(+, -, =, □)

Bonds to 20

Bonds to 20

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symbols (+, -, =, □)

## **GRADE 3 TERM 1 MATHEMATICS 2019**

Bonds to 20

symbols (+, -, =, □)

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	NUMBERS, OPERATIONS &	NUMBERS, OPERATIONS &	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS	NUMBERS, OPERATIONS
	& RELATIONSHIPS: W:	RELATIONSHIPS: W: 58%	RELATIONSHIPS: W: 58%	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:	& RELATIONSHIPS: W:
	58% PATTERNS FUNCTIONS &	PATTERNS FUNCTIONS & ALGEBRA: W: 10%	PATTERNS FUNCTIONS & ALGEBRA: W: 10%	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &	58% PATTERNS FUNCTIONS &
	ALGEBRA: W: 10%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	ALGEBRA: W: 10%	ALGEBRA: W: 10%	ALGEBRA: W: 10%	ALGEBRA: W: 10%	ALGEBRA: W: 10%	ALGEBRA: W: 10%	ALGEBRA: W: 10%
	SPACE & SHAPE W: 13%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%	SPACE & SHAPE W: 13%
	MEASUREMENT: W: 14%	DATA HANDLING: W:5%	DATA HANDLING: W:5%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%	MEASUREMENT: W: 14%
	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%
· · · · · · · · · · · · · · · · · · ·	PTS, SKILLS AND VALUES	20								
Mental Maths	RATIONS AND RELATIONSHIP REVISION OF GRADE 2	Order a given set of	Order a given set of	Order a given set of	Order a given set of	Order a given set of	Order a given set of	Order a given set of	Order a given set of	Order a given set of
Mental Matris	TERM 4	numbers to 200	numbers to 200	numbers to 200	numbers to 200	numbers to 200	numbers to 200	numbers to 200	numbers to 200	numbers to 200
		Compare and say which	Compare and say which	Compare and say	Compare and say	Compare and say	Compare and say	Compare and say	Compare and say	Compare and say
		is 1,2,3,4,5,10 more or	is 1,2,3,4,5,10 more or	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10	which is 1,2,3,4,5,10
		less	less	more or less	more or less	more or less	more or less	more or less	more or less	more or less
	BASELINE ASSESSMENT	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:
	BASELINE ASSESSMENT	Addition & subtract facts	Addition & subtract facts	Addition & subtract	Addition & subtract	Addition & subtract	Addition & subtract	Addition & subtract	Addition & subtract	Addition & subtract
		to 20	to 20	facts to 20  Add or subtract	facts to 20	facts to 20	facts to 20	facts to 20  Add or subtract	facts to 20	facts to 20  Add or subtract
		Add or subtract multiples of 10 from 0 to 100	<ul> <li>Add or subtract multiples of 10 from 0 to 100</li> </ul>	Add or subtract     multiples of 10 from 0	<ul> <li>Add or subtract multiples of 10 from 0</li> </ul>	Add or subtract multiples of 10 from 0	<ul> <li>Add or subtract multiples of 10 from 0</li> </ul>	Add or subtract     multiples of 10 from 0	<ul> <li>Add or subtract multiples of 10 from 0</li> </ul>	Add or subtract     multiples of 10 from 0
		01 10 110111 0 10 100	01 10 110111 0 10 100	to 100	to 100	to 100	to 100	to 100	to 100	to 100
	https://wcedeport	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:
	al.co.za/eresource/	<ul> <li>Put large number 1<sup>st</sup> in</li> </ul>	<ul> <li>Put large number 1st in</li> </ul>	<ul> <li>Put large number 1<sup>st</sup> in</li> </ul>	<ul> <li>Put large number 1st in</li> </ul>	<ul> <li>Put large number 1<sup>st</sup> in</li> </ul>	Put large number 1st in	<ul> <li>Put large number 1st in</li> </ul>	<ul> <li>Put large number 1st in</li> </ul>	<ul> <li>Put large number 1<sup>st</sup> in</li> </ul>
		order to count on	order to count on	order to count on	order to count on	order to count on	order to count on	order to count on	order to count on	order to count on
	<u>83271</u>	Number line	<ul> <li>Number line</li> </ul>	Number line	Number line	- Number line	- Number line	<ul> <li>Number line</li> </ul>	- Number line	<ul> <li>Number line</li> </ul>
		Relationship between	Relationship between	Relationship between	Relationship between	Relationship between	Relationship between	Relationship between	Relationship between	Relationship between
		addition and subtraction  – Doubling & halving	<ul><li>addition and subtraction</li><li>Doubling &amp; halving</li></ul>	addition and subtraction	addition and subtraction	addition and subtraction	addition and subtraction	addition and subtraction	addition and subtraction	addition and subtraction
		Building up and breaking	Building up and breaking	Doubling & halving	Doubling & halving	Doubling & halving	Doubling & halving	Doubling & halving	Doubling & halving	Doubling & halving
		down	down	Building up and	Building up and	Building up and	Building up and	Building up and	Building up and	Building up and
		Rounding off to nearest	Rounding off to nearest	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down
		10	10	<ul> <li>Rounding off to</li> </ul>	<ul> <li>Rounding off to</li> </ul>	<ul> <li>Rounding off to</li> </ul>	<ul> <li>Rounding off to</li> </ul>	<ul> <li>Rounding off to</li> </ul>	<ul> <li>Rounding off to nearest</li> </ul>	<ul> <li>Rounding off to nearest</li> </ul>
		https://wcedeportal.c		nearest 10	nearest 10	nearest 10	nearest 10	nearest 10	10	10
	https://wcedeport	o.za/eresource/83621								
	al.co.za/eresource/									
	<u>83616</u>									
Number		<ul> <li>Count in 1s, 2s, 3s, 4s,</li> </ul>	• Count in 1s, 2s, 3s, 4s,	• Count in 1s, 2s, 3s, 4s,	• Count in 1s, 2s, 3s, 4s,		• Count in 1s, 2s, 3s, 4s,	• Count in 1s, 2s, 3s, 4s,		• Count in 1s, 2s, 3s, 4s,
Concept		5s, 10s to 200 and 100s	5s, 10s to 200 and 100s	5s, 10s to 200 and	5s, 10s to 200 and	5s, 10s to 200 and	5s, 10s to 200 and	5s, 10s to 200 and	5s, 10s to 200 and	5s, 10s to 200 and
Development		to 500;	to 500;	100s to 500;	100s to 500;	100s to 500;	100s to 500;	100s to 500	100s to 500;	100s to 500;
		Identify, recognise and read number names to	<ul> <li>Identify, recognise and read number names to</li> </ul>	Identify, recognise and read number names to	Identify, recognise and read number names to	Identify, recognise and read number names to	<ul> <li>Identify, recognise and read number names to</li> </ul>	Identify, recognise and read number names to	Identify, recognise and read number names to	<ul> <li>Identify, recognise and read number names to</li> </ul>
		250	250	250	250	250	250	250	250	250
		Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500	Write symbols to 500
Compare and		Compare and order to 99	Compare and order to	Compare and order to	Compare and order to	Compare and order to	Compare and order to	Compare and order to	Compare and order to	Compare and order to
order number		(>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)	99 (>, <, =)
Place Value		Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99	Recognise place value to 99
		Know the value of each	Know the value of each	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of each	Know the value of each
		digit	digit	each digit	each digit	each digit	each digit	each digit	digit	digit
		Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit	Decompose 2-digit
		numbers up to 99 in tens	numbers up to 99 in tens	numbers up to 99 in	numbers up to 99 in	numbers up to 99 in	numbers up to 99 in	numbers up to 99 in	numbers up to 99 in	numbers up to 99 in
Calida a D. III	a in content and as 4.45	and ones	and ones	tens and ones	tens and ones	tens and ones	tens and ones	tens and ones	tens and ones	tens and ones
Solving Problem Use the followin		calculations: Teacher works with	in the number range and extend	is learners according the cogn	nitive levels. Number range per	r week is determined by learne	er performance.			
	g strategies: and breaking down;									
<ul> <li>doubling a</li> </ul>										
<ul> <li>number line</li> </ul>										
Addition and		Solve word problems in	Solve word problems in	Solve word problems	Solve word problems	Solve word problems	Solve word problems	Solve word problems	Solve word problems in	Solve word problems in
Subtraction		context and explain own	context and explain own	in context and explain	in context and explain	in context and explain	in context and explain	in context and explain	context and explain	context and explain
in context		solutions to +, - problems	solutions to +, -	own solutions to +, -	own solutions to +, -	own solutions to +, -	own solutions to +, -	own solutions to +, -	own solutions to +, -	own solutions to +, -
and context free		with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99	problems with answers to 99
calculations		<ul><li>Addition up to 99</li><li>Subtract from 99</li></ul>	Addition up to 99	Addition up to 99	Addition up to 99	Addition up to 99	Addition up to 99	Addition up to 99	Addition up to 99	Addition up to 99
		Use appropriate symbols	Subtract from 99	Subtract from 99	Subtract from 99	Subtract from 99	Subtract from 99	Subtract from 99	Subtract from 99	Subtract from 99
		(+, -, =, □)	Use appropriate symbols	Use appropriate	Use appropriate	Use appropriate	Use appropriate	Use appropriate	Use appropriate	Use appropriate
		• Bonds to 20	(+ =. □)	symbols (+, -, =, □)	symbols (+, -, =, $\square$ )	symbols (+, -, =, □)	symbols (+ =. □)	symbols (+, -, =, □)	symbols (+, -, =, $\square$ )	symbols (+, -, =, □)

