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	s, skills and values		J/0	370	370	<u> </u>	370	370	370	370
NUMBERS, OPE	RATIONS AND RELATIONSHIPS			<u> </u>	1	1	1	1	1	Ī
Mental maths	BASELINE ASSESSMENT TAKEN FROM GRADE R KNOWLEDGE AND SKILLS https://wcedeportal.co.za/eresource/83216 https://wcedeportal.co.za/eresource/83221	 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	https://wcedeportal.co.za/eresource/83471	 Count out objects to 5 Count forwards & backwards in 1s to 5 	Count out objects to 5 Count forwards & backwards in	Count out objects to 6 Count forwards & backwards in	Count out objects to 7 Count forwards & backwards in	Count out objects to 8 Count forwards & backwards in	Count out objects to 9 Count forwards & backwards in	Count out objects to 10 Count forwards & backwards in	Count out objects to 10 Count forwards & backwards in	Count objects to 10 Count forwards & backwards in
Number Concepts	https://wcedeportal.co.za/eresource/83226	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	1s to 5 Recognise number names to 2 and symbols to 5 Write number name 3 and symbol 3 Compare and order numbers	1s to 10 Recognise number names to 2 and symbols to 10 Write number name four and symbol 4 Compare and order numbers	1s to 10 Recognise number names to 3 and symbols to 10 Write number name five and symbol 5 Compare and order numbers	1s to 15 Recognise number names to 4 and symbols to 15 Write number name one and symbol 1 Compare and order numbers	1s to 15 Recognise number names to 4 and symbols to 15 Write number names to 5 and symbols to 5 Compare and order numbers	1s to 20 Recognise number names to 4 and symbols to 20 Write number names to 5 and symbols to 5 Compare and order numbers	1s to 20 Recognise number names to 5 and symbols to 20 Write number names to 6 and symbols to 6 Compare and order numbers	1s to 20 Recognise number names to 5 and symbols to 20 Write number names to 6 and symbols to 6 Compare and order numbers
Salva problems	n context and context free calculations: Use concrete appa	ratus Draw nictures Use number lines	to 5	to 6	to 6					
	eportal.co.za/eresource/83236	ratus. Draw pictures. Ose number imes.								
Addition and Subtraction		 Solve word problems to 2 Add and subtract to 2 Use number lines Practice number bonds to 2 • Equal sharing and grouping up to 5	Solve word problems to 3 Add and subtract to 3 Use number lines Practice number bonds to 2 Equal sharing	Solve word problems to 4 Add and subtract to 4 Use number lines Practice number bonds to 5 Equal sharing	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 Equal sharing	Add and subtract to 5 Use number lines Practice number bonds to 5 Equal sharing	Add and subtract to 6 Use number lines Practice number bonds to 6 Equal sharing	Add and subtract to 6 Use number lines Practice number bonds to 6
and Division			and grouping up to 5	and grouping up to 5			and grouping up to 5	and grouping up to 6	and grouping up to 6	
	CTIONS AND ALGEBRA									
Number Patterns Geometric		Copy and extend simple geometric patterns	Copy and	Copy and	Copy and		Simple number patterns between 1-20			
patterns SPACE AND SHA	.DF		extend simple geometric patterns	extend simple geometric patterns	extend simple geometric patterns					
3D objects	u L				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 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 sequencin language (e.g. yesterday, today, tomorrow, morning, afternoon, evening) Name and sequence days of week & months of year Place birthdays on calendar	language (e.g. yesterday, today, tomorrow, morning, afternoon, evening Name and sequence days of week & months of year language (e.g. yesterday, today, tomorrow, morning, afternoon, evening Name and sequence days of week & months of year	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. yesterday, today, tomortow, 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; 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		
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		<u> </u>			1
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 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 answer Qs on the sorting process & products Collect, sort & describe everyday objects, with reasons; answer Qs on the sorting process & products

