**ENGLISH MATHEMATICS \_2021 WEEKLY TEACHING PLAN \_ GRADE 4**

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| **TERM 1** | **Week 1**  **3 days** | **Week 2**  **5 days** | **Week 3**  **5 days** | **Week 4**  **5 days**: | **Week 5**  **5 days** | | **Week 6**  **5 days** | **Week 7**  **5 days** | **Week 8**  **5 days** | **Week 9**  **4 days** | **Week 10**  **3 days** |
| **Hours per week** | **3 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | | **6 hrs.** | **6 hrs.** | **6 hrs.** | **5 hrs** | **3 hrs.** |
| **Hours per topic** | **3 hrs.** | **12 hrs.** | | **9 hrs.** | | **2 hrs.** | **18 hrs.** | | | **5 hrs** | **3 hrs.** |
| **Topics, concepts and skills** | **REVISION** | **WHOLE NUMBERS:**  **Number range for counting, ordering, comparing and representing, and place value of digits**   * Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000 * Order, compare and represent numbers to at least 4-digit numbers * Represent odd and even numbers to at least 1 000. * Recognize the place value of digits in whole numbers to at least 4-digit numbers * Round off to the nearest 10, 100 and 1 000. | | **NUMBER SENTENCES**   * Write number sentences to describe problem situations * Solve and complete number sentences by * inspection * trial and improvement * Check solution by substitution   **Properties of whole numbers**   * Recognize and use the commutative; associative and distributive properties of operations with whole numbers. * 0 in terms of its additive property | | **FORMAL ASSESSMENT**  **TASK**  **ASSIGNMENT**   * Whole number * Number sentence | **WHOLE NUMBERS:**  **Number range for calculations**   * Addition and subtraction of whole of at least 4 digits   **Calculation techniques**   * Use a range of techniques to perform and check written and mental calculations with whole numbers including; * estimation * building up and breaking down numbers * rounding off and compensating * using a number line * using addition and subtraction as inverse operations.   **Properties of whole numbers**   * Recognize and use the commutative and associative properties of whole numbers * 0 in terms of its additive property   **Solving problems**   * Solve problems in contexts involving whole numbers, including * financial contexts * measurement contexts | | | **REVISION** | **FORMAL ASSESSMENT**  **TASK**  **Test**  All topics |
| **Prerequisite skill or pre-knowledge** |  | * Counting ordering, comparing, and representing place value of 3-digit numbers up to 800 * Recognize the place value of digits in whole numbers to at least 3-digit numbers up to 800. * Round off to the nearest 10 | | * Multiply 2, 3, 4, 5, 10 to at least 100 * Divide numbers to 100 by 2, 3, 4, 5,10 * Use appropriate symbols (, , , , , ) | |  | * Counting ordering, comparing, and representing place value of 3-digit numbers up to 800. * Add up to 800 * Subtract from 800 * Recognize the place value of digits in whole numbers to at least 800. * Round off to the nearest 10 * Adding and subtracting units, multiples of 10 and multiples of 100 to/from any 3-digit number up to 800 | | |  |  |

