

CAPS 2012 - GRADE R

MATHEMATICS Focus Lesson

FOCUS FOR THE WEEK: Understands ordinal numbers/position, understands one to one correspondence, recognise and identifies own symbol and symbols of some friends as well as class symbol. Orders events in sequence

TERM: 1

WEEK: 2

CONTEXT: Me

WHOLE CLASS ACTIVITY:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations and Relationships	-Count Rhythmically to 5 Count while doing actions e.g. clap, stamp feet, ens.	Learners	daily
	-Number concepts and recognition: Ordinal Numbers: First and last. Teacher gives instructions e.g. Liam go stand first in the row and Lize stand last in the row.	Learners	daily
	-Number concept: Understands one to one correspondence. Hands out symbols. Place a circle (cardboard/wool) in the middle of the mat for each group. Ensure there is a symbol for each learner. Allow them to place their symbol in their group's circle.	Symbols 5 circles made with colour paper.	Mon. Thurs.
	-Problem Solving:		
Patterns, Functions & Algebra			
Space & Shape	Recognise own symbol, friends symbol and class symbol: Play a game – children sit in a circle. Teacher holds up a symbol. Learners recognise their symbol and some of their friends symbols. Is he/she able to identify and recognise their class symbol? *Highlight the idea that learners all belong to one big group by	Symbols Class symbol Flashcard with teachers name.	Mon. Wed. Fri.

	introducing CLASS SYMBOL. Learners should also know teachers name.		
Measurement	Orders events in sequence: -Arranges pictures of daily programme from L to R. -Discuss what happens before/after by using an arrow *Learners get the feeling of the order of their daily programme.	Pictures of the daily programme. Arrow as indicator	Mon Tues Wed
Data Handling	Sorting: (Tidy Up Routine) Tidy Up Routine: Encourage learners to sort apparatus according to specific attributes e.g. All crayons in one container, paper in one tin and on the same shelf, in the same cupboard every day, etc.	Duty Chart	daily

MATHEMATICS Focus Lesson

TERM:1

WEEK: 2

CONTEXT: Me

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES
Numbers, Operations & Relationships	<p><u>Number concepts & recognition:</u> <u>Ordinal numbers: First and last</u> <u>Teacher gives instructions e.g. Liam stand first in the line with toilet routine and Lize stand last.</u></p>	Learners
Space & Shape	<p><u>Number Concepts:</u> <u>Understand one to one correspondence.</u> <u>Hand out symbols.</u> <u>Place a circle (cardboard/wool) in the middle of the mat for each group. Ensure there is a symbol for each learner. Allow them to place their symbol in their group's circle.</u></p> <p><u>Recognise own symbol, friends symbol and class symbol:</u> <u>Play a game – children sit in a circle.</u> <u>Teacher holds up a symbol. Learners recognise their symbol and some of their friends symbols. Is he/she able to identify</u></p>	<p>Symbols 5 circles in colour paper.</p> <p>Symbols Class Symbol</p>

Measurement	<u>and recognise their class symbol?</u> <u>Orders events in sequence:</u> <u>-Arranges pictures of daily programme from L to R.</u>	Pictures of the daily programme.
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GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Make 5 items with the Play dough (provide cookie cutters and rolling pins) Which did you make first and which did you make last?	Pattern: Scribble work. Make a background page by colouring lines with different colours of wax crayons and paint with food colouring	Space & Shape: <u>Look for your symbol in a box. Colour it with crayon and paint over with food/ink colouring</u>	Measurement: Look at the daily programme. Decide what part of the programme you enjoy most here at school and draw a picture of it. Colour in with paint.	Data Handling: Educational game which incorporates sorting

MATHEMATICS Focus lesson:

TERM: 1

WEEK: 2

CONTEXTS: Me

INDEPENDENT PLAY:

BLOCK Corner	EDUCATIONAL GAMES:	CREATIVE WORK	MATHEMATICS FOCUS TABLE
Big Blocks Smaller blocks Small Boxes	- Thread beads - Magnetic board with shapes	-Paint: own choice -Play dough, sticks, buttons, wool - Chalk board with chalk	-Names of learners and their symbols. Look if you are able to match these. - Cut a laminated picture of one of the daily programme routines e.g. Snack time, into three parts. Allow learners to put it together.

REFLECTION:

MATHEMATICS Focus lesson

TERM:1

WEEK: 3

CONTEXT: My Body

FOCUS Of The WEEK: Count your body parts (one, two, five), recognise and count balls, circles, recognise symmetry in self, displays some understanding of days of the week, seasons and weather.

WHOLE CLASS ACTIVITY:

CONTENT AREA:	ACTIVITY:	RESOURCES	DAY:
Numbers, Operations & Relationships	COUNT: Number Rhyme 1-5 Sing number songs/rhymes Body parts (Kinaesthetic) e.g. show your nose and count it, also ears, legs, fingers etc. Friends sit opposite one another. They touch the body parts of their friends and count it. Is it the same as yours? Which body parts do you have only one of?	Songs/rhymes Body parts	daily Mon. Thurs. Fri.
	Number concept and recognition: Revise: how old are you? Revise: ordinal numbers (first/last). Teacher allows some learners to stand. Ask who stood up first/last?	Learners	Tues. Thurs.
	Problem solving:		
Patterns, Functions and Algebra	Recognise simple patterns in movement e.g. jump in and out of hoop.	Hoops	Fri
Space and Shape	Balls: Recognise, identify and name . Show a variety of balls and ask about it. Discuss the shape and what is done with it. Are there other objects in the classroom which can roll?	Balls and other objects which can roll	Mon Tues
	-Circle: Recognise and identify it? Kinaesthetic: Learners form a circle by holding hands. Sit in a circle and play hot patato. Walk in a circle and sing “Mulberry Bush” Concrete: feel hoop, no corners. Learners look for objects in the class that resembles circles.	Hoops Other objects in the class that looks like circles Hoop	Mon. Wed.
	Symmetry:	Full length mirror	Mon

