays</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• <b>Count forwards and backwards 0-150</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number line</li> <li>• 100 chart</li> <li>• Abacus</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards 0-150</li> <li>• Incidental counting</li> <li>• Count in 1s from any number up 150</li> <li>• Count forwards in multiples of:               <ul style="list-style-type: none"> <li>- 2s up to 100</li> <li>- 10s up to 150</li> <li>- 5s up to 150</li> </ul> </li> <li>• Count backwards in:               <ul style="list-style-type: none"> <li>- 1s from 50</li> <li>- 10s from 100</li> <li>- 2s from 100</li> </ul> </li> </ul>
Number Symbols and number	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol and Name Cards</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
names	<ul style="list-style-type: none"> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and create simple patterns made with shapes or concrete objects; drawings or lines</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Concrete objects</li> <li>• Drawings or lines</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes</li> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:</li> <li>- Size</li> <li>- Colour</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>
Position, orientation and views	Position and directions	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Concrete objects</li> <li>• Drawings or lines</li> </ul>	<b>Position and views</b> <ul style="list-style-type: none"> <li>• Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• Follow instructions to place one object in relation to another</li> </ul>
Time	Passing of time	<ul style="list-style-type: none"> <li>• Birthday chart</li> <li>• Time table</li> <li>• Daily program</li> <li>• Daily news</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number Symbols and number names	<ul style="list-style-type: none"> <li>• <b>Identify, recognise and read number symbols 1-100</b></li> <li>• <b>Write number symbols 1-30</b></li> <li>• <b>Identify, recognise and read number names 1-10</b></li> <li>• <b>Know number names in multiples of 10s up to 100</b></li> </ul>	<ul style="list-style-type: none"> <li>• Symbol and Name Cards</li> <li>• 100 chart</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-40</li> <li>• Compare whole numbers up to 40 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to up to 150</li> <li>• Position objects in a line from first to twentieth</li> <li>• Use ordinary numbers to show order, place per position</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing first to tenth</li> <li>• Record the following in class work books:               <ul style="list-style-type: none"> <li>- Which number comes just before 36?</li> <li>- Which number comes after 38?</li> <li>- Which number lies between 35 and 37?</li> <li>- Use the given number line and fill in the missing numbers</li> <li>- Write 1 more than each of these numbers</li> <li>- Write 1 less than each of these numbers</li> <li>- Write 10 more than each of these numbers</li> <li>- Write 10 less than each of these numbers</li> </ul> </li> </ul>
Place value	• Recognise the place value of	• Number chart	• Recognise place value of two digit numbers from 10-80

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	two digit numbers from 10-80 •Decompose two digit numbers into tens and units •Identify and state the value of each digit	• Flard cards	• Decompose two- digit numbers into tens and units • Identify and state the value of each digit
Position, orientation and views	Language of position	• Informal map	Position and directions • Follow directions using an informal map • Give verbal directions to move around in the class and on the school premises • Provide the learners with an informal map to follow
Time	<b>Passing of time</b>	• Birthday chart • Time table • Daily program • Daily news	• Days of the week • Months of the year • Concept of today and tomorrow • Order regular events from their own lives • Sequence of events • Reinforce season chart • Place birthdays on a chart
<b>Week 4</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	•Patterns, functions and algebra •Measurement •Data handling
Describe compare and order numbers	• <b>Describe, compare and order numbers 1-40</b>	• Number chart • Flard cards	• 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 first to twentieth

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Use ordinary numbers to show order, place per position</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• Recognise the place value of two digit numbers from 10-80</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of two digit numbers from 10-80</li> <li>• Decompose two- digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
Length	Informal measuring <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures</li> </ul>	<ul style="list-style-type: none"> <li>• Hand spans</li> <li>• Pencil lengths</li> <li>• Counters etc.</li> </ul>	Informal measuring <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures</li> <li>• Use language to talk about comparison e.g. long, short, tall, short</li> </ul>
Position, orientation and views	<b>Position and directions</b>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Concrete objects</li> <li>• Drawings or lines</li> </ul>	Position and views <ul style="list-style-type: none"> <li>• Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</li> </ul> Position and directions <ul style="list-style-type: none"> <li>• Follow instructions to place one object in relation to another</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• <b>Recognise the place value of two digit numbers from 10-80</b></li> <li>• <b>Decompose two digit numbers into tens and units</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise place value of two digit numbers from 10-80</li> <li>• Decompose two- digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Identify and state the value of each digit</li> </ul>		
Symmetry	<ul style="list-style-type: none"> <li>Recognise symmetry in own body and draw line of symmetry in geometric shapes</li> </ul>	<ul style="list-style-type: none"> <li>Magazine</li> <li>Work sheet</li> </ul>	<ul style="list-style-type: none"> <li>Fold a photo in the middle and draw the rest of the picture</li> <li>Fold a paper with a shape on in the middle and complete the picture of the shape</li> </ul>
Capacity/volume	Informal measuring	<ul style="list-style-type: none"> <li>Commercially packaged objects</li> </ul>	Informal measuring <ul style="list-style-type: none"> <li>Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>Use vocabulary e.g. more than, less than, full, empty</li> <li>Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> Introduction of formal measuring <ul style="list-style-type: none"> <li>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</li> </ul>
Length	<b>Introducing formal measuring</b>	<ul style="list-style-type: none"> <li>Ruler</li> <li>Measuring tape</li> </ul>	<ul style="list-style-type: none"> <li>Measure using metre (m), and centimetres (cm)</li> <li>Estimate and measure height using height chart</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li><b>Solve word problems in context involving addition and subtraction with answers up to 80</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Concrete apparatus</li> <li>Drawings</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>Drawings or concrete apparatus e.g. counters</li> <li>Building up and breaking down of numbers</li> <li>Number lines supported by concrete apparatus</li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>- 100 chart</li> <li>- Calculator</li> </ul>
Number Symbols and number names	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol and Name Cards</li> <li>• 100 chart</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Add to 80</li> <li>• Subtract from 80</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Addition and subtraction facts (number bonds) to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequences to at least 20</li> <li>• Sequence should show counting forwards in 1s</li> </ul>	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Beads and string</li> <li>• Abacus</li> <li>• Counting sticks</li> <li>• Matches</li> <li>• Counters</li> <li>• Counting sticks</li> <li>• Bottle tops</li> <li>• Peach pips</li> <li>• Stones</li> <li>• Unix cubes</li> </ul>	<ul style="list-style-type: none"> <li>• Number sequences can be linked with and support counting</li> <li>• As learners counting skills change and develop, the kinds of number sequences learners work with can develop</li> <li>• Sequences should show counting forwards and backwards in:</li> <li>• 1s from any number between 1 and 20</li> <li>• Learners can cover, colour, or circle numbers as they count on number lines and number grids</li> <li>• Learners can fill in missing numbers on number lines, number grids, in written number sequences and number chains</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• Number lines</li> <li>• Number grids</li> <li>• Number chains</li> </ul>	
Capacity/volume	<b>Informal measuring</b>	<ul style="list-style-type: none"> <li>• Commercially packaged objects</li> </ul>	Informal measuring <ul style="list-style-type: none"> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other</li> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity)</li> <li>• Use vocabulary e.g. more than, less than, full, empty</li> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> </ul> Introduction of formal measuring <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Add to 80</b></li> <li>• <b>Subtract from 800</b></li> <li>• <b>Use appropriate symbols (+, -, =)</b></li> <li>• <b>Addition and subtraction facts (number bonds) to 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul> </li> </ul>
Repeated addition leading	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping</li> </ul>

GRADE 3 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
to multiplication	solution to problems involving repeated addition leading to multiplication <ul style="list-style-type: none"> <li>Repeated addition of 10s, 5s and 2s with answers up to 80</li> <li>Multiply numbers 1-10 by 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>Drawings</li> <li>Number lines</li> <li>100 chart</li> <li>Calculator</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the division sign</li> <li>Below are examples of types of word problems that can be done</li> <li>Sharing, discarding the remainder</li> <li>Share five sweets among three friends so that they all get the same number of sweets.</li> </ul> Recording image for grouping and sharing  <ul style="list-style-type: none"> <li>When illustrating sharing word problems, learners will —share out one item or object at a time</li> <li>Learners are likely to share out one/two item at a time</li> <li>The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>Learners are also learning to read and understand the multiplication number sentence.</li> <li>Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> <li>Examples of written work               <ul style="list-style-type: none"> <li>- 1 group of 5 is 5 or 1 times 5 is 5 or <math>1 \times 5 = 5</math></li> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>- 3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul> </li> </ul>
Number patterns	<ul style="list-style-type: none"> <li><b>Copy, extend and describe simple number sequences to at least 80</b></li> <li><b>Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s</b></li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> </ul>	<ul style="list-style-type: none"> <li>Number sequences can be linked with and support counting</li> <li>As learners counting skills change and develop, the kinds of number sequences learners work with can develop</li> <li>Sequences should show counting forwards and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 1 and 80</li> </ul> </li> <li>Learners can cover, colour, or circle numbers as they count on number lines and number grids</li> <li>Learners can fill in missing numbers on number lines, number</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• Peach pips</li> <li>• Stones</li> <li>• Unifix cubes</li> <li>• Number lines</li> <li>• Number grids</li> <li>• Number chains</li> </ul>	grids, in written number sequences and number chains
2D shapes	<ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> </li> </ul> Features of shapes <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> </ul> </li> </ul> Draw shapes <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• Represent data in pictograph with one to one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data on a specific theme and represent the data in a pictograph</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve practical problems that equal sharing leading to solutions that include unitary</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> </ul>

GRADE 3 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	fractions e.g. half	<ul style="list-style-type: none"> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• During this term learner are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities</li> <li>• However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>• <b>Repeated addition of 10s, 5s and 2s with answers up to 80</b></li> <li>• <b>Multiply numbers 1-10 by 2, 5 and 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping</li> <li>• Introduce the division sign</li> <li>• Below are examples of types of word problems that can be done</li> <li>• Sharing, discarding the remainder</li> <li>• Share five sweets among three friends so that they all get the same number of sweets.</li> </ul> <p>Recording image for grouping and sharing</p> <ul style="list-style-type: none"> <li>• When illustrating sharing word problems, learners will —share outll one item or object at a time</li> <li>• Learners are likely to share out one/two item at a time</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>• Learners are also learning to read and understand the multiplication number sentence.</li> <li>• Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> <li>• Examples of written work               <ul style="list-style-type: none"> <li>- 1 group of 5 is 5 or 1 times 5 is 5 or <math>1 \times 5 = 5</math></li> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>- 3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul> </li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins: 50c, R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Play money</li> <li>• Pictures of money</li> <li>• Shops pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Have a play shop day</li> <li>• Arrange an entrepreneurs day</li> <li>• Let the learners work out there is the best prices to buy per the shops pamphlet</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• Introduce formal measuring</li> </ul>	<ul style="list-style-type: none"> <li>• Commercially packaged objects</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>
Represent data	<ul style="list-style-type: none"> <li>• <b>Represent data in pictograph with one-to-one correspondence</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Pictures</li> <li>• Collections</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort objects or pictures related to the current theme. Learners draw a pictograph with one-to-one correspondence in groups or individual</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Sharing leading to	<ul style="list-style-type: none"> <li>• Solve practical problems that</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
fractions	equal sharing leading to solutions that include unitary fractions e.g. half	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• During this term learner are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities</li> <li>• However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins: 50c, R1,R2, R5 and bank notes R10, R20, R50, R100 and R200</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Play money</li> <li>• Pictures of money</li> <li>• Shops pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Have a play shop day</li> <li>• Arrange an entrepreneurs day</li> <li>• Let the learners work out there is the best prices to bay per the shops pamphlet</li> </ul>
Mass	<b>Introduce formal measuring</b>	<ul style="list-style-type: none"> <li>• Commercially packaged objects</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• <b>Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• During this term learner are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities</li> <li>• However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check. Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size</li> </ul>
2D shapes	<ul style="list-style-type: none"> <li>• <b>Describe, sort and compare 2D shapes in terms of:</b></li> <li>- <b>Size</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> </ul>	Range of shapes <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes</li> <li>- Circles</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- Colour		- Triangles - Squares Features of shapes • Describe, sort and compare 2D shapes in terms of: - Size - Colour Draw shapes - Circles - Triangles - Squares

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 150 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Count forwards and backwards 0-150</li> <li>Count in 1s from any number up to 150</li> </ul>	<ul style="list-style-type: none"> <li>Number line</li> <li>Beads and string</li> <li>Abacus</li> <li>Counting sticks</li> <li>Matches Examples of loose counters are:</li> <li>Counters</li> <li>Counting sticks</li> <li>Bottle tops</li> <li>Peach pips</li> <li>Stones</li> <li>Unifix cubes</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate activities and resources must be applied</li> <li>Learners still need the experience of being given a collection of objects and then count on from there</li> <li>Structured apparatus, such as a string and counting of beads</li> <li>Learners can use loose counters, to help them to see what happens when one puts amounts together or take them apart</li> <li>Loose counters help learners to see what happens when they count all</li> <li>Working within the number range 1 to 100, learners can use their fingers to act as loose counters</li> </ul>
Mental Mathematics	Number concept: Range 80 <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 80</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> <li>Put these number cards in order from the smallest to the biggest number</li> <li>Questions on counting can also be asked: Start with 3 and count forwards in ones to 10 More or less</li> <li>What is more than 49</li> <li>What is less than 73</li> <li>What is the 5th letter of the alphabet?</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• What is the 9th month of the year?</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems               <ul style="list-style-type: none"> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up and breaking down of numbers</li> <li>- Number lines supported by concrete apparatus</li> <li>- 100 chart</li> <li>- Calculator</li> </ul> </li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>• Repeated addition of 10s, 5s and 2s with answers up to 80</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of division is introduced through presenting learners with practical problems that involve sharing and grouping</li> <li>• Introduce the division sign</li> <li>• Below are examples of types of word problems that can be done               <ul style="list-style-type: none"> <li>• Sharing, discarding the remainder</li> <li>• Share five sweets among three friends so that they all get the same number of sweets.</li> </ul> </li> <li>Recording image for grouping and sharing</li> <li>• When illustrating sharing word problems, learners will —share outll one item or object at a time</li> <li>• Learners are likely to share out one/two item at a time</li> <li>• The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>• Learners are also learning to read and understand the multiplication number sentence.</li> <li>• Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> <li>• Examples of written work               <ul style="list-style-type: none"> <li>- 1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>- 3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Concrete objects</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<p>Grouping</p> <ul style="list-style-type: none"> <li>• Grouping, discarding the remainder</li> <li>• Stella sells squash in bags of two squash each. She has five squash left. How many bags of two squash each can she make up?</li> <li>• Grouping, incorporating the remainder in the answer</li> <li>• There are four apples. How many bags of two apples can be filled?</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve practical problems that equal sharing leading to solutions that include unitary fractions e.g. half</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete apparatus</li> <li>• Drawings</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Work from concrete to semi concrete to the abstract</li> <li>• Let learner cut concrete objects in halve</li> <li>• Continue to pictures of concrete objects</li> <li>• The learner cut geometrical shapes in halve and past them to build pictures</li> <li>• During this term, learners are introduced to fractions. Learners will be introduced to fractions through sharing word problems and activities</li> <li>• However, the concept of fractional parts is so important that it should be developed further using additional activities e.g.: Making half shapes by folding and cutting</li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different looking half</li> <li>• Always ask learners to predict how many pieces they will get and allow them to unfold the page and check.</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			Comparing the two different half shapes or the two different quarter shapes can lead to interesting conversations on shape and size
Time	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Season</li> <li>• Concept of today and tomorrow</li> <li>• Sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programmed represented in the picture format</li> <li>• Calendar</li> <li>• Days of the week chart</li> <li>• Season chart</li> <li>• Birthdays chart</li> </ul>	<ul style="list-style-type: none"> <li>• Time is dealt with daily</li> <li>• Days of the week</li> <li>• Revise the song or a rhyme about the days of the week</li> <li>• Reinforce season chart</li> <li>• Place birthdays on a chart</li> <li>• Concept of today and tomorrow</li> <li>• Teach today is _____</li> <li>• Yesterday was _____</li> <li>• Tomorrow will be _____</li> <li>• Order regular events from their own lives</li> <li>• Sequence of events</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• <b>Count forwards and backwards 0-200</b></li> <li>• <b>Incidental counting</b></li> <li>• <b>Count in 1s from any number up to 200</b></li> <li>• <b>Count forwards in multiples of:</b> <ul style="list-style-type: none"> <li>- 2s up to 100</li> <li>- 10s up to 200</li> <li>- 5s up to 150</li> </ul> </li> <li>• <b>Count backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from 50</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Beads</li> <li>• Abacus</li> <li>• Number grids</li> <li>• number lines</li> <li>• Number track</li> </ul>	<ul style="list-style-type: none"> <li>• They should begin to apply this skill to predict what numbers would be in the count. Example:</li> <li>• Ask learners: When we count in twos, will we use the number 20? Is the number 20 in the 2 times table?</li> <li>• By the end of the term they should be able to respond to questions such as:               <ul style="list-style-type: none"> <li>- Count in tens from 170 to 200</li> <li>- Count backwards in tens from 180 to 140</li> <li>- Count in fives from 115 to 145</li> <li>- Count backwards in fives from 135 to 110</li> <li>- Count in threes from 66 to 81</li> </ul> </li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>- <b>10s from 100</b></li> <li>- <b>2s from 100</b></li> </ul>		<ul style="list-style-type: none"> <li>- Count backwards in threes from 190 to 169</li> <li>- Count in fours from 120 to 140</li> <li>- Count backwards in fours from 180 to 160</li> <li>• Learners can use number grids, number lines, number tracks, abacus and counting beads to support the counting</li> </ul>
Describe compare and order numbers	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol and Name Cards</li> <li>• 100 chart</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-100</li> <li>• Write number symbols 1-30</li> <li>• Identify, recognise and read number names 1-10</li> <li>• Know number names in multiples of 10s up to 100</li> </ul>
Measuring	<ul style="list-style-type: none"> <li>• Measure using meters (m), and centimetres (cm)</li> </ul>	<ul style="list-style-type: none"> <li>• Objects of different length</li> </ul>	<ul style="list-style-type: none"> <li>• Measure different objects using meters (m), and centimeters (cm)</li> </ul>
Position, orientation and views	<p>Language of position</p> <ul style="list-style-type: none"> <li>• The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <p>Position and views</p> <ul style="list-style-type: none"> <li>• Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</li> </ul> <p>Position and directions</p> <ul style="list-style-type: none"> <li>• Follow directions using an informal map</li> <li>• Follow instructions to place one object in relation to another</li> </ul>	<ul style="list-style-type: none"> <li>• Concreate objects</li> <li>• Worksheet</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally discuss the position of object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> <li>• Pictures of different objects to be discussed in relation to another</li> <li>• Learners can discuss pictures for magazines and use the appropriate language</li> </ul>
Data handling	<ul style="list-style-type: none"> <li>• <b>Use pictures to represent data in</b></li> </ul>		Collect and sort objects