Requisite		FOURTH TERM GRADE R SKILLS AND KNOWLEDGE:									
knowledge	Э		t Grade R knowledge and skills that the learners must have mastered in	n order to access the	Grade 1 work.						
		 Teachers are encouraged to study term 4 Grade 1 									
		 This is in the main a practical assessment that can 									
Resource			s, number games, dot cards, number symbol cards, non-standard unit m	measurements, balan	cing scale, containers f	for measuring, height cha	rt, large analogue clock,	building blocks, 2D shap	es (triangle, circle, square	, etc.), 3D objects (boxes,	balls, etc.)
(other	than	Dienes blocks, number chart, ten frame board; etc.									
textbook)	to	https://wcedeportal.co.za/eresource/83236	National Workbooks	https://w	cedeportal.co.za	<u>/eresource/83261</u>					
enhance learning											
learning		https://wcedeportal.co.za/eresource/83241	https://wcedeportal.co.za/eresource/83251	https://w	cedeportal.co.za	/eresource/83266					
		https://wcedeportal.co.za/eresource/83246	https://wcedeportal.co.za/eresource/83256	https://w	cedeportal.co.za	/eresource/83271					
Informal		Do error analysis of the Baseline Assessment and address	ERROR ANALYSIS		•		-				
assessmo	ent	the gaps	Check what relevant skills and knowledge the learner cannot be a controlled to the controlled to	not master (what s/he	has wrong)						
remediati	on		Locate these skills and knowledge directly in the CAPS. (G								
			Remediate / reteach and check for understanding. Should t		dress these knowledge	gaps, these gaps will de	teriorate.				
			Allow for teaching, consolidation and revision work to take page 1.								
			5. Afford the learner the opportunity for good practise as this v								
			FORMATIVE ASSESSMENT occurs throughout – the teacher must be		e the learner and give (good opportunity for the l	earner to demonstrate the	e learning. Let the learne	er vocalise his/her thinking	so that you can observe	
			whether the learner understands your teaching and that learning took	place.							
SBA (For	mal		Plan well for successful teaching and learning.				I	1	FORMAL	T	Inform parents about
Assessm									ASSESSMENT		learner knowledge
Assessiii	City								TASK		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%
• •										
NUMBERS, OPE	RATIONS 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