	Kinaesthetic: Draw learners attention to the one side and the other side of the body. Learners look at themselves in the mirror. Which body parts do you see on one side of the body that is also on the other side of the body? Learners close their eyes and carry out instructions: Touch your foot, touch your knee with your elbow, etc.		Thurs
Measurement	<p>The Weather: what does the different symbols mean e.g. kite – windy, sun – warm weather etc Sing a song that speaks to days of the week e.g. there are 7 days in the week.</p> <p>Seasons: Introduce Season Chart. Indicate current season with an arrow.</p> <p>*Which season are we in now? *Which season has just passed and which season will it be next?</p>	<p>Weather symbols</p> <p>Season chart Arrow</p>	<p>Mon Tues</p> <p>Mon Wed Fri</p>
Data handling	<p>Teacher provides learners with a variety of 3D objects and 2D shapes in various sizes (big and small) and colours (red, yellow, blue) e.g. tennis balls, balloons, marbles etc.</p> <p>Learners: *sort objects into big/small voorwerpe in groot/klein groepe *Group objects according to colour.</p>	<p>Variety of 3D shapes like tennis balls, balloons, marbles etc.</p> <p>2D shapes like plastic circles</p>	<p>Tues Thurs</p>

MATHEMATICS Focus Lesson

TERM: 1

WEEK:3

CONTEXT: My Body

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES
Space and Shape	<p>Balls: recognise, identify and name. Show a variety of balls and ask what it is?</p> <p>-Circle: recognise and identify it. <u>Kinesthetic: Learners form a circle by holding hands.</u></p> <p>Symmetry: <u>Kinaesthetic: Emphasize one side and other side of the body. Learners close their eyes and respond to instructions e.g. touch your foot, touch your knee with your elbow etc.</u></p>	<p>Balls of variety of sizes</p> <p>Hoops</p> <p>Bodies</p>
Measurement	The weather: what does the different symbols	Weather symbols

	<u>mean?</u> <u>Seasons:</u> <u>*Which season is it now?</u> <u>*Which season has just passed and which will come up next?</u>	Season Chart
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GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Symmetry: Dribble paint on one half of page. Fold the page and have a look at your beautiful butterfly. Both sides look the same.	Pattern: Follow sequence on a pattern card and thread beads according to pattern e.g. red bead, yellow bead, red bead, yellow bead. Show your bead lacing to your friend (stick to two colours for now)	Revise Space & Shape: Prepare an A3 page with big circle and a smaller one. Cut out a big face from magazine. Paste into big circle and cut out a small face and paste into small circle. Do bubble blowing in background with food colouring	Revise: Measurement. Its my birthday. Draw a picture of yourself. Now cut out a crown and stick it on your head. Colour your picture with pastel crayons.	Revise data handling: Sort 3D objects into 2 groups. Throw all the big objects into a red container and all small ones into a blue container. Which container has the most? Model one small object and one big object of your choice with play dough. Decorate with buttons, sticks etc.

MATHEMATICS Focus Lesson:

TERM: 1

WEEK: 3

CONTEXT: My Body

INDEPENDENT PLAY:

BLOCK PLAY	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
-Blocks -Constructions sets -Lego	- Shapes: Arrange cards from big to small -Thread beads -Wipe-a-cards: symmetry	-Teacher draws a small circle in one of the corners of the page. Dribble primary colours of paint on one half of the page. Fold it. See beautiful butterfly. Use crayons to create a picture of your choice from the circle.	- Laminated sheet of paper with hands and fingers. Look at the hand on the page and do the same with your hand. (Space & Shape/ number concept) -Arrange shapes from small to big.

REFLECTION:

MATHEMATICS Focus lesson

FOCUS FOR THE WEEK: Counting Rhyme 1-5, recognise numbers in familiar contexts
e.g. age, big/small, primary colours, in/out, knows own birthbay

TERM: 1

WEEK: 4

CONTEXT:My new school and books

WHOLE CLASS ACTIVITY:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-Count: Counting rhyme 1-5 e.g. 1,2, buckle my shoe, or 1,2,3,4,5 once I caught a fish alive. Count the Grade R classes at your school.	Fingers Counting Rhyme: One, two, buckle my shoe	daily
	- Number concepts & recognition: How old are you? Lets clap our hands as many times.	Hands	daily
	-Number concept:		
	-Problem solving:		
Patterns, Functions and Algebra			
Space and Shape	Big and Small: Kinaesthetic: Make our bodies small and then big. Measure your hand on that of your friend. Compare teachers arm with friends arm.	bodies	Mon.
	Concrete: Make big/small balls with clay. Find big and small objects in the classroom.	Play dough	Tues.
	Semi-concrete: Cut out big/small pictures from magazine. Divide page into half and paste small on one side and big pictures on other side.	Small/big pictures out of magazine Paper divided into half.	Wed.
	In/Out: Kinaesthetic: Climb in/out of hoop. Stand with one leg in and one leg out of hoop.	Hoops Bodies	Mon.
	Concrete: Throw bean bag into hoop and take it out again Semi-concrete: Look at picture cards and try to recognise whether	Bean bags Picture card demonstrating in/	Tues. Wed.