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>pictograph</b> • Answer questions about data in pictographs		<ul style="list-style-type: none"> <li>Collecting data on the theme</li> <li>Sort objects per different attributes</li> <li>Answer questions on collections</li> <li>Make pictograph with one-to-one correspondence</li> </ul> Discuss and report on sorted collection of <ul style="list-style-type: none"> <li>Answer questions about how the sorting was done (process)</li> <li>What the sorted collection looks like (product)</li> <li>Describe the collection through drawings</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number Symbols and number names	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-200</li> <li>Write number symbols 1-50</li> <li>Identify, recognise and read number names 1-20</li> <li>Know number names in multiples of 10s up to 200</li> </ul>	<ul style="list-style-type: none"> <li>Word cards and number cards</li> </ul>	<ul style="list-style-type: none"> <li>Learner recognise, read and write number symbols to 200</li> <li>Knowledge of the number symbols is reinforced when counting objects and when counting forwards and backwards</li> <li>Learners should be able to respond to the following type questions or instructions:               <ul style="list-style-type: none"> <li>Write the number symbol:                   <ul style="list-style-type: none"> <li>Twenty-three</li> <li>Fifty-seven</li> <li>Ninety-two</li> <li>One hundred and nine</li> </ul> </li> <li>One hundred and eleven</li> <li>One hundred and twenty-seven</li> </ul> </li> <li>Match the symbols to the number names</li> </ul>
Position, orientation and	<b>Language of position</b>	<ul style="list-style-type: none"> <li>Concreate objects</li> </ul>	<ul style="list-style-type: none"> <li>Verbally discuss the position of object in relation to</li> </ul>



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
views	<ul style="list-style-type: none"> <li>• <b>The position of one object in relation to another</b></li> <li>• <b>Position and views</b></li> <li>• <b>Describe the position of one object in relation to another. E.g. top and bottom, front and back etc.</b></li> <li>• <b>Position and directions</b></li> <li>• <b>Follow directions using an informal map</b></li> <li>• <b>Follow instructions to place one object in relation to another</b></li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pictures</li> </ul>	<p>another e.g. on top of, in front of, behind, up, down, next to</p> <ul style="list-style-type: none"> <li>• Pictures of different objects to be discussed in relation to another</li> <li>• Learners can discuss pictures for magazines and use the appropriate language</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Tell-12-hour time in hours on analogue clocks and digital instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Analogue clock</li> <li>• a large</li> <li>• working clock displayed in the classroom</li> <li>• Digital instruments</li> <li>• Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the time in hours</li> <li>• Telling the time, should be practiced during the term on a continual basis</li> <li>• For example, learners can be asked to tell the time when: <ul style="list-style-type: none"> <li>- school starts</li> <li>- at break time</li> <li>- at home time</li> </ul> </li> <li>• Learners can make models of clocks</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 200 reliably</li> <li>• Give a reasonable estimate of a</li> </ul>	<ul style="list-style-type: none"> <li>• Careful consideration needs to be given to the kind of apparatus used to encourage learners to</li> </ul>	<ul style="list-style-type: none"> <li>• Learners still need the experience of being given a collection of objects and then count on from there.</li> <li>• Making bundles of 2, bundles of 5 and ten and then</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	number of objects that can be checked by counting • Counting by grouping is encouraged	count in groups  • Suitable types of apparatus include: - Structured apparatus, such as a string of counting beads - Sticks or matches - The abacus to practice counting in groups of ten	counting all with counting sticks or matches  • Making bundles of 2, bundles of 5 and ten and then counting of ten; • 100 loose ones; or 2 groups of 50
Place value	• <b>Recognise the place value of two digit numbers from 10-99</b> • <b>Decompose two digit numbers into tens and units</b> • <b>Identify and state the value of each digit</b>	• Objects that can be grouped • Counting sticks • Counters that can be threaded • Matchsticks • Ice cream sticks • Interlocking cubes • Unifix cubes	• Learners should understand and use the vocabulary of place value: • Ones or units, tens, digit, one-digit number, two-digit number • Partition two-digit numbers in multiple of tens and ones • Write the number: - 6 tens and 3 ones _____ - 2 tens and 5 ones _____ - 12 tens and 8 ones _____ - 18 tens and 4 ones _____ • Show 4 tens and 5 ones using the abacus • Show 7 tens and 6 ones using the abacus • Say what the digit 8 in 28 represents. And the 2? • Which number needs to go into each box? - $34 = \square + 4$ - $78 = 70 + \square$
Time	• Tell-12-hour time in hours on analogue clocks and digital instruments	• Analogue clock • a large working clock displayed in the classroom • Digital instruments	• Telling the time in hours • You can ask them to show various times: e.g. Show me 10 o'clock • Learners should also do calculations using the clock:

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>Show the time is 12 noon, ask them what the time will be in 3 hours</li> <li>They move the hands of their model clocks to calculate their answer</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 200 reliably</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Counting by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Careful consideration needs to be given to the kind of apparatus used to encourage learners to count in groups</li> <li>Suitable types of apparatus include:               <ul style="list-style-type: none"> <li>Structured apparatus, such as a string of counting beads</li> <li>Sticks or matches</li> <li>The abacus to practice counting in groups of ten</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learners still need the experience of being given a collection of objects and then count on from there.</li> <li>Making bundles of 2, bundles of 5 and ten and then counting all with counting sticks or matches</li> <li>Making bundles of 2, bundles of 5 and ten and then counting of ten;</li> <li>100 loose ones; or 2 groups of 50</li> </ul>
Mental Maths	Number concept: Range 100 <ul style="list-style-type: none"> <li>Name the number before and after a given number</li> <li>Order a given set of selected numbers</li> <li>Compare numbers and say which is more or less</li> <li>Addition and subtraction up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Number songs and rhymes</li> <li>Action song/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>During the mental mathematics sessions learners should be given an opportunity to explain their methods</li> <li>The mental mathematics sessions build an awareness of numbers (to have a feel for numbers) and begin to teach learners how to work flexibly with numbers</li> </ul>
Place value	<ul style="list-style-type: none"> <li>Recognise the place value of two</li> </ul>	<ul style="list-style-type: none"> <li>Objects that can be grouped</li> </ul>	<ul style="list-style-type: none"> <li>Learners should understand and use the vocabulary of</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	digit numbers from 10-80 • Decompose two digit numbers into tens and units • Identify and state the value of each digit	• Counting sticks • Counters that can be threaded • Matchsticks • Ice cream sticks • Interlocking cubes • Unifix cubes	place value: • Ones or units, tens, digit, one-digit number, two-digit number • Partition two-digit numbers in multiple of tens and ones • Write the number: - 6 tens and 3 ones _____ - 2 tens and 5 ones _____ - 12 tens and 8 ones _____ - 18 tens and 4 ones _____ • Show 4 tens and 5 ones using the abacus • Show 7 tens and 6 ones using the abacus • Say what the digit 8 in 28 represents. And the 2? • Which number needs to go into each box? - $34 = \square + 4$ - $78 = 70 + \square$
Capacity/ Volume	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, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups Introduction of formal measuring	• Variety of containers with different capacity	• Measure the volume of different containers • Discuss the measurement by using the appropriate language: more than, less than, full, empty

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• 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</li> </ul>		
Length	Informal measuring <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures</li> <li>• Use language to talk about comparison</li> </ul> Introducing formal measuring <ul style="list-style-type: none"> <li>• Measure using metre (m), and centimetres (cm)</li> <li>• Estimate and measure height using height chart</li> </ul>	<ul style="list-style-type: none"> <li>• Concreate objects</li> </ul>	<ul style="list-style-type: none"> <li>• Do informal measuring by using: hand spans, paces, pencil lengths counters etc.</li> <li>• Discuss the length of objects measured by using the appropriate language: e.g. long, short, tall</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context involving addition and subtraction with answers up to 100</b></li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context involving addition and subtraction</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Add to 100</li> <li>• Subtract from 800</li> <li>• Use appropriate symbols (+, -, =)</li> <li>• Addition and subtraction facts (number bonds) to 25</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Abacus</li> <li>• Number line</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Do addition and subtractions with numbers up to 800</li> <li>• Practice number bonds with the learners verbally and in writing</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Data handling	<ul style="list-style-type: none"> <li>• <b>Represent data in pictograph with one to one correspondence</b></li> <li>• <b>Answer questions about data in a pictograph</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Theme related pictographs can be drawn up with objects that the learners collected</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Add to 100</b></li> <li>• <b>Subtract from 100</b></li> <li>• <b>Use appropriate symbols (+, -, =)</b></li> <li>• <b>Addition and subtraction facts (number bonds) to 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learners can use loose counters, to help them to see what happens when one puts amounts together or take them apart</li> <li>• Loose counters help learners to see what happens when they count all</li> <li>• Examples of loose counters:               <ul style="list-style-type: none"> <li>- Counters</li> <li>- Counting sticks</li> <li>- Bottle tops</li> <li>- Peach pips</li> <li>- Stones</li> <li>- Unifix cubes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word sums are often used as the entry into operations</li> <li>• Learners start off with solving the problem by using concrete apparatus; which then develops into:               <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Pictures</li> <li>- Drawing pictures and writing</li> <li>- Numbers to describe the operation</li> <li>- Using only numbers</li> </ul> </li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication</li> <li>• Repeated addition of 10s, 5s and 2s with answers up to 80</li> <li>• Multiply numbers 1-10 by 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Counting sticks</li> <li>• Bottle tops</li> <li>• Peach pips</li> <li>• Stones</li> <li>• Unifix cubes</li> </ul>	<ul style="list-style-type: none"> <li>• Using counting all to solve the see-saw problem</li> <li>• Here learners count each group and the whole collection, so they are counting at least three times</li> <li>• Using <i>counting on</i> to solve the see-saw problem</li> <li>• Learners count on from three until they get to five. This is a far more efficient strategy to use</li> <li>• Doing addition and subtraction using <i>apparatus</i></li> <li>• Learners use concrete apparatus in particular ways to</li> </ul>

GRADE 3 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<p>arrive at an answer. Learners use the apparatus to construct a meaning of addition and subtraction using objects that they can touch, hold and move around. How learners use the apparatus is often determined by the structure of the sum</p> <ul style="list-style-type: none"> <li>• There are at least three basic types of addition and subtraction problems and each type can be posed in different ways. The basic types are: Change</li> <li>• Shawn had 12 apples. Silo gave her 7 more apples. How many apples does she now have?</li> <li>• Mary had 15 apples. She gave 14 apples to Silo. How many apples does she have now? Combine</li> <li>• Nico has 11 green and 6 blue marbles. How many marbles does she have?</li> <li>• Solomon has 14 marbles. 8 are green and the rest are blue. How many blue marbles does Solomon have? Compare</li> <li>• Thembi has 9 bananas. Samo has 3 bananas. How many more bananas does Thembi have than Samo?</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe simple number sequences to at least 100</b></li> <li>• <b>Sequence should show counting forwards and backwards in 1s, 2s, 10s, 5s</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Counting sticks /matches</li> <li>• Bottle tops</li> <li>• Peach pips</li> <li>• Stones</li> <li>• Unifix cubes</li> </ul>	<ul style="list-style-type: none"> <li>• Learners work with a higher number range and continue to: count and group to make a group of tens and loose units. E.g.</li> <li>• <math>18 = 1</math> tens and 8 loose units</li> <li>• <math>13 = 10</math> and 3</li> <li>• Ten is 1 ten that contains 10 units</li> <li>• The vocabulary tens and units e.g.(24 is 2 groups or 2 tens and 4 units) need to be used regularly to establish</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			a language that symbolises decomposing and composing • Counting sticks or matches can be grouped to show bundles of tens and loose units
Mass	• Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg)	• commercially packaged products • scale	• Commercially packaged products can be collected measured sorted and compared in the class
<b>Week 8</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Repeated addition leading to multiplication	• Multiply numbers 1-10 by 2,5,10 up to 50	• 100 chart • Number lines • Concrete objects • Abacus • Stacker blocks	• Learners count in 2; 5 and 10 up to 50 using different apparatus
Mass	• Compare and order the mass of commercially packaged objects which have their mass stated only in kilogram (kg)	• commercially packaged products • scale	• Commercially packaged products can be collected measured sorted and compared in the class
Repeated addition leading to multiplication	• Solve simple word problems in context and explain own solution to problems involving repeated addition leading to multiplication • Repeated addition of 10s, 5s and 2s with answers up to 80 • Multiply numbers 1-10 by 2, 5 and 10	• Work sheets	• Word sums that has to do with problems involving repeated addition leading to multiplication



<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Money	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R80</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of money</li> </ul>	<ul style="list-style-type: none"> <li>Learners cut and past the money and write the value of the different coins and notes</li> </ul>
Mass	<ul style="list-style-type: none"> <li>Commercially packaged products can be collected measured sorted and compared in the class</li> </ul>	<ul style="list-style-type: none"> <li>Balancing scale</li> <li>Non-standard measures e.g. Blocks, bricks etc.</li> <li>Bathroom scale</li> <li>Kitchen scale</li> </ul>	<ul style="list-style-type: none"> <li>Commercially packaged products can be collected measured sorted and compared in the class</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li><b>Solve simple word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50</b></li> </ul>	<ul style="list-style-type: none"> <li>Number lines</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Use the following techniques when performing calculations:</li> <li>Drawings or concrete apparatus e.g. counters</li> <li>Doubling and halving</li> <li>Building up and breaking down</li> <li>Rounding of in 10s</li> </ul>
Money	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</li> <li>Solve money problems involving totals and change in cents up to 50c and Rand to R100</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of bank notes</li> <li>Real money</li> </ul>	<ul style="list-style-type: none"> <li>Arrange a market day</li> <li>Have a shop in the class where the learners can pretend to buy and sell products</li> <li>Let the learners assist in the school tuck shop</li> </ul>

<b>GRADE 3 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li><b>Recognise and identify the South African coins: R1, R2, R5 and bank notes R10, R20, R50, R100 and R200</b></li> <li><b>Solve money problems involving totals and change in cents up to 50c and Rand to R100</b></li> </ul>	<ul style="list-style-type: none"> <li>Pictures of bank notes</li> <li>Real money</li> </ul>	<ul style="list-style-type: none"> <li>Could you share 50c equally among these four children? Explain how</li> <li>Joe spent 50c on 10c sweets. How many sweets did he buy?</li> <li>Thenje pays R5 to travel by taxi to school in the morning. She pays with a R20 note. How much change does she receive? How much money will she have left when she returns home?</li> <li>Zurina's taxi fare is R5,50. How much change does she get from R10,00?</li> <li>Mia spent R38,00. She had R50,00. How much money does she have left?</li> </ul>
2D shapes	Range of shapes <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul> Features of shapes <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of:</li> <li>- Size</li> <li>- Colour</li> </ul> Draw shapes <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> </ul>	<ul style="list-style-type: none"> <li>Different coloured shapes</li> <li>Pictures of different coloured shapes</li> </ul>	<ul style="list-style-type: none"> <li>Learners can sort the shapes</li> <li>Learners can build theme related pictures with the shapes and then draw the shapes of</li> <li>Theme related pictures can be built in like a puzzle</li> </ul>



