GRADE 2 TERM 1 MATHEMATICS 2019

TERM 1	WEEK 1 (3 days)	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
I LIXIVI I										Numbers,
CONTENT AREAS AND WEIGTING	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape:	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape:	Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape:
			13% Measurement: W: 12% Data Handling: W:	W: 13% Measurement: W: 12% Data Handling: W:	12% Data Handling: W: 5%	12% Data Handling: W: 5%	W: 13% Measurement: W: 12% Data Handling: W:	W: 13% Measurement: W: 12% Data Handling:	W: 13% Measurement: W: 12% Data Handling:	W: 13% Measurement: W: 12% Data Handling:
			5%	5%%			5%	W: 5%	W: 5%	W: 5%
	S, SKILLS AND VALUES									
NUMBERS, OPERAT	TIONS AND RELATIONSHIPS	nt on or back; mental number line; doubling and halving; bu	ilding up and brooking	down use relationshi	n hatusan addition and a	uhtrastion				
wentai matns	Calculation Strategies: Put the larger number first to cour	Order a set of numbers to 20	Order a set of	Order a set of	Order a set of	Order a set of	Order a set of	Order a set	Order a set	Order a set
		Compare and say which is 1, 2 more or less to 20	numbers to 20	numbers to 22	numbers to 22	numbers to 24	numbers to 25	of numbers	of numbers	of numbers
	5.051 WF .0050045VF	Rapid recall:	Compare and	Compare and	Compare and say	Compare and say	Compare and	to 25	to 25	to 25
	BASELINE ASSESSMENT	Addition & subtraction facts to 7	say which is 1,	say which is 1,	which is 1, 2 more	which is 1, 2	say which is	Compare	Compare and	
		https://wcedeportal.co.za/eresource/83536	2 more or less	2 more or less	or less to 22	more or less to	1, 2 more or	and say	say which is	say which is
			to 20	to 22	Rapid recall:	24 • Rapid recall:	less to 25 Rapid recall:	which is 1, 2 more or less	1, 2 more or less to 25	1, 2 more or less to 25
	https://wcedeportal.co.za/eresource/83531		Rapid recall:	Rapid recall:	Addition &	Addition &	Addition &	to 25	Rapid recall:	Rapid recall:
			Addition &	Addition &	subtraction facts	subtract facts to	subtract facts		Addition &	Addition &
			subtraction	subtraction facts to 9	to 10	10	to 10		subtract facts	subtract facts
Number concept		Count forwards & backwards in 1s, 10s, 5s, 2s to 50	facts to 8 Count forwards	Count	Count forwards &	Count forwards &	Count		to 10	to 10
development		Recognise, read, write	& backwards in	forwards &	backwards in 1s,	backwards in 1s,	forwards &			
,		- number names to 10	1s, 10s, 5s, 2s	backwards in	10s, 5s, 2s to 80	10s, 5s, 2s to 90	backwards in			
		- symbols to 20	to 60	1s, 10s, 5s, 2s		Recognise, read,	1s, 10s, 5s, 2s to 100			
		Compare and order to 20 Place Value to 10	 Recognise, read, write 	to 70 • Recognise,	write - number names to	write - number names to	Recognise,			
		1 lace value to 10	 number names 	read, write	20	20	read, write			
			to 15	- number	 symbols to 50 	 symbols to 60 	- number			
			symbols to 30	names to 15 - symbols to 40	Compare and	Compare and	names to 25 - symbols to 70			
			Compare and	391110013 to 40	order to 25	order to 25	Compare and			
			order to 20	Compare and	Place Value to 20	Place Value to 25	order to 25			
			 Place Value to 15 	order to 20 • Place Value to			Place Value to 25			
			15	15			25			
Addition		Solve problems in context and context free calculations u	se the following strate	gies: use drawings and		doubling & halving; buildi	ng up and breaking d	own		
Subtraction		Solve +, - problems and explain solutions	• Solve +, -	• Solve +, -	Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -
		Add and subtract to 15 Use symbols (+, -, =, □)	problems and explain	problems and explain	problems and explain solutions	problems and explain solutions	problems and explain	problems and explain	problems and explain	problems and explain
Repeated Addition		Ose symbols (+, -, -, □) Bonds to 8	solutions	solutions	Add and subtract	Add and subtract	solutions	solutions	solutions	solutions
leading to			Add and	Add and	to 18	to 19	• Add &		• Add &	• Add &
Multiplication			subtract to 16 • Repeated	subtract to 17Use symbols	Repeated addition	• Use symbols (+, - , =, □)	subtract to 20 • Repeated		subtract to 20Use symbols	subtract to 20 • Use symbols
			addition to 16	(+, -, =, □)	to 18 leading to multiplication	• Bonds to 10	addition to 20		(+, -, =, □)	(+, -, =, □)
			leading to	Bonds to 9	Multiply 1 to 9 by		leading to ×		Bonds to 10	Bonds to 10
			multiplication		2		Multiply 1 to			
			Multiply 1 to 8		• Use symbols (+, -,		10 by 2			
			by 2		=, □) • Bonds to 9		Use symbols (+, -, =, □)			
			• Use symbols (+, -, =, □)		טוועס נט א		● Bonds to 10			
			● Bonds to 8							
Grouping and			Solve word	Solve word	Solve word				Solve word	Solve word
Sharing			problems	problems	problems				problems	problems
			involving equal sharing &	involving equal sharing	involving equal sharing &				involving equal sharing	involving equal sharing
			grouping to 10	& grouping to	grouping to 15				& grouping to	& grouping to
			with answers	15 with	with answers that				20 with	20 with
			that may include	answers that may include	may include remainders				answers that may include	answers that may include
			remainders	remainders	Tomamadia				remainders	remainders