	<p>something is in or out e.g. in/out of bath.</p> <p>Primary colours: Kinaesthetic: Stick circles in three colours on learners chest. They must group themselves according to colour of circle on their chest. Concrete: 3 learners stand in front of class. Each is holding a colour card. A heap of 3D objects are placed on the mat. One learner holds colour card up. Learners on the mat chooses items from the heap which are the same colour. Semi- concrete: finger paints during independent play.</p>	<p>out</p> <p>Cards with different colour circles on it.</p> <p>Different 3D items in primary colours. Colour cards in primary colours</p> <p>Finger paints</p>	<p>Mon.</p> <p>Tues.</p> <p>daily</p>
Measurement	<p>Birthday Chart: -Read and point to months -Allow learners to identify their own symbol, photo and name Try to memorise birth month How old are you?</p>	<p>Birthday Chart Song: Jan.,Feb., March... Symbol/photo/name</p>	<p>daily</p>
Data handling			

MATHEMATICS Focus Lesson

TERM: 1

WEEK: 4

CONTEXT: My new school and books

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES
Numbers, Operations & Relationships	<p>-Count: Counting rhyme 1-5 - Number concepts and recognition: <u>How old are you?</u></p>	
Space and Shape	<p><u>Big and small:</u> <u>Kinaesthetic: Make bodies big/small</u></p> <p><u>In/out:</u> <u>Kinaesthetic: Climb in/out of hoops. Stand with with leg in and one leg out of hoop.</u> <u>Primary colours:</u> <u>Concrete: 3 learners stand in front of class. Each is holding a colour card. A heap of 3D objects are placed on the mat. One learner holds colour card up. Learners on the mat chooses items from the heap which are the same colour.</u></p>	<p>bodies</p> <p>Hoops Bodies</p> <p>3D items in prim. colours Colour charts in prim. colours</p>

Measurement	Verjaardagkaart: <u>Allow learners to identify their own symbol/name and photo</u> <u>Can you remember your birth month?</u>	Birthday Chart Symbol with photo and names
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GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Big/Small: each learner receives some clay to form big/small balls. Sort these and place in two separate big and small containers</u>	Pattern: create a border pattern by using two colours of stickers/dots and sticking it around a page e.g. red, yellow, red, yellow. Keep page to use for an activity on another day.	Space & Shape: Teachers prepares finger paint (Consistency of mayonaise) Learners can finger paint shapes OR copy stencil shapes and colour insides with primary colours	Measurement: Educational games Arrange cards in sequence of events.	Data Handling: Sorting activity Provide a folio page divided into two columns as well as pictures of big and small items. These must be sorted and pasted into the columns

MATHEMATICS Focus Lesson:

TERM:1

WEEK: 4

CONTEXT: My new school and books

INDEPENDENT PLAY:

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
Big wooden blocks	-Thread beads -Shape & Colour -Playing with colours -Magnetic board with shapes and colours	-Finger paints with primary colours -Collage with big and small boxes -Teacher provides a "book" (white sheets of paper bound together). Learners cut big/small pictures out of magazines and paste in class book.	Different sizes of balls to compare with one another -Flashcards in different size coloured circles to sort and group together

REFLECTION:

MATHEMATICS Focus lesson

TERM:1

WEEK: 3

CONTEXT: My Body

FOCUS Of The WEEK: Count your body parts (one, two, five), recognise and count balls, circles, recognise symmetry in self, displays some understanding of days of the week, seasons and weather.

WHOLE CLASS ACTIVITY:

CONTENT AREA:	ACTIVITY:	RESOURCES	DAY:
Numbers, Operations & Relationships	COUNT: Number Rhyme 1-5 Sing number songs/rhymes Body parts (Kinaesthetic) e.g. show your nose and count it, also ears, legs, fingers etc. Friends sit opposite one another. They touch the body parts of their friends and count it. Is it the same as yours? Which body parts do you have only one of?	Songs/rhymes Body parts	daily Mon. Thurs. Fri.
	Number concept and recognition: Revise: how old are you? Revise: ordinal numbers (first/last). Teacher allows some learners to stand. Ask who stood up first/last?	Learners	Tues. Thurs.
	Problem solving:		
Patterns, Functions and Algebra	Recognise simple patterns in movement e.g. jump in and out of hoop.	Hoops	Fri
Space and Shape	Balls: Recognise, identify and name . Show a variety of balls and ask about it. Discuss the shape and what is done with it. Are there other objects in the classroom which can roll?	Balls and other objects which can roll	Mon Tues
	-Circle: Recognise and identify it? Kinaesthetic: Learners form a circle by holding hands. Sit in a circle and play hot patato. Walk in a circle and sing “Mulberry Bush” Concrete: feel hoop, no corners. Learners look for objects in the class that resembles circles.	Hoops Other objects in the class that looks like circles Hoop	Mon. Wed.
	Symmetry:	Full length mirror	Mon

	Kinaesthetic: Draw learners attention to the one side and the other side of the body. Learners look at themselves in the mirror. Which body parts do you see on one side of the body that is also on the other side of the body? Learners close their eyes and carry out instructions: Touch your foot, touch your knee with your elbow, etc.		Thurs
Measurement	<p>The Weather: what does the different symbols mean e.g. kite – windy, sun – warm weather etc Sing a song that speaks to days of the week e.g. there are 7 days in the week.</p> <p>Seasons: Introduce Season Chart. Indicate current season with an arrow.</p> <p>*Which season are we in now? *Which season has just passed and which season will it be next?</p>	<p>Weather symbols</p> <p>Season chart Arrow</p>	<p>Mon Tues</p> <p>Mon Wed Fri</p>
Data handling	<p>Teacher provides learners with a variety of 3D objects and 2D shapes in various sizes (big and small) and colours (red, yellow, blue) e.g. tennis balls, balloons, marbles etc.</p> <p>Learners: *sort objects into big/small voorwerpe in groot/klein groepe *Group objects according to colour.</p>	<p>Variety of 3D shapes like tennis balls, balloons, marbles etc.</p> <p>2D shapes like plastic circles</p>	<p>Tues Thurs</p>

MATHEMATICS Focus Lesson

TERM: 1

WEEK:3

CONTEXT: My Body

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES
Space and Shape	<p>Balls: recognise, identify and name. Show a variety of balls and ask what it is?</p> <p>-Circle: recognise and identify it. <u>Kinesthetic: Learners form a circle by holding hands.</u></p> <p>Symmetry: <u>Kinaesthetic: Emphasize one side and other side of the body. Learners close their eyes and respond to instructions e.g. touch your foot, touch your knee with your elbow etc.</u></p>	<p>Balls of variety of sizes</p> <p>Hoops</p> <p>Bodies</p>
Measurement	The weather: what does the different symbols	Weather symbols