Number Concept development	Count objects to 10 Count forwards & backwards in 1s to 20 https://wcedeportal.co.za/eresource/83471 https://wcedeportal.co.za/eresource/83311 Recognise number: names to 6 symbols to 20 Write number names to 6 symbols to 6 compare and order to 10	Count objects to 10 Count forwards & backwards in 1s to 20 forwards in 10s, 5s & 2s to 20 https://wcedeportal.co.za/eresource/83316 Recognise number: names to 6 symbols to 20 Write number names to 6 symbols to 6 Compare and order to 10	Count objects to 15 Count forwards & backwards in 1s to 30 forwards in 10s, 5s & 2s to 30 Recognise number: names to 7 symbols to 25 Write number names to 7 symbols to 7 Compare and order to 10	Count objects to 15 Count forwards & backwards in 1s to 30 forwards in 10s, 5s & 2s to 30 Recognise number: names to 7 symbols to 30 Write number names to 7 symbols to 7 Compare and order to 10	Count objects to 20 Count forwards & backwards in 1s to 40 forwards in 10s, 5s & 2s to 40 Recognise number: names to 8 symbols to 35 Write number names to 8 symbols to 8 Compare and order to 10	Count objects to 20 Count forwards & backwards in 1s to 40 forwards in 10s, 5s & 2s to 40 Recognise number: names to 8 symbols to 40 Write number names to 8 symbols to 8 Compare and order to 10	Count objects to 20 Count forwards & backwards in 1s to 50 forwards in 10s, 5s & 2s to 50 Recognise number: names to 9 symbols to 45 Write number names to 9 symbols to 9 Compare and order to 10	Count objects to 20 Count forwards & backwards in 1s to 50 forwards in 10s, 5s & 2s to 50 Recognise number: names to 9 symbols to 50 Write number names to 9 symbols to 9 Compare and order to 10	Count objects to 20 Count forwards & backwards in 1s to 50 forwards in 10s, 5s & 2s to 50 Recognise number: names to 10 symbols to 50 Write number names to 10 symbols to 10 Compare and order to 10	Count objects to 20; Count forwards & backwards in 1s to 50 forwards in 10s, 5s & 2s to 50 Recognise number: names to 10 symbols to 50 Write number names to 10 symbols to 10 Compare and order to 10
	n context and context free calculations: Use the following s	strategies: building up and breaking down/ doubling and halving / nur	mber lines							
Addition and	eportal.co.za/eresource/83346 Add and subtract to 5	Add and subtract to 6	Add and subtract to 7	Add and subtract to 7	Add and subtract to 8	Add and subtract to 8	Add and subtract to 9	Add and subtract to 9	Add and subtract to 10	Add and subtract to 10
Subtraction	Use number lines Practise bonds of 5	 Use symbols (+, -, =, □) Practise bonds to 6 	Use symbols (+, -, =, □) Practise bonds to 7	Use symbols (+, -, =, □) Practise bonds to 7	Use symbols (+, -	Use symbols (+, -	Use symbols (+, - , =, □) Practise bonds to 9	Use symbols (+, -, =, □) Practise bonds to 9	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, FUN	CTIONS AND ALGEBRA			1	•	, , ,	7 1 /		•	
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 SHA				<u></u>	1	<u> </u>				
2D Shapes MEASUREMENT	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							
Time	Use sequencing language (e.g. yesterday, morning)	Use sequencing language (e.g. yesterday, morning)	• Use	Use sequencing	• Use	• Use	• Use	• Use	Order regular	Order regular
-	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	sequencing language (e.g. yesterday, morning)	language (e.g. yesterday, morning)	sequencing language (e.g. yesterday, morning)	sequencing language (e.g. yesterday, morning)	sequencing language (e.g. yesterday, morning)	sequencing language (e.g. yesterday, morning)	events; use comparative language (e.g. shorter)	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 HANDLIN									
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	TERM 2 GRADE 1 SKILLS AND KNOWLEDGE: The FORMAL Assessment will address the relevant knot Teachers are encouraged to study the skills and knowledge for		to access the grade 2 ter					4: 1: 1	
_	Dienes blocks, number chart, ten frame board; etc.	s, number games, dot cards, number symbol cards, non-standa	ird unit measurements, ba	alancing scale, containers	for measuring, neight cr	nart, large analogue clock	k, building blocks, 2D sha	apes (triangle, circle, squ	lare, etc.), 3D objects (boxes, balls, etc.)
Resources (other than textbook) to enhance learning	https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83266	https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83246	-	eportal.co.za/eresc eportal.co.za/ereso					
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 learn > Locate these skills and knowledge directly in the C > Remediate / reteach and check for understanding. > Afford the learner the opportunity for good practise FORMATIVE ASSESSMENT occurs throughout – the teache Allow learners to vocalise their thinking so that you can obser Plan well for successful teaching and learning.	APS. Should the teacher fail to as this will enhance learn r must be vigilant and obs	address these knowledg ning. serve learners and give go	ood opportunity for learne	ers to demonstrate their l	earning. learning is happening.		·
								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:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:	Numbers, Operations and Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W: 9% Data Handling: W:
Tonic concents	, skills and values		5%	5%	5%	5%	5%	5%	5%	5%
	RATIONS 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 niques and strategies: Breaking down and building up; Ha	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 line
 https://wcedeportal.co.za/eresource/83416