PATTERNS, FUNCTI	IONS AND ALGEBRA		Copy, extend, and despite.			Recognise and use Rands and cents (up to R50) Solve money problems involving totals & change (up to R20)	Recognise and use Rands and cents (up to R50) Solve money problems involving totals & change (up to R20) Copy, extend,	Recognise and use Rands and cents (up to R50) Solve money problems involving totals & change (up to R20)	Recognise and use Rands and cents (up to R50) Solve money problems involving totals & change (up to R20) Copy,	Recognise and use Rands and cents (up to R50) Solve money problems involving totals & change (up to R20) Copy,
			and describe, and create own repeated patterns				and describe, and create own repeated patterns		extend, and describe, and create own repeated patterns	extend, and describe, and create own repeated patterns
3D						 Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects 	 Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects 	Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects	 Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects 	Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects
MEASUREMENT Length					Informal: estimate, measure, compare, order, describe & record length using non- std measures comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)	Informal: estimate, measure, compare, order, describe & record length using non- std measures comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)	Informal: estimate, measure, compare, order, describe & record length using non-std measures comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)			
Time		 Name and sequence days of week & months of year; place dates on calendar; tell 12-hour time in hours & half-hours on analogue clocks calculate length of time in hours or half-hours (using clocks) 	Name and sequence days of week & months of year; place dates on calendar; tell 12-hour time in hours & half-hours on analogue clocks calculate length of time in hours or half-hours (using clocks)	Name and sequence days of week & months of year; place dates on calendar; tell 12-hour time in hours & half-hours on analogue clocks calculate length of time in hours or half-hours (using clocks)						
DATA HANDLING										
Collecting and analysing data Representing data					Data collection Pictograph one-to-one	 Data collection Pictograph one- to-one 				
	_				correspondence	correspondence				
Interpreting data					 Answer questions on above 	 Answer questions on above 				
Requisite pre- knowledge	Term 4 Grade 1 knowledge and skills- to gauge for the Bas Term 1 Grade 2 skills and knowledge- to gauge for the FAT			1	- I					

Teachers are encouraged to study term 1 grade 2 skills and knowledge when designing the T1 FAT. 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. Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83386 https://wcedeportal.co.za/eresource/83551 https://wcedeportal.co.za/eresource/83556 https://wcedeportal.co.za/eresource/83556), 3D objects (boxes, balls, etc.)
Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83386 https://wcedeportal.co.za/eresource/83556 https://wcedeportal.co.za/eresource/83556 https://wcedeportal.co.za/eresource/83556	.), 3D objects (boxes, balls, etc.)
Resources (other than textbook) to https://wcedeportal.co.za/eresource/8356 https://wcedeportal.co.za/eresource/8356 https://wcedeportal.co.za/eresource/8356 https://wcedeportal.co.za/eresource/83556	
than textbook) to https://wcedeportal.co.za/eresource/83556	
than textbook) to https://wcedeportal.co.za/eresource/83556	
enhance learning	
https://wcedeportal.co.za/eresource/83711 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83246	
Do error analysis of the T1 FAT and address the learning	Inform parents of
gaps. Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.	learning gaps.
Locate these skills and knowledge directly in the CAPS. (Go right back if you need to – a previous grade)	Remedial teaching
Informal Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these gaps will grow bigger.	must be prioritised.
Allow for teaching, consolidation and revision work to prevail.	
remediation.	
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	ne work and
assess whether learning is happening.	
Plan well for successful teaching and learning.	
SBA (Formal Assessment) FAT	