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Talk about things that happen during</li> <li>Day</li> <li>Night</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>Passing Time</li> <li>Identify activities that take place during:</li> <li>Night</li> <li>Day</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> <li>Learners should know their age</li> </ul>
Counting objects	<ul style="list-style-type: none"> <li>Number range 1 to 20</li> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clap hands</li> <li>Concrete objects</li> <li>Count body parts</li> <li>Stamp feet</li> <li>Rote counting using number rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count everyday objects reliably</li> <li>Daily counting</li> <li>Rote /rhythmic counting from 1-20</li> <li>Sing Number songs and rhymes</li> <li>Although learners some a concept of number when they enter Grade 1, they should be encouraged to sing number rhymes and songs do rote counting daily.</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Number Concepts: Ordinal counting up to 10</li> <li>Count everyday objects forwards up to 10.</li> <li>Recognise number names of up to 10 daily</li> <li>Compare numbers and say which is</li> </ul>	<ul style="list-style-type: none"> <li>Counting charts</li> <li>Flash cards</li> </ul>	Mental Mathematics <ul style="list-style-type: none"> <li>The teacher claps her hands rhythmically and slowly to represent a number e.g. 10. The learners have to take out the same number of counters 10 and show them.</li> <li>Learners pack 10 counters out in a row and count them.</li> <li>Teacher asks:</li> <li>What number comes before the number 10?</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	more and less		<ul style="list-style-type: none"> <li>• What comes after 4 etc.?</li> <li>• If you have 5 apples and you give 2 apples away. How many apples will you have left?</li> <li>• Show me 5 fingers.</li> <li>• How many toes do you have on 1 foot?</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Number Concepts: Ordinal counting up to 10</li> <li>• Count everyday objects forwards up to 10.</li> <li>• Say number names of up to 10 daily</li> <li>• Compare numbers and say which is more and less</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Word sums are often used as the entry into operations. Learners start off with solving the problem by using concrete apparatus; which then develops into:</li> <li>• drawing pictures;</li> <li>• drawing pictures and writing numbers to describe the operation; and only using numbers.</li> <li>• Example:</li> <li>• There are five children on the see-saw. Three of them are on one side. How many are on the other side?</li> <li>• During the first term learners can record this word problem in the following way.</li> <li>• Calculating strategies</li> <li>• Using counting all to solve the see-saw problem</li> <li>• Here learners count each group and the whole collection, so they are counting at least three times.</li> <li>• Using counting on to solve the see-saw problem</li> <li>• Learners count on from three until they get to five. This is a far more efficient strategy to use</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days\ Months</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Season Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days of the week</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Concept of:</li> <li>• today</li> <li>• tomorrow</li> <li>• Order regular events</li> <li>• Place in a calendar:</li> <li>• birthdays</li> <li>• public holidays</li> <li>• school events</li> <li>• religious holidays</li> <li>• historical events</li> <li>• Telling time</li> <li>• Tell-12 hour time in hours on:</li> <li>• analogue clocks</li> <li>• digital instruments</li> <li>• cell phones</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Clocks</li> </ul>	<ul style="list-style-type: none"> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Tell-12 hour time in hours on analogue clocks and digital instruments e.g. Cell phones</li> </ul>
Counting Object	<ul style="list-style-type: none"> <li>• Range 0-200</li> <li>• Count whole numbers</li> <li>• Counting by grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 200 reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Range 100</li> <li>• Name the number before and after</li> <li>• Addition and subtraction facts</li> <li>• Multiplication tables</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Range 100</li> <li>• Name the number before and after a given number.               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> </ul> </li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 10 more or 10 less</li> <li>• Addition and subtraction facts up to 30</li> <li>• Multiplication tables of 2, 5 and 10</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Story sum activity cards</li> </ul>	Addition and subtraction problems <ul style="list-style-type: none"> <li>- Pamela has collected 413 bottle tops. If Ken gives her 29 bottle tops, he will have the same number as Pamela.</li> <li>- How many bottle tops will they both have?</li> <li>- How many bottle tops did Ken have to begin with?</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• <b>Range 0-200</b></li> <li>• <b>Counting in 1s</b></li> <li>- forward in multiples</li> <li>• <b>Count backwards i:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting chart</li> <li>• Bonds</li> </ul>	<ul style="list-style-type: none"> <li>• Range 0-200</li> <li>• Counting in 1s from any number up to 200</li> <li>• Count forward in multiples from a given number:               <ul style="list-style-type: none"> <li>- 2s up to 200</li> <li>- 10s up to 200</li> <li>- 5s up to 200</li> </ul> </li> <li>• Count backwards in:               <ul style="list-style-type: none"> <li>- 1s from 100</li> <li>- 10s from 200</li> <li>- 2s from 150</li> <li>- 5s from 150</li> </ul> </li> </ul>
Position, orientation and views	<b>Language of position</b> <ul style="list-style-type: none"> <li>• <b>The position of one object</b></li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• <b>The position of one object in relation to the other</b></li> <li>• <b>Describe the position of one object in relation</b></li> </ul> <b>Position and directions</b> <ul style="list-style-type: none"> <li>• <b>Follow directions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the classroom</li> </ul>	<b>Language of position</b> <ul style="list-style-type: none"> <li>• The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• The position of one object in relation to the other e.g. top and bottom</li> </ul> <ul style="list-style-type: none"> <li>• Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> </ul> <b>Position and directions</b>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Follow directions on an informal map</li> </ul>		<ul style="list-style-type: none"> <li>• Follow directions to move around the classroom and school</li> <li>• Follow directions on an informal map</li> </ul> Position and directions Following directions <ul style="list-style-type: none"> <li>• This should be done through practical activities in which learners move themselves per instructions. In Grade 3 learners can be given either verbal or written directions</li> <li>• to move around the classroom e.g. —come to the front of the class; —stand next to your chair; —jump over the dirt bin</li> <li>• Giving directions</li> <li>• Some learners will find it easy to give directions by modelling what they say on the directions that you have given. For other learners it helps to provide guidelines for the key elements of directions</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-200</b></li> <li>• Identify</li> <li>• Recognise</li> <li>• Read</li> <li>• Write number symbols 1-50</li> <li>• Identify</li> <li>• Recognise</li> <li>• Read number names</li> <li>• Know number names in</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number cards</li> <li>• Number Frieze</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-200</li> <li>• Write number symbols 1-50</li> <li>• Identify, recognise and read number names 1 -50</li> <li>• Know number names in multiples of 10s up to 200</li> </ul>



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>multiples</b>		
3D objects	<b>Range of objects</b> <ul style="list-style-type: none"> <li>• Recognise and name 3D objects</li> </ul> <b>Features of the objects</b> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Sort</li> <li>• Compare</li> </ul> <b>Focused activities</b> <ul style="list-style-type: none"> <li>• Observe and build objects</li> <li>• 3D geometric objects</li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects in the environment</li> </ul>	Range of objects <ul style="list-style-type: none"> <li>• Recognise and name 3D objects</li> </ul> Features of the objects <ul style="list-style-type: none"> <li>• Describe</li> <li>• Sort</li> <li>• Compare</li> </ul> Focused activities <ul style="list-style-type: none"> <li>• Observe and build objects</li> <li>• 3D geometric objects</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Data handling	<ul style="list-style-type: none"> <li>• Collect data</li> <li>• Whole data cycle</li> <li>• Pictograph</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data on the theme to answer questions posed by the teacher</li> <li>• Whole data cycle to make class pictograph with one-to-one correspondence</li> <li>• Teachers in the phase should ensure that different topics are chosen for data collection and analysis in each of the grades.</li> <li>• Suitable topics include favourite sports, favourite cool drinks, favourite colours, favourite pass times, favourite foods, favourite TV programmes etc.</li> <li>• Learners can start by calling out options. Once you get an idea of the range of answers, you should set categories for learners to choose from. Let learners practice all the —non-graphll forms of representation i.e. lists, tallies and tables e.g.</li> <li>- list the names of each learners under the category they</li> </ul>

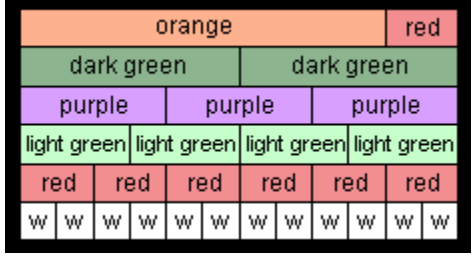

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			have chosen as favorite; - show learners how to make a tally table from the list (teaching learners how to tally can take a whole lesson) - make a table with numbers from the tally table
Place Value	<ul style="list-style-type: none"> <li>• <b>Range 10-99</b></li> <li>• <b>Recognise place value</b></li> <li>• <b>Decompose two digit numbers</b> Identify and state value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Dienes blocks</li> <li>• Flard Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of two digit numbers 10-99</li> <li>• Decompose two digit numbers into tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
Time	<ul style="list-style-type: none"> <li>• <b>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</b></li> <li>• <b>Telling time</b></li> <li>• <b>Tell-12 hour time in hours on analogue clocks and digital instruments e.g. Cell phones</b></li> </ul>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Clocks</li> </ul>	During whole class teaching time and focus group time, learners continue to talk about the day of the week, month of the year and the date of the current day, as well as days before and days to come. Learners continue to place the following on a calendar as the events arise <ul style="list-style-type: none"> <li>- birthdays</li> <li>- religious festivals</li> <li>- historical events</li> <li>- school events</li> <li>- public holidays</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</b></li> <li>• <b>Solve money problems involving total change in cents up to 50c and Rand up to R50</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Toy money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 50c and Rand up to R50</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Capacity/ Volume	Informal measuring • Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups <b>Formal measuring</b> • <b>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</b>	• Bottle • Cups • Measuring cup	• What is capacity? What is volume? • A bottle can have a 1 litre capacity, but it may not be filled to its full capacity, it could, for example, only contain a volume of one cup of water • Capacity is the total amount that an object can hold (or the amount of space inside the object) • Volume is the amount of space that something takes up
<b>Week 6</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Addition and subtraction	• <b>Add to 100</b> • <b>Subtract from 100</b> • <b>Use appropriate symbols (+, -, =, □)</b> • <b>Practice number bonds to 15</b>	• Counters	• Adding three-digit with two-digit Example: - $324 + 82 = \square$ - $324 + 82 = (300 + 20 + 4) + (80 + 2)$ - $= 300 + (20 + 80) + (4 + 2)$ - $= (300 + 100) + 6$ - $= 400 + 6$
Techniques (methods or strategies)	• Use the following techniques when performing calculation - Building up and breaking down numbers - Doubling and halving - Number lines - Rounding of in 10s - Calculator	• Number lines • 100 chart	• Learners are expected to use the following techniques when doing context free calculations: - Building up or breaking down numbers - Doubling and halving - Number lines - Rounding off in tens • Allow learners to choose the technique most comfortable for them. However, if learners are using

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			techniques that are not efficient they need to be guided to use more efficient methods <ul style="list-style-type: none"> <li>• See notes for Term 1 on:               <ul style="list-style-type: none"> <li>- Building up and breaking down</li> <li>- Doubling and halving; and</li> <li>- Number lines</li> </ul> </li> </ul>
Describe order and compare numbers	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers <b>1-50</b></li> <li>• Compare whole numbers up to 50 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 50</li> <li>• Position objects in a line from first to thirtieth</li> <li>• Use ordinary numbers to show order, place per position</li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Learners consolidate ordering and comparing numbers to 50 and should be able to give reasons for why one number is bigger than another. Allow learners to use a number line, number track, number grids or even their knowledge of breaking up numbers into tens and ones to illustrate their understanding. When ordering numbers learners must be able to say why a number is bigger than another using the value of the digits to explain themselves</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- 39 is smaller than 59 because:</li> <li>- I know that <math>39 = 30</math> and 9, and <math>59 = 50</math> and 9. Also 30 is three bundles of ten and 50 is five bundles of ten. There are more bundles of ten in 50 than 30</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• <b>Informal measuring</b></li> <li>• <b>Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g. blocks, bricks etc.</b></li> <li>• <b>Use language to talk about the comparison: light, heavy, lighter, heavier</b></li> <li>• <b>Describe the mass of objects by</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Measured mass informally using a measuring balance</li> <li>• ordered products per the mass stated on the package</li> <li>• Read bathroom scales (both real scales and pictures of scales)</li> <li>• During independent work times learners can practice these measuring skills</li> <li>• Measuring mass as a context for solving problems and calculations</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	counting and stating the mass using informal units • Introduce formal measuring • 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		• During time allocated to Numbers, Operations and Relationships learners can solve problems that use the context of • Informal measurement of mass • Measuring mass in kilograms • Take account of the number range appropriate for the term, as well as the range of problems types appropriate for the term
<b>Week 7</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Repeated addition leading to multiplication	• <b>Multiply numbers 1 to 10 by 10, 5 and 2 up to 100</b> • <b>Use appropriate symbol (+, x, =)</b>	• Counters • Playing cards	• Learners need to be aware that multiplication can be done in any order • Learners should be able to understand and write the following: - $3 \times 10 = \square$ $10 \times 3 = \square$ - $30 = 10 \times \square$ $30 = 3 \times \square$ • The above statements should be supported by using frequent images that allow learners to see that $3 \times 10$ and $10 \times 3$ give the same answer
Repeated addition leading to multiplication	• Solve word problems in context and explain own solution to problems involving repeated	• Concrete counters	Examples: - A builder needs to lay 6 rows of paving bricks, with 8 bricks in each row. How many bricks will he need?


<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	addition leading to multiplication with answers up to 30		- Marlene has 4 bags of sweets. Each bag contains 6 sweets. How many sweets are there altogether?
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy extend number sequence forwards and backwards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and extend number sequence to at least 50 Sequence should show counting forwards and backwards in 1s, 2s</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Division	<ul style="list-style-type: none"> <li>• <b>Divide numbers to 50 by 2, 5, and 10</b></li> <li>• <b>Use appropriate symbols (<math>\div</math>, =)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• During this term the number range learners will work with has increased to 50. Working with an increased number range means that learners need to begin to work with appropriate calculation strategies and written recordings to arrive at their answers</li> <li>• Recording strategies</li> <li>• Learners will be practising recording division using numbers and become less dependent on drawings. The recording strategies will not be accessible to learners if they do not understand the operation. In attempting to try a method that they do not understand will result in errors that learners themselves will not have the ability to detect. It is important that learners are able to identify links among multiplication and division. The purpose of the written recordings should also be to develop learners 'understanding of number relationships</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Fraction strips</li> <li>• Fraction Wall</li> <li>• Fraction strips</li> <li>• Cuisenaire rods</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the names of fraction parts</li> <li>• Use the names in different contexts</li> <li>• Identify the fraction part</li> <li>• Begin to understand the relative size of fractions</li> <li>• Find fractions of objects</li> </ul>

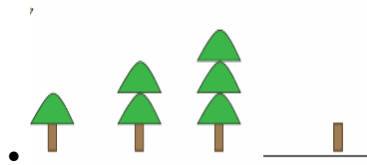
GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Learn about equivalent fractions</li> <li>• Using fraction strips or Cuisenaire rods</li> <li>• These models are ideal for teaching learners to name fractions and to compare them. For example:</li> </ul>  <ul style="list-style-type: none"> <li>• </li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>• <b>Make pictograph with one-to-one correspondence</b></li> <li>• <b>Represent data in pictographs and bar graphs</b></li> <li>• <b>Represent data in pictograph with one-to-one correspondence</b></li> <li>• <b>Answer questions about data in pictograph with one-to-one correspondence</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and organise data</li> <li>• Pose the questions that allow learners to collect data e.g. —What are our class's favorite colours?</li> <li>• Teachers in the phase should ensure that different topics are chosen for data collection and analysis in each of the grades</li> <li>• Suitable topics include favorite sports, favorite cool drinks, favorite colours, favorite pass times, favorite foods, favorite TV programs etc.</li> <li>• Learners can start by calling out options. Once you get an idea of the range of answers, you should set categories for learners to choose from. Let learners</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<p>practice all the —non-graphll forms of representation i.e. lists, tallies and tables e.g.</p> <ul style="list-style-type: none"> <li>• List the names of each learners under the category they have chosen as favorite</li> <li>• Show learners how to make a tally table from the list (teaching learners how to tally can take a whole lesson)</li> <li>• Make a table with numbers from the tally table</li> <li>• Once the data is in a table, show learners how to draw the bar graph (see guidelines above)</li> <li>• Analyse and interpret data</li> <li>• Learners continue to work with pictographs – both constructing them as part of the data cycle and analysing pictographs that they are given</li> <li>• The complete data cycle</li> <li>• In the data handling cycle,</li> <li>• Learners collect information to answer a question. In the Foundation and Intermediate Phase this question is normally provided by the teacher or text book</li> <li>• Learners sort and represent the information in ways which make it easier to analyses. The form of representation that learners in Grade 3 deal with are lists, tallies, tables, pictographs and bar graphs</li> <li>• Learners analyses the information by answering questions posed by the teacher</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Drawings</li> </ul>	Examples: - Mrs. Tshongwe packs 66 muffins into packets of 6. How



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>problems that involve equal sharing and grouping up to 30 with answers that may include remainders</b>		many packets does she have? - Remi gets R72 from selling R9,00 raffle tickets. How many tickets did he sell?
Symmetry	<b>Symmetry</b> <b>•Recognise symmetry in own body and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pictures</li> </ul>	Paper folding Finding the line of symmetry through paper folding and reflection Paper-folding activities that develop an understanding of symmetry include: <ul style="list-style-type: none"> <li>• activities in which wet paint is placed on the page before folding it</li> <li>• activities in which paper is cut or torn on the fold line</li> </ul> These activities can be done both in the Mathematics lesson and the Life Skills lessons Ask learners to predict what shape they will get once they unfold the cut paper. This helps to train their ability to visualize symmetrical shapes
Length	Informal measuring <ul style="list-style-type: none"> <li>• Estimate</li> <li>• Measure</li> <li>• Compare</li> <li>• Order</li> <li>• record length using non-standard measures</li> <li>• Describe the length of objects</li> </ul> Introducing formal measuring <ul style="list-style-type: none"> <li>• Measurement using metres</li> <li>• Estimate</li> <li>• measure height</li> </ul>	<ul style="list-style-type: none"> <li>• Strings</li> <li>• Rope</li> <li>• Ruler</li> <li>• Measuring tape</li> </ul>	Informal measuring <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand, spans, paces, pencil lengths, counters etc.</li> <li>• Describe the length of objects by counting and stating the length using informal units</li> </ul> Introducing formal measuring <ul style="list-style-type: none"> <li>• Measurement using metres (m), and centimetres (cm)</li> <li>• Estimate, and measure height using height chart</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li><b>Recognise halves and quarters</b></li> </ul>	<ul style="list-style-type: none"> <li>Fraction Wall</li> <li>Fraction Strips</li> </ul>	<ul style="list-style-type: none"> <li>Learners continue to:               <ul style="list-style-type: none"> <li>learn the names of fraction parts</li> <li>use the names in different contexts</li> <li>identify the fraction part</li> <li>begin to understand the relative size of fractions</li> <li>find fractions of objects</li> <li>learn about equivalence</li> </ul> </li> </ul>
Number patterns	<ul style="list-style-type: none"> <li><b>Copy extend number sequence forwards backwards</b></li> </ul>	<ul style="list-style-type: none"> <li>Counting charts</li> <li>tables</li> </ul>	<ul style="list-style-type: none"> <li>Copy and extend number sequence to at least 50</li> <li>Sequence should show counting forwards and backwards in 5s, 10s</li> </ul>
Geometric Patterns	<ul style="list-style-type: none"> <li>Copy, extend and create patterns made with drawings of lines, shape or objects</li> <li>Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>In Grade 4 learners can work with patterns in which               <ul style="list-style-type: none"> <li>the elements are repeated in the same way</li> <li>the size of the shapes changes in predictable ways</li> <li>the number of shapes or objects changes in a predictable way</li> </ul> </li> <li>Patterns can be made by using one object but having the colours of the object change in a regular way, e.g.               <ul style="list-style-type: none"> <li>  </li> <li>Some patterns have identical groups of shapes or objects repeated, where the size of the shape in each group changes in a regular, predictable way, e.g. the size of the shape gets bigger or smaller</li> </ul> </li> <li>Example:               <ul style="list-style-type: none"> <li>The size of the shape gets bigger</li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Count objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>Talk about things that happen during day and night</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Birthday chart</li> <li>Season Chart</li> </ul>	Passing Time <ul style="list-style-type: none"> <li>Identify activities that take place during:</li> <li>Night</li> <li>Day</li> <li>Class Routine</li> <li>Weather chart</li> <li>Birthday chart</li> <li>Season chart</li> <li>Learners should know their age</li> </ul>
Count objects	Number range 1 to 20 <ul style="list-style-type: none"> <li>One to one correspondence</li> <li>Count in ones</li> <li>Clap hands</li> <li>Concrete objects</li> <li>Count body parts</li> <li>Stamping feet</li> <li>Rote counting using number rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and count everyday objects reliably</li> <li>Daily counting</li> <li>Rote /rhythmic counting from 1-20</li> <li>Sing Number songs and rhymes</li> <li>Although learners some a concept of number when they enter Grade 1, they should be encouraged to</li> <li>sing number rhymes and songs</li> <li>do rote counting daily.</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Number Concepts: Ordinal counting up to 10</li> <li>Count everyday objects forwards up to 10.</li> <li>Recognise number names of up to 10 daily</li> <li>Compare numbers and say which</li> </ul>	<ul style="list-style-type: none"> <li>Counting chart</li> <li>Bonds</li> </ul>	Mental Mathematics <ul style="list-style-type: none"> <li>The teacher claps her hands rhythmically and slowly to represent a number e.g. 10. The learners have to take out the same number of counters 10 and show them.</li> <li>Learners pack 10 counters out in a row and count them.</li> <li>Teacher asks:</li> <li>What number comes before the number 10?</li> </ul>



