SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT GRADE1 TERM 1 MATHEMATICS 2019

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**
Topics, concepts, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental maths	**BASELINE ASSESSMENT TAKEN FROM GRADE R KNOWLEDGE AND SKILLS** https://wcedeportal.co.za/eresource/83216 https://wcedeportal.co.za/eresource/83221 https://wcedeportal.co.za/eresource/83471 https://wcedeportal.co.za/eresource/83226	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order a given set of selected numbers to 5 • Compare numbers up to 5 and say which is more or less
Count objects		• Count out objects to 5 • Count forwards & backwards in 1s to 5	• Count out objects to 5 • Count forwards & backwards in 1s to 5	• Count out objects to 6 • Count forwards & backwards in 1s to 10	• Count out objects to 7 • Count forwards & backwards in 1s to 10	• Count out objects to 8 • Count forwards & backwards in 1s to 15	• Count out objects to 9 • Count forwards & backwards in 1s to 15	• Count out objects to 10 • Count forwards & backwards in 1s to 20	• Count out objects to 10 • Count forwards & backwards in 1s to 20	• Count objects to 10 • Count forwards & backwards in 1s to 20
Number Concepts		• Recognise number names and symbols 1 to 5 • Write number name two and symbol 2 • Compare and order numbers o 5 https://wcedeportal.co.za/eresource/83231	– Recognise number names to 2 and symbols to 5 – Write number name 3 and symbol 3 – Compare and order numbers to 5	– Recognise number names to 2 and symbols to 10 – Write number name four and symbol 4 – Compare and order numbers to 5	– Recognise number names to 3 and symbols to 10 – Write number name five and symbol 5 – Compare and order numbers to 5	– Recognise number names to 4 and symbols to 15 – Write number name one and symbol 1 – Compare and order numbers to 5	– Recognise number names to 4 and symbols to 15 – Write number names to 5 and symbols to 5 – Compare and order numbers to 5	– Recognise number names to 4 and symbols to 20 – Write number names to 5 and symbols to 5 – Compare and order numbers to 5	– Recognise number names to 5 and symbols to 20 – Write number names to 6 and symbols to 6 – Compare and order numbers to 6	– Recognise number names to 5 and symbols to 20 – Write number names to 6 and symbols to 6 – Compare and order numbers to 6
Solve problems in context and context free calculations: Use concrete apparatus. Draw pictures. Use number lines. https://wcedeportal.co.za/eresource/83236										
Addition and Subtraction		• Solve word problems to 2 • Add and subtract to 2 • Use number lines • Practice number bonds to 2	• Solve word problems to 3 • Add and subtract to 3 • Use number lines • Practice number bonds to 2	• Solve word problems to 4 Add and subtract to 4 • Use number lines • Practice number bonds to 5	• Solve word problems to 5 • Add and subtract to 5 • Use number lines • Practice number bonds to 5	• Add and subtract to 5 • Use number lines • Practice number bonds to 5	• Add and subtract to 5 • Use number lines • Practice number bonds to 5	• Add and subtract to 5 • Use number lines • Practice number bonds to 5	• Add and subtract to 6 • Use number lines • Practice number bonds to 6	• Add and subtract to 6 • Use number lines • Practice number bonds to 6
Multiplication and Division		• Equal sharing and grouping up to 5	• Equal sharing and grouping up to 5	• Equal sharing and grouping up to 5			• Equal sharing and grouping up to 5	• Equal sharing and grouping up to 6	• Equal sharing and grouping up to 6	
PATTERNS, FUNCTIONS AND ALGEBRA										
Number Patterns							• Simple number patterns between 1-20	• Simple number patterns between 1-20	• Simple number patterns between 1-20	• Simple number patterns between 1-20
Geometric patterns		• Copy and extend simple geometric patterns	• Copy and extend simple geometric patterns	• Copy and extend simple geometric patterns	• Copy and extend simple geometric patterns					
SPACE AND SHAPE										
3D objects					• Recognise and name: ball shapes (spheres), • Describe, sort and compare in terms of size & colour	• Recognise and name: ball shapes (spheres), • Describe, sort and compare in terms of size & colour				