	<u>mean?</u> <u>Seasons:</u> <u>*Which season is it now?</u> <u>*Which season has just passed and which will come up next?</u>	Season Chart
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GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Symmetry: Dribble paint on one half of page. Fold the page and have a look at your beautiful butterfly. Both sides look the same.	Pattern: Follow sequence on a pattern card and thread beads according to pattern e.g. red bead, yellow bead, red bead, yellow bead. Show your bead lacing to your friend (stick to two colours for now)	Revise Space & Shape: Prepare an A3 page with big circle and a smaller one. Cut out a big face from magazine. Paste into big circle and cut out a small face and paste into small circle. Do bubble blowing in background with food colouring	Revise: Measurement. Its my birthday. Draw a picture of yourself. Now cut out a crown and stick it on your head. Colour your picture with pastel crayons.	Revise data handling: Sort 3D objects into 2 groups. Throw all the big objects into a red container and all small ones into a blue container. Which container has the most? Model one small object and one big object of your choice with play dough. Decorate with buttons, sticks etc.

MATHEMATICS Focus Lesson:

TERM: 1

WEEK: 3

CONTEXT: My Body

INDEPENDENT PLAY:

BLOCK PLAY	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
-Blocks -Constructions sets -Lego	- Shapes: Arrange cards from big to small -Thread beads -Wipe-a-cards: symmetry	-Teacher draws a small circle in one of the corners of the page. Dribble primary colours of paint on one half of the page. Fold it. See beautiful butterfly. Use crayons to create a picture of your choice from the circle.	- Laminated sheet of paper with hands and fingers. Look at the hand on the page and do the same with your hand. (Space & Shape/ number concept) -Arrange shapes from small to big.

REFLECTION:

MATHEMATICS Focus Lesson

FOCUS OF THE WEEK: Number symbol 1, identifies pattern in environment, boxes, Foreground/background, triangle

TERM: 1

WEEK: 5

CONTEXT: Senses (1)

WHOLE CLASS SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-Count: Counting Rhyme 1-5	learners	daily
	-Number concepts and recognition: Kinaesthetic: Jump/clap once Hold up 1 finger/ 1 foot Write 1 in the air/on the ground Concrete: Form the number 1 with dough Semi-concrete: Identifies picture cards with one object on it. Match it to one object. Add one dot. Display daily	Bodies Play dough Picture cards with one picture Dot card: 1 Number card: 1	Mon. Wed. Fri.
	-Number concept:		
	-Problem Solving:		
Patterns, Functions and Algebra	Discuss patterns which are visible on clothes/ in nature. Are they all the same? How are they different? What are the attributes of a pattern? (lines, blocks/checks, shapes –it is repeated)	Patterns in nature/ on clothes	Mon.
	Kinaesthetic: bind a red ribbon around some learners arms, and blue ribbon around others. Allow them to form a pattern. Allow learners to complete the pattern by themselves.	Blue & red Ribbons	Tues.
	Concrete: Teacher starts a pattern with red and blue bottle tops. Learners copy teachers pattern.	Blue and red bottle tops	Wed.
Space and Shape	Foreground/ Background: Play ‘I spy with my little eye...’ Learners look for a particular item in the classroom/ on the playground.	Variety of objects in the classroom/ environment	Mon

	<p>Semi-concrete: build a puzzle and picture dominoes. (Independent Play) Boxes: Kinaesthetic: climb into big box. What do you see? How does the floor/sides/opening look? Concrete: box construction (Creative arts)</p> <p>Triangle: Show learners that it has 3 straight sides. Kinaesthetic: form triangle with your bodies. Also form triangle with wool. Also with your fingers. Feel the triangular shape, walk around the shape. Concrete: Sort Logi Shapes according to shapes (circles & triangles), Size (small/big) and colour (primary colours) (Independent Play)</p>	<p>Puzzle Picture Dominoes Large boxes</p> <p>Triangle shapes Bodies</p> <p>Logi Shapes</p>	<p>Daily Mon Tues</p> <p>Mon Wed.</p> <p>daily</p>
Measurement	<p>-Revise the Season Chart Which season are we in? Which Season comes next?</p>	Season Chart	Thurs.
Data handling	Sort a variety of round and prism shaped items. Discover the differences.	Blocks, bottle tops, botteldoppies, bread - bag pinchers etc	Fri.

MATHEMATICS Focus Lesson

TERM:1

WEEK: 5

CONTEXT: Senses (1)

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES
Numbers, Operations & Relationships	<p><u>-Number concept and recognition:</u> <u>Write 1 in the air/ on the ground</u> <u>Concrete: Form the number 1 with clay</u> <u>Semi-concrete: Identify picture cards with one object on it. Match dot/number/picture</u></p>	clay dot/number/picture cards
Pattern	<u>Concrete: Teacher starts a pattern with blue and red bottle tops. Learners copies teachers pattern</u>	Red/blue bottle tops
Space and Shape	<p><u>Foreground/ background: Picture dominoes</u></p> <p><u>Triangle:</u> <u>Kinaesthetic: Form a triangle with your bodies. Also with your fingers, with wool.</u></p>	Picture dominoes Bodies wool

MATHEMATICS Focus Lesson:**TERM: 1****WEEK: 5****CONTEXT: Senses (1)****GROUP WORK:**

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Boxes: build a construction with different size boxes. Paint it afterwards.</u>	Pattern: make a weaved mat by weaving strips of paper in two colours.	Space & Shape: Use bottle tops and other circle shapes objects to make a collage of your choice. Decorate with khoki's and retractable crayons	Measurement: Colour a picture to illustrate the current season. Colour with board chalk and paint background with food colouring.	Data handling: Sort 3 colours macaroni according to colour. Thread 3 strings of macaroni: one yellow, one red and a blue string. Bind them together to form necklace.