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	is more and less		<ul style="list-style-type: none"> <li>- What comes after 4 etc.?</li> <li>- If you have 5 apples and you give 2 apples away. How many apples will you have left?</li> <li>- Show me 5 fingers.</li> <li>- How many toes do you have on 1 foot?</li> </ul>
<b>Problem Solving</b> Should cover all operations during the term	<ul style="list-style-type: none"> <li>• Number Concepts: Ordinal counting up to 10</li> <li>• Count everyday objects forwards up to 10</li> <li>• Say number names of up to 10 daily</li> <li>• Compare numbers and say which is more and less</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Counters</li> <li>• Pictures</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Word sums are often used as the entry into operations</li> <li>• Learners start off with solving the problem by using concrete apparatus; which then develops into:               <ul style="list-style-type: none"> <li>- Drawing pictures</li> <li>- Drawing pictures and writing numbers to describe the operation</li> <li>- Only using numbers</li> </ul> </li> <li>• Calculating strategies</li> <li>• Using counting all to solve the see-saw problem               <ul style="list-style-type: none"> <li>- Here learners count each group and the whole collection, so they are counting at least three times</li> </ul> </li> <li>• Using counting on to solve the see-saw problem</li> <li>• Learners count on from three until they get to five. This is a far more efficient strategy to use</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	Passing of time <ul style="list-style-type: none"> <li>• Days</li> <li>• Months</li> <li>• Regular events</li> <li>• Telling time</li> <li>• Analogue</li> <li>• Digital</li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Season chart</li> <li>• Calendar</li> <li>• Clocks</li> <li>• Digital clocks and other digital instruments that show time</li> <li>• Cell Phone</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
		<ul style="list-style-type: none"> <li>• Table</li> </ul>	minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone <ul style="list-style-type: none"> <li>• Tell 12 hour time in:               <ul style="list-style-type: none"> <li>- Hours</li> <li>- Half hours</li> <li>- Quarter hours</li> <li>- Minutes on analogue clocks and digital</li> </ul> </li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>• <b>Range:0 -300</b></li> <li>• <b>Count whole numbers</b></li> <li>• <b>estimate</b></li> <li>• <b>Counting by grouping</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 300 reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Range 150</li> <li>• Name the number</li> <li>• before</li> <li>• after</li> <li>• Addition</li> <li>• Subtraction facts</li> <li>• Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Range 150</li> <li>• Name the number before and after a given number               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> <li>• Addition and subtraction facts up to 30</li> <li>• Multiplication tables of 2, 5 and 10</li> </ul>
Problem Solving Should cover all operations during the term	<ul style="list-style-type: none"> <li>• Range 150</li> <li>• Solve word problems and explain solution</li> <li>• addition</li> <li>• subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150</li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>• Range:0 -300</li> <li>• Count whole numbers</li> <li>• estimate</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 300 reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Counting by grouping</li> </ul>		<ul style="list-style-type: none"> <li>Counting by grouping is encouraged</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li><b>Whole data cycle</b></li> <li><b>pictograph</b></li> <li><b>Collect data</b></li> <li><b>Analyse data</b></li> </ul>	<ul style="list-style-type: none"> <li>Events in the community/school</li> </ul>	<ul style="list-style-type: none"> <li>Whole data cycle to make class pictograph with one-to-one correspondence</li> <li>Collect data about the theme to answer questions posed by the teacher</li> <li>Analyse data from representations provided</li> <li>At least one pictograph with one-to-one correspondence</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number names and number symbols	<ul style="list-style-type: none"> <li><b>Identify, recognise and read number symbols 1-300</b></li> <li><b>Write number symbols 1-100</b></li> <li><b>Identify, recognise and read number names 1 -100</b></li> <li><b>Know number names in multiples of 10s up to 300</b></li> </ul>	<ul style="list-style-type: none"> <li>Number Frieze</li> <li>Number Cards</li> <li>Domino Cards</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-300</li> <li>Write number symbols 1-100</li> <li>Identify, recognise and read number names 1 -100</li> <li>Know number names in multiples of 10s up to 300</li> </ul>
Length	<b>Formal measuring</b> <ul style="list-style-type: none"> <li><b>Measuring in metres (m), and centimetres (cm)</b></li> <li><b>Estimate, measure, order and record</b></li> </ul>	<ul style="list-style-type: none"> <li>Metre stick</li> <li>Tape measure</li> </ul>	Formal measuring <ul style="list-style-type: none"> <li>Measuring using metres (m), and centimetres (cm)</li> <li>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</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe, compare and order numbers	<b>Range:1-60</b> <ul style="list-style-type: none"> <li>Describe</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and order numbers 1-60</li> <li>Compare whole numbers up to 60 using smaller than,</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• compare</li> <li>• <b>order numbers</b></li> <li>• Position</li> </ul>		greater than, more than, less than and is equal to <ul style="list-style-type: none"> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 80</li> <li>• Position objects in a line from first to thirtieth</li> <li>• Use ordinary numbers to show order, place per position</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Telling time</li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Season chart</li> <li>• Calendar</li> <li>• Clocks</li> <li>• Cell phone</li> </ul>	Telling time <ul style="list-style-type: none"> <li>• 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</li> <li>• Place on calendar:               <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Public holidays</li> <li>- School events</li> <li>- Religious holidays</li> <li>- Historical events</li> </ul> </li> </ul>
Problem Solving Techniques	<ul style="list-style-type: none"> <li>• Use the following techniques:               <ul style="list-style-type: none"> <li>- Building up and breaking down numbers</li> <li>- Doubling and halving</li> <li>- Number lines</li> <li>- 100 chart</li> <li>- Rounding off in tens</li> <li>- Calculator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number lines</li> <li>• 100 Chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction problem types</li> <li>• There are at least three basic types of addition and subtraction problems and each type can be posed in different ways</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Shawn had 12 apples. Silo gave her 7 more apples. How many apples does she now have?</li> <li>- Mary had 15 apples. She gave 14 apples to Silo. How many apples does she have now?</li> <li>- Combine</li> <li>- Nico has 11 green and 6 blue marbles. How many</li> </ul>



GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 2			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			marbles does she have? - Solomon has 14 marbles. 8 are green and the rest are blue. How many blue marbles does Solomon have? - Compare - Thembi has 9 bananas. Samo has 3 banana. How many more bananas does Thembi have than Samo
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Place Value	<ul style="list-style-type: none"> <li><b>Range 10-200</b></li> <li><b>Recognise the place value</b></li> <li><b>Decompose</b></li> <li><b>Identify</b></li> </ul>	<ul style="list-style-type: none"> <li>Number Cards</li> <li>Number Frieze</li> <li>Dienes Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Learners work with a higher number range and continue to: count and group to make a group of tens and loose ones; and write <math>18 = 1 \text{ ten and } 8 \text{ loose units}</math></li> <li><math>13 = 10 \text{ and } 3</math></li> <li>During this term learners have to continue to engage in many experiences to establish ten as a benchmark and a unit. Ten is 1 ten that contains 10 ones. Regular ten and one words (24 is 2 groups or 2 tens and 4 ones) need to be used regularly to establish a language that symbolises decomposing and composing</li> <li>Working with concrete apparatus</li> <li>Counting sticks/matches</li> <li>Counting sticks or matches can be grouped to show bundles of tens and loose ones</li> <li>Example:  12</li> <li> 18</li> </ul>
Geometric Patterns	<ul style="list-style-type: none"> <li>Copy, extend and create patterns</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>It was recommended that learners work with patterns in</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<p>made with drawings of lines, shape or objects</p> <ul style="list-style-type: none"> <li>Identify, describe (in own words) and copy geometric patterns from nature and modern everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Patterns</li> </ul>	<p>which elements (shapes, lines or objects) are repeated in exactly the same way. Learners can begin to work with patterns in which the size of the shapes or number of shapes changes in a predictable way.</p> <ul style="list-style-type: none"> <li>Some patterns have identical groups of shapes or objects repeated, where the size of the shape in each group changes in a regular, predictable</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li><b>Range:0-100</b></li> <li><b>Copy</b></li> <li><b>Extend</b></li> <li><b>Describe</b></li> <li><b>Counting</b></li> <li><b>Forwards</b></li> <li><b>Backwards</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> <li>100 Chart</li> </ul>	<ul style="list-style-type: none"> <li>Number sequences can be linked with and support counting</li> <li>As learners counting skills change and develop, the kinds of number sequences learners work with can develop</li> <li>Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>-1s from any number between 1 and 100</li> <li>-10s from any multiple of 10 between 1 and 100</li> <li>-5s from any multiple of 5 between 1 and 100</li> <li>-2s from any multiple of 2 between 1 and 100</li> </ul> </li> <li>Learners count backwards in multiples of 10, 5, and 2 for the first time</li> <li>Learners can point to numbers as they count. It is useful to give learners number sequences in different representations e.g.</li> <li>Number lines Number grids</li> <li>Number chains</li> <li>Learners can cover, colour, or circle numbers as they count on number lines and number grids.</li> <li>Learners can fill in missing numbers on number lines, number grids, in written number sequences and</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			number chains
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li><b>Solve word problems and explain own solution</b></li> <li><b>Addition</b></li> <li><b>Subtraction</b></li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems in context and explain own solution to problems, involving addition and subtraction with answers up to 150</li> <li>Addition and subtraction problem types</li> </ul> Example: - Noluthando had two apples. Silo gave her three apples. How many apples does she have now? - Noluthando had five apples. She gave four apples to Silo. How many apples does she have now? - Combine - Nosisi has two green and two blue marbles. How many marbles does she have? - Nosisi has four marbles. Three are green and the rest are blue. How many blue marbles does Nosisi have?
Addition and Subtraction	<ul style="list-style-type: none"> <li>Range 0-150</li> <li>Add</li> <li>Subtract</li> <li>Use appropriate symbols</li> <li>Number bonds up to 15</li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> <li>Flard cards</li> <li>Dienes blocks</li> </ul>	<ul style="list-style-type: none"> <li>Building up and breaking down of numbers</li> <li>Adding and subtracting focuses on getting learners to think about numbers as composed of other numbers</li> <li>Adding two-digit numbers by breaking up both numbers</li> </ul> - $23 + 36 = \square$ - $23 + 36 = (20 + 3) + (30 + 6)$ - $= (20 + 30) + (3 + 6)$ - $= 50 + 9$ - $= 59$ <ul style="list-style-type: none"> <li>Adding two-digit numbers by breaking up one number</li> </ul> - $23 + 36 = \square$

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 2			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- $23 + (30 + 6)$ - $23 + 30 + 6 = 59$
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 100</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> <li>2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> <li>The focus is not on memorising tables but rather on building the concept of multiplication</li> <li>Learners are also learning to read and understand the multiplication number sentence.</li> <li>Multiple images for multiplication should be provided and lots of recording done in the classwork book</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>Multiply numbers</li> <li>appropriate symbol</li> </ul>	<ul style="list-style-type: none"> <li>Tables</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>For introducing multiplication by 5, see the notes for multiplying by 2</li> <li>By the end of the term learners should be able to record the following:               <ul style="list-style-type: none"> <li>1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> <li>2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> <li>3 groups of 2 are 6 or 3 times 2 is 6 or <math>3 \times 2 = 6</math></li> </ul> </li> <li>The focus is not on memorising tables but rather on building the concept of multiplication. Learners are also learning to read and understand the multiplication number sentence</li> </ul>
Counting forwards and backwards	<ul style="list-style-type: none"> <li><b>Range 0-300</b></li> <li><b>Count forwards and backwards 0-300</b></li> <li><b>Counting in 1s</b></li> </ul>	<ul style="list-style-type: none"> <li>Counting chart</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards 0-300</li> <li>Counting in 1s from any number up to 300</li> <li>Count forward in multiples from a given number:               <ul style="list-style-type: none"> <li>2s up to 300</li> </ul> </li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>Count forward in multiples</li> </ul>		<ul style="list-style-type: none"> <li>10s up to 300</li> <li>5s up to 300</li> <li>Count backwards in:               <ul style="list-style-type: none"> <li>1s from 300</li> <li>10s from 300</li> <li>2s from 200</li> <li>5s from 200</li> </ul> </li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Division	<ul style="list-style-type: none"> <li>Divide numbers</li> <li>Appropriate symbols</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Divide numbers to 50 by 2, 5, and 10</li> <li>Use appropriate symbols (<math>\div</math>, <math>=</math>)</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>Recognise, identify South African coins and bank notes</li> <li>Solve money problems</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Play Money</li> </ul>	Examples: <ul style="list-style-type: none"> <li>Could you share 50c equally among these four children? Explain how</li> <li>Joe spent 50c on 10c bubble-gum sweets. How many bubble-gum sweets did he buy?</li> <li>Thenje pays R5 to travel by taxi to school in the morning. She pays with a R20 note. How much change does she receive? How much money will she have left when she returns home?</li> <li>Zurina's taxi fare is R5,50. How much change does she get from R10,00?</li> <li>Mia spent R38,00. She had R50,00. How much money does she have left?</li> </ul>
2D shapes	Range of shapes	<ul style="list-style-type: none"> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Work on 2-D shapes can be consolidated through</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 2			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> </li> <li>Features of shapes</li> <li>• Describe, sort and compare 2D Shapes in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> </li> <li>Draw shapes               <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tracing objects</li> </ul>	written exercises during Independent work time <ul style="list-style-type: none"> <li>• Learners can continue to make pictures with 2-D geometric shapes both during independent work time or during arts and culture time</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• Name fractions</li> <li>• Recognise fractions</li> <li>• Write fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Fraction wall</li> <li>• Fraction Strips</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions 1 half, 1 quarter, 1 third e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math></li> <li>• The focus of fraction word problems in this term continues to allow learners to:               <ul style="list-style-type: none"> <li>- share and group things equally</li> <li>- name fraction parts</li> <li>- find fractions of whole objects</li> <li>- recognise that a fraction is part of a whole</li> </ul> </li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- write fractions as one third</li> <li>• Learners name thirds and fifths. It is important that learners are exposed to fractions other than one half and one quarter</li> </ul> <p>Examples of problems that can be done this term:</p> <ul style="list-style-type: none"> <li>- Six friends share 7 liquorice sticks equally. Draw a picture to show your answer. Compare your answer with that of a friend</li> <li>- Eight friends share 9 liquorice sticks equally. Draw a picture to show your answer. Compare your answer with that of a friend</li> <li>- 1 quarter</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• <b>Solve and explain solutions</b></li> <li>• <b>Equal sharing leading to solutions that include unitary fractions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Fraction wall</li> <li>• Fraction Strips</li> </ul>	<ul style="list-style-type: none"> <li>• These kind of activities encourage:               <ul style="list-style-type: none"> <li>- knowing that fractions are equal parts</li> <li>- identifying fraction parts</li> <li>- naming fraction parts</li> </ul> </li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• We do not introduce learners to writing the symbol of fractions. Learners learn how to label fraction parts as 1 quarter, 1 fifth</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Days</li> <li>Months</li> <li>Regular events</li> <li>Telling time</li> <li>Analogue</li> <li>Digital</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Season chart</li> <li>Calendar</li> <li>Clocks</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>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</li> <li>Tell 12 hour time in               <ul style="list-style-type: none"> <li>Hours</li> <li>Half hours</li> <li>Quarter hours</li> <li>and minutes on analogue clocks</li> </ul> </li> <li>Digital clocks and other digital instruments that show time</li> <li>Cell Phone</li> <li>Tablet</li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>Range:0 -300</li> <li>Count whole numbers</li> <li>Estimate</li> <li>Counting by grouping</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 300 reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Counting by grouping is encouraged</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Range 150</li> <li>Name the number</li> <li>before</li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> <li>Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Range 150</li> <li>Name the number before and after a given number</li> <li>1 more or 1 less</li> </ul>