Position orientation and view					• Describe position of an object in relation to another (e.g. left, right, on top of, behind) • Follow directions to move around classroom • Follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. left, right, on top of, behind) • Follow directions to move around classroom • Follow instructions to place one object in relation to another				
MEASUREMENT										
Time		• Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year • Place birthdays on calendar	• Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening) • Name and sequence days of week & months of year • Place birthdays on calendar	• Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year • Place birthdays on calendar	• Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year	• Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening Name and sequence days of week & months of year	• Order regular events; use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year	• Order regular events; use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year	• Order regular events; use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year	• Order regular events; use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, today, tomorrow, morning, afternoon, evening • Name and sequence days of week & months of year
Length						• Informal: compare & order length, height or width of 2 or more objects • Estimate, measure, compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider).	• Informal: compare & order length, height or width of 2 or more objects • Estimate, measure, compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider).	• Informal: compare & order length, height or width of 2 or more objects • Estimate, measure, compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider).	• Informal: compare & order length, height or width of 2 or more objects • Estimate, measure, compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider).	• Informal: compare & order length, height or width of 2 or more objects • Estimate, measure, compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider).
Mass			• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).	• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).	• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).					
Capacity							• Informal: compare and order the amount of volume in two containers	• Informal: compare and order the amount of volume in two containers	• Informal: compare and order the amount of volume in two containers	• Informal: compare and order the amount of volume in two containers
DATA HANDLING										
Collect and organise data		• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products

Requisite pre-knowledge	FOURTH TERM GRADE R SKILLS AND KNOWLEDGE: – The Base line Assessment will address the relevant Grade R knowledge and skills that the learners must have mastered in order to access the Grade 1 work. – Teachers are encouraged to study term 4 Grade 1 when designing the Grade 1 Baseline Assessment. – This is in the main a practical assessment that can be completed via group work.									
Resources (other than textbook) **to enhance learning**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83236 National Workbooks https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83251 https://wcedeportal.co.za/eresource/83266 https://wcedeportal.co.za/eresource/83246 https://wcedeportal.co.za/eresource/83256 https://wcedeportal.co.za/eresource/83271									
Informal assessment remediation	Do error analysis of the Baseline Assessment and address the gaps	**ERROR ANALYSIS** 1. Check what relevant skills and knowledge the learner cannot master (what s/he has wrong) 2. Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if you need to) 3. Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will deteriorate. 4. Allow for teaching, consolidation and revision work to take place. 5. Afford the learner the opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout – the teacher must be vigilant and observe the learner and give good opportunity for the learner to demonstrate the learning. Let the learner vocalise his/her thinking so that you can observe whether the learner understands your teaching and that learning took place. Plan well for successful teaching and learning.								
SBA (Formal Assessment)								**FORMAL ASSESSMENT TASK**		Inform parents about learner knowledge and skills gaps.

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT GRADE1 TERM 2 MATHEMATICS 2019

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**
Topics, Concepts, Skills and Values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths	• Order numbers to 5 • Compare numbers up to 5 and say which is more or less	• Order numbers to 6 • Compare numbers up to 6 and say which is more or less	• Order numbers to 7 • Compare numbers up to 7 and say which is more or less	• Order numbers to 7 • Compare numbers up to 7 and say which is more or less	• Order numbers to 8 • Compare numbers up to 8 and say which is more or less	• Order numbers to 8 • Compare numbers up to 8 and say which is more or less	• Order numbers to 9 • Compare numbers up to 9 and say which is more or less	• Order numbers to 9 • Compare numbers up to 9 and say which is more or less	• Order numbers to 10 • Compare numbers up to 10 and say which is more or less	• Order numbers to 10 • Compare numbers up to 10 and say which is more or less

