basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2021 Annual Teaching Plan Template

2021 Annual Teaching Plan – Term 1: MATHEMATICS: Grade 3

Mathematics time allocation:

7 hours per week is allocated for Mathematics. the following break down for the daily lesson is suggested.

WEEK: 7 hrs	
PER DAY 1 hr 24 min × 5 = 7 hrs	
1. Whole Class Activity: ○ **Counting, Mental Maths (consolidation of concepts)** ○ **New concept teaching** 2. **Independent group teaching and independent work** (inclusive of **oral, practical and written activities** daily) The teacher is also mindful to plan well for effective for assessment for learning to inform the remediation and teaching.	**5 min +10 min** **20 min** **24 × 2 groups = 48 min**
See a suggested group teaching plan below.	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS Topic	• Baseline Assessment **NOR:** • Count objects • Count forwards and backwards • number symbols and number names • Place value	**NOR:** • Count objects • Count forwards and backwards • number symbols and number names • Describe, Order and Compare • Place value • Addition and Subtraction		**NOR:** • Addition and Subtraction • Place value • Multiplication **PFA:** • Geometric Patterns **Space & Shape:** • 3-D objects		**NOR:** • Addition and Subtraction • Multiplication • Money **Measurement:** • Time		**NOR:** • Multiplication • Grouping and sharing **Data handling:**		**REVISION**
Core Concepts, Skills and Values	**Counting:** • forwards and backwards in 2s, 5s and 10s up to 100 (from any multiples) **Mental Math:** • 1 more/1 less	**Counting: (Numeric patterns integrated)** • forwards and backwards in 1s, 2s, 5s up to 150 (from any multiples) **Mental Math:** • 1 more/1 less • 2 more/2 less • 5 more/ 5 less • Number bonds of 10	**Counting: (Number pattern integrated)** • forwards and backwards in 2s, 5s, 10s up to 200 (from any multiples) **Mental Math:** • Order numbers • Smallest/biggest number • Number bonds of 10 • Addition facts to 20	**Counting:** • forwards and backwards in 2s, 3s up to 200 (from any multiples) **Mental Math:** • Which number is between? • 3 more/3 less • Subtraction facts to 20	**Counting:** • forwards and backwards in 3s & 5s up 200 (from any multiples) **Mental Math:** • Addition and subtraction facts to 20 • Multiplication (2 times and 5 times table) • Doubling and halving	**Counting:** • forwards and backwards in 3s & 10s up 200 (from any multiples) **Mental Math:** • Multiplication (3 times table) • 3 more/3 less • 10 more/ 10 less •	**Counting:** • forwards and backwards in 2s & 4s up 200 (from any multiples) **Mental Math:** • Addition and subtraction facts to 20 • 2 more/2 less • 4 more/ 4 less • Multiplication (4 times table)	**Counting:** • forwards and backwards in 3s & 4s up 200 (from any multiples) **Mental Math:** • Addition and subtraction facts to 20 • Multiplication (2 - 5 times table)	**Counting:** • Forwards and backwards in 3s, 4s & 10s up 200 (from any multiples) **Mental Math:** • Addition and subtraction facts to 20 • Multiplication (2 - 5 times table)	**Counting:** • Forwards and backwards in 2s, 3s, 4s up 200 (from any multiples) **Mental Math:** • Addition and subtraction facts to 20 • Multiplication (2 - 5 times table) • Multiples of 10