GRADE 2 TERM 2 MATHEMATICS 2019

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK10
CONTENT AREAS AND WEIGTING	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%
	EPTS, SKILLS AND VALUES		1					1		
NUMBERS, OPI	ERATIONS AND RELATIONSHIPS Calculation Strategies: Put the larger number first to count	on or back: mental number line: doubling and balving: built	ding up and breaking d	own: use relationship he	tween addition and subtr	action				
	Order a given set of numbers to 25 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 25 Rapid recall: Addition & subtract facts to 10 https://wcedeportal.co.za/eresource/83566l	Order a given set of numbers to 25 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 25 Rapid recall: Addition & subtract facts to 10 https://wcedeportal.co.za/eresource/83571	Order a given set of numbers to 30 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 30 Rapid recall: Addition & subtract facts to 10	Order a given set of numbers to 35 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 35 Rapid recall: Addition & subtract facts to 10		Order a given set of numbers to 45 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 45 Rapid recall: Addition & subtract facts to 10	Order a given set of numbers to 50 Compare & say which is 1, 2, 3, 4, 5 & 10 more or less to 50 Rapid recall: Addition & subtract facts to 10	Order a given set of numbers to 50 Compare & say which is 1, 2, 3, 4, 5 & 10 more or less to 50	Order a given set of numbers to 50 Compare & say which is 1, 2, 3, 4, 5 & 10 more or less to 50 Rapid recall: Addition & subtract facts to 10	Order a given set of numbers to 50 Compare & say which is 1, 2, 3, 4, 5 & 10 more or less to 50 Rapid recall: Addition & subtract facts to 10
Number Concept Development	Count forwards & backwards in 1s, 2s 5s 10s, to 100 3s, 4s, to 100 Recognise, read, write number names to 25 symbols to 100 Compare and order to 25 Place Value to 25	Count forwards & backwards in 1s, 2s 5s 10s, to 110 3s, 4s, to 100 Recognise, read, write number names to 25 symbols to 110 Compare and order to 25 Place Value to 25	Count forwards & backwards in 1s, 2s 5s 10s, to 120 3s, 4s, to 100 Recognise, read, write number names to 30 Symbols to 120 Compare and order to 30 Place Value to 30	Count forwards & backwards in 1s, 2s 5s 10s, to 130 Recognise, read, write number names to 35 symbols to 130 Compare and order to 35 Place Value to 35	Count forwards & backwards in 1s, 2s 5s 10s, to 140 Recognise, read, write number names to 40 Symbols to 140 Compare and order to 40 Place Value to 40	Count forwards & backwards in 1s, 2s 5s 10s, to 140 3s, 4s, to 100 Recognise, read, write number names to 45 symbols to 140 Compare and order to 45 Place Value to 45	Count forwards & backwards in 1s, 2s 5s 10s, to 150 3s, 4s, to 100 Recognise, read, write number names to 50 symbols to 150 Compare and order to 50	Count forwards & backwards in 1s, 2s 5s 10s, to 150 sas, 4s, to 100 Recognise, read, write number names to 50 symbols to 150 Compare and order to 50	Count forwards & backwards in 1s, 2s 5s 10s, to 150 Recognise, read, write number names to 50 symbols to 150 Count forwards & backwards in 1s, 2s 5s 10s, to 150	Count forwards & backwards in 1s, 2s 5s 10s, to 150 Recognise, read, write number names to 50 symbols to 150 Compare and order to 50