Count objects	• Count objects to 10 • Count forwards & backwards in 1s to 20 https://wcedeportal.co.za/eresource/83471 https://wcedeportal.co.za/eresource/83311	• Count objects to 10 • Count forwards & backwards in 1s to 20 – forwards in 10s, 5s & 2s to 20 https://wcedeportal.co.za/eresource/83316	• Count objects to 15 • Count forwards & backwards in 1s to 30 – forwards in 10s, 5s & 2s to 30	• Count objects to 15 • Count forwards & backwards in 1s to 30 – forwards in 10s, 5s & 2s to 30	• Count objects to 20 • Count forwards & backwards in 1s to 40 – forwards in 10s, 5s & 2s to 40	• Count objects to 20 • Count forwards & backwards in 1s to 40 – forwards in 10s, 5s & 2s to 40	• Count objects to 20 • Count forwards & backwards in 1s to 50 – forwards in 10s, 5s & 2s to 50	• Count objects to 20 • Count forwards & backwards in 1s to 50 – forwards in 10s, 5s & 2s to 50	• Count objects to 20 • Count forwards & backwards in 1s to 50 – forwards in 10s, 5s & 2s to 50	• Count objects to 20; Count forwards & backwards in 1s to 50 – forwards in 10s, 5s & 2s to 50
Number Concept development	• Recognise number: – names to 6 – symbols to 20 • Write number – names to 6 – symbols to 6 • Compare and order to 10	• Recognise number: – names to 6 – symbols to 20 • Write number – names to 6 – symbols to 6 • Compare and order to 10	• Recognise number: – names to 7 – symbols to 25 • Write number – names to 7 – symbols to 7 • Compare and order to 10	• Recognise number: – names to 7 – symbols to 30 • Write number – names to 7 – symbols to 7 • Compare and order to 10	• Recognise number: – names to 8 – symbols to 35 • Write number – names to 8 – symbols to 8 • Compare and order to 10	• Recognise number: – names to 8 – symbols to 40 • Write number – names to 8 – symbols to 8 • Compare and order to 10	• Recognise number: – names to 9 – symbols to 45 • Write number – names to 9 – symbols to 9 • Compare and order to 10	• Recognise number: – names to 9 – symbols to 50 • Write number – names to 9 – symbols to 9 • Compare and order to 10	• Recognise number: – names to 10 – symbols to 50 • Write number – names to 10 – symbols to 10 • Compare and order to 10	• Recognise number: – names to 10 – symbols to 50 • Write number – names to 10 – symbols to 10 • Compare and order to 10
Solve problems in context and context free calculations: Use the following strategies: building up and breaking down/ doubling and halving / number lines https://wcedeportal.co.za/eresource/83346										
Addition and Subtraction	Add and subtract to 5 • Use number lines • Practise bonds of 5	Add and subtract to 6 • Use symbols (+, -, =, ☐) • Practise bonds to 6	Add and subtract to 7 • Use symbols (+, -, =, ☐) • Practise bonds to 7	Add and subtract to 7 • Use symbols (+, -, =, ☐) • Practise bonds to 7	Add and subtract to 8 • Use symbols (+, -, =, ☐) • Practise bonds to 8	Add and subtract to 8 • Use symbols (+, -, =, ☐) • Practise bonds to 9	Add and subtract to 9 • Use symbols (+, -, =, ☐) • Practise bonds to 9	Add and subtract to 9 • Use symbols (+, -, =, ☐) • Practise bonds to 9	Add and subtract to 10 • Use symbols (+, -, =, ☐) • Practise bonds to 10	Add and subtract to 10
Multiplication and Division	• Equal sharing & grouping (up to 5) • Repeated addition to 5	• Equal sharing & grouping (up to 6) • Repeated addition to 6		• Equal sharing & grouping (up to 7) • Repeated addition to 7	• Equal sharing & grouping (up to 8) • Repeated addition to 8		• Equal sharing & grouping (up to 9) • Repeated addition to 9		• Equal sharing & grouping (up to 10) • Repeated addition to 10	• Equal sharing & grouping (up to 10) • Repeated addition to 10
Money						• Recognise and use coins (up to R5) • Solve money problems involving totals & change (up to R10, in cents only up to 20c)	• Recognise and use coins (up to R5) • Solve money problems involving totals & change (up to R10, in cents only up to 20c)			
PATTERNS, FUNCTIONS AND ALGEBRA										
Number Patterns					•	• Copy extend & describe – simple number sequences to 50 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • Create and describe own number patterns	• Copy extend & describe – simple number sequences to 50 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • Create and describe own number patterns			
Geometric patterns	• Copy, describe, extend and create simple patterns	• Copy, describe, extend and create simple patterns			• Copy, describe, extend and create simple patterns				• Copy, describe, extend and create simple patterns	
SPACE AND SHAPE										
2D Shapes	• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides	• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides	• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides							
MEASUREMENT										
Time	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning)	• Use sequencing language (e.g. yesterday, morning) •	• Use sequencing language (e.g. yesterday, morning)	• Use sequencing language (e.g. yesterday, morning)	• Use sequencing language (e.g. yesterday, morning)	• Use sequencing language (e.g. yesterday, morning)	• Order regular events; use comparative language (e.g. shorter)	• Order regular events; use comparative language (e.g. shorter)