Bonds to 20

symbols (+, -, =, □)

Multiplication and Division  Repeated Addition leads to Multiplication  Fractions	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 50</li> <li>Equal sharing &amp; grouping up to 50</li> <li>Multiply 1-10 by 2, 5, 3, and 4</li> <li>Divide numbers to 20 by 2, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 50</li> <li>Equal sharing &amp; grouping up to 50</li> <li>Multiply 1-10 by 2, 5, 3, and 4</li> <li>Divide numbers to 20 by 2, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (×, ÷, =, □)     Use and name unitary fractions: halves, quarters.     Recognise fractions in diagrammatic form     Equal sharing problems leading to fractions	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (×, ÷, =, □)     Use and name unitary fractions: halves, quarters     Recognise fractions in diagrammatic form     Equal sharing problems leading to fractions	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (×, ÷, =, □)     Use and name unitary fractions: thirds and fifths     Recognise fractions in diagrammatic form     Equal sharing problems leading to fractions	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (x, ÷, =, □)     Use and name unitary fractions: thirds and fifths     Recognise fractions in diagrammatic form     Equal sharing problems leading to fractions	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 50</li> <li>Equal sharing &amp; grouping up to 50</li> <li>Multiply 1-10 by 2, 5, 3, and 4</li> <li>Divide numbers to 20 by 2, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (x, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 50     Equal sharing & grouping up to 50     Multiply 1-10 by 2, 5, 3, and 4     Divide numbers to 20 by 2, 5 and 10     Use appropriate symbols (x, ÷, =, □)     Use and name unitary fractions: halves, quarters, thirds and fifths     Recognise fractions in diagrammatic form     Equal sharing problems leading to fractions
Money https://wce deportal.co. za/eresourc e/83546  https://wce deportal.co. za/eresourc e/83551  https://wce deportal.co. za/eresourc e/83556		Recognise and use SA Rands and cents     Solving money problems involving totals & change			Recognise and use SA Rands and cents     Solving money problems involving totals & change				Recognise and use SA Rands and cents     Solving money problems involving totals & change
PATTERNS FUNCTIONS & ALGEBRA						a Convidencibe and	Conv. describe and	Cany describe and	- Capy describe and
Geometric patterns						Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges     Copy, extend, and describe, and create	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges      Copy, extend, and describe, and create	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges      Copy, extend, and describe, and create	Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges      Copy, extend, and describe, and create
'						own repeated patterns	own repeated patterns	own repeated patterns	own repeated patterns
SPACE AND SHAPE  2D Shapes			Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides				
Time  Calendars digital and analogue, clocks, cell phones 12-hour time in Hours half hours, quarter hours minutes  Capacity	Calendars     digital and analogue, clocks, cell phones     12-hour time in     Hours     half hours, quarter hours     minutes  Informal: estimate, measure, compare & order capacity of containers.	Informal: estimate, measure, compare & order capacity of containers.	Calendars digital and analogue, clocks, cell phones 12-hour time in Hours half hours, quarter hours minutes	Calendars digital and analogue, clocks, cell phones 12-hour time in Hours half hours, quarter hours minutes		Calendars     digital and analogue, clocks, cell phones     12-hour time in     Hours     half hours, quarter hours     minutes			
	Formal: as above in litres, half- and quarter-litres, millilitres     know conversions for cup and teaspoon.	Formal: as above in litres, half- and quarter-litres, millilitres     know conversions for cup and teaspoon.							