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• after</li> <li>• Addition</li> <li>• Subtraction facts</li> <li>• Multiplication</li> </ul>		<ul style="list-style-type: none"> <li>• 2 more or 2 less</li> <li>• 3 more or 3 less</li> <li>• 4 more or 4 less</li> <li>• 5 more or 5 less</li> <li>• 10 more or 10 less</li> <li>• Addition and subtraction facts up to 30</li> <li>• Multiplication tables of 2, 5 and 10</li> </ul>
Problem Solving Should cover all operations during the term	<ul style="list-style-type: none"> <li>• Range 150</li> <li>• Solve word problems and explain solution</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 150</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept today tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Telling time</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks and other</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Calendar</li> <li>• Season Chart</li> <li>• Birthday Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• 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</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	digital instruments that show time		
Count Objects	<ul style="list-style-type: none"> <li>• Range :0-400</li> <li>• Count whole numbers</li> <li>• Estimate of a number</li> <li>• Counting by grouping is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>• Counting chart</li> <li>• Multiples chart</li> </ul>	<ul style="list-style-type: none"> <li>• Range: 0-400</li> <li>• Count with whole numbers up to 400 reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>• Range 180</li> <li>• Name the number               <ul style="list-style-type: none"> <li>- Before</li> <li>- After</li> </ul> </li> <li>• Addition and subtraction facts</li> <li>• Multiplication tables</li> </ul>	<ul style="list-style-type: none"> <li>• Counting chart</li> <li>• Bonds</li> <li>• tables</li> </ul>	<ul style="list-style-type: none"> <li>• Range 180</li> <li>• Name the number before and after a given number.               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> <li>• Addition and subtraction facts up to 30</li> <li>• Multiplication tables of 2, 5 and 10</li> </ul>
Position orientation and views	<b>Language of position</b> <ul style="list-style-type: none"> <li>• <b>The position of one object in relation to another</b></li> <li>• <b>Position and views</b></li> <li>• <b>Describe the position of one object in relation to another</b> Recognise and match different views of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> </ul>	Language of position <ul style="list-style-type: none"> <li>• The position of one object in relation to another e.g. on top of, in front of behind, up, down, next to</li> </ul> Position and views <ul style="list-style-type: none"> <li>• Describe the position of one object in relation to another e.g. top and bottom, front and back etc.</li> <li>• Recognise and match different views of objects</li> </ul> Position and directions <ul style="list-style-type: none"> <li>• Follow and give directions to move around the classroom</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Position and directions</li> <li>• Follow and give directions</li> <li>• Follow directions</li> </ul>		<ul style="list-style-type: none"> <li>• Follow directions on an informal map</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• Range;0-400</li> <li>• Count forwards</li> <li>• backwards</li> <li>• Counting in 1s</li> <li>• Count forward multiples</li> <li>• Count backwards</li> </ul>	<ul style="list-style-type: none"> <li>• 100 chart</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards 0-400</li> <li>• Counting in 1s from any number up to 400</li> <li>• Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 400</li> <li>- 10s up to 400</li> <li>- 5s up to 400</li> </ul> </li> <li>• Count backwards in: <ul style="list-style-type: none"> <li>- 1s from 400</li> <li>- 10s from 400</li> <li>- 2s from 200</li> <li>- 5s from 250</li> </ul> </li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number names and number symbols	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-400</li> <li>• Write number symbols 1-250</li> <li>• Identify, recognise and read number names 1-250</li> <li>• Know number names in multiples of 10s up to 400</li> </ul>	<ul style="list-style-type: none"> <li>• Number Names</li> <li>• Number Frieze</li> </ul>	<ul style="list-style-type: none"> <li>• Learners continue to read and write number symbols and number names to an increased number range</li> <li>• Learners will be recognising, reading and writing symbols beyond one hundred and write number names to 100</li> <li>• Care should be taken when talking about three-digit numbers, for example one should say — three hundred and twenty-three rather than — one, two, three</li> <li>• When writing three-digit numbers between 100 and 110, the digit in the tens position is zero</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Some learners find it difficult to write these numbers in symbols when they are given symbols in words. For example, writing 102 might be difficult for some learners. They might write 1002</li> <li>• Place value cards are particularly useful for helping learners to understand how to represent these numbers correctly</li> <li>• Learners should also be given plenty of practice writing these numbers</li> <li>• Learners must be able to:               <ul style="list-style-type: none"> <li>- Write the number symbols</li> <li>- Match number names to number symbols</li> <li>- Complete number sequence</li> <li>- Complete number lines and number tracks</li> </ul> </li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• <b>Range of objects</b></li> <li>• <b>Recognise name 3D objects</b></li> <li>• <b>Describe, sort and compare per:</b> <ul style="list-style-type: none"> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> <li>• <b>Focused activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Building blocks</li> <li>• Recycled material</li> <li>• Construction kits</li> <li>• 3D geometric objects</li> </ul>	<ul style="list-style-type: none"> <li>• Range of objects</li> <li>• Recognise and name 3D objects in the classroom and in pictures               <ul style="list-style-type: none"> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> <li>- Cylinders</li> </ul> </li> <li>• Features of the objects</li> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> <li>• Focused activities</li> <li>• Work exercises can continue to build D-3 objects from</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			recycling material or construction kits during independent work time
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe, compare and order numbers	<b>Range 1-80</b> <ul style="list-style-type: none"> <li><b>Describe</b></li> <li><b>Compare whole numbers</b></li> <li><b>Order numbers</b></li> <li><b>Position objects</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>During this term learners continue to order and compare numbers</li> <li>The number line remains an important image that is particularly helpful for assessing where a number is positioned in relation to other numbers. The number line image will also support learners in their mental strategies for calculations</li> <li>Practise writing first to tenth</li> <li>Record the following in class work books:               <ul style="list-style-type: none"> <li>Which number comes just before 46?</li> <li>Which number comes after 48?</li> <li>Which number lies between 45 and 47?</li> </ul> </li> <li>Use the given number line and fill in the missing number</li> </ul>
Time	<ul style="list-style-type: none"> <li><b>Passing of time</b></li> <li><b>Days of the week</b></li> <li><b>Months of the year</b></li> <li><b>Concept:</b> <ul style="list-style-type: none"> <li>today</li> <li>tomorrow</li> </ul> </li> <li><b>Order regular events from their own lives in a calendar</b></li> </ul>	<ul style="list-style-type: none"> <li>Clocks</li> <li>Digital and analogue</li> </ul>	<ul style="list-style-type: none"> <li>Focus is telling them time in hours and half hours using an analogue clock. This can be the focus of a lesson. It should include talking about the use of a.m. and p.m. with 12-hour time</li> <li>Telling the time, should then be practised during the term on a continual basis</li> <li>Example:</li> <li>Learners can be asked to tell the time when school starts, at break time and at home time, or when they</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Telling time</li> <li>• 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</li> </ul>		<p>change from one lesson to another. Choose times where the clock shows an exact hour or a half hour. It is useful to have a large clock displayed in the classroom, so that learners can refer to it</p> <ul style="list-style-type: none"> <li>• Learners can also make models of clocks. You can then ask them to show various times and include some calculations</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place Value	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers 10-300</li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Flard card</li> <li>• Dienes blocks</li> <li>• Number frieze</li> </ul>	<ul style="list-style-type: none"> <li>• Count and group to show tens and ones in different ways</li> <li>• Count pre-grouped/pre-structured apparatus</li> <li>• Use place value cards to show the number grouped and counted</li> <li>• Show different arrangements of numbers, for example, 35 can be shown as 35 loose ones, 3 tens and 5 loose ones and 2 groups of tens and 15 loose ones</li> <li>• State the value of each digit</li> <li>• The above work is often done in focus groups and during independent time learners can record the following:               <ul style="list-style-type: none"> <li>- <math>48 = 4</math> groups of tens and 8 loose ones</li> <li>- <math>48 = 40</math> and 8</li> </ul> </li> <li>• This is supported by using the Flard cards or place value cards</li> <li>• The value of the digits</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Learners should start saying what each digit represents</li> <li>• Ask learners:               <ul style="list-style-type: none"> <li>- What number does the 7 represent in 27?</li> <li>- What number does the 4 represent in 49?</li> </ul> </li> </ul>
Money	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins and bank notes</li> <li>• Solve money problems</li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Pictures Of money</li> <li>• Play Money</li> </ul>	<ul style="list-style-type: none"> <li>• During this term learners practice recognising money and breaking up money into smaller parts</li> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 75c and Rand up to R75</li> <li>• Examples:               <ul style="list-style-type: none"> <li>- Could you share 50c equally among these four children? Explain how</li> <li>- Joe spent 50c on 10c bubblegum sweets. How many bubblegum sweets did he buy?</li> <li>- Thenje pays R5 to travel by taxi to school in the morning. She pays with a R20 note. How much change does she receive?</li> <li>- How much money will she have left when she returns home?</li> <li>- Zurina's taxi fare is R5,50. How much change does she get from R10,00?</li> </ul> </li> </ul>
Mass	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Estimate, measure, compare, order and record using a balancing scale and non-standard measures e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring tape</li> <li>• Ruler</li> <li>• Measuring stick</li> </ul>	<ul style="list-style-type: none"> <li>• Recording measurements</li> <li>• Although measuring is a practical skill learners should record their measurements at all times</li> <li>• Working with kilograms</li> <li>• Learners can begin to be introduced to kilograms by</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	blocks, bricks etc. • Use language to talk about the comparison: light, heavy, lighter, heavier • Describe the mass of objects by counting and stating the mass using informal units • <b>Formal measuring</b> • <b>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</b> • <b>Measure own mass in kilograms using a bathroom scale</b> • <b>Measure the mass of different items using a kitchen scale in kg</b> • <b>Measure own mass in kilograms using a bathroom scale</b>		working with groceries that are sold in kilograms, where the number of kilograms is stated on the packaging • For example learners can compare the mass of packages of different substances (such as rice, sugar, mealie meal, flour or washing powder) that are sold in 1 kg amounts. They can place these on a balance to see that although the size of the packages may differ, they have more or less the same mass. • Learners can then be given a range of packages of different items to sequence from heaviest to lightest, where they sequence per the mass stated on the package e.g. 2 kg rice, 1 kg sugar, 5 kg mealie meal, 10 kg samp • Reading bath room scales • Where bath room scales are available learners can use these to read their own mass • There are two kinds of mass meters: digital and analogue • Digital scales are easier to read because the mass is written in numbers. If you have a digital bathroom scale check that it states the mass only in whole kilograms. Some scales you can re-set to show only whole kilograms. If you cannot set it to show whole kilograms, teach learners to ignore the parts of kilograms for now
<b>Week 6</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and Subtraction	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 180</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Learners should be encouraged to write number sentences for all the word problems. One can expect learners to use repeated addition number sentences to show the solution</li> <li>• Learners should be writing multiplication number sentences for their solutions</li> <li>• Repeated addition and grid/array type problems should show a multiplication number sentence</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li>• Add to 180</li> <li>• Subtract from 180</li> <li>• Use appropriate symbols (+, -, =, □)</li> <li>• Practice number bonds to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Learners should be able to think about the question posed to them and look at the number range of the problem to decide on the best strategy. Through problem-solving learners have started developing their own calculating strategy and their own recording method</li> <li>• Learners should become confident in reading their recording methods and explaining how they arrived at the answer</li> <li>• Learners should be able to do the following with addition and subtraction</li> <li>• Although learners are using concrete apparatus and images to support their calculations when it comes to working with numbers, they should be able to calculate on an abstract level</li> </ul>
Problem Solving techniques	<ul style="list-style-type: none"> <li>• Use the following techniques when performing calculation:</li> <li>- Building up and breaking down numbers</li> <li>- Doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>• Number lines</li> <li>• 100 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are expected to solve word problems using the following techniques:</li> <li>- Drawings or concrete apparatus e.g. counters</li> <li>- Building up or breaking down numbers</li> <li>- Doubling and halving</li> <li>- Number lines</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- Rounding of in 10s		<ul style="list-style-type: none"> <li>- Doubling and halving</li> <li>• Learner often find doubling easy; however, it is useful to train learners to apply their knowledge of doubling:</li> <li>• Use recognition of doubles to see near-double</li> <li>• Doubles Near doubles</li> <li>- <math>12 + 12</math> <math>12 + 13</math></li> <li>- <math>25 + 25</math> <math>25 + 24</math></li> <li>• Use a doubling strategy and then compensate for the difference, e.g. <math>13 + 14 = \text{double } 13 \text{ plus } 1</math></li> <li>Example:</li> <li>- On one day at the clinic 24 children were given flu vaccinations. The next day 25 children were vaccinated. How many children were vaccinated altogether?</li> <li>• The problem could be solved by using doubling. A learner might say double 24 plus 1 or double 25 minus 1</li> </ul>
Symmetry	<b>Symmetry</b> <ul style="list-style-type: none"> <li>• Recognise symmetry</li> <li>• Draw line of symmetry</li> </ul>	• Pictures	<ul style="list-style-type: none"> <li>• Should not only be —draw in the other half</li> <li>• Should include examples where learners draw in the line of symmetry. The line of symmetry should not always be a vertical line, e.g. in a picture of a snake the line of symmetry could be horizontal; and may include examples with more than one line of symmetry</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication	• <b>Solve word problems in context and explain own solution to problems</b>	• Concrete counters	<ul style="list-style-type: none"> <li>• Learners should be able to record the following:</li> <li>- 1 group of 5 is 5 or 1 times 2 is 2 or <math>1 \times 2 = 4</math></li> <li>- 2 groups of 2 are 4 or 2 times 2 is 4 or <math>2 \times 2 = 4</math></li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>involving repeated addition leading to multiplication with answers up to 200</b>		- 3 groups of 2 are 6 or 3 times 2 is 6 or $3 \times 2 = 6$ • The focus is not on memorising tables but rather on building the concept of multiplication • Learners can learning to read and understand the multiplication number sentence
Repeated addition leading to multiplication	• <b>Multiply numbers</b> • <b>Appropriate symbol</b>	• Concrete objects	• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100 • Use appropriate symbol ( +, x, =)
<b>Week 8</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Grouping and sharing leading to division	• <b>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</b>	• Concrete objects	Sharing • In the examples below an equal sharing situation with a remainder that can also be shared is used • Two children share 5 chocolate crunchies so that each gets the same amount. How much can each child have? Learners will give each child 2 and then halve the remaining crunchies
Division	• Divide numbers to 50 by 2, 5, and 10 • Use appropriate symbols ( $\div$ , =)	• Concrete objects	• Learners use drawings and concrete apparatus to show their solutions • Number sentences should be used • Learner might use repeated subtraction to show how they arrived at an answer - Mongezi packs out 20 counters into 10 rows. How many counters are in a row? Grouping • Grouping, discarding the remainder - Stella sells apples in bags of 6 apples each. She has 40 apples. How many bags of 6 apples each can she

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			make up?
Data Handling	<ul style="list-style-type: none"> <li>• <b>Collect</b></li> <li>• <b>Sort objects</b></li> <li>• <b>Collecting data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collect objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Learners answer questions that you ask about the picture graph</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>- What TV programme is the most popular in our class?  </li> <li>- What programme is the favourite of the fewest learners in the class?  </li> <li>- Do more learners like ...or ...?</li> <li>- How many more learners prefer ...than ...?</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</b></li> <li>• <b>Solve money problems involving total change in cents up to 75c and Rand up to R75</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real Money</li> <li>• Play money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 75c and Rand up to R75</li> </ul>
Position Orientation and views	<b>Language of position</b> <ul style="list-style-type: none"> <li>• <b>The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to.</b></li> </ul> <b>Position and views</b> <ul style="list-style-type: none"> <li>• <b>Describe the position of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the environment</li> <li>• Objects in the class</li> </ul>	Position and directions <ul style="list-style-type: none"> <li>• Teaching learners to follow directions should be done through practical activities in which learners move themselves per instructions</li> <li>• Verbal or written directions to move around the classroom, e.g.:               <ul style="list-style-type: none"> <li>- Come to the front of the class</li> <li>- Stand next to your chair  </li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<p>one object in relation to another e.g. top and bottom, front and back etc.</p> <ul style="list-style-type: none"> <li>•Recognise and match different views of objects</li> </ul> <p>Position and directions</p> <ul style="list-style-type: none"> <li>•Follow and give directions to move around the classroom</li> <li>•Follow directions on an informal map</li> </ul>		<ul style="list-style-type: none"> <li>- Jump over the rubbish bin</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• Name fractions</li> <li>• Recognise fractions</li> <li>• Write fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Fraction Strips</li> <li>• Fraction Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar including halves, quarters and third</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> <li>• Learners can fold paper into half and name each part. It is important that they understand that when you make two equal parts from something, you call each part a half. They could fold the piece of paper into half again. The importance here is to fold the page in different ways to obtain a different-looking half</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• <b>Solve word problem in context and explain own solutions to problems that involve equal sharing leading to solutions that</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing activities are generally posed in the form of simple word problems. Initially when learners perform sharing activities (division) they find dividing or sharing leaves left-over pieces. They then share the left-over pieces again. The language of fractions can be introduced verbally. Then one can write out</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>include unitary fractions</b> <b>e.g. half, quarters, three</b> <b>quarters, third and fifth</b>		fraction words, e.g. one Half, one Quarter, one Third. When writing about many fractions parts. e.g. 1 halves ( $\frac{1}{2}$ ), 3 quarters ( $\frac{3}{4}$ ), write this as the figure and the word. The expression 3 over 2 or 3 over 4 is meaningless