			• Name and sequence days of week & months of year; place birthdays on calendar				• Name and sequence days of week & months of year; place birthdays on calendar			
Capacity			• Informal: compare and order the amount of volume in two containers • Use comparative language (e.g. more than) • Estimate, measure, compare, record & order capacity of containers using non-std measures	• Informal: compare and order the amount of volume in two containers • Use comparative language (e.g. more than) • Estimate, measure, compare, record & order capacity of containers using non-std measures						
DATA HANDLING										
Collecting and organising data	• Collect, sort & describe everyday objects, with reasons • Answer Qs on the sorting process & products	• Collect, sort & describe everyday objects, with reasons • Answer Qs on the sorting process & products								
Requisite pre-knowledge	The learner must have knowledge of the terms work, be able to read, analyse the questions, answer the questions and check their answers. – TERM 2 GRADE 1 SKILLS AND KNOWLEDGE: – The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered in order to access the grade 2 term 2 work. Teachers are encouraged to study the skills and knowledge for grade 1 term 2 when designing the T2 FAT.									
Resources (other than textbook) **to enhance learning**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83251 https://wcedeportal.co.za/eresource/83266 https://wcedeportal.co.za/eresource/83246 https://wcedeportal.co.za/eresource/83256									
Informal assessment; remediation **SBA (Formal Assessment)**	Do error analysis of the FAT and address the learning gaps.	**Error analysis.** ➢ Check what relevant skills and knowledge the learner did not master in the FAT. ➢ Locate these skills and knowledge directly in the CAPS. ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate. ➢ Afford the learner the opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout – the teacher must be vigilant and observe learners and give good opportunity for learners to demonstrate their learning. Allow learners to vocalise their thinking so that you can observe whether the learner understands what has been taught. In this way the teacher also gauges what learning is happening. Plan well for successful teaching and learning.									
								FAT		Inform parents about learner knowledge and skills gaps.

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT **GRADE 1 TERM 3 MATHEMATICS 2019**