DATA HANDLING	3								
Representing Data Interpreting data	Grade 2 Term 4 knowledge a Grade 3 Term 1 skills and kn		Data collection;     recording using lists,     tallies and tables     Bar Graphs      Answer questions on     above						
Requisite pre- knowledge	The formal assessment is desi	gned with the relevant knowledge	· ·						
Resources (other than textbook) to enhance learning	Calendar, bottle tops; Interlock Dienes blocks, number chart, to https://wcedeportal.co.htt	o.za/eresource/83631 o.za/eresource/83711 o.za/eresource/83241	https://wcedeportal.	symbol cards, non-standard u co.za/eresource/8363 ortal.co.za/eresource/	https://wcede	cale, containers for measuring, h	, building blocks, 2D shapes (trian	gle, circle, square, etc.), 3D objec	ets (boxes, balls, etc.)
Informal assessment; remediation	Do error analysis to highlight knowledge gaps for the  - Base line Assessment and FAT 1 to inform planning, further support and teaching	➤ Locate these skills an ➤ Remediate / reteach a ➤ Allow for teaching, co ➤ Afford the learner opp FORMATIVE ASSESSMENT oc The teacher must be vigilant, ob	serve the learner and give good op ninking so that you can observe wh	(Go right back to a previous g ld the teacher fail to address t ppen. ill enhance learning. portunity for the learner to der	grade if necessary) these knowledge gaps, these m monstrate his/her learning.	ay deteriorate.			Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)						-	 Formal Assessment Task		

# **GRADE 3 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 & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%
Topics, concepts, s										
NUMBERS, OPERA Mental Maths	TIONS AND RELATIONSHIPS									
Mental Matris	<ul> <li>Order a given set of numbers to 500</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul> Rapid recall:	<ul> <li>Order a given set of numbers to 500</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul> Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:	Order a given set of numbers to 500     Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall:
	<ul> <li>Addition &amp; subtract facts to 20</li> <li>Add or subtract multiples of 10 from 0 to 100</li> <li>Mental strategies:</li> </ul>	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100	<ul> <li>Addition &amp; subtract facts to 20</li> <li>Add or subtract multiples of 10 from 0 to 100</li> </ul>	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100
	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> </ul> https://wcedeportal. <ul> <li>co.za/eresource/836</li> </ul>	co.za/eresource/836	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10	Mental strategies:  — Put large number 1st in order to count on  — Number line  — Relationship between addition and subtraction  — Doubling & halving  — Building up and breaking down  — Rounding off to nearest 10	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10
Number Concept Development	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;     Identify, recognise and read, write number names to 250     Write symbols to 1000	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500; Identify, recognise and read, write number names to 250 Write symbols to 1000	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>	<ul> <li>Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 50s, 100s to 500;</li> <li>Identify, recognise and read, write number names to 250</li> <li>Write symbols to 1000</li> </ul>

Describe, Compare and	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)	• Compare and order to 500 (>, <, =)
Place Value	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place     value to 500     Know the value of     each digit     Decompose 3-digit     nos. up to 500 in     hundreds, tens and     ones	Recognise place value to 500  Know the value of each digit  Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500 Know the value of each digit Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 500     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	<ul> <li>Recognise place value to 500</li> <li>Know the value of each digit</li> <li>Decompose 3-digit nos. up to 500 in hundreds, tens and ones</li> </ul>
		lations:								
Addition and Subtraction	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 400     Addition up to 400     Subtract from 400     Use appropriate symbols (+, -, =, □)     Bonds to 30
Repeated addition leading to Multiplication	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	Solve number problems in context and explain solutions to Multiply with answers up to 75     Equal sharing & grouping up to 75     Multiply 2, 4, 5, 10, 3, to 50     Divide numbers to 50 by 2, 3, 4, 5 and 10     Use appropriate symbols (x, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 75     Equal sharing & grouping up to 75	Solve number problems in context and explain solutions to Multiply with answers up to 75     Equal sharing & grouping up to 75     Multiply 2, 4, 5, 10, 3, to 50     Divide numbers to 50 by 2, 3, 4, 5 and 10     Use appropriate symbols (x, ÷, =, □)	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 50</li> <li>Divide numbers to 50 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>
Common Fractions	Use and name unitary fractions: halves, quarters Recognise fractions in diagrammatic form Equal sharing problems leading to fractions	<ul> <li>Use and name unitary fractions: halves, quarters,</li> <li>Recognise fractions in diagrammatic form</li> <li>Equal sharing problems leading to fractions</li> </ul>	Use and name unitary fractions: eighths, sixths, thirds and fifths Recognise fractions in diagrammatic form Equal sharing problems leading to fractions	Use and name unitary fractions: eighths, sixths, thirds and fifths Recognise fractions in diagrammatic form Equal sharing problems leading to fractions	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths Recognise fractions in diagrammatic form Equal sharing problems leading to fractions	<ul> <li>Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths</li> <li>Recognise fractions in diagrammatic form</li> <li>Equal sharing problems leading to fractions</li> </ul>				
Money						Recognise Rands and cents; Solve money problems involving totals & change	Recognise Rands and cents; Solve money problems involving totals & change	Recognise Rands and cents; Solve money problems involving totals & change	Recognise Rands and cents; Solve money problems involving totals & change	
NUMBERS, OPERAT	TIONS AND RELATIONSHIPS					. <b>J</b> .			·	
Number patterns	Copy, describe and extend simple number sequences to 500 - forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges	Copy, describe and extend simple number sequences to 500 - forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges	Copy, describe and extend simple number sequences to 500 - forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges				Copy, describe and extend simple number sequences to 500 - forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges	Copy, describe and extend simple number sequences to 500 - forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges		
Geometric patterns			gee	Copy, extend, and describe, and create own repeated patterns	Copy, extend, and describe, and create own repeated patterns	Copy, extend, and describe, and create own repeated patterns				
SPACE AND SHAPE						· ·	T			
2D Shapes			Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides				Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
3D Objects			Recognise and name ball shapes (spheres), box	<ul> <li>Recognise and name ball shapes (spheres), box shapes (prisms),</li> </ul>				Recognise and name ball shapes (spheres), box shapes (prisms),	Recognise and name ball shapes (spheres), box shapes (prisms),	Recognise and name ball shapes (spheres), box shapes (prisms),