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Days</li> <li>Months</li> <li>Regular events</li> <li>Telling time</li> <li>Analogue</li> <li>Digital</li> </ul>	<ul style="list-style-type: none"> <li>Weather Chart</li> <li>Season chart</li> <li>Calendar</li> <li>Clocks</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Concept of today and tomorrow</li> <li>Order regular events from their own lives</li> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>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</li> <li>Tell 12 hour time in               <ul style="list-style-type: none"> <li>Hours</li> <li>Half hours</li> <li>Quarter hours</li> <li>Minutes on analogue clocks</li> </ul> </li> <li>Digital clocks and other digital instruments that show time</li> <li>Cell Phone</li> <li>Tablet</li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>Range:0 -500</li> <li>Count whole numbers</li> <li>Estimate</li> <li>Counting by grouping</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Count with whole numbers up to 500 reliable</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Counting by grouping is encouraged</li> </ul>
<b>Week 2</b> Continue with the	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
following daily			•Data handling
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days</li> <li>• Months</li> <li>• Regular events</li> <li>• Telling time</li> <li>• Analogue</li> <li>• Digital</li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Season chart</li> <li>• Calendar</li> <li>• Clocks</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• 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</li> <li>• Tell 12 hour time in</li> <li>• Hours</li> <li>• Half hours</li> <li>• Quarter hours</li> <li>• Minutes on analogue clocks</li> <li>• Digital clocks and other digital instruments that show time</li> <li>• Cell Phone</li> <li>• Tablet</li> </ul>
Counting Objects	<ul style="list-style-type: none"> <li>• Range:0 -500</li> <li>• Count whole numbers</li> <li>• Estimate</li> <li>• Counting by grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 500 reliable</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>• Range 200</li> <li>• Name the number before and after a given number.</li> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> </ul>	<ul style="list-style-type: none"> <li>• Bonds</li> <li>• Counting Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating strategies, number concept, knowledge and known number facts are developed through problem-solving and calculations. These are practiced during the mental mathematics time. This helps learners to become familiar with them and to be able to</li> </ul>




<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Addition and subtraction facts up to 30</li> <li>• Multiplication tables of 2, 5, 3 and 10</li> </ul>		<p>use them with ease when calculating and solving problems in context</p> <ul style="list-style-type: none"> <li>• Learner continue to develop their ability to work flexibly with numbers. The mental strategies that learners develop will help with written calculations and will help learners to make estimates</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Hold up a card or write down a number name. Choose a learner to write the matching numeral</li> <li>- More or less</li> <li>- What is 1 less than 200</li> <li>- What is 1 more than 199</li> </ul>
Problem Solving Must include all 4 operations, money, fractions	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Chart</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are expected to solve the word problems using the following techniques: <ul style="list-style-type: none"> <li>- Building up or breaking down numbers</li> <li>- Doubling and halving</li> <li>- Number lines</li> </ul> </li> <li>• Using this technique allows learners to split (decompose) and recombine numbers to help make calculations easier</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• <b>Range0-500</b></li> <li>• <b>Counting in 1s forwards and backwards</b></li> <li>- <b>Count forward in multiples</b></li> <li>- <b>Count backwards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting Chart</li> <li>• Flash Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Count forward in multiples from a given number: <ul style="list-style-type: none"> <li>- 2s up to 500</li> <li>- 10s up to 500</li> <li>- 5s up to 500</li> </ul> </li> <li>- Count backwards in: <ul style="list-style-type: none"> <li>- 1s from 500</li> <li>- 10s from 500</li> <li>- 2s from 300</li> <li>- 5s from 300</li> </ul> </li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number Patterns	<b>Range 500</b> • Copy, extend, describe and count forwards and backwards • Create own number patterns	• Number cards • Flash cards • Counting Chart	• Copy, extend and describe number sequence to at least 500 • Sequences should show counting forwards and backwards in: - 1s from any number 0-500 - 10s from any multiple up to 500 - 5s from any multiple up to 500 - Create own number patterns
<b>Week 3</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Number symbols and number names	<b>• Range: 1-500</b> <b>• Number symbols</b> <b>• Identify</b> <b>• Recognise</b> <b>• Read</b> <b>• Write</b> <b>• Number Names</b> <b>• Identify</b> <b>• recognise</b> <b>• read</b> <b>• Know number names in multiples</b>	• Number frieze • Number cards	• 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
Data Handling	<b>• Answer questions on sorting (process)</b> <b>• Describe sorted collection</b> <b>• Illustrate the collection</b>	• Concrete objects	• Answer questions about how the sorting was done (process) • What the sorted collection looks like (product) • Describe the collection through drawings
<b>Week 4</b>	• Counting objects	• Solve problems in context	• Patterns, functions and algebra

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, Compare and Order	<ul style="list-style-type: none"> <li>• Range :<b>1-100</b></li> <li>• Describe numbers</li> <li>• Compare numbers</li> <li>• <b>Order numbers</b></li> <li>• Position objects</li> <li>• Counting by grouping</li> <li>• Count <b>200</b> reliably</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Chart</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Range :<b>1-100</b></li> <li>• Describe, compare and order numbers</li> <li>• Compare whole numbers up to 100 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 200</li> <li>• Position objects in a line from first to thirtieth</li> <li>• Use ordinary numbers to show order, place per position</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> <li>• Count with whole numbers up to <b>200</b> reliably</li> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time</li> <li>• Days</li> <li>• Months</li> <li>• Regular events</li> <li>• <b>Telling time</b></li> <li>• <b>Analogue</b></li> <li>• <b>Digital</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather Chart</li> <li>• Season chart</li> <li>• Calendar</li> <li>• Clocks</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Concept of today and tomorrow</li> <li>• Order regular events from their own lives</li> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• 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</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Tell 12 hour time in</li> <li>• Hours</li> <li>• Half hours</li> <li>• Quarter hours</li> <li>• and minutes on analogue clocks</li> <li>• Digital clocks and other digital instruments that show time</li> <li>• Cell Phone</li> <li>• Tablet</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place Value	<ul style="list-style-type: none"> <li>• <b>Range:10-500</b></li> <li>• <b>Recognise</b></li> <li>• <b>Decompose I</b></li> <li>• <b>Identify</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Dienes blocks</li> <li>• Flard cards</li> <li>• Abacus</li> <li>• Place value cards</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose two-digit numbers into multiples of tens and units</li> <li>• Learners can decompose numbers: Example: - <math>73 = 70 + 3</math> (place value cards are useful to do this)</li> <li>- <math>73 = 7 \text{ tens} + 3 \text{ ones}</math></li> <li>• Building up two-digit numbers from their place value parts Example: - Write the number: - 6 tens and 3 ones _____</li> <li>- 2 tens and 5 ones _____</li> <li>- 12 tens and 8 ones _____</li> <li>• Use apparatus to show the partitioning of numbers: - Show 4 tens and 5 ones using the abacus.</li> <li>- Show 7 tens and 6 ones using the abacus</li> <li>• Learners also use place value cards to show the parts</li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			of a number. Example: 
Number Patterns	<b>Range 500</b> <ul style="list-style-type: none"> <li>• Copy, extend, describe and counting forwards and backwards</li> <li>• Create own number patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Flash cards</li> <li>• Counting Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 500</li> <li>• Sequences should show counting forwards and backwards in:               <ul style="list-style-type: none"> <li>- 1s from any number 0-500</li> <li>- 10s from any multiple up to 500</li> <li>- 5s from any multiple up to 500</li> </ul> </li> <li>- Create own number patterns</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition Subtraction	<ul style="list-style-type: none"> <li>• Add to 250</li> <li>• Subtract from 200</li> <li>• Use appropriate symbols (+, -, =, &lt;, &gt;)</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Adding by breaking up one number               <ul style="list-style-type: none"> <li>- <math>43 + 36 = \square</math></li> <li>- <math>43 + (30 + 6)</math></li> <li>- <math>43 + 30 \rightarrow 73 + 6 = 79</math></li> </ul> </li> <li>• Learners might break down the number in ways that are manageable for them. This means that they will do it in different ways.               <ul style="list-style-type: none"> <li>- <math>43 + 36 = \square</math></li> <li>- <math>43 + (10 + 10 + 10 + 6)</math></li> <li>- <math>43 + 10 \rightarrow 53 + 10 \rightarrow 63 + 10 \rightarrow 73 + 6 = 79</math></li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Subtraction</li> <li>• Breaking up both numbers</li> <li>- <math>87 - 56 = \square</math></li> <li>- <math>87 - 56 = (80 + 7) - (50 + 6)</math></li> <li>- <math>= (80 - 50) + (7 - 6)</math></li> <li>- <math>= 30 + 1</math></li> <li>- <math>= 31</math></li> </ul>
Addition Subtraction	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 250</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction problems</li> <li>- Pamela has collected 413 bottle tops. If Ken give her 29 bottle tops, he will have the same number as Pamela</li> <li>- How many bottle tops will they both have?</li> <li>- How many bottle tops did Ken have to begin with?</li> </ul>
Problem Solving Techniques	<ul style="list-style-type: none"> <li>• Perform calculation</li> </ul>	<ul style="list-style-type: none"> <li>- Concrete counters</li> <li>- Number lines</li> <li>- 100 chart</li> <li>- Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when performing calculation</li> <li>- Building up and breaking down numbers</li> <li>- Doubling and halving</li> <li>- Rounding of in 10s</li> </ul>
Capacity/ Volume	Informal measuring <ul style="list-style-type: none"> <li>• Estimate</li> <li>• Measure</li> <li>• Compare</li> <li>• Record</li> </ul> <b>Formal measuring</b> <ul style="list-style-type: none"> <li>• <b>Compare</b></li> <li>• <b>Order</b></li> <li>• <b>Record</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bottles</li> <li>• Cups</li> <li>• Measuring cup</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups</li> <li>• Formal measuring</li> <li>• 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</li> </ul>
<b>Week 7</b> Continue with the	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
following daily			•Data handling
2D Shapes	<b>Range of 2D shapes</b> <ul style="list-style-type: none"> <li>• Recognise</li> <li>• Name</li> <li>• Describe</li> <li>• Sort</li> <li>• Compare shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Pictures</li> </ul>	<b>Range of shapes</b> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes</li> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> </ul> <b>Features of shapes</b> <ul style="list-style-type: none"> <li>• Describe, sort and compare 2D Shapes in terms of:</li> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> </ul> <b>Draw shapes</b> <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Multiply numbers</li> <li>• symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Multiplication tables</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 10, 5, 2 and 3 up to 100</li> <li>• Use appropriate symbol ( +, x, = )</li> <li>• Understand multiplication as repeated addition</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>- 6 added together 3 times is the same as:</li> <li>- <math>6 + 6 + 6 = 18</math></li> <li>- 3 lots of 6 = 18</li> <li>- 3 times 6 = 18</li> <li>- <math>6 \times 3 = 18</math></li> <li>- <math>3 \times 6 = 18</math></li> </ul>
Repeated addition leading to	<ul style="list-style-type: none"> <li>• <b>Solve word problems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Grouped objects</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems involving repeated addition</li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
multiplication			leading to multiplication with answers up to 250
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li><b>Range 500</b></li> <li><b>Solve word problems that involve equal sharing and grouping</b></li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Doubling and halving</li> <li>This technique is quite sophisticated and requires a strong number sense. Learners who are able to choose this as a technique are quite flexible in the strategies they use. Knowing how to double will allow learners to use the strategy of near doubles</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>- On one day at the clinic 45 children were given flu vaccinations. The next day 46 children were vaccinated. How many children were vaccinated altogether?</li> </ul>
Division	<ul style="list-style-type: none"> <li>Divide numbers and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Divide numbers to 50 by 2, 5, and 10</li> <li>Use appropriate symbols (<math>\div</math>, <math>=</math>)</li> </ul> <p><b>Recording strategies</b></p> <ul style="list-style-type: none"> <li>Learners will be practising recording division using numbers and become less dependent on drawings. The recording strategies will not be accessible to learners if they do not understand the operation. In attempting to try a method that they do not understand will result in errors that learners themselves will not have the ability to detect. It is important that learners</li> </ul>



<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			are able to identify links among multiplication and division. The purpose of the written recordings should also be to develop learners' understanding of number relationships
Length	<ul style="list-style-type: none"> <li>• <b>Formal measuring</b></li> <li>• <b>Measuring</b></li> <li>• <b>metres (m),</b></li> <li>• <b>centimetres (cm)</b></li> <li>• Estimate, length</li> <li>• Measure length</li> <li>• order length</li> <li>• record length</li> </ul>	<ul style="list-style-type: none"> <li>• Rulers</li> <li>• Metre stick</li> <li>• Tape measure</li> </ul>	<ul style="list-style-type: none"> <li>• Formal measuring</li> <li>• Measuring using metres (m), and centimetres (cm)</li> <li>• 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</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Recognise, identify the South African coins and bank notes</b></li> <li>• <b>Solve money problems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Toy money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Solve money problems involving total change in cents up to 90c and Rand up to R99</li> <li>• Value of money and making up totals e.g. <ul style="list-style-type: none"> <li>- Write 325c as rand and cents</li> <li>- In how many different ways can you make up R400 using only bank notes? How do you know whether you have all the solutions?</li> </ul> </li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• <b>Number patterns</b></li> <li>• <b>Copy</b></li> <li>• <b>Extend</b></li> <li>• <b>Create patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting charts</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 500</li> <li>• Sequences should show counting forwards and 2s from any multiple up to 500 <ul style="list-style-type: none"> <li>- 3s from multiple up to 500</li> </ul> </li> </ul>

<b>GRADE 4 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• <b>Identify, describe and copy geometric patterns</b></li> </ul>		<ul style="list-style-type: none"> <li>- Create own number patterns</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve word problem in context that involves equal sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Fraction	<ul style="list-style-type: none"> <li>• <b>Use fractions</b></li> <li>• <b>name fractions</b></li> <li>• <b>Recognise</b></li> <li>• <b>Write fractions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fraction wall</li> <li>• Fraction Strips</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters and third</li> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> <li>• Learners continue to:               <ul style="list-style-type: none"> <li>- learn the names of fraction parts</li> <li>- use the names in different contexts</li> <li>- identify the fraction part</li> <li>- begin to understand the relative size of fractions</li> <li>- find fractions of objects</li> <li>- learn about equivalent fractions and compare fractions</li> </ul> </li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time:</li> <li>Name the days of the week</li> <li>Name the months of the year</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> <li>Analogue clocks</li> <li>Digital clocks</li> <li>Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Count with whole numbers up to 500 reliable</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Counting by grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count forwards and backwards 0-500</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>Counting in 1s from any number up to 500</li> <li>Count forward in multiples from a given number:               <ul style="list-style-type: none"> <li>- 2s up to 500</li> <li>- 10s up to 500</li> <li>- 5s up to 500</li> </ul> </li> <li>Count backwards in:               <ul style="list-style-type: none"> <li>- 1s from 500</li> <li>- 10s from 500</li> <li>- 2s from 300</li> <li>- 5s from 300</li> </ul> </li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>Range 200</li> <li>Name the number before and after a given number</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Name the number before and after a given number               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> </ul> </li> </ul>

GRADE 5 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> <li>• Addition and subtraction facts up to 3</li> <li>• Multiplication tables of 2, 5, 3 and 10</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-500</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Write number symbols 1-500</li> <li>• Identify, recognise and read number names 1 -500</li> <li>• Know number names in multiples of 10s up to 500</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time:</li> <li>• Name the days of the week</li> <li>• Name the months of the year</li> <li>• Telling time</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> <li>• Analogue clocks</li> <li>• Digital clocks</li> <li>• Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>• Count with whole numbers up to 500 reliable</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Counting by grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>• <b>Count forwards and backwards 0-500</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Counting in 1s from any number up to 500</li> <li>• Count forward in multiples from a given number:               <ul style="list-style-type: none"> <li>- 2s up to 500</li> <li>- 10s up to 500</li> <li>- 5s up to 500</li> </ul> </li> <li>- Count backwards in:               <ul style="list-style-type: none"> <li>- 1s from 500</li> </ul> </li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>- 10s from 500</li> <li>- 2s from 300</li> <li>- 5s from 300</li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>• Number concept: Range 600</li> <li>• Order a given set of selected numbers</li> <li>• Compare numbers to 600</li> <li>• Addition and subtraction facts to 30</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number chart</li> <li>• Number line</li> <li>• Calculators</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> <li>• Use calculation strategies to add and subtract efficiently</li> <li>• Put the larger number first in order to count on or count back</li> <li>• Use the relationship between addition and subtraction</li> <li>• Doubling and halving</li> <li>• Building up and breaking down</li> <li>• Use calculators</li> </ul>
Problem Solving: Addition and Subtraction. Repeated addition leading to multiplication. Grouping and sharing leading to division. Sharing leading to fractions. Money	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Position, orientation and views	<ul style="list-style-type: none"> <li>• <b>Language of position</b></li> <li>• <b>The position of one object in relation to another e.g. on top of, in front of, behind, up, down, next to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Position and views</li> <li>• Recognise and match different views of the same everyday objects</li> <li>• Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> <li>• Position and directions</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>Follow and give directions to move around the classroom and school</li> <li>Follow directions on a map</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li><b>Number symbols 1-500</b></li> <li><b>Recognise</b></li> <li><b>Identify</b></li> <li><b>Read</b></li> <li><b>Number names 1-500</b></li> <li><b>Write</b></li> </ul>	<ul style="list-style-type: none"> <li>Pictures of number names</li> <li>Pictures of number symbols</li> <li>1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>Identify, recognise and read number symbols 1-500</li> <li>Write number symbols 1-500</li> <li>Know number names in multiples of 10s up to 500</li> </ul>
Time	<ul style="list-style-type: none"> <li><b>Tell 12 hour time in hours, half hours, quarter hours and minutes on analogue clocks and digital clocks</b></li> </ul>	<ul style="list-style-type: none"> <li>Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>Telling time</li> <li>Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li><b>Describe, compare and order numbers 1-100</b></li> <li><b>Compare whole numbers up to 100</b></li> </ul>	<ul style="list-style-type: none"> <li>Counting Charts</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Using smaller than, greater than, more than, less than and is equal to</li> <li>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500</li> <li>Position objects in a line from first to thirtieth</li> <li>Use ordinary numbers to show order, place per position up to 30</li> </ul>
2D Shapes	<ul style="list-style-type: none"> <li><b>Describe, sort, compare</b></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Range of shapes</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>and draw 2D shapes</b>	<ul style="list-style-type: none"> <li>• Pictures of shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name 2D shapes: <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Rectangle</li> <li>- Squares</li> <li>- Features of shapes</li> </ul> </li> <li>• Describe, sort and compare 2D shapes in terms of: <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- Straight sides</li> <li>- Curved sides</li> </ul> </li> <li>• Draw shapes: <ul style="list-style-type: none"> <li>- Circles</li> <li>- Triangles</li> <li>- Squares</li> <li>- Rectangles</li> </ul> </li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place Value	<ul style="list-style-type: none"> <li>• <b>Recognise the place value of three digit numbers from 10 to 500</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe patterns around us</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and copy geometric patterns: <ul style="list-style-type: none"> <li>- in nature</li> <li>- from modern everyday life</li> <li>- from our cultural heritages</li> </ul> </li> <li>- Create own geometric patterns: <ul style="list-style-type: none"> <li>- with concrete objects</li> <li>- by drawing lines</li> </ul> </li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Shapes or objects</li> <li>• Describe own patterns</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and Subtraction: Word Problems	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Add to 200</li> <li>• Subtract from 200</li> </ul>	<ul style="list-style-type: none"> <li>• Number charts</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols</li> <li>• (+, -, =, □) Represent data</li> </ul>
Length	<ul style="list-style-type: none"> <li>• <b>Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• The following can be used:</li> <li>• metre sticks</li> <li>• metre long length of string</li> <li>• measuring tape</li> <li>• ruler</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication: Problem Solving	<ul style="list-style-type: none"> <li>• <b>Solve number problems in context and explain own solution to problems involving multiplication</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> </ul>