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**
Topic, concepts, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths	• Order a given set of numbers to 11 • Compare numbers up to 11 (more or less) • Bonds to 5 • Addition & subtract facts to 5 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down https://wcedeportal.co.za/eresource/83371	• Order a given set of numbers to 11 • Compare numbers up to 11 (more or less) • Bonds to 5 • Addition & subtract facts to 5 https://wcedeportal.co.za/eresource/83321 https://wcedeportal.co.za/eresource/83376	• Order a given set of numbers to 12 • Compare numbers up to 12 (more or less)	• Order a given set of numbers to 12 • Compare numbers up to 12 (more or less) • Bonds to 5 • Addition & subtract facts to 5 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 13 • Compare numbers up to 13 (more or less)	• Order a given set of numbers to 13 • Compare numbers up to 13 and say which is more or less • Bonds to 5 • Addition & subtract facts to 5	• Order a given set of numbers to 14 • Compare numbers up to 14 (more or less) Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 14 • Compare numbers up to 14 (more or less) • Bonds to 5 • Addition & subtract facts to 5 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 15 • Compare numbers up to 15 (more or less) • Bonds to 5 • Addition & subtract facts to 5	• Order a given set of numbers to 15 • Compare numbers up to 15 (more or less) • Bonds to 5 • Addition & subtract facts to 5
Count objects	• Count objects reliably to 20 • Count forwards & backwards in 1s to 20	• Count objects reliably to 20 • Count forwards & backwards in 1s to 30	• Count objects reliably to 25 • Count forwards & backwards in 1s to 35	• Count objects to 25 • Count forwards & backwards in 1s to 40 • Forwards in 10s, 5s & 2s to 40	• Count objects to 30 • Count forwards & backwards in 1s to 45 • Forwards in 10s, 5s & 2s to 45	• Count objects to 30 • Count forwards & backwards in 1s to 50	• Count objects to 35 • Count forwards & backwards in 1s to 50	• Count objects to 35 • Count forwards & backwards in 1s to 60 • Forwards in 10s, 5s & 2s to 60	• Count objects to 40 • Count forwards & backwards in 1s to 70 • Forwards in 10s, 5s & 2s to 70	• Count objects to 40 • Count forwards & backwards in 1s to 80 •
Number Concept development	• Recognise number names to 10 – symbols to 50 • Write number names to 10 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 50 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 55 • Write number names to 10 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 60 • Write number symbols to 20 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 65 • Write number names to 10 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 70 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 75 • Write number names to 10 • Write number symbols to 20 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 80 • Write number symbols to 20 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 80 • Write number symbols to 20 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers	• Recognise number names to 10 – symbols to 80 • Write number names to 10 • Write number symbols to 20 • Compare and order numbers to 15 • Place value to 15 – decomposition of small 2- digit numbers
– **Solve problems in context and context free calculations:** Techniques and strategies: Breaking down and building up; Halving and doubling, Number lines. https://wcedeportal.co.za/eresource/83416										

Add and Subtract	• Add and subtract to 11 • Use symbols (+, -, =, ☐) • Practise number bonds to 7	• Add and subtract to 11 • Use symbols (+, -, =, ☐)	• Add and subtract to 12 • Use symbols (+, -, =, ☐) • Practise number bonds to 8	• Add and subtract to 12 • Use symbols (+, -, =, ☐)	• Add and subtract to 13 • Use symbols (+, -, =, ☐) • Practise number bonds to 9	• Add and subtract to 13 • Use symbols (+, -, =,☐) • Practise number bonds to 9	• Add and subtract to 14 • Use symbols (+, -, =, ☐) • Practise number bonds to 9	• Add and subtract to 14 • Use symbols (+, -, =, ☐)	• Add and subtract to 15 • Use symbols (+, -, =, ☐) • Practise number bonds to 9	• Add and subtract to 15 • Use symbols (+, -, =, ☐) • Practise number bonds to 9
Multiplication and Division				• Equal sharing & grouping (up to 12) • Repeated addition to 12 and • Use symbols (+, =, ☐)	• Equal sharing & grouping (up to 12) • Repeated addition to 12 and • Use symbols (+, =, ☐)	• Equal sharing & grouping (up to 13) • Repeated addition to 13 and • Use symbols (+, =, ☐)	• Equal sharing & grouping (up to 14) • Repeated addition to 14 and • Use symbols (+, =, ☐)			• Equal sharing & grouping (up to 15) • Repeated addition to 15 and • Use symbols (+, =, ☐)
Money	• Recognising and using coins (up to R5); • Solving money problems involving totals & change (up to R10, in cents only up to 20c)	• Recognising and using coins (up to R5); • Solving money problems involving totals & change (up to R10, in cents only up to 20c)						• Recognising and using coins (up to R5); • Solving money problems involving totals & change (up to R10, in cents only up to 20c)	• Recognising and using coins (up to R5); • Solving money problems involving totals & change (up to R10, in cents only up to 20c)	
PATTERNS, FUNCTIONS AND ALGEBRA										
Number Patterns	• Copy, extend & describe – simple number sequences to 50 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 50 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 55 – forwards & backwards in 1s – forwards in 10s, 5s, 2s	• Copy, extend & describe – simple number sequences to 60 – forwards & backwards in 1s – forwards in 10s, 5s, 2s	• Copy, extend & describe – simple number sequences to 65 – forwards & backwards in 1s – forwards in 10s, 5s, 2s	• Copy, extend & describe – simple number sequences to 70 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 80 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 80 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 80 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns	• Copy, extend & describe – simple number sequences to 80 – forwards & backwards in 1s – forwards in 10s, 5s, 2s • create & describe own number patterns
Geometric patterns						• Copy, describe, extend and create simple patterns	• Copy, describe, extend and create simple patterns	• Copy, describe, extend and create simple patterns		
SPACE AND SHAPE										
3D	• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide	• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide					• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide	• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide		
Symmetry				• Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects						
MEASUREMENT										

