

GRADE 1

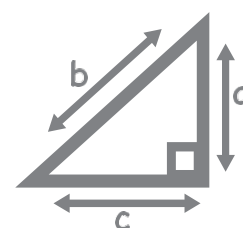
Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

2021 TERM 1

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ADJUSTED SCHOOL CALENDAR

SCHOOL TERMS	DATES	TEACHING DAYS
Term 1	15 February - 23 April	50(10 weeks)
Term 2	3 May – 9 July	50(10 weeks)
Term 3	28 July – 01 October	50(10 weeks)
Term 4	11 Oct - 15 Dec	48(10 weeks)

NOTES:

- **TEACHING APPROACH** impact on the number of teaching and learning days. (eg: **ROTATION** – approx. 25 days)
- **NECT TERM 1** trimmed tracker has 32 teaching and learning days and 15 Consolidation, Remediation & Assessment days

ROUTINE

REMEMBER: THE TEACHER MUST DO MAT WORK AND EMPLOY GROUP TEACHING

BELOW IS A GUIDE TO SUPPORT THE TEACHER WITH ORGANISING THE LEARNERS INTO AT LEAST 3 GROUPS, BIGGER CLASSES WILL HAVE MORE GROUPS...

- if the class size is approx. 36.
- divide the class into 3 groups – to facilitate teaching, this also helps the teacher to recognise the learning potential of her 36 learners.
- groups can be differentiated/ ability groups or mixed groups – decide which will suit effective teaching and learning best for the context.
- practice one of the 2 rotation of group methods below.
- be mindful that effective teaching and learning aims to lay solid foundations for learning hence the teacher must be well organised and plan every day to deliver nothing but the best!

BELOW IS THE 3 WEEK CYCLE FOR ROTATION OF GROUPS

WEEK 1					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	(1 x 3, 2 x 4, 3 x 3)

WEEK 2					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	(1 x 4, 2 x 3, 3 x 3)

WEEK 2					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	(1 x 3, 2 x 3, 3 x 4)

ALTERNATIVELY, SOME TEACHERS PREFER TO EMBRACE A GROUP ORIENTATION WHEREBY THEY TEACH EACH GROUP ON A DAILY BASIS.

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

The plus factor here is that the teacher manages to teach the third group daily and the other groups will be able to complete more written work independently at the tables.

Since there are 7 hours allocated for Mathematics the following as in the lesson above is a suggestion.

WEEK: 7 hrs	
PER DAY 1 hr 24 min × 5 = 7 hrs	
Counting	5 min
Consolidation of Concepts	10 min
New Concept	20 min
Group work	24 × 2 groups = 48 min

PLANNER AND TRACKER

15 – 19 February 2021

RECOMMENDATION

BASLEINE/READINESS ASSESSMENT:


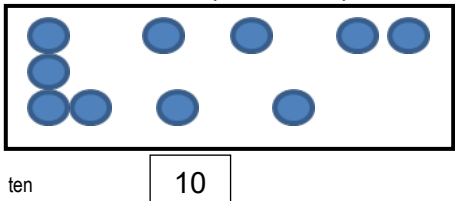
- **WHEN:** to take place alongside teaching and learning
- **SUGGESTED NUMBER OF ITEMS:** Grade 1 = 10 / Grade 2 = 15 and Grade 3 = 20
- **ITEM BANK:** Items can be from previous:
 - BASELINE/READINESS assessment
 - Assessment Resources in this TRACKER or the
 - DBE Item Bank.
- **PREPARATION:** Test, Marking Guideline/s, Marksheet and apparatus

Week 1					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
1	<ul style="list-style-type: none"> • Baseline and Readiness Assessment • Patterns 		Worksheet 2 (p. 7) Worksheet 3 (pp. 6, 7)		
2	<ul style="list-style-type: none"> • Baseline and Readiness Assessment (One to one correspondence number names and number symbols) • Sort objects and patterns 		Worksheet 5 (p. 10) Worksheet 4 (pp. 8, 9)		
3	<ul style="list-style-type: none"> • Baseline and Readiness Assessment • Count, compare and add 		Dice from DBE cut-outs at the back		
4	Zero and number 1: Identify, recognise, read and write number symbol 1 and the number name one	1	Worksheet 9 (pp. 18, 19)	Number symbol and number name cards (0 zero, 1 one), counting objects, old magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	
5	Number 2: Identify, recognise, read and write number symbol 2 and the number name two	2	Worksheet 10 (pp. 20, 21)	Number symbol and number name cards (2 two), counting objects, old magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	

Notes for the teacher.