<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<b>with answers up to 200</b>		<ul style="list-style-type: none"> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols (+, x, =)</li> <li>• Tables 2, 3, 4, 5 and 10</li> </ul>
Collect and sort objects Represent sorted collection of objects Discuss and report on sorted collection of objects Collect and organise data Represent data Analyze and interpret data	<ul style="list-style-type: none"> <li>• <b>Collect data on the theme</b></li> <li>• <b>Draw a picture of collected objects</b></li> <li>• <b>Discuss independently the collected data</b></li> <li>• <b>Answer questions on the data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Answer question posed by the teacher</li> <li>• Collect and sort own data per different characteristics</li> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Organise and discuss data in:               <ul style="list-style-type: none"> <li>- Tables</li> <li>- Pictograph</li> </ul> </li> <li>• Bar graphs</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money: Problem Solving	<ul style="list-style-type: none"> <li>• <b>Solve money problems involving total change in cents up to 90c and Rand up to R199.99</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Cut out of pictures of money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 1</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Time	<ul style="list-style-type: none"> <li>• <b>Passing of time:</b></li> <li>• <b>Name the days of the week</b></li> <li>• <b>Name the months of the year</b></li> <li>• <b>Telling time</b></li> <li>• <b>Tell 12 hour time in hours, half hours, quarter hours and minutes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> <li>• Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe number sequences to at least 600</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences should show counting forward and backwards in:               <ul style="list-style-type: none"> <li>- 1s from any number between 0-600</li> <li>- 10s from any multiple up to 600</li> <li>- 5s from any multiple up to 600</li> <li>- 2s from any multiple up to 600</li> <li>- 3s from multiple up to 600</li> <li>- 4s from multiples up to 600</li> </ul> </li> <li>• Create own number patterns</li> </ul>
Grouping and sharing leading to division	<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> </ul>

GRADE 5 WITH DIFFERENTIATION LESSON PLANNING TERM 1			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Calculator</li> </ul>
Division	<ul style="list-style-type: none"> <li>• Divide numbers up to 100 by 10</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Divide numbers up to 100 by 10</li> <li>• Use appropriate symbols (<math>\div</math>, <math>=</math>)</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• <b>Recognise fractions in diagrammatic form</b></li> <li>• <b>Write fractions</b> <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Fruit</li> <li>• Paper</li> <li>• Shapes</li> <li>• Fraction wall</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters, third and fifth</li> <li>• Recognise that two halves or three thirds make one whole</li> <li>• One half and two quarters are equivalent</li> <li>• Use paper folding to indicate fractions</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Revision of Term 1</li> <li>Passing of time:</li> <li>Name the days of the week</li> <li>Name the months of the year</li> <li>Telling time</li> <li>Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Revision of Term 1</li> <li>Count to at least 500 everyday objects reliably</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Revision of Term 1</li> <li>Count forwards and backwards from 0- 500</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and song</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>1s from any number between 0-500</li> <li>10s from any multiple up to 500</li> <li>2s from any multiple up to 100</li> <li>5s from any multiple up to 100</li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>Revision of Term 1</li> <li>Number concept: Range 600</li> <li>Order a given set of selected numbers</li> <li>Compare numbers to 600 and say which is:               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Flash cards</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Calculation strategies</li> <li>Use calculation strategies to add and subtract efficiently:               <ul style="list-style-type: none"> <li>Put the larger number first in order to count on or count back</li> </ul> </li> <li>Use the relationship between addition and subtraction</li> <li>Number line</li> <li>Doubling and halving</li> <li>Building up and breaking down</li> <li>Use calculators</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>- 10 more or 10 less</li> <li>• Rapidly recall</li> <li>• Addition and subtraction facts to 30</li> <li>• Add or subtract multiples of 10 from 0 to 200</li> </ul>		
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number symbols 1-500</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> <li>• Number names 1-500</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-500</li> <li>• Write number symbols 1-500</li> <li>• Know number names in multiples of 10s up to 500</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time:</li> <li>• Name the days of the week</li> <li>• Name the months of the year</li> <li>• Telling time</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count to at least 600 everyday objects reliably	<ul style="list-style-type: none"> <li>• Count to at least 600 everyday objects reliably</li> </ul>	<ul style="list-style-type: none"> <li>• Count to at least 600 everyday objects reliably</li> </ul>	<ul style="list-style-type: none"> <li>• Count to at least 600 everyday objects reliably</li> </ul>
Count forwards and backwards in:	<ul style="list-style-type: none"> <li>• <b>Count forwards and backwards in:</b></li> <li>- <b>1s from any number between 0-600</b></li> <li>- <b>10s from any multiple up to 600</b></li> <li>- <b>2s from any multiple up to 200</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete Objects</li> <li>• Chart</li> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards in:</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	- 5s from any multiple up to 400 - 3s from any multiple up to 300		
Mental Maths	<ul style="list-style-type: none"> <li>• <b>Number concept: Range 700</b></li> <li>• <b>Order a given set of selected numbers</b></li> <li>• <b>Compare numbers to 700 and say which is:</b> <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> <li>• <b>Rapidly recall</b></li> <li>• <b>Recall addition and subtraction facts to 30</b></li> <li>• <b>Add or subtract multiples of 10 from 0 to 300</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> <li>• Use calculation strategies to add and subtract efficiently</li> <li>• Put the larger number first in order to count on or count back</li> <li>• Use the relationship between addition and subtraction</li> <li>• Number line</li> <li>• Doubling and halving</li> <li>• Building up and breaking down</li> <li>• Use calculators</li> </ul>
Problem Solving: Addition and Subtraction. Repeated addition leading to multiplication. Grouping and sharing leading to division Sharing leading to fractions	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Money			
Count forwards and backwards in:	<ul style="list-style-type: none"> <li>• <b>Count forwards and backwards up to 600</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete counters</li> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards up to 600</li> <li>- 1s from any number between 0-600</li> <li>- 10s from any multiple up to 600</li> <li>- 2s from any multiple up to 200</li> <li>- 5s from any multiple up to 400</li> <li>- 3s from any multiple up to 300</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• Copy, extend and describe simple number sequence to at least 700</li> </ul>		<ul style="list-style-type: none"> <li>• Counting forwards and backwards in:</li> <li>- 1s from any number between 0-700</li> <li>- 10s from any multiple up to 700</li> <li>- 5s from any multiple up to 700</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-700</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> <li>• <b>Number names 1-700</b></li> <li>• <b>Write</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-700</li> <li>• Write number symbols 0-20</li> <li>• Know number names in multiples of 10s up to 700</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• <b>Range of objects</b></li> <li>• <b>Recognise and name 3D objects in the classroom and in pictures</b></li> <li>• <b>Describe, sort and compare 3D objects</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Ball shapes</li> <li>• Box shapes</li> <li>• Cylinders</li> <li>• Pyramids</li> <li>• Cones</li> </ul>	<ul style="list-style-type: none"> <li>• Focused activities</li> <li>• Observe and build given 3D objects using concrete materials such as cut-out 2D shapes, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• <b>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 700</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting Charts</li> <li>• Cell phone</li> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 500</li> <li>• Position objects in a line from first to thirtieth</li> <li>• Use ordinary numbers to show order, place per position up to 30</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects with mass in kg</li> <li>• Bathroom scale</li> </ul>	<ul style="list-style-type: none"> <li>• Measure own mass in kilograms using a bathroom scale</li> <li>• Measure the mass of different items using a kitchen scale in kg</li> <li>• Measure own mass in kilograms using a bathroom scale</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• Copy, extend and describe patterns around us</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and copy geometric patterns:               <ul style="list-style-type: none"> <li>- in nature</li> <li>- from modern everyday life</li> <li>- from our cultural heritages</li> </ul> </li> <li>- Create own geometric patterns:               <ul style="list-style-type: none"> <li>- with concrete objects</li> <li>- by drawing lines</li> </ul> </li> <li>• Shapes or objects</li> <li>• Describe own patterns</li> </ul>



<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number symbols and number names	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-700</b></li> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> <li>• <b>Number names 1-700</b></li> <li>• <b>Write</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-700</li> <li>• Write number symbols 0-20</li> <li>• Know number names in multiples of 10s up to 700</li> </ul>
Length	<ul style="list-style-type: none"> <li>• <b>Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• The following can be used: <ul style="list-style-type: none"> <li>- metre sticks</li> <li>- metre long length of string</li> <li>- measuring tape</li> <li>- ruler</li> </ul> </li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Addition and Subtraction: Word Problems	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 300</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• Add to 200</li> <li>• Subtract from 200</li> </ul>	<ul style="list-style-type: none"> <li>• Number charts</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols</li> <li>• (+, -, =, □) Represent data</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li>• <b>Recognise and draw line of symmetry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Geometrical shapes</li> <li>• Non geometrical shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> <li>• Recognise and draw line of symmetry in 2D geometrical shapes and non-geometrical shapes</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Continue with the following daily	<ul style="list-style-type: none"> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication: Problem Solving	<ul style="list-style-type: none"> <li>• <b>Solve number problems in context and explain own solution to problems involving multiplication with answers up to 200</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus e.g.</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols (+, x, =)</li> <li>• Tables 2, 3, 4, 5 and 10</li> </ul>
Data Collect and sort objects Represent sorted collection of objects Discuss and report on sorted collection of objects Collect and organise data Represent data Analyse and interpret data	<ul style="list-style-type: none"> <li>• <b>Collect data on the theme</b></li> <li>• <b>Draw a picture of collected objects</b></li> <li>• <b>Discuss independently the collected data</b></li> <li>• <b>Answer questions on the data</b></li> </ul>		<ul style="list-style-type: none"> <li>• Answer question posed by the teacher</li> <li>• Collect and sort own data per different characteristics</li> <li>• Answer questions about how the sorting was done (process)</li> <li>• Answer questions on what the sorted collection looks like (product)</li> <li>• Organise and discuss data in:</li> <li>• Tables</li> <li>• Pictograph</li> <li>• Bar graphs</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Money: Problem Solving	<ul style="list-style-type: none"> <li>• <b>Solve money problems involving total change in cents up to 90c and Rand up to R199.99</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Cut out of pictures of money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time:</li> <li>• Name the days of the week</li> <li>• Name the months of the year</li> <li>• Telling time</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> <li>• Cell phone</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time e.g.</li> </ul>
Capacity/Volume	<ul style="list-style-type: none"> <li>• <b>Formal measuring</b></li> <li>• <b>Compare</b></li> <li>• <b>Order</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects with volume in ml and litres</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequences to at least 600</li> </ul>	<ul style="list-style-type: none"> <li>• Counting chart</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number between 0-600</li> <li>- 10s from any multiple up to 600</li> <li>- 5s from any multiple up to 600</li> <li>- 2s from any multiple up to 600</li> <li>- 3s from multiple up to 600</li> <li>- 4s from multiples up to 600</li> </ul> </li> <li>• Create own number patterns</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Solve money problems involving total change up to R299.99 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Pictures of money</li> <li>• Money cut outs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 2</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Data	<ul style="list-style-type: none"> <li>• <b>Answer questions on the data represented in tables, pictographs and bar graphs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collection of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and sort objects per different attributes e.g. size, shape, colour</li> <li>• Answer questions about how the sorting was done</li> <li>• Give reasons for how collection was sorted</li> <li>• Use pictures to represent data in pictograph</li> <li>• Answer questions about data in pictographs</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>• Recognise fractions in diagrammatic form</li> <li>• Write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Fruit</li> <li>• Paper</li> <li>• Shapes</li> <li>• Fraction wall</li> </ul>	<ul style="list-style-type: none"> <li>• Use and name fractions in familiar context including halves, quarters, third and fifth</li> <li>• Recognise that two halves or three thirds make one whole</li> <li>• One half and two quarters are equivalent</li> <li>• Use paper folding to indicate fractions</li> </ul>
Sharing leading to fractions	<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Concrete shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	Passing of time: <ul style="list-style-type: none"> <li>Name the days of the week</li> <li>Name the months of the year</li> <li>Telling time</li> <li>Tell 12-hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Count to at least 600 everyday objects reliably</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count forwards and backwards from 0- 600</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and song</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards from 0- 600               <ul style="list-style-type: none"> <li>- 1s from any number 0-600</li> <li>- 10s from any multiple up to 600</li> <li>- 2s from any multiple up to 200</li> <li>- 5s from any multiple up to 400</li> <li>- 3s from any multiple up to 300</li> </ul> </li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Number concept: Range 700</li> <li>Order a given set of selected numbers</li> <li>Compare numbers to 700</li> <li>Rapidly recall</li> <li>Addition and subtraction facts to 30</li> <li>Add or subtract multiples of 10 from 0 to 300</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Flash cards</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Calculation strategies</li> <li>Use calculation strategies to add and subtract efficiently:               <ul style="list-style-type: none"> <li>Put the larger number first in order to count on or count back</li> </ul> </li> <li>Use the relationship between addition and subtraction</li> <li>Number line</li> <li>Doubling and halving</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>• Building up and breaking down</li> <li>• Use calculators</li> </ul>
Number symbols and number names	<ul style="list-style-type: none"> <li>• Revision Term 2</li> <li>• Number symbols 1-700</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> <li>• Number names multiples of 10 from 1-700</li> <li>• Write 0-20</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-500</li> <li>• Write number symbols 1-500</li> <li>• Know number names in multiples of 10s up to 700</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time:</li> <li>• Name the days of the week</li> <li>• Name the months of the year</li> <li>• Telling time</li> <li>• Tell 12 hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count objects	<ul style="list-style-type: none"> <li>• <b>Count to at least 800 everyday objects reliably</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counters</li> <li>• Number grids</li> <li>• Number charts</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>• Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards in	<ul style="list-style-type: none"> <li>• Count forwards and backwards</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete Objects</li> <li>• Chart</li> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number between 0-800</li> <li>- 10s from any multiple up to 800</li> <li>- 2s from any multiple up to 600</li> <li>- 5s from any multiple up to 600</li> <li>- 3s from any multiple up to 600</li> </ul> </li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			- 4s from any multiple up to 800
Mental Maths	<ul style="list-style-type: none"> <li>• Number concept: Range 1000</li> <li>• Order a given set of selected numbers</li> <li>• Compare numbers to 700 and say which is</li> <li>• Rapidly recall</li> <li>• Recall addition and subtraction facts to 40</li> <li>• Add or subtract multiples of 10 from 0 to 400</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> <li>• Use calculation strategies to add and subtract efficiently:</li> <li>• Put the larger number first in order to count on or count back</li> <li>• Use the relationship between addition and subtraction</li> <li>• Number line</li> <li>• Doubling and halving</li> <li>• Building up and breaking down</li> <li>• Use calculators</li> </ul>
Problem Solving: Addition and Subtraction Repeated addition leading to multiplication Grouping and sharing leading to division Sharing leading to fractions Money	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
3D objects	<ul style="list-style-type: none"> <li>• Range of objects</li> <li>• Recognise and name 3D objects in the classroom and in pictures</li> <li>- Ball shapes (spheres)</li> <li>- Box shapes (prisms)</li> </ul>	<ul style="list-style-type: none"> <li>• 3D objects</li> <li>• Ball shapes</li> <li>• Box shapes</li> <li>• Cylinders</li> <li>• Pyramids</li> </ul>	<ul style="list-style-type: none"> <li>• Focused activities</li> <li>• Observe and build given 3D objects using concrete materials such as cut-out 2D shapes, building blocks, recycled material, construction kits, other 3D geometric objects</li> </ul>

GRADE 5 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>- Cylinders</li> <li>- Pyramids</li> <li>- Cones</li> <li>• Features of the objects</li> <li>• Describe, sort and compare 3D objects in terms of:               <ul style="list-style-type: none"> <li>- Size</li> <li>- Colour</li> <li>- shape</li> <li>- Objects that roll</li> <li>- Objects that slide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> </ul>	
Geometric pattern	<ul style="list-style-type: none"> <li>• <b>Recognise and make patterns in which the number or size of shapes in each stage changes in a predictable way</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe patterns around us</li> <li>• Identify, describe and copy geometric patterns made with:               <ul style="list-style-type: none"> <li>- Concrete objects</li> <li>- Drawings</li> <li>- Shapes or objects</li> </ul> </li> <li>• Simple patterns in which shapes or group of shapes are repeated in exactly the same way</li> <li>• Create own geometric patterns with physical objects</li> <li>• Create own patterns by drawing lines, shapes or objects</li> <li>• Describe own patterns</li> </ul>
<b>Week 3</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Number symbols and	<ul style="list-style-type: none"> <li>• <b>Number symbols 1-800</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-</li> </ul>