MATHEMATICS Focus Lesson:**TERM:1****WEEK: 5****CONTEXT: Senses (1)****INDEPENDENT PLAY:**

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
-Blocks in primary colours -Groot/klein blokke -Blokke gemaak van boksies en gevul met verskillende sade, ens. wat 'n geluid kan maak	<u>-Logi Shapes</u> <u>-Picture Dominoes</u> <u>-Puzzles</u> <u>(foreground/background)</u> -Graphic Dominoes -Shape & Colour	-Play dough with rolling pins, cookie cutters and cutters.	-Foreground/background Background paper to colour in. -Cut one picture out of magazine and make your own Number 1 picture card. Also make a number card for 1.

REFLECTION:

MATHEMATICS Focus Lesson**FOCUS FOR THE WEEK:****TERM: 1****WEEK: 6****CONTEXT: Senses (2)**

FOCUS FOR THE WEEK: Number/dot cards for number 1, Bigger/smaller, object that rolls, in front/ behind.

WHOLE CLASS SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-COUNT: Number Rhyme 1-5	Learners Number song and rhyme	daily
	-Number concepts and recognition: Number and dot card: 1 Kinaesthetic: Body percussion: clap hands once. Teacher shows number card 1 and learners hold one foot/hand/finger up. Concrete: Find one object in the classroom, one counter. Semi-concrete: Match a variety of cards with picture/dot/number 1 together. Match number names and number symbols for “one” together. Make number puzzles and allow learners to complete.	Bodies Number card 1 Voorwerpe in klas Picture/dot/number for 1 Number names: one Number puzzles	daily
	- Number concepts:		
	- Problem solving:		
Patterns, Functions and Algebra	-Revision: teacher packs out big/small bottle tops. Allow learners to copy.	Big/small bottle tops	Fri
Space and Shape	Left/right: (my body has 2 sides) Kinaesthetic:Learners stand on one leg, then on the other. Move rhythmically to the beat of maracas. Move to one side of the classroom, when it stops, turn direction. Concrete: Move beanbag from one	Body Maracas	Mon.

	<p>side of the body to the other by using your foot. (integrate with visual arts: create “butterflies”)</p> <p>Objects which roll: Discuss roundness of some objects. Learners take items from feely bag, describe how it looks. Learners demonstrate how objects roll by rolling it down a slanting surface.</p> <p>In front/behind: Allow learners to stand in front of/behind chairs.</p>	<p>Beanbag</p> <p>Rond objects Feely bag Slanting surface: Table of which two legs are raised.</p> <p>Chairs</p>	<p>Tues</p> <p>Mon.</p> <p>Mon</p>
Measurement	- Revise birthday chart When is your birthday? How old are you?		Wed.
Data handeling	Sort the symbols of frienda according to their groups.	Symbols	Thurs.

MATHEMATICS Focus Lesson

TERM: 1

WEEK: 6

CONTEXT: Senses (2)

SMALL Group Session:

CONTENT AREA:	ACTIVITY:	RESOURCES
Numbers, Operations & Relationships	<p><u>Number concept and recognition:</u> <u>Number and dot cards: 1</u> <u>Match a variety of cards with picture/dots/number 1 together.</u> <u>Match number cards and number names together.</u></p>	<p>Picture/dot/number for 1 Number name card: one</p>
Space and Shape	<p><u>Left/Right</u> <u>Move beanbag from one side of the body to the other using your foot.</u></p> <p><u>Objects that roll:</u> <u>Learners removes object from feely bag abd describes it.</u></p> <p><u>In front of/behind:</u> <u>Allow learners to stand in front of/behind their chairs</u></p>	<p>Beanbag</p> <p>Round objects Feely Bag</p> <p>Chairs</p>

MATHEMATICS Focus Lesson:**TERM: 1****WEEK: 6****CONTEXT:**Senses (2)**GROUP WORK:**

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Cut out 3 squares. Make your own picture/dot/number cards. Use pictures which you cut out from a magazine.</u> Decorate the background of your cards with bubble blowing.	Pattern: sponge painting. Use sponge painting to print a pattern around a black sheet of paper. Use any two primary colours. Paint a 1 in the middle of the page and sprinkle with glitter.	Space and shape: Build box construction from boxes. Decorate with collage material and paint it.	Measurement: Revise days of the week. Teacher writes below page: "Today is Monday" etc Learners draw a picture of how weather looks today. Paint with light paint.	Data handling: Educational Games: Sorts balls of wool by placing the correct colour wool on the right correct card by using tweezers

MATHEMATICS Focus Lesson:**TERM: 1****WEEK:6****CONTEXT:** Senses (2)**INDEPENDENT PLAY:**

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE ARTS	MATHEMATICS FOCUS TABLE
Construction gmes Blocks with different textures. Ice lolly sticks, Spatulas and match sticks	-Ship Shape -Shape, Size, Colour Game -Wipe-a-cards -Magnetic board with shapes -Figure Fun	- Butterfly: fold page in half, paint one half, fold and rub together. Look at the two sides, they are the same. Cut out later and paste on lovely background. (Integrate space & shape: left /right)	-Left and Right: Look at an example of two hands photostated on a page. Draw your 2 hands on the left and right of page. Decorate with khoki's -Match number/dot/picture card for the number 1. Add number name and symbol 1 together.

REFLECTION:

MATHEMATICS Focus Lesson

TERM:1

WEEK: 7

CONTEXT: Clean and Healthy

FOCUS FOR THE WEEK: Shapes: circle, square, triangle, objects that slide, on top/below, Time: day/night/dark/light/morning, afternoon and night.