			shapes (prisms), and cylinders; describe,	and cylinders; describe, sort and compare in terms of				and cylinders; describe, sort and compare in terms of	and cylinders; describe, sort and compare in terms of 2D shapes	and cylinders; describe, sort and compare in terms of
			sort and compare in terms of 2D shapes making up the 3D object's faces, & flat and curved surfaces;	2D shapes making up the 3D object's faces, & flat and curved surfaces; build 3D				2D shapes making up the 3D object's faces, & flat and curved surfaces; build 3D	making up the 3D object's faces, & flat and curved surfaces; build 3D objects	2D shapes making up the 3D object's faces, & flat and curved surfaces; build 3D
Symmetry			build 3D objects	objects				objects  Line of symmetry by paper folding & reflection	Line of symmetry by paper folding & reflection	objects  Line of symmetry by paper folding & reflection
Viewing objects and Maps			Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object; name everyday object given unusual view; follow and give simple directions	
MEASUREMENT			ompio directione	directions						
Time	Calendars     digital and analogue, clocks, cell phones     12-hour time in     Hours     half hours, quarter hours     minutes	Calendars digital and analogue, clocks, cell phones 12-hour time in Hours Hours Half hours, quarter hours minutes  https://wcedeport al.co.za/eresource/ 83651	Calendars digital and analogue, clocks, cell phones 12-hour time in Hours half hours, quarter hours minutes Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)			Calendars digital and analogue, clocks, cell phones 12-hour time in Hours Hours Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)	Calendars digital and analogue, clocks, cell phones 12-hour time in Hours Hours Half hours, quarter hours Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)			
Length		Informal: estimate, measure, compare, order, describe & record length using non-std measures; Comparative language (e.g. longer, wider). Formal: cm and metres (but conversion); Use rulers	Informal: estimate, measure, compare, order, describe & record length using non-std measures; Comparative language (e.g. longer, wider). Formal: cm and metres (no conversion); Use rulers							
Mass								Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); Use of bathroom scales and descriptors	<ul> <li>Informal: estimate, measure, compare, order and record mass using a balancing scale &amp; non-std measures;</li> <li>Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion);</li> <li>Use of bathroom scales and descriptors</li> </ul>	<ul> <li>Informal: estimate, measure, compare, order and record mass using a balancing scale &amp; non-std measures;</li> <li>Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion);</li> <li>Use of bathroom scales and descriptors</li> </ul>
DATA HANDLING					I		I	I		
Collecting data Representing Data										
Analyse and interpret data					Analyse data from representations provided Recommended: At least one pictograph and one bar graph	Analyse data from representations provided     Recommended: At least one pictograph and one bar graph	Analyse data from representations provided Recommended: At least one pictograph and one bar graph			
Requisite pre- knowledge		nowledge igned with the relevant knowledge					l		<u>L</u>	
Resources (other than textbook) to enhance learning	Dienes blocks, number chart,		-	nber symbol cards, non-standa redeportal.co.za/eresou		g scale, containers for measuring: ://wcedeportal.co.za/er		ock, building blocks, 2D shapes	(triangle, circle, square, etc.), 3D	objects (boxes, balls, etc.)
cimunos learning	https://wcedeportal.c	o.za/eresource/83651	https://wc	edeportal.co.za/eresou	urce/83656 https	://wcedeportal.co.za/er	resource/83661			

	https://wcedeportal.c	o.za/eresource/83666	https://wce	deportal.co.za/eresour	ce/83671 http	s://wcedeportal.co.za/e	resource/83676			
	https://wcedeportal.c	o.za/eresource/83681	https://wce	deportal.co.za/eresour	ce/83686					
	https://wcedeportal.c									
	Do error analysis for:	Error analysis.								Inform parents of learning
Informal assessment; remediation	Check what relevant skills and knowledge the learner cannot master (what s/he has wrong)  - Base line Assessment to inform planning for further support and the specific properties of									gaps. Remedial teaching must be prioritised.
SBA (Formal								Formal Assessment Task		
Assessment)										