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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 	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			to 8	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)	
•	NCTIONS AND ALGEBRA									
Number Patterns Geometric	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	describe - simple number sequences to 70 - forwards & backwards in 1s - forwards in 10s, 5s, 2s - create & describe own number patterns - Copy, describe,	Copy, extend & describe simple number sequences to 80 forwards & backwards in 1s forwards in 10s, 5s, 2s create & describe own number patterns Copy, describe,	 Copy, extend & describe simple number sequences to 80 forwards & backwards in 1s forwards in 10s, 5s, 2s create & describe own number patterns Copy, describe, 	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
patterns						extend and create simple patterns	extend and create simple patterns	extend and create simple patterns		
SPACE AND S	SHAPE					patterns	patterns	patterns		
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 nongeometrical objects						

	place birthdays on calendar	Name and sequence days of week & months of year, place birthdays on calendar	language (e.g. yesterday, morning) Name and sequence days of week & months of year; place birthdays on calendar	sequencing language (e.g. yesterday, morning) Name and sequence days of week & months of year; place birthdays on calendar	sequence days of week & months of year; place birthdays on calendar	sequencing language (e.g. yesterday, morning) Name and sequence days of week & months of year; place birthdays on calendar	events Use comparative language (e.g. shorter) Use sequencing language (e.g. yesterday, morning)	events Use comparative language (e.g. shorter) Use sequencing language (e.g. yesterday, morning)	events Use comparative language (e.g. shorter) Use sequencing language (e.g. yesterday, morning)	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 HANDLI	NG			•					•	
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	 TERM 3 GRADE 1 SKILLS AND KNOWLEDGE: The FORMAL Assessment will address the relevant known Teachers are encouraged to study term 3 grade 1 when 		to access the grade 1 ter					I		
Resources (other than textbook) to enhance learning	Calendar, bottle tops; Interlocking cubes; number lines, abacu Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83261 https://wcedeportal.co.za/eresource/83266	s, number games, dot cards, number symbol cards, non-standard https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83246	https://wcede	alancing scale, containers eportal.co.za/eresceport	ource/83251	hart, large analogue clock	s, building blocks, 2D sh	apes (triangle, circle, squ	uare, etc.), 3D objects (bo	oxes, balls, etc.)
Informal assessment; remediation	Do error analysis of the T3 FAT and address the learner gaps	Error analysis. Check what relevant skills and knowledge the learn Locate these skills and knowledge directly in the Co Remediate / reteach and check for understanding. Allow for teaching, consolidation and revision work Afford the learner the opportunity for good practise FORMATIVE ASSESSMENT occurs throughout. The teacher must be vigilant and observe learners and give go assess whether learning is happening. Plan well for successful teaching and learning.	APS. (Go back to the pre Should the teacher fail to to take place as this will enhance lear	evious grade if you need to address these knowledg ning.	e gaps, these gaps will o		o that you can observe w	whether the learners unde	erstand the work and	Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								FAT		

Name and

Order regular
 Order regular

Order regular

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

Name and sequence days of week & months of year;
 Use sequencing language (e.g. yesterday, morning)
 Use sequencing
 Use sequencing