Time	• Name and sequence days of week & months of year; place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year, place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Name and sequence days of week & months of year; place birthdays on calendar	• Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning)	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning)	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning)	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning)
Length		• Estimate, measure, compare, order, describe & record length using non-std measures	• Estimate, measure, compare, order, describe & record length using non-std measures			• Estimate, measure, compare, order, describe & record length using non-std measures		• Estimate, measure, compare, order, describe & record length using non-std measures		
DATA HANDLING										
Collect and organise data								• Data collection about class or school	• Data collection about class or school	
Represent data								• **Pictograph**	• **Pictograph**	
Interpret data								• **Answer questions on**	• **Answer questions on**	
Requisite pre-knowledge	The learner must have knowledge of the terms work, be able to Read, analyse the questions, answer the questions and check their answers. – TERM 3 GRADE 1 SKILLS AND KNOWLEDGE: – The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered in order to access the grade 1 term 3 work. – Teachers are encouraged to study term 3 grade 1 when designing the T3 FAT.									
Resources (other than textbook) **to enhance learning**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83251 https://wcedeportal.co.za/eresource/83266 https://wcedeportal.co.za/eresource/83246 https://wcedeportal.co.za/eresource/83256									
Informal assessment; remediation	Do error analysis of the T3 FAT and address the learner gaps	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.) ➢ Locate these skills and knowledge directly in the CAPS. (Go back to the previous grade if you need to) ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will deteriorate. ➢ Allow for teaching, consolidation and revision work to take place ➢ Afford the learner the opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. The teacher must be vigilant and observe learners and give good opportunity for learners to demonstrate their learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and assess whether learning is happening. Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								**FAT**		

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT GRADE1 TERM 4 MATHEMATICS 2019

TERM 4	**WEEK 1**	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**
CAPS	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W: 5%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**	**Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9%**