# **GRADE 3 TERM 3 MATHEMATICS 2019**

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEKS 10, 11
NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W:13% MEASUREMENT: W:14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%
kills and values			-	<u>'</u>		<u>'</u>		<u>'</u>	
TIONS AND RELATIONSHIPS									
<ul> <li>Order a given set of numbers to 700</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul>	<ul> <li>Order a given set of numbers to 700</li> <li>Compare and say which is 1,2,3,4, 5,10 more or less</li> </ul>	Order a given set of numbers to 700     Compare and say which is 1,2,3,4,5,10 more or less	Order a given set of numbers to 700     Compare and say which is 1,2,3,4,5,10 more or less	Order a given set of numbers to 700     Compare and say which is 1,2,3,4,5,10 more or less	Order a given set of numbers to 700     Compare and say which is 1,2,3,4,5,10 more or less	Order a given set of numbers to 700     Compare and say which is 1,2,3,4,5,10 more or less	<ul> <li>Order a given set of numbers to 700</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul>	<ul> <li>Order a given set of numbers to 700</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul>	<ul> <li>Order a given set of numbers to 700</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul>
Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:
facts to 20 Add or subtract multiples of 10 from 0 to 100	facts to 20  Add or subtract multiples of 10 from 0 to 100	facts to 20  Add or subtract multiples of 10 from 0 to 100	facts to 20  Add or subtract multiples of 10 from 0 to 100	subtraction facts to 20 Add or subtract multiples of 10 from 0 to 100	facts to 20  • Add or subtract multiples of 10 from 0 to 100	facts to 20  Add or subtract multiples of 10 from 0 to 100	facts to 20 Add or subtract multiples of 10 from 0 to 100	facts to 20 Add or subtract multiples of 10 from 0 to 100	<ul> <li>Addition &amp; subtraction facts to 20</li> <li>Add or subtract multiples of 10 from 0 to 100</li> </ul>
<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10  Use the relationship between multiplication and division	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and breaking down</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and</li> </ul>	Mental strategies:  Put large number 1st in order to count on  Number line  Relationship between addition and subtraction  Doubling & halving  Building up and breaking down  Rounding off to nearest 10  Use the relationship between multiplication and division
	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  Kills and values TONS AND RELATIONSHIPS  Order a given set of numbers to 700 Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall: Addition & subtraction facts to 20 Add or subtract multiples of 10 from 0 to 100  Mental strategies: Put large number 1st in order to count on Number line Relationship between addition and subtraction Doubling & halving Building up and breaking down Rounding off to nearest 10 Use the relationship between	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5% MEASUREMENT: W: 14% DATA HANDLING: W: 5% MEASUREMENT: W: 14% DATA HANDLING: W: 14% DAT	NUMBERS, OPERATIONS & RELATIONSHIPS: W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5% PATE AND LING: W:5% Wills and values  TIONS AND RELATIONSHIPS  Order a given set of numbers to 700 Compare and say which is 1,2,3,4,5,10 more or less  Rapid recall: Addition & subtraction facts to 20 Add or subtract multiples of 10 from 0 to 100  Mental strategies: Put large number 1st in order to count on Number line Relationship between addition and subtraction Relationship between addition and breaking down Rounding off to nearest 10 Use the relationship between multiplication and multiplica	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS FUNCTIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W: 5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W: 5%  NUMBERS, OPERATIONS & ALGEBRA: W: 10% SPACE & SHAPE W: 10% SPACE & SHA	NUMBERS, OPERATIONS & RELATIONSHIPS: W:58% ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5% DATA HANDLING: W:5% MEASUREMENT: W: 14% DATA HANDLING: W:5% DATA HANDLING: W:5% MEASUREMENT: W: 14% DATA HANDLING: W:5% DATA HANDLING: W:5% MEASUREMENT: W: 14% DATA H	NUMBERS, OPERATIONS & RELATIONSHIPS:W:5% & RELATION	NUMBERS, OPERATIONS   RELATIONSHIPS:W-59%   SALEATIONSHIPS:W-59%   SALEATIONSHIPS:W-59%	NUMBERS, OPERATIONS   RELATIONSHIPS W-98%   PATTERNS FUNCTIONS & R	NUMBERS, OPERATIONS   RELATIONSHIPS Wissys   ALGEBRA WISSY   ALGEBRA WISSY

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Number Concept development:	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500  https://wcedeportal.co.za/eresource/	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500  https://wcedeportal.co.za/eresource	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500	<ul> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700</li> <li>20s, 25s, 50s, 100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 500</li> </ul>	<ul> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700</li> <li>20s, 25s, 50s,100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 500</li> </ul>	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 500	<ul> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700</li> <li>20s, 25s, 50s,100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 500</li> </ul>	<ul> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 700</li> <li>20s, 25s, 50s,100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 500</li> </ul>
Compare and order number	83691 ■ Compare and order to 700 (>, <, =) ■ Ordinals to 31st	/83696  • Compare and order to 700 (>, <, =) • Ordinals to 31st	Compare and order to 700 (>, <, =)     Ordinals to 31st	Compare and order to 700 (>, <, =)     Ordinals to 31st	Compare and order to 700 (>, <, =)     Ordinals to 31st	<ul> <li>Compare and order to 700 (&gt;, &lt;, =)</li> <li>Ordinals to 31st</li> </ul>	Compare and order to 700 (>, <, =)     Ordinals to 31st	Compare and order to 700 (>, <, =)     Ordinals to 31st	<ul> <li>Compare and order to 700 (&gt;, &lt;, =)</li> <li>Ordinals to 31st</li> </ul>	<ul> <li>Compare and order to 700 (&gt;, &lt;, =)</li> <li>Ordinals to 31st</li> </ul>
<ul><li>building up &amp; I</li><li>doubling and I</li><li>number lines</li></ul>	nalving;	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones  **Mext free calculations**	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place     value to 700     Know the value of     each digit     Decompose 3-digit     nos. up to 500 in     hundreds, tens and     ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 500 in hundreds, tens and ones
<ul> <li>rounding off in</li> <li>Addition and</li> <li>Subtraction</li> </ul>	Solve word problems in context and explain own solutions to +, - problems with answers to 800  Addition up to 800  Subtract from 800  Use appropriate symbols (+, -, =, □)  Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 800     Addition up to 800     Subtract from 800     Use appropriate symbols (+, -, =, □)     Bonds to 30
Multiplication and Division	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5, 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	Solve number problems in context and explain solutions to Multiply with answers up to 75     Equal sharing & grouping up to 75     Multiply 2, 4, 5, 10, 3, to 75     Divide numbers to 75 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 75</li> <li>Equal sharing &amp; grouping up to 75</li> <li>Multiply 2, 4, 5, 10, 3, to 75</li> <li>Divide numbers to 75 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>
Common Fractions	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths Recognise fractions in diagrammatic form Equal sharing problems leading to fractions	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form     Fraction combinations and equivalence     Equal sharing problems leading to fractions	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form     Fraction combinations and equivalence     Equal sharing problems leading to fractions				Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form Fraction combinations and equivalence Equal sharing problems leading to fractions	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form Fraction combinations and equivalence Equal sharing problems leading to fractions		
Money	Recognise Rands and cents;     Solve money problems involving totals & change	Recognise Rands and cents;     Solve money problems involving totals & change				<ul> <li>Recognise Rands and cents;</li> <li>Solve money problems involving totals &amp; change</li> </ul>	<ul> <li>Recognise Rands and cents;</li> <li>Solve money problems involving totals &amp; change</li> </ul>			
PATTERNS, FUNCTI	ONS AND ALGEBRA					Copy. describe and	Copy, describe and	Copy, describe and		

Number patterns

Copy, describe and extend simple number sequences to 500 - Copy, describe and extend simple number sequences to 500 -