1. The Readiness Test can be administered one-on one or to a group of at least 5 learners at a time.
2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Baseline Assessment is being administered.
3. Prepare well-study the Readiness Test i.e. familiarise yourself with the apparatus and templates that must be used. (All templates/ apparatus are provided, simply cut these out and use.)
4. Below are examples to administer the Readiness Test.
5. Teachers must also write comments/ make notes of the learners verbal responses in Learner Response Book(LRB).

EXAMPLES FOR BASELINE/READINESS TASKS

NOR	Draw 5 objects	Ask learners to draw 5 	easy	1	Draw 5 apples.
NOR	Count One to one correspondence number names and number symbols	<p>Teacher places 10 counters randomly on the table, Give the following instructions: Count the counters.how many counters have you counted?</p> 	moderate	1	<p>Count one by one / in groups? Note the learner's level of counting.</p> <p>Check on the correct 'touch counting' skill – can the learner verbally match the correct number name while counting to counters and give the correct total.</p> <p>NOTE: DBE WORKSHEET 5 can also work for one to one correspondence</p>

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 2					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
6	Number 3: Identify, recognise, read and write number symbol 3 and the number name three	3	Worksheet 11 (pp. 22, 23)	Number symbol and number name cards (3 three), counting objects, magazines/ newspapers, number tracing card (see <i>Printable Resources</i>)	
7	Compare and order numbers 1 to 3: Describe and compare a collection of objects and numbers (1 to 3)	4	Worksheet 13 (pp. 28, 29)	Counters, number symbol cards, flashcards (more, less, the same as)	
8	Number 4: Identify, recognise, read and write number symbol 4 and the number name four	5	Worksheet 14 (pp. 30, 31)	Number symbol and number name cards (4 four) (see <i>Printable Resources</i>), counting objects, magazines/ newspapers, number tracing card (see <i>Printable Resources</i>)	
9	Number 5: Compare numbers 0 to 5 and say which is more than or less than; Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five	6	Worksheet 17 (pp. 36, 37)	Number symbol and number name cards (5 five) (see <i>Printable Resources</i>), counting objects, magazines/ newspapers, beads	
10	Complete and consolidate the week's assessment and work	n/a			
Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Number, operations and relationships: Counting Activity: Observe learners to assess their ability to count objects up to 3					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to count less than 3 objects reliably				
2 (30%–39%)	Counts out less than 3 objects reliably, saying the names with errors most times				
3 (40%–49%)	Counts out up to 3 objects reliably, saying the names in sequence with a few errors most times				
4 (50%–59%)	Counts out 3 objects reliably, saying the names in sequence with a few errors sometimes				
5 (60%–69%)	Counts out 3 objects reliably, saying the names correctly in sequence				
6 (70%–79%)	Counts out more than 3 objects reliably, saying the names in sequence correctly				
7 (80%–100%)	Counts out more than 3 objects reliably, saying the names in sequence correctly and confidently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

1 – 5 MARCH 2021

Week 3					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Numbers 1 to 5: Identify, recognise, read and write number symbols 1 to 5 and number names one to five	7	Worksheet 18 (pp. 38, 39)	Strings of 5 beads for each learner, number symbol and number name cards (0 to 5) (see <i>Printable Resources</i>), counting objects Written assessment items 1 and 2	
12	Addition up to 4: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to four	8	Worksheet 15 (pp. 32, 33)	Counters, cards (four cards with the same picture on each one, e.g. one apple drawn on each card), small stones	
13	Addition up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five: Number bonds to 5	9		Counters, number symbol cards (1 to 5) (see <i>Printable Resources</i>)	
14	Use the following techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	10	Worksheet 19 (pp. 40, 41)	Counters (2 different colours), number symbol and number name cards (0 to 5) (see <i>Printable Resources</i>)	
15	Complete and consolidate the week's assessment and work	n/a			
Reflection					
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		
			<p>HOD:</p>		<p>Date:</p>