Time

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%	Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W:	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%	Relationships W: 65% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 11% Measurement: W:	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%
	s, skills and values									
· · · · · · · · · · · · · · · · · · ·	RATIONS AND RELATIONSHIPS	Order a given set of numbers to 20	Order a given	Order a given	Order a given	Order a given	Order a given	- Order a given	Order a given	- Order e given
Mental Maths	 Order a given set of numbers to 20 Compare numbers up to 10 and say which is more or 	Compare numbers up to 12 and say which is more or	Order a given set of numbers	set of numbers	set of numbers	set of numbers	set of numbers	Order a given set of numbers	set of numbers	 Order a given set of numbers
Strategies	less	less	to 20	to 20	to 20	to 20	to 20	to 20	to 20	to 20
Oslavilstian		David seedly	Compare	 Compare 	Compare	Compare	Compare	 Compare 	Compare	Compare
Calculation strategies:	https://www.domontol.com/200474	Rapid recall: Bonds to10	numbers up to	numbers up to	numbers up to	numbers up to	numbers up to	numbers up to	numbers up to	numbers up to
Put large	https://wcedeportal.co.za/eresource/83471	Addition & subtract facts to 5	14 and say which is more	16 and say which is more	18 and say which is more	20 and say which is more	20 and say which is more	20 and say which is more	20 and say which is more	20 and say which is more
number 1st		https://wcedeportal.co.za/eresource/83461	or less	or less	or less	or less	or less	or less	or less	or less
in order to count on	https://wcedeportal.co.za/eresource/83456			Rapid recall:	Rapid recall:	Rapid recall:		Rapid recall:	Rapid recall:	Rapid recall:
Number				Bonds to10	Bonds to 10	Bonds to10		Bonds to10	Bonds to 10	Bonds to10
line				Addition &	Addition &	Addition &		Addition &	Addition &	Addition &
Doubling				subtract facts to 6	subtract facts to	subtract facts to 8		subtract facts to 9	subtract facts to10	subtract facts to10
& halving – Building				10 0		10 0		10 9	1010	1010
up and				Calculation	Calculation	Calculation		Calculation	Calculation	Calculation
breaking				strategies: - Put large	strategies: - Put large	strategies: - Put large		strategies: - Put large	strategies:	strategies: - Put large
down				number 1st in	number 1st in	number 1st in		number 1st in	number 1st in	number 1st in
				order to count	order to count	order to count		order to count	order to count	order to count
				On Number line	On Number line	on - Number line		On Number line	on Number line	on — Number line
				Number lineDoubling &	Number lineDoubling &	Number line Doubling &		Number lineDoubling &	Number lineDoubling &	Number line Doubling &
				halving	halving	halving		halving	halving	halving
				 Building up 	 Building up and 	 Building up 		 Building up and 	 Building up and 	 Building up and
				and breaking down	breaking down	and breaking down		breaking down	breaking down	breaking down
Count objects	Count objects to 20	Count objects to 30	Count objects	Count objects	Count objects	Count objects	Count objects	Count objects	Count objects	Count objects