Copy, describe and extend simple number sequences to 500 -

Geometric patterns  SPACE AND SHAPE  2D Shapes	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and	Copy, extend, and describe, and create own repeated patterns	Copy, extend, and describe, and create own repeated patterns		forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges  Copy, extend, and describe, and create own repeated patterns	forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges  Copy, extend, and describe, and create own repeated patterns	forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges  Copy, extend, and describe, and create own repeated patterns	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and	Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and
3D Objects	round sides  Recognise and name ball shapes (spheres), box shapes (prisms), and cylinders; Describe, sort and compare in terms of 2D shapes making up the 3D object's faces, & flat and curved surfaces; Build 3D objects	round sides  Recognise and name ball shapes (spheres), box shapes (prisms), and cylinders;  Describe, sort and compare in terms of 2D shapes making up the 3D object's faces, & flat and curved surfaces;  Build 3D objects				Recognise and name ball shapes (spheres), box shapes (prisms), and cylinders;     Describe, sort and compare in terms of 2D shapes making up the 3D object's faces, & flat and curved surfaces;     Build 3D objects	Recognise and name ball shapes (spheres), box shapes (prisms), and cylinders;     Describe, sort and compare in terms of 2D shapes making up the 3D object's faces, & flat and curved surfaces;     Build 3D objects		round sides	round sides
Symmetry					Line of symmetry by paper folding & reflection				•	Line of symmetry by paper folding & reflection
Viewing objects and Maps	Match different views of same everyday object;     Name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object;     Name everyday object given unusual view; follow and give simple directions			Tellection	Match different views of same everyday object;     Name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object;     Name everyday object given unusual view; follow and give simple directions	Match different views of same everyday object;     Name everyday object given unusual view; follow and give simple directions	<ul> <li>Match different views of same everyday object;</li> <li>Name everyday object given unusual view; follow and give simple directions</li> </ul>	Match different views of same everyday object; Name everyday object given unusual view; follow and give simple directions
MEASUREMENT	Calendars, 12-hour	Calendars, 12-hour			I	Calendars, 12-hour	Calendars, 12-hour	Calendars, 12-hour		
Time	time on digital and analogue clocks, half hours, quarter hours and minutes;     Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)	time on digital and analogue clocks, half hours, quarter hours and minutes;     Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)				time on digital and analogue clocks, half hours, quarter hours and minutes;     Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)	time on digital and analogue clocks, half hours, quarter hours and minutes;     Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)	time on digital and analogue clocks, half hours, quarter hours and minutes;  • Calculate length of time and passing of time (days, weeks, months - on calendar; hours, half hours - on clocks)		
Length			Informal: estimate, measure, compare, order, describe & record length using non-std measures; Comparative language (e.g. longer, wider). Formal: cm and metres (but no conversion); Use of rulers	<ul> <li>Informal: estimate, measure, compare, order, describe &amp; record length using non-std measures;</li> <li>Comparative language (e.g. longer, wider). Formal: cm and metres (but no conversion);</li> <li>Use of rulers</li> </ul>			Informal: estimate, measure, compare, order, describe & record length using non-std measures; Comparative language (e.g. longer, wider). Formal: cm and metres (but no conversion); Use of rulers	Informal: estimate, measure, compare, order, describe & record length using non-std measures; Comparative language (e.g. longer, wider). Formal: cm and metres (but no conversion); Use of rulers		
Mass					Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); Use of bathroom	Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; Comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); Use of bathroom				
DATA HANDLING			Data collection;	Data collection;			I		Data collection;	Data collection;
Collecting and organise data			recording using lists, tallies and tables	recording using lists, tallies and tables					recording using lists, tallies and tables	recording using lists, tallies and tables
Representing Data			Bar Graphs; Pictographs	Bar Graphs; Pictographs					Bar Graphs;     Pictographs	Bar Graphs; Pictographs

Interpreting Data			Answer questions on above	<ul> <li>Answer questions on above</li> </ul>					Answer questions on above	Answer questions on above
Requisite pre- knowledge	Grade 3 Term 1, 2 knowledge Grade 3 Term 1 skills and kn The formal assessment is desi		ge and skills for grade 3 term 2					ı		
Resources (other than textbook) to enhance learning		ing cubes; number lines, abacus ten frame board; etc.	https://wcede	nber symbol cards, non-standard portal.co.za/eresource/s	<u>33636</u>	g scale, containers for measuring	g, height chart, large analogue cl	ock, building blocks, 2D shapes	(triangle, circle, square, etc.), 3	D objects (boxes, balls, etc.)
Informal assessment; remediation	Do error analysis for:  Base line Assessment to inform planning for further support and teaching  Analysis will highlight learner gaps.	➤ Locate these skills ➤ Remediate / reteace ➤ Allow for teaching, ➤ Afford the learner of FORMATIVE ASSESSMENT The teacher must be vigilant,	and knowledge directly in the C ch and check for understanding. consolidation and revision work apportunity for good practise as occurs throughout. observe the learner and give go r thinking so that you can obsen	• •	s grade if necessary) s these knowledge gaps, these demonstrate his/her learning.	e may deteriorate.				Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								Formal Assessment Task		

## **GRADE 3 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 & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W:13% MEASUREMENT: W:14%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS &RELATIONSHIPS:W:58 % PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS:W:58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14% DATA HANDLING: W:5%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14%	NUMBERS, OPERATIONS & RELATIONSHIPS: W: 58% PATTERNS, FUNCTIONS AND ALGEBRA: W: 10% SPACE & SHAPE W: 13% MEASUREMENT: W: 14%
	Dittituit Delitor Wie/	DATA HANDLING: W:5%	DATA HANDLING: W:5%		DATA HANDLING: W:5%	Dittituit it i	Dittituit Delitor Wien	Dittituit at Delitor vito,	DATA HANDLING: W:5%	DATA HANDLING: W:5%
Topics, concepts, sk	kills and values									
	TIONS AND RELATIONSHIPS									
Mental Maths	<ul> <li>Order a given set of numbers to 999</li> <li>Compare and say which is 1,2,3,4,5,10 more or less</li> </ul>	Order a given set of numbers to 999     Compare and say which is 1, 2 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1, 2 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1, 2 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1,2,3,4,5,10 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1, 2 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1, 2 more or less to 999	Order a given set of numbers to 999     Compare and say which is 1,2,3,4,5,10 more or less to 999	<ul> <li>Order a given set of numbers to 999</li> <li>Compare and say which is 1,2,3,4,5,10 more or less to 999</li> </ul>	<ul> <li>Order a given set of numbers to 999</li> <li>Compare and say which is 1,2,3,4,5,10 more or less to 999</li> </ul>
	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:	Rapid recall:
	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:	Addition & subtract facts to 20     Add or subtract multiples of 10 from 0 to 100     Multiplication and division facts for:
	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:	Mental strategies:
	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and</li> </ul>	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and</li> </ul>	<ul> <li>Put large number 1st in order to count on</li> <li>Number line</li> <li>Relationship between addition and subtraction</li> <li>Doubling &amp; halving</li> <li>Building up and</li> </ul>	Put large number 1st in order to count on     Number line     Relationship between addition and subtraction     Doubling & halving     Building up and
	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down	breaking down