WHOLE CLASS SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-Count: -Rhythmically 1-5 - Counts from 1-5 with actions -Sing number songs and recites rhymes	Number songs and number rhymes	daily
	- Number concept and recognition: - Revision Number/dot/picture/ number name for number 1 -Revise: first and last -Count out 3 objects of the same colour and shape.	Number/dot/picture/ number name for number 1 3 of the same objects	Thurs Fri.
	-Number concepts: -One to one correspondence: Allow 2 groups of learners to stand opposite one another. Look if there is a girl for every boy.	Learners	Thurs.
	-Problem solving:		
Patterns, Functions and Algebra	-Copies a pattern: Kinesthetic: Body percussion e.g. clap; clap; flick fingers, clap; clap; flick fingers Concrete: Use shapes e.g. circle; circle; square etc Semi- concrete: Use picture cards to create own pattern e.g. flower, leave, leave etc.	2D shapes Picture cards for pattern	Thurs Fri. Fri.
Space and Shape	Identify and recognise square Knows shapes: circles, square, triangle - Suggest objects which can slide: Make a slanting surface by raising two legs of a table. Allow objects to slide down. Are objects also able to slide upwards? Which objects slid down? Why did they slide down? On, on top and under: Kinaesthetic: Learners follow instructions e.g. stand on their chairs, place your hands under your chair, place your hand on your head	Shapes: circle,square, triangle Objects which can slide Slanting surface Chairs	Mon. Tues. Wed. Mon. Tues. Wed. Mon

Space and Shape	Concrete: Two learners hold onto skipping rope. The others crawl under it. Semi-concrete: Teacher shows a number of pictures where various pictures illustrates concepts on, on top, under. Learners identifies concepts from pictures.	Skipping rope Pictures of on, on top and under	Mon Tues Wed.
Measurement	Introduce day/night, light/dark: -Kinaesthetic: Place a blanket over a table. Children sit in “tent” and get an opportunity to talk about how it felt when it was dark/light. Semi-concrete: See group work – activity 1	Table Blanket	Mon. Tues. Wed.
Data handling	Sorts objects that differ, but yet are connected e.g. soap, shampoo, face cloth, shoe. Is there an object which does not fit in?	Different kinds of cleaning products	Fri.

MTHEMATICS Focus Lesson

TERM:1

WEEK: 7

CONTEXT: Clean and Healthy

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY	RESOURCES
SPACE and SHAPE	<p>Identify and recognise square Knows shapes: Circle, square, triangle</p> <p>Suggest objects which can slide: Make a slanting surface by raising two legs of a table. Allow objects to slide down. Are objects also able to slide upwards? Which objects slid down? Why did they slide down?</p> <p>On, on top, under: Kinaesthetic: Learners sit on chairs. Allow learners to follow instructions e.g. stand on the chair, place your hands under the chair, place your hand on your head. Concrete: Two learners hold skipping rope. The others crawl underneath. Semi-concrete: Teacher shows learners pictures where the concepts on top, on, under is illustrated. Children identify the concepts from the pictures.</p>	<p>Vorms: sirkel, vierkant, driehoek</p> <p>Voorwerpe wat kan gly Glybaan</p> <p>Stoeltjies</p> <p>Springtouw</p> <p>Prente van op, bo-op, onder</p> <p>Tafel Kombers</p>
Measurement	<p>Introduce day/night, dark/light: Kinaesthetic: Place a blanket over a table. Children sit in “tent” and get an opportunity to talk about how it felt when it was dark/light.</p>	

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Provide a poster with sun and moon, also light/dark side in two columns. Also provide pictures which symbolises events which happen in the day and at night. Children stick pictures in the correct columns.</u>	Revise: Pattern Create a picture with pegboard.	Revise: Space & Shape (items which can roll) Place an A4 page in a cardboard tray with paint. Dribble paint on the A4 page and place marbles on the page. Roll from side to side to create a background page for a next activity	Revise: Measurement Draw a picture that depicts the current season (Summer). Colour in with chalk and decorate background with paint.	Revise: Data Handling Make two nests with play dough. Fill the nests with “eggs”. Which nest has more /less eggs? Now create something of your own choice with the dough.

MATHEMATICS Focus Lesson:**TERM:1****WEEK: 7****CONTEXT: Clean and Healthy****INDEPENDENT Play:**

BLOCK CORNER	INDEPENDENT PLAY	CREATIVE WORK	MATHEMATICS FOCUS TABLE
-Blocks -Construction games	-Pegboard -Before and After -Forms & Colours Domino cards -Figure Fun -Geo Shapes Pattern Cards Level 1	-Collage: own choice -Paint on esel -Wax crayons and food colouring: make a day/night picture	-Match a variety of picture cards with one picture on it to number cards with 1 on it. Also match the number name “one”. -Arrange Season card in correct sequence. Indicate the current Season with an arrow. -Feely bag with items which can slide. Learners feel items and guess what it is. -Sort pictures according to events which happen at night and during the day and place them under the correct symbol (Sun/Moon)

REFLECTION:

MATHEMATICS Focus Lesson

FOCUS FOR THE WEEK: Build a 6 piece puzzle, know up/down

TERM: 1

WEEK: 8

CONTEXT: Pets

WHOLE GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	Count: Counting Rhyme till 5. Use actions	Bodies	daily
	Number concept and recognition: Revise: Number 1. Create the figure 1 with your bodies. Write a 1 on your chalkboard. Look for something on your body that you only have one of. Play a number game: If teacher calls out a part of your body you only have one of e.g. nose – stand , if teacher calls out a part of your body which you have more than one of (e.g. hair) stay seated .	Number card 1 Small chalkboards Bodies	Daily Wed. Fri
	- Number concepts: One to one correspondence: picture of pets and their feeding bowls. Look if each pet has a bowl.	Flashcards of animals and their feeding bowls.	Tues. Thurs.
	Problem solving:		
Patterns, Functions and Algebra	Own Pattern: Allow learners to choose other children to make a pattern of their choice.	Learners	Thurs
Space and Shape	Build a 6-piece puzzle: Discuss the picture and observe the detail. Recognise the different pieces, e.g. corners, sides, straight sides, count pieces.	-Complete puzzle -Identify corners, sides etc -if learners struggle, allow learner to build on the picture.	Mon
	Up and Down: Kinaesthetic: Learners demonstrate	Learners	Mon