, , , , , , ,	Count forwards & backwards in 1s to 80	Count forwards & backwards in 1s to 80	to 35	to 40	to 45	to 50				
	 Forwards in 10s, 5s & 2s to 80 	 Forwards in 10s, 5s & 2s to 80 	Count forwards healguards in	Count forwards &	Count forwards hashwards in	 Count forwards & backwards in 				
			& backwards in 1s to 85	backwards in	& backwards in 1s to 90	1s to 90	1s to 95	1s to 95	1s to 100	1s to 100
			Forwards in	1s to 85	Forwards in	Forwards in	Forwards in	Forwards in	Forwards in	Forwards in
			10s, 5s & 2s to 85	 Forwards in 10s, 5s & 2s to 	10s, 5s & 2s to 90	10s, 5s & 2s to 90	10s, 5s & 2s to 95	10s, 5s & 2s to 95	10s, 5s & 2s to 100	10s, 5s & 2s to 100
			03	85		30	33	33	100	
Number Concepts	Recognise and write number names to 10	Write symbols to 20	Recognise	Recognise and		Recognise	Recognise	Recognise and	Recognise and	Recognise and
Development	 Write symbols to 20 Recognise number symbols to 80 	 Recognise number symbols to 80 Compare and order to 16 	number symbols to 85	write number names to 10	write number names to 10	number symbols to 90	number symbols to 95	write number names to 10	write number names to 10	write number names to 10
	Compare and order to 15	Compare and crash to 10	Compare and	Write symbols	Write symbols	Compare and	Compare and	Write symbols	Write symbols	Write symbols
			order to 17 Use ordinal	to 20	to 20	order to 18 Use ordinal	order to 19 Use ordinal	to 20	to 20	to 20 • Recognise
			numbers to 5 th	Recognise number	Recognise number	numbers to 8 th	numbers to 9 th	Recognise number	Recognise number	number
		5		symbols to 85	symbols to 90			symbols to 95	symbols to 100	symbols to 100
		Place Value Decompose small 2-digit numbers to 19		Compare and order to 17	Compare and order to 18			Compare and order to 19	 Compare and order to 20 	 Compare and order to 20
		Decompose small 2-digit numbers to 13		Use ordinal	Use ordinal			Use ordinal	Use ordinal	Use ordinal
			Place Value	numbers to 6 th	numbers to 7 th	Place Value	Place Value	numbers to 10 th	numbers to 10 th	numbers to 10 th
			Decompose small 2-digit			Decompose small 2-digit	Decompose small 2-digit	Place Value	Place Value	
			numbers to 19			numbers to 19	numbers to 19	Decompose	Decompose	
								small 2-digit	small 2-digit	
	Solve problems in context and context free calculations							numbers to 19	numbers to 19	
	https://wcedeportal.co.za/eresource/83491									
Addition and	Add and subtract to 15	Add and subtract to 16	Add and	Add and	Add and	Add and	Add and	Add and	Add and	Add and
Subtraction	- use symbols (+, -, =, □)	- use symbols (+, -, =, □)	subtract to 17	subtract to 18	subtract to 18	subtract to 19	subtract to 19	subtract to 20	subtract to 20	subtract to 20
	practise number bonds to 9	 practise number bonds to 9 	- use symbols (+,	 use symbols (+, -, =, □) 	- use symbols (+, -, =, □)	use symbols (+, -, =, □)	use symbols (+, -, =, □)	- use symbols (+, -, =, □)	use symbols(+, -, =, □)	- use symbols (+, -, =, □)
			-, =, □)	 practise 	 practise number 	practise	practise	practise	practise	practise
			 practise number bonds to 9 	number bonds to 9	bonds to 9	number bonds to 10				
			DOING IO 3	10 9		10 10	10 10	10 10	10 10	10 10