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| **TERM 2** | **Week 1**  **4 days** | **Week 2**  **5 days** | | **Week 3**  **3 days** | **Week 4**  **5 days** | **Week 5**  **5 days** | | **Week 6**  **5 days** | **Week 7**  **5 days** | | **Week 8**  **5 days** | | **Week 9**  **5 days** | **Week 10**  **4 days** | **Week 11**  **5 days** |
| **Hours per week** | **5 hrs.** | **6 hrs.** | | **3 hrs.** | **6 hrs.** | **6 hrs.** | | **6 hrs.** | **6 hrs.** | | **6 hrs.** | | **6 hrs** | **5 hrs.** | **6 hrs.** |
| **Hours per topic** | **6 hrs.** | | **15 hrs.** | | | | **12 hrs.** | | | **9 hrs.** | | **2 hrs.** | **6 hrs.** | **5 hrs.** | **6 hrs.** |
| **Topics, concepts and skills** | **WHOLE NUMBERS**:  **Number range for calculations:**   * multiplication and division (1-digit by 1 digit)   **Number range for multiples and factors**   * Multiples of 1-digit numbers to at least 100 | | **WHOLE NUMBERS:**  **Number range for calculations**   * Multiply at least 2-digit by 1- digit * Multiplication of at least whole 2-digit by 2-digit numbers   **Calculation techniques**   * Use a range of techniques to perform and check written and mental calculations of whole numbers including: * estimation * building up and breaking down   numbers   * doubling and halving * using multiplication and division as inverse operations.   **Multiples and factors**   * Multiples of 1-digit numbers to at least 100   **Properties of whole numbers**   * Recognize and use the commutative; associative and distributive properties of whole numbers.   **Solving problems**   * Solve problems in contexts involving whole numbers, including: * financial contexts * measurement contexts * comparing two or more quantities of the same kind (ratio) * comparing two quantities of different kinds (rate). | | | | **WHOLE NUMBERS**:  **Number range for calculations**   * Division of 2- digit by 1 - digit * Division of at least whole 3-digit by 1-digit numbers   **Calculation techniques**   * Use a range of techniques to perform and check written and mental calculations of whole numbers including: * estimation * building up and breaking down numbers * using multiplication and division as inverse operations.   **Multiples and factors**   * Multiples of 1-digit numbers to at least 100.   **Properties of whole numbers**   * Recognize and use the distributive properties of whole numbers.   **Solving problems**   * Solve problems in contexts involving whole numbers, including: * financial contexts * measurement contexts * comparing two or more quantities of the same kind (ratio) * comparing two quantities of different kinds (rate). * grouping and equal sharing with remainders | | | **NUMERIC PATTERNS:**  **Investigate and extend patterns**   * Investigate and extend numeric patterns looking for relationships or rules of patterns * sequences involving a constant difference or ratio * of learner’s own creation * Describe observed relationships or rules for sequences involving constant difference or ratio in learner’s own words   **Input and output values**  Determine input values, output values and rules for patterns and relationships:   * flow diagrams * tables   **Equivalent forms**   * Determine equivalence of different descriptions of the same relationship or rule presented: * verbally * in a flow diagram * by a number sentence | | **FORMAL ASSESSMENT**  **TASK**  **Investigation** | **GEOMETRIC PATTERNS**  **Investigate and extend patterns**   * Investigate and extend geometric patterns looking for relationships or rules of patterns: * represented in physical or diagram form * sequences not limited to a constant difference or ratio * of learner’s own creation * Describe observed relationships or rules in learner’s own words   **Input and output values**   * Determine input values, output values and rules for the patterns and relationships using flow diagrams   **Equivalent forms**   * Determine equivalence of different descriptions of the same relationship or rule presented: * verbally * in a flow diagram * by a number sentence | **REVISION OF TERM 1 AND 2 WORK** | **FORMAL ASSESSMENT**  **TASK**  **Test**  All Term 1 and Term 2 topics |
| **Prerequisite skill or pre-knowledge** | * Multiply 2, 3, 4, 5, 10 to at least 100 * Divide numbers to 100 by 2, 3, 4, 5,10 * Use appropriate symbols (, , , , , ) | | * Multiply 2, 3, 4, 5, 10 to a total of 100 * Halving and doubling * Multiplication facts for units by multiples of 10 and 100. * Building up and breaking down 3 digit whole numbers. * Round off to the nearest 10 and estimate answers. | | | | * Divide numbers to 100 by 2, 3, 4, 5,10 * Halving and doubling * Building up and breaking down 3 digit whole numbers. * Use multiplication and division as inverse operations. * Round off to the nearest 10 and estimate answers. | | | * Investigate and extend patterns * Describe patterns in own words | |  | * Investigate and extend patterns * Describe patterns in own words |  |  |

