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

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS	**NUMBERS, OPERATIONS & 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, SKILLS AND VALUES										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths	REVISION OF GRADE 2 TERM 4 **BASELINE ASSESSMENT** https://wcedeportal.co.za/eresource/83271 https://wcedeportal.co.za/eresource/83616	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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 https://wcedeportal.co.za/eresource/83621	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 200 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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
Number Concept Development		• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500 • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500	• Count in 1s, 2s, 3s, 4s, 5s, 10s to 200 and 100s to 500; • Identify, recognise and read number names to 250 • Write symbols to 500
Compare and order number		• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)	• Compare and order to 99 (>, <, =)
Place Value		• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones	• Recognise place value to 99 • Know the value of each digit • Decompose 2-digit numbers up to 99 in tens and ones
Solving Problems in context and context free calculations: ***Teacher works within the number range and extends learners according the cognitive levels. Number range per week is determined by learner performance.*** **Use the following strategies:** – **building up and breaking down;** – **doubling and halving;** – **number lines**										
Addition and Subtraction in context and context free calculations		• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20	• Solve word problems in context and explain own solutions to +, - problems with answers to 99 • Addition up to 99 • Subtract from 99 • Use appropriate symbols (+, -, =, ☐) • Bonds to 20

Multiplication and Division **Repeated Addition leads to Multiplication**		• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)
Fractions				• Use and name unitary fractions: halves, quarters. • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions	• Use and name unitary fractions: halves, quarters • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions	• Use and name unitary fractions: thirds and fifths • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions	• Use and name unitary fractions: thirds and fifths • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions			• Use and name unitary fractions: halves, quarters, thirds and fifths • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions
Money https://wcedeportal.co.za/eresource/83546 https://wcedeportal.co.za/eresource/83551 https://wcedeportal.co.za/eresource/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			• Recognise and use SA Rands and cents • Solving money problems involving totals & change
PATTERNS FUNCTIONS & ALGEBRA										
Number patterns							• Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges	• Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges	• Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges	• Copy, describe and extend simple number sequences to 200 - forwards & backwards in 100s and Gr 2 counting intervals with increased number ranges
Geometric patterns							• 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	• Copy, extend, and describe, and create 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				
MEASUREMENT										
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 – 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		• Calendars • digital and analogue, clocks, cell phones • 12-hour time in – Hours – half hours, quarter hours – minutes			
Capacity		• Informal: estimate, measure, compare & order capacity of containers. • Formal: as above in litres, half- and quarter-litres, millilitres • know conversions for cup and teaspoon.	• Informal: estimate, measure, compare & order capacity of containers. • Formal: as above in litres, half- and quarter-litres, millilitres • know conversions for cup and teaspoon.							

DATA HANDLING										
Collecting data		• Data collection; recording using lists, tallies and tables	• Data collection; recording using lists, tallies and tables							
Representing Data		• Bar Graphs	• Bar Graphs							
Interpreting data		• Answer questions on above	• Answer questions on above							
Requisite pre-knowledge	**Grade 2 Term 4 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 1.									
Resources (other than textbook) **to enhance learning**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83631 https://wcedeportal.co.za/eresource/83636 https://wcedeportal.co.za/eresource/83626 https://wcedeportal.co.za/eresource/83711 https://wcedeportal.co.za/eresource/83256 https://wcedeportal.co.za/eresource/83241 https://wcedeportal.co.za/eresource/83246									
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	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong) ➢ Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if necessary) ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate. ➢ Allow for teaching, consolidation and revision work to happen. ➢ Afford the learner opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								**Formal Assessment Task**		

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT **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, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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 https://wcedeportal.co.za/eresource/83641	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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 https://wcedeportal.co.za/eresource/83646	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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	• Order a given set of numbers to 500 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract 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
Number Concept Development	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Describe, Compare and order numbers	• 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	• Recognise place value to 500 • Know the value of each digit • Decompose 3-digit nos. up to 500 in hundreds, tens and ones
Solving Problems in context and context free calculations: – **building up & breaking down;** – **doubling and halving;** – **number lines** – **rounding off in 10s**										
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 **Division**	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)
Common Fractions	• Use and name unitary fractions: halves, quarters • Recognise fractions in diagrammatic form • Equal sharing problems leading to fractions	• Use and name unitary fractions: halves, quarters, • 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: 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	• Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths • Recognise fractions in diagrammatic form • 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	• Recognise Rands and cents; Solve money problems involving totals & change	• Recognise Rands and cents; Solve money problems involving totals & change	
NUMBERS, OPERATIONS AND RELATIONSHIPS										
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				• 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										
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	• 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),	• Recognise and name ball shapes (spheres), box shapes (prisms),