			Data Handling: W: 5%	**Data Handling: W: 5%**	**Data Handling: W: 5%**	**Data Handling: W: 5%**	**Data Handling: W: 5%**	**Data Handling: W: 5%**	**Data Handling: W: 5%**	**Data Handling: W: 5%**
Topics, concepts, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths Strategies Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 10 and say which is more or less https://wcedeportal.co.za/eresource/83471 https://wcedeportal.co.za/eresource/83456	• Order a given set of numbers to 20 • Compare numbers up to 12 and say which is more or less Rapid recall: • Bonds to10 • Addition & subtract facts to 5 https://wcedeportal.co.za/eresource/83461	• Order a given set of numbers to 20 • Compare numbers up to 14 and say which is more or less	• Order a given set of numbers to 20 • Compare numbers up to 16 and say which is more or less Rapid recall: • Bonds to10 • Addition & subtract facts to 6 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 18 and say which is more or less Rapid recall: • Bonds to 10 • Addition & subtract facts to 7 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 20 and say which is more or less Rapid recall: • Bonds to10 • Addition & subtract facts to 8 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 20 and say which is more or less	• Order a given set of numbers to 20 • Compare numbers up to 20 and say which is more or less Rapid recall: • Bonds to10 • Addition & subtract facts to 9 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 20 and say which is more or less Rapid recall: • Bonds to 10 • Addition & subtract facts to10 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 20 • Compare numbers up to 20 and say which is more or less Rapid recall: • Bonds to10 • Addition & subtract facts to10 Calculation strategies: – Put large number 1st in order to count on – Number line – Doubling & halving – Building up and breaking down
Count objects	• Count objects to 20 • Count forwards & backwards in 1s to 80 • Forwards in 10s, 5s & 2s to 80	• Count objects to 30 • Count forwards & backwards in 1s to 80 • Forwards in 10s, 5s & 2s to 80	• Count objects to 35 • Count forwards & backwards in 1s to 85 • Forwards in 10s, 5s & 2s to 85	• Count objects to 40 • Count forwards & backwards in 1s to 85 • Forwards in 10s, 5s & 2s to 85	• Count objects to 45 • Count forwards & backwards in 1s to 90 • Forwards in 10s, 5s & 2s to 90	• Count objects to 50 • Count forwards & backwards in 1s to 90 • Forwards in 10s, 5s & 2s to 90	• Count objects to 50 • Count forwards & backwards in 1s to 95 • Forwards in 10s, 5s & 2s to 95	• Count objects to 50 • Count forwards & backwards in 1s to 95 • Forwards in 10s, 5s & 2s to 95	• Count objects to 50 • Count forwards & backwards in 1s to 100 • Forwards in 10s, 5s & 2s to 100	• Count objects to 50 • Count forwards & backwards in 1s to 100 • Forwards in 10s, 5s & 2s to 100
Number Concepts Development	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 80 • Compare and order to 15	• Write symbols to 20 • Recognise number symbols to 80 • Compare and order to 16 Place Value • Decompose small 2-digit numbers to 19	• Recognise number symbols to 85 • Compare and order to 17 • Use ordinal numbers to 5th Place Value • Decompose small 2-digit numbers to 19	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 85 • Compare and order to 17 • Use ordinal numbers to 6th	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 90 • Compare and order to 18 • Use ordinal numbers to 7th	• Recognise number symbols to 90 • Compare and order to 18 • Use ordinal numbers to 8th Place Value • Decompose small 2-digit numbers to 19	• Recognise number symbols to 95 • Compare and order to 19 • Use ordinal numbers to 9th Place Value • Decompose small 2-digit numbers to 19	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 95 • Compare and order to 19 • Use ordinal numbers to 10th Place Value • Decompose small 2-digit numbers to 19	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 100 • Compare and order to 20 • Use ordinal numbers to 10th Place Value • Decompose small 2-digit numbers to 19	• Recognise and write number names to 10 • Write symbols to 20 • Recognise number symbols to 100 • Compare and order to 20 • Use ordinal numbers to 10th
	Solve problems in context and context free calculations https://wcedeportal.co.za/eresource/83491									
Addition and Subtraction	• Add and subtract to 15 – use symbols (+, -, =, ☐) – practise number bonds to 9	• Add and subtract to 16 – use symbols (+, -, =, ☐) – practise number bonds to 9	• Add and subtract to 17 – use symbols (+, -, =, ☐) – practise number bonds to 9	• Add and subtract to 18 – use symbols (+, -, =, ☐) • practise number bonds to 9	• Add and subtract to 18 – use symbols (+, -, =, ☐) – practise number bonds to 9	• Add and subtract to 19 – use symbols (+, -, =, ☐) – practise number bonds to 10	• Add and subtract to 19 – use symbols (+, -, =, ☐) – practise number bonds to 10	• Add and subtract to 20 – use symbols (+, -, =, ☐) – practise number bonds to 10	• Add and subtract to 20 – use symbols (+, -, =, ☐) – practise number bonds to 10	• Add and subtract to 20 – use symbols (+, -, =, ☐) – practise number bonds to 10