							Place Value to 50	Place Value to 50	 Compare and order to 50 Place Value to 50 	Place Value to 50
Addition Subtraction	Solve problems in context and context free calculations: us Solve +, - problems and explain solutions	Solve +, - problems and explain solutions	doubling and halving; r Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -	• Solve +, -
	Add & subtract to 20	Solve +, - problems and explain solutions Add & subtract to 25	problems and	problems and	Solve +, - problems and	problems and	• Solve +, - problems and	problems and	problems	problems and
	use symbols (+, -, =, □)	use symbols (+, -, =, □)	explain	explain solutions	explain solutions	explain solutions	explain	explain	and explain	explain
Repeated Addition			solutions	Add & subtract to	 Add & subtract to 	Add & subtract to	solutions	solutions	solutions	solutions
leading to	Multiply 1 to 10 by 2		Add & subtract	35	40	45	 Add & subtract to 50 	Add & subtract to 50	Add & subtract to	 Add & subtract to 50
Multiplication	Practise bonds to 10	Practise bonds to 11	to 30	use symbols (+, -	use symbols (+, -,	use symbols (+, -	use symbols	use symbols	50 50	use symbols
	Tradition borida to To	Tradico portas to 11	 use symbols (+, -, =, □) 	, =, □)	=, □)	, =, □) • Multiply 1-10 by	(+, -, =, □)	(+, -, =, □)	use symbols	(+, -, =, □)
			(+, -, −, □)	Multiply 1-10 by	Multiply 1-10 by	2, 5	 Multiply 1-10 	(,,,,,	(+, -, =, □)	(, , , ,
			Multiply 1-10	2, 5	2, 5		by 2, 5	5	Multiply 1-10	
			by 2			Practise bonds to	Practise bonds	Practise bonds to 15	by 2, 5	
			Desertion hands	Practise bonds to 13	Practise bonds to	14	to 14	bollus to 15	Practise	
			Practise bonds to 12	13	13		10 11		bonds to 15	
Grouping and		Solve word problems involving equal sharing &	Solve word	Solve word	Solve word	Solve word	Solve word	Solve word		
Sharing		grouping to 20 with answers that may include	problems	problems	problems	problems	problems	problems		
		remainders.	involving equal	involving equal	involving equal	involving equal	involving equal	involving		
			sharing & grouping to 20	sharing & grouping to 25	sharing & grouping to 25	sharing & grouping to 30	sharing & grouping to 30	equal sharing & grouping to		
		Solve word problems involving equal sharing leading	with answers	with answers that	with answers that	with answers that	with answers	30 with		
Sharing		to solutions that may have unitary fractions.	that may	may include	may include	may include	that may	answers that		
leading to	Solve word problems involving equal sharing leading to		include	remainders.	remainders.	remainders.	include	may include		
fractions	solutions that may have unitary fractions.		remainders.				remainders.	remainders.		
				Solve word	Solve word	Solve word	Solve word	Solve word		
			Solve word	problems	problems	problems	problems	problems		
			problems	involving equal	involving equal	involving equal	involving equal	involving		
			involving equal	sharing leading	sharing leading to	sharing leading	sharing	equal sharing		
			sharing leading to solutions	to solutions that may have unitary	solutions that may have unitary	to solutions that may have unitary	leading to solutions that	leading to solutions that		
			that may have	fractions.	fractions	fractions.	may have	may have		
			unitary				unitary	unitary		
- "			fractions.				fractions.	fractions.		
Fractions	 Use and name unitary fractions: halves, quarters 	Use and name unitary fractions: halves, quarters	Use and name unitary	 Use and name unitary fractions: 	 Use and name unitary fractions: 	Use and name unitary fractions:	 Use and name unitary 			 Use and name unitary
	 recognise fractions in diagrammatic form 	recognise fractions in diagrammatic form	fractions:	thirds and fifths	 thirds and fifths 	- halves, quarters,	fractions:			fractions:
	 equal sharing problems leading to unitary fractions 	equal sharing problems leading to unitary fractions	 thirds and fifths 	- recognise	 recognise 	recognise	halves,			halves,
	, ,		recognise	fractions in	fractions in	fractions in	quarters,			quarters,
			fractions in	diagrammatic	diagrammatic	diagrammatic form	 recognise 			thirds and fifths
			diagrammatic form	form — equal sharing	form — equal sharing	equal sharing	fractions in diagrammatic			- recognise
			equal sharing	problems leading	problems leading	problems leading	form			fractions in
			problems	to unitary	to unitary	to unitary	equal sharing			diagrammatic
			leading to	fractions	fractions	fractions	problems			form
			unitary				leading to			equal sharing problems
			fractions				unitary fractions			leading to
										unitary
••	B : 1 B : 1 B : 1	D : 1 D 1 1 1 DF0								fractions
Money	Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R50	Recognise and use Rands and cents to R50 Solve money problems involving totals & change to	Recognise and use Rands and	Recognise and use Rands and			 Recognise and use 			
	Solve money problems involving totals & change to R50	Solve money problems involving totals & change to R50	cents to R50	cents to R50			and use Rands and			
		1.00	Solve money	Solve money			cents to R50			
			problems	problems			 Solve money 			
			involving totals	involving totals &			problems			
			& change to R50	change to R50			involving totals & change to			
							R50			
	ICTIONS AND ALGEBRA									
Number	Copy, describe and extend simple number sequences to Copy forwards is 15, 100, 50, 20, 20, and 45, 20, 20, 20, 20, 20, and 45, 20, 20, 20, 20, 20, 20, 20, 20, 20, 20	Copy, describe and extend simple number sequences to 100 ferroade % healthwards in 1s, 10s, 5s, 2s, 3s,	Copy, describe	Copy, describe and extend	Copy, describe	Copy, describe and sytend	Copy,	Copy, describe and	Copy,	• Copy,
Patterns	100 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s	to 100 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s	and extend simple number	and extend simple number	and extend simple number	and extend simple number	describe and extend simple	describe and extend	describe and extend	describe and extend simple
		and 43	simple number sequences to	sequences to	sequences to 130	simple number sequences to	number	simple	simple	number
			120 - forwards	120 - forwards &	- forwards &	130 - forwards &	sequences to	number	number	sequences to
			& backwards in	backwards in 1s,	backwards in 1s,	backwards in 1s,	140 - forwards	sequences to	sequences to	150 - forwards
			1s, 10s, 5s, 2s,	10s, 5s, 2s, 3s	10s, 5s, 2s, 3s and 4s	10s, 5s, 2s, 3s	& backwards	140 -	150 -	& backwards in 1s, 10s, 5s,
			3s and 4s	and 4s	anu 48	and 4s	in 1s, 10s, 5s, 2s, 3s and 4s	forwards & backwards in	forwards & backwards in	2s, 3s and 4s
							_5, 55 5114 15	1s, 10s, 5s,	1s, 10s, 5s,	_3, 00 000
1			1					2s, 3s and 4s	2s, 3s and 4s	

Geometric patterns SPACE AND SH	IAPE	Copy, extend, and describe, and create own repeated patterns or patterns that change predictably	Copy, extend, and describe, and create own repeated patterns or patterns that change predictably Describe, sort	Describe, sort &	Describe, sort &	Describe, sort &	Describe, sort			Copy, extend, and describe, and create own repeated patterns or patterns that change predictably
			& Compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	& Compare circles, triangles, squares, rectangles - 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, objects that roll & objects that slide; build 3D objects 					 Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects 		Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects	Recognise and name ball shapes (spheres), & box shapes (prisms) Describe, sort and compare in terms of size, objects that roll & objects that slide; build 3D objects
Symmetry							Recognise and draw lines of symmetry in 2D geometrical and non- geometrical objects	Recognise and draw lines of symmetry in 2D geometrical and non- geometrical objects	Recognise and draw lines of symmetry in 2D geometrical and nongeometrical objects	Recognise and draw lines of symmetry in 2D geometrical and non- geometrical objects
Viewing Objects		 Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom 	Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom							
MEASUREMEN' Time					Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)	Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)	Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)		Tell 12-hour time in Tell 12-hour time in Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)	Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)
Length	Informal: estimate, measure, Compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)	Informal: estimate, measure, Compare, order, describe & record length using non-std measures; comparative language (e.g. longer, wider). Formal: metres (use of metre sticks)	Informal: estimate, measure, Compare, order, describe & record length using non-std measures; comparative language (e.g.						,	