			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	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				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	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	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
Symmetry								• Line of symmetry by paper folding & reflection	• 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	• 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										
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 – half hours, quarter hours – minutes https://wcedeportal.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 – 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 – half hours, quarter hours – 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 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	• 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
DATA HANDLING										
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	**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**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83631 https://wcedeportal.co.za/eresource/83636 https://wcedeportal.co.za/eresource/83626 https://wcedeportal.co.za/eresource/83651 https://wcedeportal.co.za/eresource/83656 https://wcedeportal.co.za/eresource/83661									

	https://wcedeportal.co.za/eresource/83666 https://wcedeportal.co.za/eresource/83671 https://wcedeportal.co.za/eresource/83676 https://wcedeportal.co.za/eresource/83681 https://wcedeportal.co.za/eresource/83686 https://wcedeportal.co.za/eresource/83711									
Informal assessment; remediation	Do error analysis for: – Base line Assessment to inform planning for further support and teaching – Analysis will highlight knowledge gaps.	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong) ➢ Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if necessary) ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate. ➢ Allow for teaching, consolidation and revision work to happen. ➢ Afford the learner opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. – The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. – Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. – Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								**Formal Assessment Task**		

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT — GRADE 3 TERM 3 MATHEMATICS 2019

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEKS 10, 11
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, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division	• 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 multiplication and division

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/83691	• 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/83696	• 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	• 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	• 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
Compare and order number	• 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	• 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	• Compare and order to 700 (>, <, =) • Ordinals to 31st	• Compare and order to 700 (>, <, =) • Ordinals to 31st
Place Value	• 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	• 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
Strategies for Solving Problems in context and context free calculations – **building up & breaking down;** – **doubling and halving;** – **number lines** – **rounding off in 10s**										
Addition and Subtraction	• 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	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)	• 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 (×, ÷, =, ☐)
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				• Recognise Rands and cents; • Solve money problems involving totals & change	• Recognise Rands and cents; • Solve money problems involving totals & change			
PATTERNS, FUNCTIONS AND ALGEBRA										
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 -		

						forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges	forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges	forwards & backwards in 50s, 100s and Gr 2 counting intervals with increased number ranges		
Geometric patterns			• 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	• Copy, extend, and describe, and create own repeated patterns	• Copy, extend, and describe, and create 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	• Describe, sort & compare circles, triangles, squares, rectangles - in terms of shape, straight and round sides
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				• 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			
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				• 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										
Time	• Calendars, 12-hour 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)	• Calendars, 12-hour 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)				• Calendars, 12-hour 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)	• Calendars, 12-hour 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)	• Calendars, 12-hour 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	• 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	• 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										
Collecting and organise data			• Data collection; recording using lists, tallies and tables	• Data collection; recording using lists, tallies and tables					• Data collection; recording using lists, tallies and tables	• Data collection; 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	• Answer questions on above					• Answer questions on above	• Answer questions on above
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**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83631 https://wcedeportal.co.za/eresource/83636 https://wcedeportal.co.za/eresource/83626 https://wcedeportal.co.za/eresource/83711									
Informal assessment; remediation	Do error analysis for: – Base line Assessment to inform planning for further support and teaching – Analysis will highlight learner gaps.	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong) ➢ Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if necessary) ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate. ➢ Allow for teaching, consolidation and revision work to happen. ➢ Afford the learner opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								**Formal Assessment Task**		

SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

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% 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% 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% 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%**
Topics, concepts, skills and values										
NUMBERS, OPERATIONS AND RELATIONSHIPS										
Mental Maths	• Order a given set of numbers to 999 • Compare and say which is 1,2,3,4,5,10 more or less Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1, 2 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1, 2 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1, 2 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1,2,3,4,5,10 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1, 2 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1, 2 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1,2,3,4,5,10 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1,2,3,4,5,10 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} in order to count on – Number line – Relationship between addition and subtraction – Doubling & halving – Building up and breaking down	• Order a given set of numbers to 999 • Compare and say which is 1,2,3,4,5,10 more or less to 999 Rapid recall: • Addition & subtract facts to 20 • Add or subtract multiples of 10 from 0 to 100 • Multiplication and division facts for: – 2 times table up to 2×10 – 10 times table up to 10×10 Mental strategies: – Put large number 1^{st} 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 https://wcedeportal.co.za/eresource/83701	– Rounding off to nearest 10 – Use the relationship between multiplication and division https://wcedeportal.co.za/eresource/83706	– 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	– Rounding off to nearest 10 – Use the relationship between multiplication and division	– Rounding off to nearest 10 – Use the relationship between multiplication and division
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 • 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	• 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
	• 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	• Compare and order to 1000 (>, <, =) • Ascending order, descending order	• Compare and order to 1000 (>, <, =) • Ascending order, descending order
	• 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	• 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
	Problem Solving in context and context free calculations – building up and breaking down – doubling & halving – number lines – rounding off to the nearest 10									
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	• 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
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 • 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 (×, ÷, =, □)	• 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 (×, ÷, =, □)	• 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 (×, ÷, =, □)
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			

				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 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		
PATTERNS, FUNCTIONS AND ALGEBRA										
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	• 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					• Copy, extend, and describe, and create own repeated patterns	• Copy, extend, and describe, and create 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	• 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 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	• 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			
Symmetry				• Line of symmetry by paper folding & reflection	• Line of symmetry by paper folding & reflection	• 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	• 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										
Time	• Calendars, 12-hour 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)	• Calendars, 12-hour 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)	• Calendars, 12-hour 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)					• Calendars, 12-hour 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)	• Calendars, 12-hour 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)	• Calendars, 12-hour 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)
Capacity	• Formal (litres and millilitres, but no conversions) • Focused on reading a gradation line; using descriptors (e.g. almost, a bit more than…)	• Formal (litres and millilitres, but no conversions) • Focused on reading a gradation line; using descriptors (e.g. almost, a bit more than…)	• Formal (litres and millilitres, but no conversions) • Focused on reading a gradation line; using descriptors (e.g. almost, a bit more than…)							

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	• 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				
Area			Investigate the area using tiling	Investigate the area using tiling			Investigate the area using tiling	Investigate the area using tiling	Investigate the area using tiling	Investigate the area using tiling
DATA HANDLING										
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**	Calendar, bottle tops; Interlocking cubes; number lines, abacus, number games, dot cards, number symbol cards, non-standard unit measurements, balancing scale, containers for measuring, height chart, large analogue clock, building blocks, 2D shapes (triangle, circle, square, etc.), 3D objects (boxes, balls, etc.) Dienes blocks, number chart, ten frame board; etc. https://wcedeportal.co.za/eresource/83631 https://wcedeportal.co.za/eresource/83636 https://wcedeportal.co.za/eresource/83626 https://wcedeportal.co.za/eresource/83711									
Informal assessment; remediation	Do error analysis for: – Base line Assessment to inform planning for further support and teaching – Analysis will highlight learner gaps.	**Error analysis.** ➢ Check what relevant skills and knowledge the learner cannot master (what s/he has wrong) ➢ Locate these skills and knowledge directly in the CAPS. (Go right back to a previous grade if necessary) ➢ Remediate / reteach and check for understanding. Should the teacher fail to address these knowledge gaps, these may deteriorate. ➢ Allow for teaching, consolidation and revision work to happen. ➢ Afford the learner opportunity for good practise as this will enhance learning. **FORMATIVE ASSESSMENT** occurs throughout. The teacher must be vigilant, observe the learner and give good opportunity for the learner to demonstrate his/her learning. Allow learners to vocalise their thinking so that you can observe whether the learners understand the work and are learning. Plan well for successful teaching and learning.								Inform parents of learning gaps. Remedial teaching must be prioritised.
SBA (Formal Assessment)								Formal Assessment Task		