8 -12 MARCH 2021

Week 4					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
16	Addition doubles 1 to 5: Use the following techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	12	Worksheet 26 Question 2 (pp. 56, 57)	Counters, picture of butterfly, Unifix blocks, number lines (see <i>Printable Resources</i>)	
17	Addition up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five: Number bonds to 5	13	Worksheet 21 (pp. 44, 45)	Counters, objects, number board (see <i>Printable Resources</i>) Written assessment item 3	
18	Subtraction up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five	14&15	Worksheet 20 (pp. 42, 43)	Bottle tops on a string or an abacus, enough stones/ counters for learners Written assessment item 4	
19	Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving subtraction with answers up to five	16	Worksheet 22 Question 2 (pp. 46, 47)	Coloured counters, Unifix blocks, beads, number board, number line (see <i>Printable Resources</i>) Written assessment item 5	
20	Complete and consolidate the week's assessment and work	n/a			
Week 7 Assessment Activity: ORAL – FORMAL					
CAPS: Data handling					
Activity: Assess the learners' ability to collect, sort and organise data					Mark: 17
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to collect or sort data				
2 (30%–39%)	Able to collect data but not able to sort the data				
3 (40%–49%)	Able to collect data and sort data with assistance				
4 (50%–59%)	Able to collect data and sort data without assistance				
5 (60%–69%)	Able to collect data, sort data and make a drawing of the sorted data but does make some mistakes				
6 (70%–79%)	Able to collect data, sort data and make a drawing of the sorted data without making mistakes				
7 (80%–100%)	Able to collect data, sort data and make a drawing of the sorted data and to answer questions about the data				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

Week 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Use the following techniques when solving addition and subtraction problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines; Practise number bonds 1 to 5	17	Worksheet 25 Question 2 (pp. 54, 55)	Counters (2 different colours), Unifix cubes, number board, number line (see <i>Printable Resources</i>) Written assessment item 6	
22	Numbers 6 to 10 (recognition only): Identify, recognise, and read number symbols 6 to 10 and number names six to ten	18		Number symbol and number name cards (6 to 10), number board (see <i>Printable Resources</i>), counting objects, old magazines Written assessment item 7	
23	Numbers 6 to 10 (recognition only): Identify, recognise, and read number symbols 6 to 10 and number names six to ten	19		Number symbol and number name cards (6 to 10), number board (see <i>Printable Resources</i>), counting objects, old magazines Written assessment item 7	
24	Numbers 11 to 15 (recognition only): Compare numbers up to 10 and say which is more or less; Identify, recognise, and read number symbols 11 to 15	20		Number symbol and number name cards (11 to 15) (see <i>Printable Resources</i>), counting objects, old magazines/newspapers	
25	Complete and consolidate the week's assessment and work	n/a			
Week 6 Assessment Activity: ORAL – FORMAL					Mark : /7
CAPS: Patterns and algebra Activity: Observe learners' ability to copy, extend and describe simple number sequences to 10					
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Unable to copy, extend and describe simple number sequences				
2 (30%–39%)	Able to copy simple number sequences to 5				
3 (40%–49%)	Able to copy and extend simple number sequences to 5				
4 (50%–59%)	Able to copy and extend simple number sequences to 10				
5 (60%–69%)	Able to copy, extend and describe simple number sequences to 10 but makes some mistakes				
6 (70%–79%)	Able to copy, extend and describe simple number sequences to 10 without making any mistakes				
7 (80%–100%)	Able to copy, extend and describe simple number sequences beyond 10				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