			longer, wider).							
			Formal: metres							
			(use of metre							
Mana			sticks)	1.6	1.6					
Mass				Informal:	Informal:	Informal:				
				estimate,	estimate,	estimate,				
				measure, Compare, order,	measure, Compare, order,	measure, Compare, order,				
				describe and	describe and	describe and				
				record mass	record mass	record mass				
				using a	using a balancing	using a				
				balancing scale	scale & non-std	balancing scale				
				& non-std	measures;	& non-std				
				measures;	comparative	measures;				
				comparative	language (e.g.	comparative				
				language (e.g.	light, lighter).	language (e.g.				
				light, lighter).	Formal: as above	light, lighter).				
				Formal: as above	in kg (use of	Formal: as above				
				in kg (use of	packaged items	in kg (use of				
				packaged items with mass	with mass	packaged items with mass				
				indicated); use of	indicated); use of bathroom scales	indicated); use of				
				bathroom scales	and descriptors	bathroom scales				
				and descriptors	and docomptoro	and descriptors				
DATA HANDLIN	G		'	,						
Representing				 Pictograph one- 	Pictograph one-	Pictograph one-				
data				to-one	to-one	to-one				
				correspondence	correspondence	correspondence				
Interpreting				 Answer 	 Answer questions 					
data				questions on	on above	questions on				
	The leave are not been been also of the terms and be able to	Dood and a the wasting and should	L	above		above				
Requisite pre-	The learner must have knowledge of the terms work, be able to — TERM 2 GRADE 2 SKILLS AND KNOWLEDGE:	Read, analyse the questions, answer the questions and check tr	neir answers.							
knowledge		knowledge and skills that the learners must have mastered in ord	der to access the grade 2	torm 2 work						
Kilowicage	Teachers are encouraged to study term 2 grade 2 when designing		uei lo access lile giade 2	LIGITI Z WOIK.						
	Calendar, bottle tops; Interlocking cubes; number lines, abacus,		unit measurements, bala	ancing scale, containers for	measuring, height chart,	large analogue clock, build	ing blocks, 2D shapes (triang	gle, circle, square,	e, etc.), 3D objects (box	es, balls, etc.)
	Dienes blocks, number chart, ten frame board; etc.									,
Resources										
(other than	https://wcedeportal.co.za/eresource/83256	https://wcedeportal.co.za/eresource/837	<u>711 </u>	s://wcedeportal.co	.za/eresource/8324	<u>41</u>				
textbook) to										
enhance	https://wcedeportal.co.za/eresource/83246	https://wcedeportal.co.za/eresource/834	<u>471 </u>	ttps://wcedeportal.	co.za/eresource/83	<u>8546</u>				
learning										
	https://wcedeportal.co.za/eresource/83551	https://wcedeportal.co.za/eresource/835	556							
Informal	Do error analysis of the T2 FAT and address the learning	Error analysis.								Inform parents of
assessment;	gaps.	Check what relevant skills and knowledge the learn								learning gaps.
remediation		Locate these skills and knowledge directly in the CA	APS. (Go right back if you	u need to – a previous grad	de)					Remedial teaching
		Remediate / reteach and check for understanding.		address these knowledge	gaps, these gaps will gro	w bigger.				must be prioritised.
		 Allow for teaching, consolidation and revision work 								
		Afford the opportunity for good practise as this will FORMATIVE ASSESSMENT occurs throughout.	ennance learning.							
		The teacher must be vigilant and observe learners and give go	and apportunity for learne	are to demonstrate their les	erning Allow learners to ve	ocalise their thinking so that	vou can observe whether th	na laarnare undare	etand the work and	
		assess whether learning is happening.	ood opportunity for idallit	אים נט עפוווטווטנומנס נווסוו ופנ	illing. Allow leathers to ve	Journal milling at the	, you can observe wrictile ti	ic learners under	Staria trie WUIN aria	
		Plan well for successful teaching and learning.								
SBA (Formal							FA	\T		
Assessment)			1	1						

GRADE 2 TERM 3 MATHEMATICS 2019

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK10
CONTENT AREAS AND WEIGTING	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space and Shape: W:13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space and Shape: W:13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12%