	<ul> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and division</li> <li>https://wcedeport</li> </ul>	<ul> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and division</li> <li>https://wcedeporta</li> </ul>	Rounding off to nearest     10     Use the relationship     between     multiplication and     division	Rounding off to nearest     10     Use the relationship     between     multiplication and     division	Rounding off to     nearest 10      Use the relationship     between     multiplication and     division	Rounding off to nearest 10      Use the relationship between multiplication and division	Rounding off to nearest 10      Use the relationship between multiplication and division	Rounding off to nearest 10      Use the relationship between multiplication and division	<ul> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and division</li> <li>Rounding off to nearest 10</li> <li>Use the relationship between multiplication and division</li> </ul>
	al.co.za/eresource/ 83701	I.co.za/eresource/8 3706							
Number Concept Development	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 ldentify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000 20s, 25s, 50s,100s to 1000; Write symbols to 1000 Identify, recognise and read, write number names to 1000	<ul> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000</li> <li>20s, 25s, 50s, 100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 1000</li> <li>Count forwards and backwards in 1s, 2s, 3s, 4s, 5s, 10s to 1000</li> <li>20s, 25s, 50s, 100s to 1000;</li> <li>Write symbols to 1000</li> <li>Identify, recognise and read, write number names to 1000</li> </ul>
	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	Compare and order to 1000 (>, <, =)     Ascending order, descending order	<ul> <li>Compare and order to 1000 (&gt;, &lt;, =)</li> <li>Ascending order, descending order</li> <li>Compare and order to 1000 (&gt;, &lt;, =)</li> <li>Ascending order, descending order</li> </ul>
	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	Recognise place     value to 700     Know the value of     each digit     Decompose 3-digit     nos. up to 1000 in     hundreds, tens and     ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	Recognise place     value to 700     Know the value of     each digit     Decompose 3-digit     nos. up to 1000 in     hundreds, tens and     ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	Recognise place value to 700     Know the value of each digit     Decompose 3-digit nos. up to 1000 in hundreds, tens and ones	<ul> <li>Recognise place value to 700</li> <li>Know the value of each digit</li> <li>Decompose 3-digit nos. up to 1000 in hundreds, tens and ones</li> <li>Recognise place value to 700</li> <li>Know the value of each digit</li> <li>Decompose 3-digit nos. up to 1000 in hundreds, tens and ones</li> </ul>
	Problem Solving in context a  - building up and breaking  - doubling & halving  - number lines  - rounding off to the neare	down							
Addition and Subtraction	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30		Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	Solve word problems in context and explain own solutions to +, - problems with answers to 1000     Addition up to 999/ 1000     Subtract from 999/ 1000     Use appropriate symbols (+, -, =, □)     Bonds to 30	<ul> <li>Solve word problems in context and explain own solutions to +, - problems with answers to 1000</li> <li>Addition up to 999/ 1000</li> <li>Subtract from 999/ 1000</li> <li>Use appropriate symbols (+, -, =, □)</li> <li>Bonds to 30</li> <li>Solve word problems in context and explain own solutions to +, - problems with answers to 1000</li> <li>Addition up to 999/ 1000</li> <li>Subtract from 999/ 1000</li> <li>Use appropriate symbols (+, -, =, □)</li> <li>Bonds to 30</li> </ul>
Multiplication and Division	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (x, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	Solve number problems in context and explain solutions to Multiply with answers up to 100     Equal sharing & grouping up to 100     Multiply 2, 4, 5, 10, 3, to 100     Divide numbers to 100 by 2, 3, 4, 5 and 10     Use appropriate symbols (×, ÷, =, □)	<ul> <li>Solve number problems in context and explain solutions to Multiply with answers up to 100</li> <li>Equal sharing &amp; grouping up to 100</li> <li>Multiply 2, 4, 5, 10, 3, to 100</li> <li>Divide numbers to 100 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> <li>Solve number problems in context and explain solutions to Multiply with answers up to 100</li> <li>Equal sharing &amp; grouping up to 100</li> <li>Multiply 2, 4, 5, 10, 3, to 100</li> <li>Divide numbers to 100 by 2, 3, 4, 5 and 10</li> <li>Use appropriate symbols (x, ÷, =, □)</li> </ul>
Common Fractions		, , , , , , , , , , , , , , , , , , , ,		Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form Fraction combinations and equivalence	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form     Fraction combinations and equivalence	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form Fraction combinations and equivalence	Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths in diagrammatic form Fraction combinations and equivalence		

