**ENGLISH MATHEMATICS \_2021 WEEKLY TEACHING PLAN \_ GRADE 5**

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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** | **ORIENTATION AND REVISION** | **WHOLE NUMBERS:**  **Number range for counting, ordering, comparing and representing, and place value of digits**   * Order, compare and represent numbers to at least 6-digit numbers * Recognize the place value of digits in whole numbers to at least 6 digit numbers * Round off to the nearest 5, 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 | | **FORMAL ASSESSMENT TASKS**  **ASSIGNMENT**  Whole numbers  Number sentences | **WHOLE NUMBERS:**  **Number range for calculations**   * Addition and subtraction of whole numbers with at least 5-digit numbers   **Calculation techniques**   * Using a range of techniques to perform and check written and mental calculations of whole numbers including: * estimation * adding and subtracting in columns * building up and breaking down numbers * using a number line * rounding off and compensating * 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 involving whole numbers, including the following: * financial contexts * measurement contexts | | | **FORMAL ASSESSMENT TASKS**  **TEST**  All topics | |
| **Prerequisite skill or pre-knowledge** |  | * Counting ordering, comparing, and representing place value of 4-digit numbers. * Recognize the place value of digits in whole numbers to at least 4-digit numbers. * Rounding off to the nearest 100 | | * Basic operations with whole numbers | |  | * Addition and subtraction of 4-digit numbers. * Round off to the nearest 10, 100, 1 000 and estimate answers. * Adding and subtracting units, multiples of 10 and multiples of 100, 1 000 to/from any 4-digit number | | |  | |

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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** | **15 hrs** | | | | **15 hrs.** | | | **9 hrs.** | | **2 hrs.** | **6 hrs** | **5 hrs.** | **6 hrs.** |
| **Topics, concepts and skills** | **WHOLE NUMBERS:**  **Number range for calculations**   * Multiplication of at least whole 3-digit by 2-digit numbers   **Calculation techniques**   * Using 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  **Number range for multiples and factors**   * Multiples of 2-digits whole numbers to at least 100 * Factors of 2-digit whole numbers to at least 100   **Properties of whole numbers**   * Recognize and use the commutative; associative and distributive properties with whole numbers * 1 in terms of its multiplicative property   **Solving problems**   * Solve problems 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 at least whole   3-digit by 2-digit numbers  **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 * using multiplication and division as inverse operations   **Properties of whole numbers**   * Recognize and use the distributive properties of whole numbers * 1 in terms of its multiplicative property   **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 not limited to 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 TASKS**  **INVESTIGATIONS**   * Multiplication * Division * Numeric Patterns | **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** | **FORMAL ASSESSMENT TASKS**  **TEST**  All Term 1 and Term 2 topics |
| **Prerequisite skill or pre-knowledge** | * Describe, compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) fractions in diagram form * Equivalent fractions * Multiply at least and 2-digit by 2-digit numbers. * Doubling and halving * Multiplication facts for units by multiples of 10 100.and 1 000 * Building up and breaking down 4 digit whole numbers. * Round off to the nearest 10, 100 and 1 000 to estimate answers. * Multiples of 1 digit numbers to at least 100 * 1 in terms of its multiplicative property | | | | * Division of 3-digit numbers by 1-digit numbers * Solve problems in financial and measurement contexts with whole numbers including sharing, grouping and rate * Multiples of 2-digit numbers to at least 100 * Factors of 2-digit whole   numbers to at least 100  1 in terms of its multiplicative property | | | * Investigate and extend patterns * Describe patterns in own words * Describe general rules observed in patterns * Determine input and output values in tables and flow diagrams | |  | * Investigate and extend patterns * Describe patterns in own words * Describe general rules observed in patterns * Determine input and output values in tables and flow diagrams |  |  |