	<p>up and down by using their bodies. Look up and down Semi-concrete: Teacher gives learners a variety of pictures which illustrate up/down. Learners use pictures to identify concepts.</p> <p>Revise: in/out: Stand a few steps away from a bucket and throw beanbag into the bucket.</p> <p>Revise: on top/under: 3D – Stack triangles on top of one another. Stack blue squares on top of one another. Place a yellow triangle under a red square, ens 2D – Cards with shapes and cards with pictures. Learners position cards as teacher instructs. E.g. Place square under flower and triangle on top of flower.</p>	Pictures: up/down	<p>Tues. Wed.</p> <p>Thurs.</p> <p>Fri</p>
Measurement	<p>Revise: day/night and morning/ afternoon/ evening Show learners a variety of pictures representing the above times of day, allow them to look at pictures. Asked them what time of day they thought it was and why?</p>		<p>Tues Thurs</p>
Data handling	<p>Revise: Sort 2D cards according one communal attribute e.g. pets/ farm animals</p>		<p>Wed.</p>

MATHEMATICS Focus Lesson

TERM:1

WEEK: 8

CONTEXT: Pets

SMALL GROUP SESSION:

CONTENT AREA:	ACTIVITY	RESOURCES
Space and Shape	<p><u>Build a 6-piece puzzle:</u> <u>Discuss the picture and observe the detail.</u> <u>Recognise the different pieces, e.g. corners, sides, straight sides, count pieces.</u></p> <p><u>Up and Down:</u> <u>Kinaesthetic: Learners demonstrate up and down by using their bodies.</u> <u>Look up and down</u> <u>Semi-concrete: Teacher gives learners a variety of pictures which illustrate</u></p>	<p>Complete puzzle -Identify corners, sides etc -if learners struggle, allow learner to build on the picture.</p> <p>Learners</p>

	<u>up/down. Learners use pictures to identify concepts.</u>	Pictures that illustrate up/down
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GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
6-piece puzzle: <u>Draw a picture of a cat/dog.</u> <u>Colour with wax crayons.</u> <u>Cut into 6 pieces. Try to put the pieces together. Paste onto background page.</u>	Revise Pattern: Complete a background page by rolling paint-dipped marbles over a page. Look at pattern that is formed. Place page into box to control marbles.	Revise: Space and Shape. Use a triangle, square, circle template. Outline any of these shapes to create a picture of a pet. Colour in with chalk dipped sugar water. Paint the background.	Revise: Measurement Light/dark: Mix your own paint. Mix white with some colours and black with some colours. What happens? Now paint the top part of the page with light colours and the bottom part with dark colours. Keep the page as a background page for another activity.	Revise: Data handling. Cut out two colour circles and paste on background page. Paste all the red dots into the one circle and the blue dots into the other. Which circle has the most/least? Now tear and paste a border around your page.

MATHEMATICS Focus Lesson:

TERM: 1

WEEK: 8

CONTEXT: Pets

INDEPENDENT Play:

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
-Blocks with plastic pets added. -Lego block -Construction Games	-Animal Babies -Clown Around (opposites) -Mothers & Babies -Logi Shapes -Position Words	-Make a pet from salt clay. <u>Recipe: Salt Clay</u> <i>2 cups salt</i> <i>2 cake cups flour</i> <i>2 teaspoons alum</i> <i>Add water little by little.</i> (provide tooth picks, beads and other suitable material) Paint afterwards. Work on corrugated cardboard as basis. -Mix sand into paint and allow learners to experiment with it.	- One to one correspondence : draw lines from the mother to the baby. -Sorts pictures in two groups according to day/night.

		Also provide sponge attached to a little plank for learners to work with.	
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REFLECTION:

MATHEMATICS Focus Lesson

TERM: 1

WEEK: 9

CONTEXT: My family

FOCUS OF THE WEEK: Create own pattern with 2 shapes, forward/backward, in front/behind, collect, sort, draw and reads graphs

WHOLE GROUP SESSION:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-Count: Counting Rhyme 1-5 met actions, e.g. jump and turn while you count Count out 3 counters by picking three up from a heap as you count. Pack horizontally and vertically.	Bodies	daily
	Number concept & recognition: Match picture/dot and number cards of one	Picture, dot and number card of 1	daily
	-Number Concepts: More than/less than. Least/most Kinaesthetic: Allow children to stand in 2 groups. Which group is more than/less than or the most/fewest. Concrete: pick up 3 counters with two hands. Howmany are in your right hand, howmany in your left hand?	Children	Fri
	-Problem Solving:		
Patterns, Functions and Algebra	Create own pattern: Kinaesthetic: learners create a pattern by using their friends e.g. dress, trousers, dress, trousers. Concrete: Pack out pattern with different shapes. Learners “read” the pattern.	Learners	Mon Thurs.
		2 different shapes in 2 colours	Fri.
Space and Shape	Position: forward/backward, in front/ behind Kinaesthetic: Follow teachers	Learners Chairs	Mon.

MATHEMATICS Focus Lesson**TERM: 1****WEEK: 9****CONTEXT: My family****SMALL GROUP SESSION:**

CONTENT AREA:	ACTIVITY:	RESOURCES
Pattern:	<u>Create own pattern:</u> <u>Kinaesthetic: Learners create a pattern by using their friends, e.g. dress, trousers, dress, trousers etc.</u>	Learners
Space and Shape	<u>Position: forward/backward, in front/behind</u> <u>Kinaesthetic: Follow teachers instructions e.g. stand in front of/behind a friend or your chair. Walk/crawl/jump forward/backward.</u>	Learners Chairs
Data handling	<u>Learners create a graph by making little balls with play dough to represent their interpretation level of the previous activity:</u> <u>Hand out a sheet of paper with boy/girl on the top. Learners roll dough balls to represent number of boys/girls. Place correct number of balls under the correct picture of boys/girls.</u>	Graph Rolled Play dough balls

MATHEMATICS Focus Lesson:**TERM: 1****WEEK: 9****CONTEXT: My family****GROUP WORK:**

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Learner and a friend each create a pattern with shapes from colour paper. Copy pattern on top and at the bottom of page. Keep page for a next activity</u>	Revise pattern. Paint your hand and foot and create your own pattern. You may also use lips and hands to create a pattern. Hand out wax crayons to round off pattern. (Activity will be best done on the floor. Use thick plastic sheet or news paper. Supply soapy water and paper towel.)	Revise Space and Shape Symmetry: Complete the other half of the picture. Colour with wax crayon and put food or ink colouring over.	Revise Measurement. Make a day/night picture. Draw with chalk on black paper (night) and draw day picture on white paper.	Revise Data handling. Cut 2 dogs out and paste in a circle to create collection. Draw less than 2 dogs and create another collection. Thread wool around page to create border.