		T								
				Equal sharing problems leading to fractions	Equal sharing problems leading to fractions	Equal sharing problems leading to fractions	Equal sharing problems leading to fractions			
Money			Recognise Rands and	Recognise Rands and			Recognise Rands and	Recognise Rands and		
			cents; Solve money problems	cents; Solve money problems			cents; Solve money problems	cents; Solve money problems		
			involving totals &	involving totals &			involving totals &	involving totals &		
PATTERNS FUNCTI	ONS AND ALGEBRA		change	change			change	change		
Number patterns	Copy, describe and	Copy, describe and	Copy, describe and					Copy, describe and	Copy, describe and	
rumber putterno	extend simple number	extend simple	extend simple number					extend simple number	extend simple number	
	sequences to 500 -	number sequences	sequences to 500 -					sequences to 500 -	sequences to 500 -	
	forwards & backwards	to 500 - forwards &	forwards & backwards					forwards & backwards	forwards & backwards	
	in 50s, 100s and Gr 2	backwards in 50s,	in 50s, 100s and Gr 2					in 50s, 100s and Gr 2	in 50s, 100s and Gr 2	
	counting intervals with	100s and Gr 2	counting intervals with					counting intervals with	counting intervals with	
	increased number ranges	counting intervals with increased	increased number					increased number ranges	increased number	
		number ranges	ranges					ranges	ranges	
Geometric patterns	137	Copy, extend, and	Copy, extend, and					Copy, extend, and	Copy, extend, and	
	describe, and create	describe, and create	describe, and create					describe, and create	describe, and create	
	own repeated patterns	own repeated patterns	own repeated patterns					own repeated patterns	own repeated patterns	
SPACE AND SHAPE		patterns								
				Describe, sort &	Describe, sort &	Describe, sort &	Describe, sort &	Describe, sort &	Describe, sort &	Describe, sort &
				compare circles,	compare circles,	compare circles,	compare circles,	compare circles,	compare circles,	compare circles,
2D Shapes				triangles, squares,	triangles, squares,	triangles, squares,	triangles, squares,	triangles, squares,	triangles, squares,	triangles, squares,
				rectangles - in terms of	rectangles - in terms	rectangles - in terms of	rectangles - in terms of	rectangles - in terms of	rectangles - in terms of	rectangles - in terms of
				shape, straight and round sides	of shape, straight and round sides	shape, straight and round sides	shape, straight and round sides	shape, straight and round sides	shape, straight and round sides	shape, straight and round sides
				Recognise and name	Recognise and name	Recognise and name	Recognise and name	Tourid Stade	Touria diado	Tourid oldoo
				ball shapes (spheres),	ball shapes (spheres),	ball shapes (spheres),	ball shapes (spheres),			
				box shapes (prisms),	box shapes (prisms),	box shapes (prisms),	box shapes (prisms),			
				and cylinders;	and cylinders;	and cylinders;	and cylinders;			
3D Objects				Describe, sort and compare in terms of 2D	<ul> <li>Describe, sort and compare in terms of</li> </ul>	Describe, sort and compare in terms of	Describe, sort and compare in terms of			
ob objects				shapes making up the	2D shapes making up	2D shapes making up	2D shapes making up			
				3D object's faces, & flat	the 3D object's faces,	the 3D object's faces,	the 3D object's faces,			
				and curved surfaces;	& flat and curved	& flat and curved	& flat and curved			
				build 3D objects	surfaces; build 3D	surfaces; build 3D	surfaces; build 3D			
				Line of symmetry by	objects     Line of symmetry by	objects     Line of symmetry by	objects     Line of symmetry by			
Symmetry				paper folding &	paper folding &	paper folding &	paper folding &			
,				reflection	reflection	reflection	reflection			
				Match different views	Match different views	Match different views	Match different views	Match different views	Match different views	
				of same everyday	of same everyday	of same everyday	of same everyday	of same everyday	of same everyday	
Viewing objects				object; name everyday	object; name	object; name everyday	object; name everyday	object; name everyday	object; name everyday	
and Maps				object given unusual view; follow and give	everyday object given unusual view; follow	object given unusual view; follow and give	object given unusual view; follow and give	object given unusual view; follow and give	object given unusual view; follow and give	
				simple directions	and give simple	simple directions	simple directions	simple directions	simple directions	
				'	directions	'	'	'	'	
MEASUREMENT										
	Calendars, 12-hour	Calendars, 12-hour	Calendars, 12-hour					Calendars, 12-hour	0 0.101.100.10	• Calendars, 12-hour
	time on digital and	time on digital and	time on digital and					time on digital and	time on digital and	time on digital and
	analogue clocks, half hours, quarter hours	analogue clocks, half hours, quarter hours	analogue clocks, half hours, quarter hours					analogue clocks, half hours, quarter hours	analogue clocks, half hours, quarter hours	analogue clocks, half hours, quarter hours
	and minutes; calculate	and minutes;	and minutes; calculate					and minutes; calculate	and minutes; calculate	and minutes; calculate
Time	length of time and	calculate length of	length of time and					length of time and	length of time and	length of time and
	passing of time (days,	time and passing of	passing of time (days,					passing of time (days,	passing of time (days,	passing of time (days,
	weeks, months - on	time (days, weeks,	weeks, months - on					weeks, months - on	weeks, months - on	weeks, months - on
	calendar; hours, half	months - on	calendar; hours, half					calendar; hours, half	calendar; hours, half	calendar; hours, half
	hours - on clocks)	calendar; hours, half hours - on clocks)	hours - on clocks)					hours - on clocks)	hours - on clocks)	hours - on clocks)
	Formal (litres and	Formal (litres and	Formal (litres and							
	millilitres, but no	millilitres, but no	millilitres, but no							
	conversions)	conversions)	conversions)							
Capacity	Focused on reading a	Focused on reading	Focused on reading a							
	gradation line; using	a gradation line;	gradation line; using							
	descriptors (e.g. almost, a bit more	using descriptors (e.g. almost, a bit	descriptors (e.g. almost, a bit more							
	than)	more than)	than)							
	,		,							

Mass			Investigate the area using	Informal: estimate,     measure, compare,     order and record mass     using a balancing scale     & non-std measures;     comparative language     (e.g. light, lighter).     Formal: kgs and grams     (but no conversion);     use of bathroom scales     and descriptors  Investigate the area using	Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); use of bathroom scales and descriptors	Informal: estimate, measure, compare, order and record mass using a balancing scale & non-std measures; comparative language (e.g. light, lighter). Formal: kgs and grams (but no conversion); use of bathroom scales and descriptors	Investigate the area using			
Area			tiling	tiling			tiling	tiling	tiling	tiling
DATA HANDLING		'			'			<u>'</u>	•	
Analyse and interpret data			Analyse data from representations provided Recommended: At least one bar graph.	Analyse data from representations provided	Analyse data from representations provided	Analyse data from representations provided				
Representing Data										
interpreting data										
Requisite pre- knowledge	Grade 3 Term 1, 2 knowledge and skills- Grade 3 Term 1 skills and knowledge The formal assessment is designed with the relevant knowledge and skills for grade 3 term 2									
Resources (other than textbook) to enhance learning	https://wcedeportal.co.za/eresource/83631 https://wcedeportal.co.za/eresource/83636									
Informal assessment; remediation	Do error analysis for:  - Base line Assessment to inform planning for further support and teaching  - Analysis will highlight learner gaps.  - Analysis will highlight learner support.  - Analysis wi									
SBA (Formal								Formal Assessment Task		

Assessment)