				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%
	PTS, SKILLS AND VALUES RATIONS AND RELATIONSHIPS									
Mental maths	 Order a given set of numbers to 50 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 50 Rapid recall: Addition & subtract facts to 10 Add & subtract multiples of 10 to 50 https://wcedeportal.co.za/eresource/83576 https://wcedeportal.co.za/eresource/83581 	Order a given set of numbers to 55 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 55 Rapid recall: Addition & subtract facts to 11 https://wcedeportal.co.za/eresource/83586	Order a given set of numbers to 60 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 6 Rapid recall: Addition & subtract facts to 12 Add & subtract multiples of 10 to 50	Order a given set of numbers to 65 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 65 Rapid recall: Addition & subtract facts to 13	Order a given set of numbers to 70 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 70 Rapid recall: Addition & subtract facts to 14 Add & subtract multiples of 10 to 50	Order a given set of numbers to 75 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 75 Rapid recall: Addition & subtract facts to 15	 Rapid recall: Addition & subtract facts to 15 Add & subtract multiples of 10 to 50 	Rapid recall: • Addition & subtract facts to 15	Order a given set of numbers to 75 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 75 Rapid recall: Addition & subtract facts to 15	
		l tt on or back; mental number line; doubling and halving; bu	ilding up and breaking d	lown; use relationship l	l between addition and su					
Number concept development	 Count forwards & backwards in: 1s, 2s, 5s, 10s, to 180 3s, 4s, to 100 	 Count forwards & backwards in: 1s, 2s, 5s, 10s, to 180 3s, 4s, to 100 Recognise, read, write number names to 55 symbols to 155 Compare and order to 55 Place Value to 55 	Count forwards & backwards in: 1s, 2s, 5s, 10s, to 180 3s, 4s, to 100 Recognise, read, write number names to 60 symbols to 160 Compare and order to 60 Place Value to 60	Count forwards & backwards in: 1s, 2s, 3s, 4s, 5s 10s, to 180 3s, 4s, to 100	Count forwards & backwards in: 1s, 2s, 5s 10s, to 180 3s, 4s, to 100 Recognise, read, write number names to 70 symbols to 170 Compare and order to 70 Place Value to 70	Count forwards & backwards in: 1s, 2s 5s 10s, to 180 3s, 4s, to 100	Count forwards & backwards in: 1s, 2s 5s 10s, to 180 Secognise, read, write number names to 75 symbols to 180 Compare and order to 75 Place Value to 75		- Count forwards & backwards in: 1s, 2s 5s 10s, to 180; 3s, 4s, to 100 - Recognise, read, write - number names to 75 - symbols to 180 • Compare and order to 50 • Place Value to 75	 Count forwards & backwards in: 1s, 2s 5s 10s, to 180; 3s, 4s, to 100 Recognise, read, write number names to 75 symbols to 180 Compare and order to 50 Place Value to 75
Alle		use the following strategies: Building up and breaking down						I		
Addition Subtraction Repeated Addition leading to Multiplication	 Solve word problems and explain solutions of + aand - to 50 use symbols (+, -, =, □) Practise bonds to 11 	 Add and subtract to 55 use symbols (+, -, =, □) Practise bonds to 12 	Add and subtract to 60 use symbols (+, -, =, □) Practise bonds to 13	Add and subtract to 65 use symbols (+, -, =, □) Practise bonds to 14	Add and subtract to 70 use symbols (+, -, =, □) Practise bonds to 15	Add and subtract to 75 use symbols (+, -, =, □) Practise bonds to 16	Add and subtract to 75 use symbols (+, -, =, □) Practise bonds to 17	Add and subtract to 75 use symbols (+, -, =, □) Practise bonds to 18	Add and subtract to 75 use symbols (+, -, =, □) Practise bonds to 19	
Multiplication and Division	 Multiply with answers up to 30 Equal sharing & grouping to 30 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □) 	 Multiply with answers up to 32 Equal sharing & grouping to 32 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □) 	Multiply with answers up to 34 Equal sharing & grouping to 34 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 36 Equal sharing & grouping to 36 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 38 Equal sharing & grouping to 38 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 40 Equal sharing & grouping to 40 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 40 Equal sharing & grouping to 40 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 40 Equal sharing & grouping to 40 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	Multiply with answers up to 40 Equal sharing & grouping to 40 Multiply 1-10 by 2, 5 Use appropriate symbols (+, =, □)	grouping to 40
Fractions			Use and name unitary fractions: halves, quarters recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions			Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems

_									
								leading to unitary fractions	leading to unitary fractions
Money				Recognise and use Rands & cents to R50 Solve money problems involving totals & change to R75	Recognise and use Rands & cents to R50 Solve money problems involving totals & change to R75	Recognise and use Rands & cents to R50 Solve money problems involving totals & change to R75		unitary fractions	unitary fractions
Number	JNCTIONS AND ALGEBRA		1	Cany describe	Cany dagariba	Carry describe			
Patterns				Copy, describe and extend simple number sequences to 180- forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s	Copy, describe and extend simple number sequences to 180 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s	Copy, describe and extend simple number sequences to 180- forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s			
Geometric patterns SPACE AND S	Copy, extend, describe & create own repeated patterns or patterns that change predictably.	Copy, extend, describe & create own repeated patterns or patterns that change predictably.					Copy, extend, describe & create own repeated patterns or patterns that change predictably.	Copy, extend, describe & create own repeated patterns or patterns that change predictably.	Copy, extend, describe & create own repeated patterns or patterns that change predictably.
2D	HAPE				Describe, sort &	Describe, sort &	Describe, sort		
					compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight & round sides	compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight & round sides	& compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight & round sides		
Symmetry			Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects	Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects				Recognise and draw lines of symmetry in 2D geometrical &nongeometrical objects	 Recognise and draw lines of symmetry in 2D geometrical &non- geometrical objects
Viewing Objects	Describe position of an object in relation to another (e.g. on top of, behind) follow directions to move around classroom	Describe position of an object in relation to another (e.g. on top of, behind) follow directions to move around classroom	Describe position of an object in relation to another (e.g. on top of, behind) follow directions to move around classroom	Describe position of an object in relation to another (e.g. on top of, behind) follow directions to move around classroom			Describe position of an object in relation to another (e.g. on top of, behind) follow directions to move around classroom		
MEASUREMEN	IT						,		
Time				Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)	Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)	Tell 12-hour time in hours & half-hours on analogue clocks Calculate length of time in hours or half-hours (using clocks)			