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| **TERM 3** | **Week 1**  **4 days** | **Week 2**  **5 days** | **Week 3**  **5 days** | **Week 4**  **5 days** | | **Week 5**  **4 days** | **Week 6**  **5 days** | **Week 7**  **5 days** | **Week 8**  **5 days** | **Week 9**  **5 days** | | **Week 10**  **5 days** | | **Week 11**  **4 days** |
| **Hours per week** | **5 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | | **5 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs** | | **6 hrs.** | | **5 hrs.** |
| **Hours per topic** | **18 hrs.** | | | | **6 hrs.** | | **6 hrs.** | **12 hrs.** | | **3 hrs** | **3 hrs.** | **3 hrs.** | **8 hrs.** | |
| **Topics, concepts and skills** | **COMMON FRACTIONS:**  **Describing and ordering fractions**   * Compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) * Describe and compare common fractions in diagram form.   **Calculations with fractions**   * Recognize, describe and use the   equivalence of division and fractions   * Addition of common fractions with same denominators.   **Solving problems**   * Solve problems in contexts involving fractions, including grouping and equal sharing.   **Equivalent forms**   * Recognize and use equivalent forms of common fractions (denominators which are multiples of each other) | | | | **TIME:**  **Reading time and time instruments**   * Read, tell and write time in 12-hour and 24-hour   formats on both analogue and digital instruments in:   * hours * minutes * seconds * Instruments include clocks and watches   **Reading calendars**  **Calculations and problem solving time include:**   * problems in contexts involving time * calculation of the number of days between any * two dates within the same or consecutive years * calculation of time intervals where time is given in minutes or hours only | | **LENGTH:**  **Practical measuring**   * Estimate and practically measure 2‑D shapes and 3-D objects using measuring instruments such as: * rulers * metre sticks * tape measures * trundle wheels * Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km)   **Calculations and problem-solving**   * Solve problems in contexts involving length * Convert between * millimetres (mm) and centimetres (cm), * centimetres (cm) and metres (m) * metres (m) and kilometres (km) * Conversions limited to whole numbers and common fractions | **PROPERTIES OF 2D SHAPES:**  **Range of shapes**   * Recognize, visualize and name 2-D shapes in the   environment and geometric setting, focusing on   * regular and irregular polygons - triangles, * squares, rectangles, other quadrilaterals, pentagons, hexagons, heptagons * circles * similarities and differences between squares and rectangles   **Characteristics of shapes**   * Describe, sort and compare 2-D shapes in terms of: * straight and curved sides * number of sides   **Further activities**   * Draw 2-D shapes on grid paper | | **SYMMETRY:**   * Recognize, draw and describe line(s) of symmetry in 2-D shapes | **TRANSFORMATIONS**  **Build composite shapes**   * Put 2-D shapes together to make different composite 2-D shapes including some shapes with line symmetry.   **Tessellations**   * Pack out 2-D shapes to make tessellated patterns   including some patterns with line symmetry.  **Describe patterns**   * Refer to lines, 2-D shapes, 3-D objects and lines   of symmetry when describing patterns   * in nature * from modern everyday life * our cultural heritage | * **REVISION** | **FORMAL ASSESSMENT TASK**  **TEST**  All topics | |
| **Prerequisite skill or pre-knowledge** | * Use and name unitary and non-unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths, fifths * Recognise fractions in diagrammatic form * Recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent * Write fractions as 1 half, 2 third | | | | * Read dates on calendars   Place birthdays, religious festivals, public holidays, historical events, school events on a calendar   * Use calendars to calculate and describe lengths of time in days or weeks or months including * converting between days and weeks * converting between weeks and months * Use clocks to calculate length of time in hours, half hours and quarter hour | | * Estimate, measure, compare, order and record length usingnon-standard measures e.g. hand spans, paces, pencil lengths, counters, etc. * Describe the length of objects by counting and stating the length in informal units | **Identify** circles, Triangles,  Squares and Rectangles    Describe, sort and compare 2-D shapes in terms of:   * shape * straight sides * round sides | | * Recognise and draw line of symmetry in 2-D shapes | **New concept in the grade** |  |  | |

**N.B. BY THE END OF TERM 3, LEARNERS SHOULD HAVE COMPLETED A PROJECT AND A TEST. SEE NOTES ON PROJECT FROM ABRIDGED SECTION 4 OF CAPS.**

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| **TERM 4** | **Week 1**  **4 days** | **Week 2**  **5 days** | **Week 3**  **5 days** | **Week 4**  **5 days**: | **Week 5**  **5 days** | **Week 6**  **5 days** | **Week 7**  **5 days** | **Week 8**  **5 days** | **Week 9**  **5 days** | **Week 10**  **3 days** |
| **Hours per week** | **5 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs.** | **6 hrs** | **3 hrs.** |
| **Hours per topic** | **9 hrs.** | | **6 hrs.** | **12 hrs.** | | **6 hrs.** |  | **6 hrs.** | **6 hrs** | **3 hrs.** |
| **Topics, concepts and skills** | **PERIMETER AND AREA**  **Perimeter**   * Measure perimeter using rulers or measuring tapes   **Measurement of area**   * Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units | | **CAPACITY/VOLUME**  **Practical Measuring**     * Estimate and practically measure 3-D objects using measuring instruments such as: * measuring spoons * measuring cups, * measuring jugs * Record, compare and order capacity and volume of 3D objects in millilitres (ml) and litres (l)   **Calculations and problem‑ solving**   * Solve problems in contexts involving capacity/volume * Convert between millilitres and litres limited to examples with whole numbers and fractions | **USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT**  **NUMBER SENTENCES**   * Write number sentences to describe problem situations   **SOLVING PROBLEMS**   * Solve problems in contexts involving whole numbers and fractions, including: * financial contexts * measurement contexts * fractions, including grouping and equal sharing * comparing two or more quantities of the same kind (ratio) * comparing two quantities of different kinds (rate) | | **REVISION** | **REVISION** | | **FORMAL ASSESSMENT TASK**  **TEST**  All Term 3 and Term 4 topics | **FORMAL ASSESSMENT TASK**  **TEST**  All Term 3 and Term 4 topics |
| **Prerequisite skill or pre-knowledge** | **New concept in Grade 3 and was not done in 2020** | | * Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using: * bottles with a capacity of 1 litre * a measuring jug which has numbered calibration lines in litres, half litres and quarter litres. * measuring cups and teaspoons which indicate their capacity * Read pictures of products with their capacity written in order to sequence in order * Describe the volume on jugs where the volume is near to a numbered millilitre gradation line using almost/ nearly/ close to/ a bit more than/ more or less/ exactly the number of litres they read on the jug. | * Number sentences * All operations with whole numbers and common fractions | |  |  | |  |  |