MATHEMATICS Focus Lesson:**TERM: 1****WEEK:9****CONTEXT: My family****INDEPENDENT PLAY:**

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
- Space & Shape: Build a road and ride cars forward and backward. -Have a laminated page with circle, triangle and square on it. Now learners sort blocks according to shape and colour	-Geo Stackers Level 1 -Geo Stackers Level 2 -Logi Shapes -Lego (Space & Shape)	- Box construction with different shape boxes. Extend picture by adding different collage materials. Paint your creation afterwards	-Data handling Supply a laminated sheet of paper with girl and boy on it in two columns. Avail play dough for learners to roll little balls and place on either side. Who has more? Girls or boys?

REFLECTION:

MATHEMATICS Focus lesson

**FOCUS FOR THE WEEK: long, longer, longest and short, shorter, shortest
Tall/taller/tallest**

TERM: 1

WEEK: 10

CONTEXT: My Home

WHOLE GROUP:

CONTENT AREA:	ACTIVITY:	RESOURCES:	DAY:
Numbers, Operations & Relationships	-COUNT: Rhythmically count 1-5. Marching while you count. Count objects: 3 of the same colour and kind of houses.	3 of the same colour and kind of houses	daily
	-Number concepts and recognition: Revise number/dot/picture card 1, also the word “one”.	Number/dot/picture card 1 and word “one”	Thurs. Fri
	-Number concept: More than/less than Kinaesthetic: divide children into two groups. Revise: Ask children which group is more/less? Teacher then announces: this group is more than that group.	Learners	Wed. Thurs. Fri
	-Problem solving:		
Patterns, Functions and Algebra	Revise pattern work. Pack own pattern with the friends in your group. Look at all the different patterns you can create, e.g. long/short, long/short or bare foot/shoes, bare foot shoes	Learners	Tues
Space and Shape	-Revise objects which roll/slide. Look for items in the class which can roll/slide. Think of more objects in your home which could do the same/with same attributes	Objects which slide/roll	Wed.
	-Left and right: Teacher sticks a dot on each child’s right hand. Kinaesthetic: Sing Hockey Pockey and do actions.	Sticky Dots Hockey Pockey	Mon.

Measurement	Length: long/short, tall/short, longer/shorter, longest/shortest Kinaesthetic: Call 4 learners to the front of the class. Other learners must help to arrange them according to their length. Choose shortest and tallest child in the class. Concrete: Teacher puts a heap of objects down. Learners put together all the short objects and all the long objects. Children organise them from shortest to longest. Height chart: Use the learners symbols to indicate their height.	Learners Long/short objects Height Chart	Mon. Tues Wed. Thurs. Fri.
Data handling	Allow learners to form groups according to the following criteria: How many lives in a single/double story house, apartment. Which group is the most/the least?	Learners	Fri.

MATHEMATICS Focus Lesson

TERM: 1

WEEK: 10

CONTEXT: My Home

SMALL GROUP SESSION:

CONTENT AREA	ACTIVITY:	RESOURCES
Measurement	<u>Length: long/short, longer/shorter, longest/shortest – Tall/short, taller/shorter, tallest/shortest</u> <u>Kinaesthetic: Call 4 learners to the front of the classroom. Other learners must arrange them from shortest to tallest. Choose shortest and tallest child.</u>	Learners
Space and Shape	Revise: Left and right Teacher sticks a dot on each child's right hand. Kinaesthetic: Sing Hockey Pockey and do actions.	dots Hockey Pockey song

MATHEMATICS Focus Lesson**TERM: 1****WEEK: 10****CONTEXT: My home****GROUP WORK:**

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Learner lies on white paper. Another friend measures the length of his/her body with crayon indicating height. Now child draws himself according to length as indicated. Colour in with paint. (newsprint can be used, two pieces stuck together for very tall children)	Revise pattern: Create frame around page using thumb print. Use two colour paints. Use the number 1 in the middle of the page to create your own picture.	Revise Space & Shape Educational games/ puzzle	Revise Measurement Measure wool on measuring card created by teacher: long/short. Paste wool on a sheet of paper. Use collage materials to create a picture.	Revise Data Handling: Provide two containers. Sort objects according to one attribute e.g. items that roll /slide. Which container has the least/most. Compare this to your friends

MATHEMATICS Focus Lesson**TERM: 1****WEEK: 10****CONTEXT: My home****INDEPENDENT PLAY:**

BLOCK CORNER	EDUCATIONAL GAMES	CREATIVE WORK	MATHEMATICS FOCUS TABLE
Measurement- Construction Games- which learners can build towers with: long/short	-Playing with colours -Plastic Strips: Shape sequence -Peg Boards -Logi Shapes Threading beads	-Box construction: Construct a building with two towers, one tall and one short. Paint it. - Modelling: Model your own home with clay/dough	-Sorts homes in 2 groups according to colour. Which group is the least/the most? - Measuring box: with variety standard and non - standard measuring apparatus e.g. ruler, little cardboard hand on a stick, wool, measuring tape. Learners use tools to measure different

			things in the classroom.
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REFLECTION: