2020 REVISED CURRICULUM AND ASSESSMENT PLANS

MATHEMATICS
GRADE 2

Implementation: June 2020

Presentation Outline

1. Purpose

2. Amendments to the Content Overview for the Phase;

3. Amendments to the Annual Teaching Plan;

4. Amendments School Based Assessment (SBA)

5. Conclusion

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1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for Mathematics, Grade 2 for implementation in June 2020 as stipulated in Circular S2 of 2020.

- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.

- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

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1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

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2. Amendments to the Content Overview for the Phase

Summary: Amendments to the Content Overview for the Phase

Topic	Grade 1	Grade 2	Grade3
1.1 Count objects	No change	Number range reduced to 180	Number range reduced to 800
1.2 Count forward and backwards	Number range reduced to 80	Number range reduced to 180	Number range reduced to 800
1.3 Number symbols and number names	Number range reduced to: **read** number symbols 1 to 80 **write** number symbols 1 to 20 **read** number names 1 to 10 **write** number names 1 to 10	Number range reduced to: **read** number symbols 1 to 80 **write** number symbols 1 to 180 **read** number names 1 to 100 **write** number names 1 to 100	Number range reduced to: **read** number symbols 1 to 800 **write** number symbols 1 to 800 **read** number names 1 to 800 **write** number names 1 to 800

Summary: Amendments to the Content Overview for the Phase...(2)

Topic	Grade 1	Grade 2	Grade3
1.4 Describe, compare and order numbers	No change	Number range reduced from 99 to 75	Number range reduced from 999 to 800
1.5 Place value	Number range reduced from 19 to 15	Number range reduced from 99 to 75	Number range reduced from 999 to 800
1.6 Problem solving techniques	No changes, these are problem solving techniques applied when solving problems in context.		
1.7 Addition and subtraction	Number range reduced from 20 to 15	Number range reduced from 99 to 75	Number range reduced from 999 to 800

Summary: Amendments to the Content Overview for the Phase...(3)

Topic	Grade 1	Grade 2	Grade3
1.8 Repeated addition	Number range reduced from 20 to 15	Number range reduced from 50 to 40	No change
1.9 Grouping and sharing leading to division	Number range reduced from 20 to 15	Number range reduced from 50 to 40	No change
1.10 Sharing leading to fractions		No change	No change
1.11 Money	5 Cents coin excluded, otherwise there is no change across the phase.		

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Summary: Amendments to the Content Overview for the Phase...(4)

Topic	Grade 1	Grade 2	Grade3
1.12 Techniques (methods or strategies)	No changes, these are problem solving techniques applied in context-free calculations		
1.13 Addition and subtraction	Number range reduced from 20 to 15	Number range reduced from 99 to 75	Number range reduced from 999 to 800
1.14 Repeated addition leading to multiplication	Number range reduced from 20 to 15	No change	No change
1.15 Division			No change

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Summary: Amendments to the Content Overview for the Phase...(5)

Topic	Grade R	Grade 1	Grade 2	Grade3
1.16 Mental Mathematics	Integrated across all topics.			
1.17 Fractions			No change	No change
2.1 Geometric patterns	No change but it is recommended that **Geometric Patterns (2.1)** be done to emphasise the attributes of **3-D objects and 2-D shapes (3.3)**			
2.2 Number patterns		Number range reduced from 100 to 80	Number range reduced from 200 to 180	Number range reduced from 1000 to 800
		To save time it is recommended that **Number patterns (2.2)** can be done to emphasise counting backwards and forwards **(1.2)** in multiples of any given number in numbers, operations and relationships.		

Summary: Amendments to the Content Overview for the Phase...(6)

Topic	Grade 1	Grade 2	Grade3
3.1 Position, orientation and views	Removed, the skill is not lost as this is also covered in Languages and in Life Skills.		
3.2 3-D Objects	No change Special care should be exercised to enforce **Social Distancing** when using concrete materials.		
3.3 2-D Shapes	No change Special care should be exercised to enforce **Social Distancing** when using concrete materials.		
3.4 Symmetry	No change		
4.1 Time	No change. Time is dealt with continuously during whole class teaching time		

Summary: Amendments to the Content Overview for the Phase...(7)

Topic	Grade 1	Grade 2	Grade3
4.2 Length	No change	Removed	Removed
	NB: Length will be taught only in Grades R and 1 for term 3 and term 4 of 2020. Special care should be exercised to enforce **Social Distancing** when measuring , be it formal or informal measuring.		
4.3 Mass	Removed	No change	Removed
	NB: Mass will be taught only in Grade 2 for term 3 and term 4 of 2020. Special care should be exercised to enforce **Social Distancing** when measuring , be it formal or informal measuring.		
4.4 Capacity/ Volume	Removed	Removed	No change
	NB: Capacity/Volume will be taught only in Grade 3 for term 3 and term 4 of 2020. Special care should be exercised to enforce **Social Distancing** when measuring , be it formal or informal measuring.		

Summary: Amendments to the Content Overview for the Phase...(8)

Topic	Grade 1	Grade 2	Grade3
4.5 Perimeter			Removed
4.6 Area			Removed
5.1 Collect and sort objects	No changes. It is recommended that: 1. The attendance register and weather chart that are done daily be used as an opportunity for working with Data Handling. 2. In NOR, learners are expected to physically collect, count and compare objects which will form a base for Data Handling 3. Theses skills should be infused In Space and Shape where sorting is done according to a specific attribute (colour, size, shape) 4. When doing measurement when you compare quantity		
5.2 Represent sorted collection of objects			
5.3Discuss and report on sorted collection of objects			

Summary: Amendments to the Content Overview for the Phase...(9)

Topic	Grade 1	Grade 2	Grade3
5.4 Collect and organise data 5.5 Represent data 5.6 Analyse and interpret data	No change. It is recommended that: 1. The attendance register and weather chart that are done daily be used as an opportunity for working with Data Handling. 2. In NOR, learners are expected to physically collect, count and compare objects which will form a base for Data Handling 3. Theses skills should be infused In Space and Shape where sorting is done according to a specific attribute (colour, size, shape) 4. In Measurement when comparing quantities.		

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3. Amendments to the Annual Teaching Plan

Summary: Reorganisation of content topics

- Mental Mathematics to be integrated throughout.
- Related topics may to be taught to support one another and not in isolation
    - Counting forward and backwards (1.2) and number patterns (2.2) are addressing the same skill, hence reorganised.

    - PATTERNS and DATA HANDLING to be integrated with NOR and Space and Shape

    - After solving problems in context (1.7 – 1.9) and learners demonstrate an understanding the skills, then context free calculations can be done (1.12 – 1.14).

Summary: Amendment to the weighting of content topics

- The attributes of 3-D objects (3.2) and 2-D shapes (3.3) can be used to teach geometric patterns (2.1)

- Attributes of 3-D objects (3.2) and 2-D shapes (3.3) can be used to assess skills in Data handling (3.1- 3.3)

- Knowledge acquired while measuring (informally) may be used to address Data Handling skills (5.4 – 5.6)

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Summary: Amendment to the weighting of content areas

The weighting of mathematics content areas serves two primary purposes:

Firstly, the weighting gives guidance on the amount of time needed to address the content within each content area adequately.

Secondly, the weighting gives guidance on the spread of content in assessment.

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Summary: Amendment to the weighting of content areas

- The weighting of content areas remains unchanged.

Grade	CA1: Numbers, Operations and Relationships	CA2: Patterns, Functions and Algebra	CA3: Space and Shapes (Geometry)	CA4: Measurement	CA5: Data Handling
1	65%	10%	11%	9%	5%
2	60%	10%	13%	12%	5%
3	58%	10%	13%	14%	5%

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Summary: Content/Topics Amended

Term	Content/Topics	Amendment
3 and 4	1.1 Count objects 1.2 Count forward and backwards 1.3 Number names and symbols	**Reduced** Number range reduced from 180 to 150 in term 3 and also reduced from 200 to 180 in term 4
3 and 4	1.4 Describe, order and compare numbers 1.5 Place Value	**Reduced** Number range reduced from 75 to 50 in term 3 and also reduced from 99 to 75 in term 4

Summary: Content/Topics Amended…(2)

Term	Content/Topics	Amendment
3 and 4	1.7 Addition and subtraction 1.13 Addition and subtraction	**Reduced** Number range reduced from 75 to 50 in term 3, and from 99 to 75 in term 4.
3 and 4	1.8 Repeated addition leading to multiplication 1.9 Grouping and sharing leading to division	**Reduced** Number range reduced from 40 to 30 in term 3, and from 50 to 40 in term 4.

Summary: Content/Topics Amended...(3)

Term	Content/Topics	Amendment
3 and 4	1.11 Money	**Removed** Identify 5C coin
3 and 4	1.12 Techniques 1.13 Addition and subtraction 1.14 Repeated addition leading to multiplication	**Reduced** Symbolic representation (context free calculations) will be taught as required with reduced number ranges as in 1.7 -1.9 (from the known to the unknown)
3 and 4	1.16 Mental Mathematics	**Reorganised** Integrated into all topics
3 and 4	2.1 Geometric patterns	**Reorganised** Attributes of 3-D objects (3.2) and 2-D shapes (3.3) used to teach geometric patterns

Summary: Content/Topics Amended...(4)

Term	Content/Topics	Amendment
3 and 4	2.2 Number patterns	**Reorganised** Using multiples to count forward and backwards in 1.2 **Reduced** Number range reduced from 180 to 150 in term 3 and from 200 to 180 in term 4
3	3.1 Position, orientation and views	**Removed** Covered in Languages and Life Skills
4	3.2 3-D objects	**Removed** Covered in the same way as in term 3

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Summary: Content/Topics Amended...(5)

Term	Content/Topics	Amendment
4	4.2 Length	**Removed** Taught in Grades R and 1 for the remaining terms in 2020
3 and 4	4.4 Capacity	**Removed** Taught in Grade 3 for the remaining terms in 2020
3 and 4	5.4 Collect and organise data 5.5 Represent data 5.6 Analyse and interpret data	**Reorganised** Data Handling skills have been integrated in other topics e.g. 3-D objects, 2-D shapes, counting etc.

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4. Amendments School Based Assessment (SBA)

School Based Assessment

- The main purpose of School Based Assessment (SBA) is to enable the teacher to make decisions that influence a learner's progress positively.

- It should therefore be viewed as a fundamental practice that is **embedded** in the teaching and learning process.

- It is **100% continuous.**

Programme of Assessment

- The Programme of Assessment (POA) will comprise of only one Assessment Task (AT) per subject which will be done per term in Grades 1 to 3.

- An Assessment Task covers all Content Areas in Mathematics and comprises of **Oral, Practical and Written** activities, thus promoting *assessment of learning*.

- Teachers teaching the same grade must **collaborate** and jointly develop assessment activities which will allow learners to demonstrate their understanding of the concepts/content knowledge/skills and decide on the final date by which these activities will be completed.

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Summary: Revised Programme of Assessment

Grade	Subjects	Term 1	Term 2	Term 3	Term 4
1	HL	1		1	1
	FAL	1		1	1
	MATHS	1		1	1
	LIFE SKILLS	1		1	1
2	HL	1		1	1
	FAL	1		1	1
	MATHS	1		1	1
	LIFE SKILLS	1		1	1
3	HL	1		1	1
	FAL	1		1	1
	MATHS	1		1	1
	LIFE SKILLS	1		1	1

Conclusion

- Cognisance was taken of the holistic development of the child.
- The limited teaching time necessitated a reduction in the number range and the integration of concepts across the content areas.
- If taught well this will support a deeper insight of the concepts taught.
- Good number sense is a key building block for further Maths development in the primary school.
- Number sense is an intuitive process that is internalised by the learner once the learner **understands** the concept taught.
- Good maths methodology rests with Piaget's 3 types of knowledge – Physical, Cognitive and Social – this will ensure the learner understands before expected to record the mathematical thinking.

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