Mass	Informal: estimate, measure Compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter). Formal: as above in kg (use of packaged items with mass indicated); use of bathroom scales and descriptors	Informal: estimate, measure Compare, order, describe and record mass using a balancing scale & non-std. measures; comparative language (e.g. light, lighter). Formal: as above in kg (use of packaged items with mass indicated); use of bathroom scales and descriptors							Informal: estimate, measure Compare, order, describe and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter). Formal: as above in kgs (use of packaged items with mass indicated); use of bathroom scales and descriptors
DATA HANDLIN	G								
Representing data	Pictograph	Pictograph							Pictograph
Interpreting data	Answer questions on above	Answer questions on above							Answer questions on above
Requisite pre- knowledge	 TERM 3 GRADE 2 SKILLS AND KNOWLEDGE: The FORMAL Assessment will address the relevant kno Teachers are encouraged to study term 3 grade 2 when 		to access the grade 2 term						
Resources (other than textbook) to enhance	Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83256	https://wcedeportal.co.za/er	•		0. 0	rt, large analogue clock, l.co.za/eresource/8		, , , , ,	re, etc.), 3D objects (boxes, balls, etc.) redeportal.co.za/eresource/83246
Informal assessment remediation	https://wcedeportal.co.za/eresource/83471 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 Cookies and check for understanding. Allow for teaching, consolidation and revision work Afford the learner opportunity for good practise as to the teacher must be vigilant and observe learners and give good assess whether learning is happening. Plan well for successful teaching and learning.	APS. (Go right back to a pr Should the teacher fail to a to prevail. this will enhance learning.	evious grade if necessar iddress these knowledge	gaps, these gaps will gro		hat you can observe wh	ether the learners under	Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal		g and realisting.						FAT	

Mental Maths Calculation Strategies: Put the larger number first to count on or back; mental number line; doubling and halving; building up and breaking down; use relationship between addition and subtraction

GRADE 2 TERM 4 MATHEMATICS 2019

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK10
	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W:13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%	Numbers, Operations & Relationships: W: 60% Patterns, Functions and Algebra: W: 10% Space & Shape: W: 13% Measurement: W: 12% Data Handling: W: 5%
,	EPTS, SKILLS AND VALUES ERATIONS AND RELATIONSHIPS									

	Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 75	Order a given set of numbers to 80 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 80	Order a given set of numbers to 85 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 85	Order a given set of numbers to 90 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 90	Order a given set of numbers to 95 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 95	Order a given set of numbers to 100 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 100	 Order a given set of numbers to 100 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 100 	Order a given set of Order a given set of numbers to 100 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 100	Order a given set of numbers to 100 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 100	Order a given set of numbers to 100 Compare and say which is 1, 2, 3, 4, 5 & 10 more or less to 100
	Rapid recall of Addition & subtract facts to 20; Add & sub									
Number Concept Development	https://wcedeportal.co.za/eresource/83596 Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 180 Recognise, read, write number names to 75 symbols to 180 Compare and order to 75 Place Value to 75	https://wcedeportal.co.za/eresource/83601 Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s, to 185 Recognise, read, write number names to 80 symbols to 185 Compare and order to 80 Place Value to 80	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 190 Recognise, read, write number names to 85 symbols to 190 Compare and order to 85 Place Value to 85	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 190 Recognise, read, write number names to 90 symbols to 195 Compare and order to 90 Place Value to 90	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 195 Recognise, read, write number names to 95 symbols to 195 Compare and order to 95 Place Value to 95	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 200 Recognise, read, write number names to 100 symbols to 200 Compare and order to 99 Place Value to 99	 Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 200 Recognise, read, write number names to 100 symbols to 200 Compare and order to 99 Place Value to 99 	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 200 Recognise, read, write number names to 100 symbols to 200 Compare and order to 99 Place Value to 99	 Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 200 Recognise, read, write number names to 100 symbols to 200 Compare and order to 99 Place Value 	Count forwards & backwards in 1s, 2s, 3s, 4s 5s 10s to 200 Recognise, read, write number names - 100 symbols to 200 Compare and order to 99 Place Value to
Addition and	Solve problems in context and context free calculations:	 use the following strategies: Building up and breaking dow	 n: doubling and halving	: number lines					to 99	99
Subtraction Multiplication and Division	 Add and subtract to 75 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to 40 Equal sharing & grouping to 40 	Add and subtract to 80 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to 40 Equal sharing & grouping to 40	Add and subtract to 85 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add and subtract to 90 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add and subtract to 95 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add and subtract to 99 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to 50	Add and subtract to 99 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add and subtract to 99 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add and subtract to 99 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to	Add & subtract to 99 use symbols (+, -, =, □) Practise bonds to 20 Multiply with answers up to
	 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (×, ÷, =, □) 	 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =, □) 	 45 Equal sharing & grouping to 45 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =, □) 	45 • Equal sharing & grouping to 45 • Multiply 1-10 by 2, 5, 3 and 4 • Use appropriate symbols (+, =, □)	50 • Equal sharing & grouping to 50 • Multiply 1-10 by 2, 5, 3 and 4 • Use appropriate symbols (+, =, □)	 Equal sharing & grouping to 50 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =, □) 	 50 Equal sharing & grouping to 50 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =, □) 	50 - Equal sharing & grouping to 50 - Multiply 1-10 by 2, 5, 3 and 4 - Use appropriate symbols (+, =,	50 Equal sharing & grouping to 50 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =,	50 Equal sharing & grouping to 50 Multiply 1-10 by 2, 5, 3 and 4 Use appropriate symbols (+, =,
Fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions	Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions
DATTEDNS FIL	NCTIONS AND ALGEBRA			Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R80	Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R99	Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R99	 Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R99 	Recognise and use Rands and cents to R50 Solve money problems involving totals & change to R99		