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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.** | | **9 hrs** | | | **3 hrs** | **3 hrs** | **9 hrs** | | **6 hrs.** | **5 hrs.** |
| **Topics, concepts and skills** | **COMMON FRACTIONS:**  **Describing and ordering fractions:**   * Count forwards and backwards in fractions * Compare and order common fractions to at least twelfths   **Calculations with fractions:**   * Addition and subtraction of common fractions with same denominator * Addition and subtraction of mixed numbers fractions of whole numbers * Fractions of whole which result in whole numbers * Recognise, describe and use the equivalence of division and fractions   **Solving problems**   * Solve problems in contexts involving common fractions, including grouping and sharing   **Equivalent forms**:   * Recognize and use equivalent forms of common fractions with denominators which are multiples of each other | | | | **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 any of the following units. * millimetres (mm), * centimetres (cm), * 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 * lengths of sides * angles in shapes, limited to: * right angles * angles smaller than right angles * angles greater than right angles   **Further activities**   * Draw 2-D shapes on grid paper   **Angles**   * Recognize and describe angles in 2-D shapes: * right angles * angles smaller than right angles * angles greater than right angles | | | **SYMMETRY:**   * Recognize, draw and describe line(s) of symmetry in 2-D shapes | **TRANSFORMATIONS:**  **Use transformations to make composite shapes**   * Make composite 2-D shapes including shapes with line symmetry by tracing and moving a 2-D shape in one or more of the following ways: * by rotation * by translation * by reflection   **Use transformations to make tessellations**   * Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D in one or more of the following ways: * by rotation * by translation * by reflection   **Describe patterns**   * Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns. | **PROPERTIES OF 3-D OBJECTS:**  **Range of objects**   * Recognize, visualize and name 3-D objects in the * environment and geometric settings, focusing on: * rectangular prisms and other prisms * cubes * cylinders * cones * pyramids * similarities and differences between cubes and rectangular prisms   **Characteristics of objects**   * Describe, sort and compare 3-D objects in terms of * shape of faces * number of faces * flat and curved surfaces   **Further activities**   * Make 3-D models using cut out polygons * Cut open boxes to trace and describe their nets | | **REVISION** | **FORMAL ASSESSMENT TASKS**  **TEST**  All topics |
| **Prerequisite skill or pre-knowledge** | * Describe, compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) fractions in diagram form * Equivalent fractions * Adding and subtracting fractions in context | | | | * Estimating, measuring, recording, comparing and ordering length * Use Measuring instruments: * Units of length * Solve problems in contexts * Converting between units * Conversions limited to whole numbers and common fractions | | * Recognize, visualize and name 2-D shapes in the   environment and geometric settings:   * regular and irregular polygons up to hexagons * circles * Describe, sort and compare 2-D shapes in terms of * straight and curved sides * number of sides | | | * Recognise lines of symmetry in nature | * Building composite shapes * Tessellations and describing patterns in the world. | * Recognize, visualize and name * rectangular prisms * spheres * cylinders * cones * square-based pyramids * Describe, sort and compare 3-D objects in terms of: * shapes of faces * flat and curved surfaces * Make 3-D models using cut-out polygons | |  |  |

**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** | **12 hrs.** | | | **6 hrs.** | | **6 hrs.** | **12 hrs.** | | **6 hrs.** | **6 hrs** | **3 hrs.** |
| **Topics, concepts and skills** | **PERIMETER, AREA AND VOLUME OF 2 D SHAPES**  **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   **Measurement of volume**   * Find volume/capacity of objects by packing or filling them in order to develop an understanding of cubic 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 | | **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, watches and stopwatches   **Reading calendars**  **Calculations and problem solving time include:**   * problems in contexts involving time * calculation of time intervals where time is given in * seconds and/or minutes   minutes and/or hours   * hours and/or days * days, weeks and/or months * years and/or decades | **USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT**  **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** | **FORMAL ASSESSMENT TASKS**  **TEST**  All Term 3 and Term 4 topics | **FORMAL ASSESSMENT TASKS**  **TEST**  All Term 3 and Term 4 topics |
| **Prerequisite skill or pre-knowledge** | * Measure perimeter using rulers or measuring tapes * Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units * Find volume/capacity of objects (by packing or filling them in order to develop an understanding of cubic units | | | * Millilitres and litres. * Measuring instruments such as measuring cups and measuring spoons. * Read off measurements where the calibration line is numbered. | | * Read, tell and write time in 12-hour and 24-hour   formats on both analogue and digital instruments in hours, minutes and seconds   * 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 * Reading calendars | * Number sentences * All operations with whole numbers and common fractions | |  |  |  |