<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
number names	<ul style="list-style-type: none"> <li>• <b>Recognise</b></li> <li>• <b>Identify</b></li> <li>• <b>Read</b></li> <li>• <b>Write</b></li> <li>• <b>Number names 0-20</b></li> <li>• <b>Write</b></li> </ul>	names <ul style="list-style-type: none"> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	800 <ul style="list-style-type: none"> <li>• Write number symbols 0-20</li> <li>• Know number names in multiples of 10s up to 800</li> </ul>
Time	<ul style="list-style-type: none"> <li>• <b>Passing of time:</b></li> <li>• <b>Name the days of the week</b></li> <li>• <b>Name the months of the year</b></li> <li>• <b>Telling time</b></li> <li>• <b>Tell 12-hour time in hours, half hours, quarter hours and minutes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-500</li> </ul>		<ul style="list-style-type: none"> <li>• Compare whole numbers up to 200 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 800</li> <li>• Position objects in a line from first to eightieth</li> <li>• Use ordinary numbers to show order, place per position up to 80</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Place Value	<ul style="list-style-type: none"> <li>• <b>Recognise the place value of three digit numbers up to 800</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Flard cards</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose three digit numbers into hundreds, tens and units</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			<ul style="list-style-type: none"> <li>Identify and state the value of each digit</li> </ul>
2D Shapes	<ul style="list-style-type: none"> <li><b>Describe, sort, compare and draw 2D shapes:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Square</li> <li>Rectangles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects</li> <li>Pictures of shapes</li> </ul>	<ul style="list-style-type: none"> <li>Range of shapes</li> <li>Recognise and name 2D shapes               <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Rectangle</li> <li>Squares</li> </ul> </li> <li>Features of shapes</li> <li>Describe, sort and compare 2D shapes in terms of:               <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> <li>Curved sides</li> </ul> </li> <li>Draw shapes:               <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> </ul> </li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li><b>Add to 400 and beyond</b></li> <li><b>Subtract from 400 and beyond</b></li> <li><b>Use appropriate symbols (+, -, =, □)</b></li> </ul>	<ul style="list-style-type: none"> <li>Number charts</li> <li>Number line</li> </ul>	<ul style="list-style-type: none"> <li>Add to 400 and beyond</li> <li>Subtract from 400 and beyond</li> <li>Use appropriate symbols (+, -, =, □)</li> </ul>
Number patterns	<ul style="list-style-type: none"> <li><b>Copy, extend and describe simple number sequence to at least 800</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> <li>Number line</li> <li>100 chart</li> </ul>	<ul style="list-style-type: none"> <li>Counting forwards and backwards in:               <ul style="list-style-type: none"> <li>1s from any number between 0-800</li> <li>10s from any multiple up to 800</li> <li>5s from any multiple up to 800</li> </ul> </li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Multiply numbers 2, 3, 4, 5 and 10 up to 100 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>Number chart</li> <li>Number line</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbol (+, x, =)</li> <li>Tables 2,3,4,5 and 10</li> </ul>
Mass	<ul style="list-style-type: none"> <li><b>Compare and order the mass</b></li> </ul>	<ul style="list-style-type: none"> <li>Number charts</li> </ul>	<ul style="list-style-type: none"> <li>Formal measuring</li> <li>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</li> <li>Measure own mass in kilograms using a bathroom scale</li> <li>Measure the mass of different items using a kitchen scale in kg</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Measuring	<ul style="list-style-type: none"> <li><b>Perimeter</b></li> <li><b>Investigate the distance around 2D shapes and objects using direct comparison or informal units</b></li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D objects</li> </ul>	<ul style="list-style-type: none"> <li>Perimeter</li> <li>Use direct comparison or informal units</li> </ul>
Division	<ul style="list-style-type: none"> <li>Divide numbers up to 100 and beyond by 2, 5, and 10</li> </ul>	<ul style="list-style-type: none"> <li>Tables</li> </ul>	<ul style="list-style-type: none"> <li>Divide numbers up to 100 and beyond by 25, and 10</li> <li>Use appropriate symbols (<math>\div</math>, =)</li> </ul>
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 3</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and subtraction Problem Solving	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400</b></li> </ul>	<ul style="list-style-type: none"> <li>• No line</li> <li>• Number grid</li> </ul>	<ul style="list-style-type: none"> <li>• Explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Area	<ul style="list-style-type: none"> <li>• <b>Area</b></li> <li>• <b>Investigate the area using tiling</b></li> </ul>		<ul style="list-style-type: none"> <li>• Area</li> <li>• Investigate the area using tiling</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li>• <b>Solve money problems involving total change up to R399.99 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real money</li> <li>• Cut outs of money</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> <li>• Explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Capacity/Volume/	<ul style="list-style-type: none"> <li>• <b>Formal measuring</b></li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objects with volume in ml and litres</li> </ul>	<ul style="list-style-type: none"> <li>• Measure liquids using measuring jug in litres and measuring cup and spoon in millilitre</li> </ul>

GRADE 5 WITH DIFFERENTIATION LESSON PLANNING TERM 3			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li><b>Recognise fractions in diagrammatic form</b></li> <li><b>Write fractions</b> <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> </ul>	<ul style="list-style-type: none"> <li>Fruit</li> <li>Paper</li> <li>Shapes</li> <li>Fraction wall</li> </ul>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context including halves, quarters, third and fifth</li> <li>Recognise that two halves or three thirds make one whole</li> <li>One half and two quarters are equivalent</li> <li>Use paper folding to indicate fractions</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 1</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>Passing of time</li> <li>Name the days of the week</li> <li>Name the months of the year</li> <li>Telling time</li> <li>Tell 12-hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>Weather chart</li> <li>Birthday Chart</li> <li>Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>Telling time</li> <li>Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
Count Objects	<ul style="list-style-type: none"> <li>Count to at least 800 everyday objects reliably</li> </ul>	<ul style="list-style-type: none"> <li>Concrete counters</li> <li>Body</li> </ul>	<ul style="list-style-type: none"> <li>Give a reasonable estimate of a number of objects that can be checked by counting</li> <li>Strategy of grouping is encouraged</li> </ul>
Count forwards and backwards	<ul style="list-style-type: none"> <li>Count forwards and backwards from 0- 800</li> </ul>	<ul style="list-style-type: none"> <li>CD rhymes and song</li> <li>Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards and backwards from 0- 800</li> <li>- 1s from any number between 0-500</li> <li>- 10s from any multiple up to 500</li> <li>- 2s from any multiple up to 100</li> <li>- 5s from any multiple up to 100</li> </ul>
Mental Mathematics	<ul style="list-style-type: none"> <li>Number concept: Range 800</li> <li>Order a given set of selected numbers</li> <li>Compare numbers to 800</li> <li>Rapidly recall</li> <li>Addition and subtraction facts to 30</li> <li>Add or subtract multiples of 10 from 0 to 200</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Flash cards</li> <li>Number chart</li> </ul>	<ul style="list-style-type: none"> <li>Calculation strategies</li> <li>Use calculation strategies to add and subtract efficiently</li> <li>Put the larger number first in order to count on or count back</li> <li>Use the relationship between addition and subtraction</li> <li>Number line</li> <li>Doubling and halving</li> <li>Building up and breaking down</li> <li>Use calculators</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number symbols and number names	<ul style="list-style-type: none"> <li>• Number symbols 0-800</li> <li>• Recognise</li> <li>• Identify</li> <li>• Read</li> <li>• Number names 0-800</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of number names</li> <li>• Pictures of number symbols</li> <li>• 1000 chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, recognise and read number symbols 1-800</li> <li>• Write number symbols 0-800</li> <li>• Know number names in multiples of 10s up to 500</li> </ul>
<b>Week 2</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Passing of time:</li> <li>• Name the days of the week</li> <li>• Name the months of the year</li> <li>• Telling time</li> <li>• Tell 12-hour time in hours, half hours, quarter hours and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time</li> </ul>
Count y objects	<ul style="list-style-type: none"> <li>• <b>Count to at least 1000 everyday objects reliably</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Number chart</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Count to at least 1000 everyday objects reliably</li> </ul>
Count forwards and backwards in	<ul style="list-style-type: none"> <li>• Count forwards and backwards up to 1000</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete Objects</li> <li>• Chart</li> <li>• Flash cards</li> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number up to 1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 2s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> <li>- 3s from any multiple up to 1000</li> <li>- 4s from any multiple up to 1000</li> <li>- 50s and 100s to 1000 and more</li> </ul> </li> </ul>
Mental Maths	<ul style="list-style-type: none"> <li>• Number concept: Range 1000</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation strategies</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
<b>TOPIC</b>	<b>ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>CLARIFICATION NOTES</b>
	<ul style="list-style-type: none"> <li>• Order a given set of selected numbers</li> <li>• Compare numbers to 1000 and say which is</li> <li>• Rapidly recall</li> <li>• Recall addition and subtraction facts to 50</li> <li>• Add or subtract multiples of 10 from 0 to 500</li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use calculation strategies to add and subtract efficiently</li> <li>• Put the larger number first in order to count on or count back</li> <li>• Use the relationship between addition and subtraction</li> <li>• Number line</li> <li>• Doubling and halving</li> <li>• Building up and breaking down</li> <li>• Use calculators</li> </ul>
Problem Solving: Addition and Subtraction. Repeated addition leading to multiplication. Grouping and sharing leading to division Sharing leading to fractions Money	<ul style="list-style-type: none"> <li>• Solve word problems in context and explain own solution to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete apparatus</li> <li>• Counters or any concrete objects available</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Position, orientation and views	<ul style="list-style-type: none"> <li>• <b>Position and directions</b></li> <li>• <b>Follow directions on a map</b></li> <li>• <b>Read basic co-ordinates on a map</b></li> </ul>	<ul style="list-style-type: none"> <li>• Real objects</li> </ul>	<ul style="list-style-type: none"> <li>• Position and views</li> <li>• The position of one object in relation to the other e.g. top and bottom</li> <li>• Describe the position of one object in relation to another. e.g. top and bottom, front and back etc.</li> <li>• Position and directions</li> <li>• Follow and give directions to move around the</li> </ul>



<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
			classroom and school • Follow directions on a map • Read basic co-ordinates
<b>Week 3</b> Continue with the following daily	• Counting objects • Mental Mathematics	• Solve problems in context • Time	• Patterns, functions and algebra • Measurement • Data handling
Number symbols and number names	• Number symbols 0-1000 • Write • Number names 1-700 • Write 0-20	• Pictures of number names • Pictures of number symbols • 1000 chart	• Identify, recognise and read number symbols 1-1000 • Write number symbols 0-20 • Know number names in multiples of 10s up to 1000
3D objects	• Range of objects • Recognise and name 3D objects in the classroom and in pictures • Features of the objects • Describe, sort and compare 3D objects	• 3D objects • Ball shapes • Box shapes • Cylinders • Pyramids • Cones	• Focused activities • Observe and build given 3D objects using concrete materials such as cut-out 2D shapes, building blocks, recycled material, construction kits, other 3D geometric objects
Describe, compare and order numbers	• <b>Identify, recognise and read number symbols 0-1000</b> • <b>Write number symbols 0-1000</b> • <b>Write number names 0-20</b> • <b>Know number names in multiples of 10s up to 1000</b>	• Concrete objects	• 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 order, place per position up to

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Number patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe number sequence to at least 1000: sequences should show counting forwards and backwards in:</b> <ul style="list-style-type: none"> <li>- 1s from any number between 0-1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concrete Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 1000</li> <li>• Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number between 0-1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> <li>- 2s from any multiple up to 1000</li> <li>- 3s from multiple up to 1000</li> <li>- 4s from multiples up to 1000</li> </ul> </li> <li>• Create own number patterns</li> </ul>
<b>Week 4</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Describe, compare and order numbers	<ul style="list-style-type: none"> <li>• <b>Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Number line</li> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and order numbers 1-1000</li> <li>• Compare whole numbers up to 250 using smaller than, greater than, more than, less than and is equal to</li> <li>• Order numbers from biggest to smallest and smallest to biggest; smaller than, greater than, more than, less than and equal to, up to 1000</li> <li>• Position objects in a line from first to hundredth</li> <li>• Use ordinary numbers to show order, place per position up to 100</li> </ul>
Time	<ul style="list-style-type: none"> <li>• <b>Passing of time:</b></li> <li>• <b>Name the days of the week</b></li> <li>• <b>Name the months of the year</b></li> <li>• <b>Telling time</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Birthday Chart</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Place birthdays, public holidays, school events, religious holidays and historical events on the calendar</li> <li>• Telling time</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	<ul style="list-style-type: none"> <li>• Tell 12-hour time in hours, half hours, quarter hours and minutes</li> </ul>		<ul style="list-style-type: none"> <li>• Use an analogue clocks and digital clocks and other digital instruments that show time e.g. Cell phone</li> </ul>
<b>Week 5</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Geometric patterns	<ul style="list-style-type: none"> <li>• Copy, extend and describe patterns around us</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and copy geometric patterns:               <ul style="list-style-type: none"> <li>- in nature</li> <li>- from modern everyday life</li> <li>- from our cultural heritages</li> </ul> </li> <li>• Create own geometric patterns:               <ul style="list-style-type: none"> <li>- with concrete objects</li> <li>- by drawing lines</li> </ul> </li> <li>• Shapes or objects</li> <li>• Describe own patterns</li> </ul>
Place value	<ul style="list-style-type: none"> <li>• Recognise the place value of three digit numbers from up to -1000</li> <li>• Decompose three digit numbers into hundreds, tens and units</li> <li>• Decompose four digit numbers into thousands, hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>	<ul style="list-style-type: none"> <li>• Number grid</li> <li>• Number line</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose four digit numbers into thousands, hundreds, tens and units</li> <li>• Identify and state the value of each digit</li> </ul>
Length	<ul style="list-style-type: none"> <li>• Estimate, measure, order and record length using standardised unit of length metres (m) and centimetres (cm)</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised unit of length</li> </ul>	<ul style="list-style-type: none"> <li>• Read distances in km</li> <li>• centimetres (cm)</li> <li>• Read distances in km</li> </ul>
<b>Week 6</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
Addition and Subtraction: Word Problems	<ul style="list-style-type: none"> <li>• <b>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 500</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems</li> <li>• Building up and breaking down of numbers</li> <li>• Doubling and halving</li> <li>• Number lines</li> <li>• 100 chart</li> <li>• Rounding off in tens and hundreds</li> <li>• Calculator</li> </ul>
Number Patterns	<ul style="list-style-type: none"> <li>• <b>Copy, extend and describe number sequence showing counting forward and backwards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Number grid</li> <li>• Number line</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, extend and describe number sequence to at least 1000</li> <li>• Sequences should show counting forward and backwards in: <ul style="list-style-type: none"> <li>- 1s from any number between 0-1000</li> <li>- 10s from any multiple up to 1000</li> <li>- 5s from any multiple up to 1000</li> <li>- 2s from any multiple up to 1000</li> <li>- 3s from multiple up to 1000</li> <li>- 4s from multiples up to 1000</li> </ul> </li> <li>• Create own number patterns</li> </ul>
<b>Week 7</b> Continue with the following daily	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in context</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, functions and algebra</li> <li>• Measurement</li> <li>• Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• <b>Multiply numbers 1 to 10 by 2, 3, 4, 5, and 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number chart</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols (+, x, =)</li> <li>• Tables 2, 3, 4, 5 and 10</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>• <b>Add to 500 and beyond</b></li> <li>• <b>Subtract from 500 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number grids</li> <li>• Number line</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate symbols</li> <li>• (+, -, =, □)</li> </ul>

<b>GRADE 5 WITH DIFFERENTIATION</b> <b>LESSON PLANNING</b> <b>TERM 4</b>			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
<b>Week 8</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li><b>Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>Multiplication tables</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Multiply numbers 2, 3, 4, 5 and 10 to a total of 100 and beyond</li> <li>Use appropriate symbols (+, x, =)</li> <li>Tables 2, 3, 4, 5 and 10</li> </ul>
Division	<ul style="list-style-type: none"> <li>Divide numbers up to 100 and beyond by 2,5,10</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication tables</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate symbols (÷, =)</li> </ul>
Perimeter and area	<ul style="list-style-type: none"> <li><b>Perimeter</b></li> <li><b>Investigate the distance around 2D shapes and 3D objects s</b></li> <li><b>Area</b></li> <li><b>Investigate the area</b></li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D objects</li> </ul>	<ul style="list-style-type: none"> <li>Perimeter</li> <li>Use direct comparison or informal units</li> <li>Area</li> <li>Use tiling</li> </ul>
<b>Week 9</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Money	<ul style="list-style-type: none"> <li><b>Solve money problems involving total change up to R499.99 and beyond</b></li> </ul>	<ul style="list-style-type: none"> <li>South African money</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the South African coins 50c, R1, R2, R5 and bank notes R10, R20, R50, R100, R200</li> </ul>
Symmetry	<ul style="list-style-type: none"> <li><b>Symmetry</b></li> <li><b>Recognise symmetry in 2D geometrical shapes and non-geometrical shapes</b></li> </ul>	<ul style="list-style-type: none"> <li>2D geometrical shapes</li> </ul>	<ul style="list-style-type: none"> <li>Symmetry</li> <li>Recognise and draw line of symmetry in 2D geometrical and non-geometrical shapes</li> </ul>
<b>Week 10</b> Continue with the following daily	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Mental Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems in context</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Patterns, functions and algebra</li> <li>Measurement</li> <li>Data handling</li> </ul>
Fractions	<ul style="list-style-type: none"> <li><b>Recognise fractions in diagrammatic form</b></li> </ul>	<ul style="list-style-type: none"> <li>Fruit</li> </ul>	<ul style="list-style-type: none"> <li>Use and name fractions in familiar context including</li> </ul>

GRADE 5 WITH DIFFERENTIATION LESSON PLANNING TERM 4			
TOPIC	ACTIVITIES	RECOMMENDED RESOURCES	CLARIFICATION NOTES
	• <b>Write fractions</b> $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Shapes</li> <li>• Fraction wall</li> </ul>	halves, quarters, third and fifth • Recognise that two halves or three thirds make one whole • One half and two quarters are equivalent • Use paper folding to indicate fractions