Grouping and Sharing (Multiplication and Division)		• Equal sharing & grouping (up to 15) repeated addition to 15 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 16) repeated addition to 16 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 17) repeated addition to 17 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 18) repeated addition to 18 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 19) repeated addition to 19 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 20) repeated addition to 20 • use symbols (+, =, ☐)	• Equal sharing & grouping (up to 20) repeated addition to 20 • use symbols (+, =, ☐)		
Money	• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)					• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	• Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)
PATTERNS, FUNCTIONS AND ALGEBRA										
Number Patterns								• Copy, extend & describe – simple number sequences to 100 – forwards & backwards in 1s – forwards in 10s, 5s, 2s – create & describe own number patterns	• Copy, extend & describe – simple number sequences to 100 – forwards & backwards in 1s – forwards in 10s, 5s, 2s – create & describe own number patterns	• Copy, extend & describe – simple number sequences to 100 – forwards & backwards in 1s – forwards in 10s, 5s, 2s – create & describe own number patterns
Geometric patterns		• Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns	• Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns	• Identify, describe & copy patterns in nature, everyday life and cultural heritage; create & describe own patterns						
SPACE AND SHAPE										
2D		• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides	• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides	• Describe, sort & compare circles, triangles, squares - in terms of size, colour, shape, straight and round sides						
3D		• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide	• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide	• Recognise and name ball shapes (spheres) & box shapes (prisms); • Describe, sort and compare in terms of size, colour, objects that roll & objects that slide						
Symmetry								• Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects	• Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects	• Recognise and draw lines of symmetry in own body, 2D geometrical and non-geometrical objects

Position orientation and view			• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another		• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another	• Describe position of an object in relation to another (e.g. on top of, behind) • Follow directions to move around classroom; follow instructions to place one object in relation to another
MEASUREMENT										
Time	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar				• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar	• Order regular events • Use comparative language (e.g. shorter) • Use sequencing language (e.g. yesterday, morning) • Name and sequence days of week & months of year; place birthdays on calendar			
Mass					• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).	• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).	• Informal: estimate, measure, compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter).			
Capacity					• Informal: estimate, measure, compare, record & order capacity of containers using non-std measures	• Informal: estimate, measure, compare, record & order capacity of containers using non-std measures	• Informal: estimate, measure, compare, record & order capacity of containers using non-std measures			
DATA HANDLING										
Represent data						• **Pictograph**	• **Pictograph**			
Interpret data						• Answer questions on above.	• Answer questions on above.			
Requisite pre-knowledge	The learner must have knowledge of the terms work, be able to Read, analyse the questions, answer the questions and check their answers. – TERM 4 GRADE 1 SKILLS AND KNOWLEDGE: – The FORMAL Assessment will address the relevant knowledge and skills that the learners must have mastered in order to access the grade 1 term 4 work. – Teachers are encouraged to study term 3 and 4 skills and knowledge when designing the T4 FAT.									
Resources (other than textbook) **to enhance learning**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83251 https://wcedeportal.co.za/eresource/83266 https://wcedeportal.co.za/eresource/83246 https://wcedeportal.co.za/eresource/83256									

Informal assessment; remediation	Do error analysis of the T4 FAT and address the learning gaps.	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.) ➢ Locate these skills and knowledge directly in the CAPS. ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will deteriorate. ➢ Allow for teaching, consolidation and revision work to take place. ➢ Afford the learner the opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. The teacher must be vigilant and observe learners and give good opportunity for learners to demonstrate their learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and assess whether learning is happening. Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								**FAT**		