Number				I	Conv. doggriba	- Cony dosoribo	- Conv. doggriba	Conv. doggriba	- Conv. doporiho	- Conv. dogoribo
Number Patterns					Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 1s, 10s, 5s, 2s, 3s and 4s Create own number patterns
Geometric Patterns	Identify, describe & copy patterns in nature, everyday life and cultural heritage	Identify, describe & copy patterns in nature, everyday life and cultural heritage						Identify, describe & copy patterns in nature, everyday life and cultural heritage	 Identify, describe & copy patterns in nature, everyday life and cultural heritage 	Identify, describe & copy patterns in nature, everyday life and cultural heritage
SPACE AND SHA			1	1	1	1				
2D	 Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides 	Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides					Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of size, colour, shape, straight and round sides
3D	 Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide 	Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide	Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide	Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide	Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide	Recognise and name ball shapes (spheres), box shapes (prisms) & cylinder Describe, sort and compare in terms of size, objects that roll & objects that slide				
Symmetry			Silue	Silde	Silue	Recognise and draw lines of symmetry in 2D geometrical and non-geometrical objects (can include non-vertical lines of symmetry)	Recognise and draw lines of symmetry in 2D geometrical and nongeometrical objects (can include nonvertical lines of symmetry)	Recognise and draw lines of symmetry in 2D geometrical and nongeometrical objects (can include nonvertical lines of symmetry)		
Viewing Objects	 Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom 	Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom	Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom						Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom	Describe position of an object in relation to another (e.g. on top of, behind) Follow directions to move around classroom
MEASUREMENT Time			Tell 12- hour	Tell 12- hour	Tell 12- hour	Tell 12- hour		T T		
Time			time in hours, half-hours & quarter-hours on analogue clocks calculate length of time in hours or half-hours (using clocks)	time in hours, half-hours & quarter-hours on analogue clocks calculate length of time in hours or half-hours (using clocks)	time in hours, half-hours & quarter-hours on analogue clocks; calculate length of time in hours or half-hours (using clocks)	time in hours, half-hours & quarter-hours on analogue clocks; calculate length of time in hours or half-hours (using clocks)				

Length			Formal:	Formal:							
			estimate,	estimate,							
			measure,	measure,							
			compare,	compare,							
			order, & record	order. & record							
			length using	length using							
			metres (with	metres (with							
			metre sticks)	metre sticks)							
Mass			mede Sdoks)	mene sucks)		Formal: using	- Formal vaina	Formali uning	Formali vaina	Formal using	
IVIASS						packaged	 Formal: using packaged 	 Formal: using packaged 	 Formal: using packaged 	Formal: using packaged	
						products and	products and	products and	products and	products and	
						bathroom scales	bathroom	bathroom	bathroom	bathroom	
							scales	scales	scales	scales	
Capacity	Formal: litres, using pictures of packages with capacity	Formal: litres, using pictures of packages with capacity									
	indicated, measuring jugs (use nearest gradation line	indicated, measuring jugs (use nearest gradation line									
	and comparative descriptors)	and comparative descriptors									
DATA HANDLIN	G										
Collecting and											
analysing											
data											
Representing	 Pictograph one-to-one correspondence 	Pictograph one-to-one correspondence				 Pictograph one- 					
data						to-one					
						correspondence					
Interpreting	 Answer questions on above 	Answer questions on above				Answer					
data						questions on					
						above					
5		o Read, analyse the questions, answer the questions and check	their answers.								
Requisite pre- knowledge											
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 4 work.										
	- Teachers are encouraged to study term 3 and 4 skills and knowledge when designing the T4 FAT. 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,									avec halle etc.)	
	Calendar, bottle tops; interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, neight chart, large analogue clock, building blocks, 2D snapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc.										
Resources	https://wcedeportal.co.za/eresource/83256 https://wcedeportal.co.za/eresource/83711 https://wcedeportal.co.za/eresource/83241										
(other than	inteps,// weedeportaneosza/eresource/osza-										
textbook) to	https://wcedeportal.co.za/eresource/83246 https://wcedeportal.co.za/eresource/83471 https://wcedeportal.co.za/eresource/83546										
enhance	nttps://wcedeportal.co.za/eresource/83246	nttps://wcedeportal.co.za/eresource/83	<u> </u>	nttps://wcedeport	.ai.co.za/eresourc	<u>e/83540</u>					
learning											
	https://wcedeportal.co.za/eresource/83551	https://wcedeportal.co.za/eresource/83	<u>556</u>								
	Do error analysis of the T4 FAT and address the learning Error analysis.									Inform parents of	
	gaps.	➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong.								learning gaps.	
										Remedial teaching	
Informal										must be prioritised.	
assessment		Allow for teaching, consolidation and revision work to prevail. Afford the learner the appenduality for good practice as this will enhance learning.									
remediation		 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		access whether learning is happening. I lair well for successful	todorning and learning.					FAT			
Assessment)											
		I					l				