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	NOR: • Counting concrete objects by grouping up to 100 (estimate and count reliably) • Complete number sequence up to 100 • Read and write number symbol up to 100 • Write number names 1 to 30 • Know what each digit represents • Decompose two-digit numbers up to 99 into multiples of tens and ones/units • Identify and state the value of each digit	**NOR:** • Recognise, identify, read and write number symbols up to 200 • Write number names up to 100 • Order and compare (<, >, =) whole numbers up to 99 • Arrange from greatest to smallest, less than and is equal to up to 99 • Decompose two-digit numbers into multiples of tens and units/ones • Identify and state the value of each digit • Solve addition and subtraction problems up to 20 in context • Use appropriate symbols (+, -, =, ☐) •		**NOR:** • Add and subtract problems of 2-digit numbers with the answer up to 99 in context and context free calculations • Solve number problems in context and context free, explain own solution to problems involving multiplication with answers up to 50.(5 times and 2 times table) • Relationships between repeated addition and multiplication • Use appropriate symbols (+, =, ×, ☐) **PFA:** **Geometric pattern:** • Copy, extend and describe in words · simple patterns made with physical objects Build own pattern using concrete objects **Space & Shape:** **3-D objects:** • Name, recognise, describe, sort, and compare 3-D objects		**NOR:** • Add and subtract up to 99 context free calculations • Solve number problems in context and context free, explain own solution to problems involving multiplication with answers up to 50.(5, 2, 3 and 4 times table) **Money: (integrated into addition and subtraction, multiplication)** • Recognise, identify RSA money (5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50), and solve money problems up to R20. **Measurement:** **Time:** • Tell 12 hr time in hours, half hours, quarter hours and minutes in analogue clocks and digital clocks • Calculate length of time and passing of time · converting between days and weeks · converting between weeks and months · Use clocks to calculate length of		**NOR:** • Context free multiplication with answers up to 50.(5, 2, 3 and 4 times table) **Grouping and sharing leading to division:** • Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 by 2, 5 and 10 with answers (without remainder) • Use appropriate symbols (÷, =, □) **Data handling:** • Collect data about the class or school to answer questions posed by the teacher. • Use tallies to record data in categories provided. • Represent data in · Tables · Bar graphs • Talk about and answer questions about data in tables and bar graphs (Drawing a conclusion-interpretation of data).		REVISION of Term 1 • Addition and subtraction • Multiplication and division
Strategies	Counting object in more than 1 way: Clever counting (grouping): Counting in multiples: Number line	Expanded Notation, Building up, breaking down, Number line		Number line Breaking down Building up Array diagram Multiplication table		Number line Breaking down Building up Array diagram Multiplication table Doubling and halving Counting in 2s, 3s, 4s 5s, 10s		Array diagram Multiplication table Counting in 5s-Tally table		
Requisite Pre-Knowledge	In Grade 2, the learners should have learnt how to: • Count forwards and backwards from 0 to 200. • Recognise, read and write number symbols up to 200. • Write number names up to 100	In Grade 2, the learners should have learnt how to: • Copy, extend and describe simple number sequences to at least 200, which should include counting forwards and backwards in ones. • Counting forwards in 10s, 5s, 4s, 3s and 2s up to 200. • Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations. • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99. • Bonds of numbers up to 10 as well as using the appropriate symbols: +, –, =, ☐		• Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations. • Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 20. • Bonds of numbers up to 10 as well as using the appropriate symbols: +, –, ×, =, ☐ • Use language to talk about 3-D objects.		• Tell 12 hr time in hours and half hours • Name and sequence days of the week • Name and sequence months of the year • Bonds of numbers up to 10 • Knowledge of morning, afternoon, and evening • Knowledge of RSA money		• Solves and explain solutions to practical problems that involve equal sharing and grouping • Addition and subtraction for interpretation of graphs • Represent data in pictographs with one-to-one correspondence	

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Resources (other than textbook) **to enhance learning**	• DBE Workbook • Worksheets/classwork book • Concrete apparatus • 100 board per learner • Activity cards	• 100 board • DBE Workbook • Worksheets/classwork book • Counters, abacus, • DBE Workbook • Worksheets/classwork book		• Counters, abacus • DBE Workbook • Worksheets/classwork book • Paper, scissors, pencils, sticks, bottle tops. • Empty matchboxes, strings, rulers, measuring tape		• Calendars • Analogue clock • DBE Workbook • Worksheets/classwork book		• Counters, plastic plates, circles drawn on the floor • DBE Workbook • Worksheets/classwork book		• DBE Workbook • Worksheets/classwork book
Informal Assessment	Assess as Core Concepts, Skills and Values above									
SBA (Formal Assessment)			**Oral:** • NOR	**Written:** • NOR	**Practical:** • Space and Shape • PFA	**Written:** • NOR • Space and Shape •	**Oral:** • Measurement	**Written:** • NOR • Measurement • Data handling	**Practical:** • NOR	