Grouping and Sharing (Multiplication and Division) 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) CTIONS AND ALCERDA.	 Equal sharing & grouping (up to 15) repeated addition to 15 use symbols (+, =, □) Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c) 	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 (+, =, □)	& grouping (up to 19) repeated addition to 19	Equal sharing & grouping (up to 20) repeated addition to 20 use symbols (+, =, □) Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	Equal sharing & grouping (up to 20) repeated addition to 20 use symbols (+, =, □) Recognising and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents only up to 20c)	and using Rands and cents (up to R20); solving money problems involving totals & change (up to R20, in cents	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, FUN Number	CTIONS AND ALGEBRA							Copy, extend &	Copy, extend & Copy	Copy, extend &
Patterns								describe - simple number sequences to 100 - forwards & backwards in 1s - forwards in 10s, 5s, 2s - create & describe own number patterns	describe - simple number sequences to 100 - forwards & - forwards in 1s - forwards in 10s, 5s, 2s - create & - conductor of the conductor	describe simple number sequences to 100 forwards & packwards 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 SHA	APE .									
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	draw lines of symmetry in own body, 2D geometrical and non-geometrical g	Recognise and draw lines of symmetry in own body, 2D geometrical and non- geometrical objects

Position			 Describe 	Describe		Describe	Describe	Describe	Describe	 Describe
orientation and			position of an	position of an		position of an	position of an	position of an	position of an	position of an
view			object in	object in		object in	object in	object in	object in	object in
			relation to	relation to		relation to	relation to	relation to	relation to	relation to
			another (e.g. on	another (e.g.		another (e.g.	another (e.g.	another (e.g.	another (e.g.	another (e.g.
			top of, behind)	on top of,		on top of,	on top of,	on top of,	on top of,	on top of,
			• Follow	behind)		behind)	behind)	behind)	behind)	behind)
			directions to	 Follow 		• Follow	Follow	Follow	• Follow	 Follow
			move around	directions to		directions to	directions to	directions to	directions to	directions to
			classroom;	move around		move around	move around	move around	move around	move around
			follow	classroom;		classroom;	classroom;	classroom;	classroom;	classroom;
			instructions to	follow		follow	follow	follow	follow	follow
			place one	instructions to		instructions to	instructions to	instructions to	instructions to	instructions to
			object in	place one		place one	place one	place one	place one	place one
			relation to	object in		object in	object in	object in	object in	object in
			another	relation to		relation to	relation to	relation to	relation to	relation to
				another		another	another	another	another	another
MEASUREMENT Time										
Time	Order regular events	Order regular events				Order regular ovents	Order regular ovente			
	Use comparative language (e.g. shorter)	Use comparative language (e.g. shorter)				events	events			
	Use sequencing language (e.g. yesterday, morning)	Use sequencing language (e.g. yesterday, morning)				• Use	• Use			
	 Name and sequence days of week & months of year; 	Name and sequence days of week & months of year;				comparative	comparative			
	place birthdays on calendar	place birthdays on calendar				language (e.g.	language (e.g.			
						shorter)	shorter)			
						• Use	• Use			
						sequencing	sequencing			
						language (e.g.	language (e.g.			
						yesterday,	yesterday,			
						morning)	morning)			
						Name and	Name and			
						sequence days	sequence days			
						of week &	of week &			
						months of	months of year;			
						year; place	place birthdays			
						birthdays on	on calendar			
						calendar			+	
Mass					Informal:	Informal:	Informal:			
					estimate,	estimate,	estimate,			
					measure,	measure,	measure,			
					compare, order,	compare,	compare,			
					describe and	order, describe	order, describe			
					record mass	and record	and record			
					using a	mass using a	mass using a			
					balancing scale	balancing	balancing scale			
					& non-std	scale & non-	& non-std			
					measures;	std measures;	measures;			
					comparative	comparative	comparative			
					language (e.g.	language (e.g.	language (e.g.			
					light, lighter).	light, lighter).	light, lighter).			
Capacity					Informal:	 Informal: 	 Informal: 			
					estimate,	estimate,	estimate,			
					measure,	measure,	measure,			
					compare,	compare,	compare,			
					record & order	record & order	record & order			
					capacity of	capacity of	capacity of			
					containers	containers	containers			
					using non-std	using non-std	using non-std			
DATA					measures	measures	measures			
DATA HANDLING										
Represent data				T		Pictograph	Pictograph		T	
Interpret data						Answer	Answer		+	
interpret data						Answer questions on	Answer questions on			
						above.	above.			
	The learner must have knowledge of the terms work, he able t	Look Read, analyse the questions, answer the questions and check the	neir answers.			1 45040.	L	L		
Requisite pre-	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:									
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.									
Kilowieuge	 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. 									
	 Leachers are encouraged to study term 3 and 4 skills and knowledge when designing the 14 FA1. 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.) 									as halls atc \
	Calandar, hottle tone: Interlocking cubes: number lines, sheep	a. nomber uginea. uur valua. Hulliber aviilluli Calua. Hull-Slallualu	unit measurements, Dala	anonny scale, containers	ioi ilicasuilly, ficigiil Ci	nan, iaiye analoyue 000	n, bullully blocks, 2D SI	iapes (mangle, circle, squ	are, etc., ou objects (boxe	os, Dalis, Ell.)
Resources	Calendar, bottle tops; Interlocking cubes; number lines, abacu	o,								
Resources (other than	Dienes blocks, number chart, ten frame board; etc.		ED II	and the state of						
(other than	Dienes blocks, number chart, ten frame board; etc.		https://wcedep	oortal.co.za/ereso	urce/83251					
(other than textbook) to	Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83261	https://wcedeportal.co.za/eresource/83241								
(other than	Dienes blocks, number chart, ten frame board; etc.			oortal.co.za/ereso						

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.								
SBA (Formal Assessment)		, , , , , , , , , , , , , , , , , , ,						FAT		