23-26 MARCH 2021

Week 6					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Patterns of 10: Copy, extend and describe simple number sequences 1 to 20, i.e. count forwards and backwards in ones 1 to 20	21		Counters, number symbol cards (0 to 20), number lines (see <i>Printable Resources</i>) Written assessment item 9	
27	Numbers 16 to 20 (recognition only): Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20	22		Number symbol and number name cards (16 to 20) (see <i>Printable Resources</i>), counting objects, old magazines/newspapers	
28	Number patterns 1 to 15: Copy, extend and describe simple number sequences 1 to 20, i.e. count forwards and backwards in ones 1 to 20	23		Number symbol cards (0 to 15), number boards and number lines (see <i>Printable Resources</i>)	
29	3-D – balls and boxes: Recognise and name 3-D objects in the classroom and in pictures	24	Worksheet 23 (pp. 48, 49)	Number symbol cards (see <i>Printable Resources</i>), some ball and box shapes objects, some pictures of ball and box shapes objects <i>Written assessment items 11 and 12</i>	
30	Complete and consolidate the week's assessment and work	n/a			
Week 7 Assessment Activity: PRACTICAL – FORMAL					
CAPS: Space and shape: 3-D objects					
Activity: Observe learners' ability to identify, recognise, name and sort ball and box shaped objects					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Cannot recognise 3-D (balls and boxes) objects and position, confused				
2 (30%–39%)	Needs help to recognise 3-D objects (balls and boxes) and can describe position				
3 (40%–49%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes errors most times				
4 (50%–59%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes few errors sometimes				
5 (60%–69%)	Recognises 3-D objects and 2-D shapes and can describe position and direction almost always correctly				
6 (70%–79%)	Recognises 3-D objects and 2-D shapes and can describe position and direction always correctly				
7 (80%–100%)	Recognises 3-D objects and 2-D shapes and can describe position and direction competently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

29-31 MARCH TO 1 APRIL 2021

Week 7					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	Size of 3-D objects: Recognise and name 3-D objects in the classroom and in pictures; Describe, sort and compare 3-D objects in terms of size	25	Worksheet 27 (pp. 58, 59)	Pictures of objects of various sizes, balls and boxes of various sizes Written assessment item 13	
32	3-D – Building objects: Observe and build given 3-D objects using concrete materials	26	Worksheet 31 (pp. 66, 67)	Lots of empty matchboxes, glue, objects, balls, boxes (you must collect and recycle)	
33	Complete and consolidate the week's assessment and work	n/a			
34	Complete and consolidate the week's assessment and work	n/a			
	PUBLIC HOLIDAY				
Week 7 Assessment Activity: PRACTICAL – FORMAL					
CAPS: Space and shape: 3-D objects					
Activity: Observe learners' ability to identify, recognise, name and sort ball and box shaped objects					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Cannot recognise 3-D (balls and boxes) objects and position, confused				
2 (30%–39%)	Needs help to recognise 3-D objects (balls and boxes) and can describe position				
3 (40%–49%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes errors most times				
4 (50%–59%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes few errors sometimes				
5 (60%–69%)	Recognises 3-D objects and 2-D shapes and can describe position and direction almost always correctly				
6 (70%–79%)	Recognises 3-D objects and 2-D shapes and can describe position and direction always correctly				
7 (80%–100%)	Recognises 3-D objects and 2-D shapes and can describe position and direction competently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

6 – 9 APRIL 2021

Week 8					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
	PUBLIC HOLIDAY				
31	Complete and consolidate the week's assessment and work	n/a			
32	Data – sort objects: Collect and sort everyday objects; Draw a picture of the collected objects; Describe the collection and give reasons for how the objects were sorted	30	Worksheet 28 (pp. 60)	Number symbol cards (0 to 5) (see <i>Printable Resources</i>), shapes, bottle tops, counters of various sizes and colours, Unifix cubes <i>Written Assessment item 17</i>	
33	Data – sort objects: Collect and sort everyday objects; Draw a picture of the collected objects; Describe the collection and give reasons for how the objects were sorted	31	Worksheet 28 (pp. 61)	Number symbol cards (0 to 5) (see <i>Printable Resources</i>), shapes, bottle tops, counters of various sizes and colours, Unifix cubes <i>Written Assessment item 17</i>	
34	Complete and consolidate the week's assessment and work	n/a			
Week 8 Assessment Activity: PRACTICAL – FORMAL					
CAPS: Measurement: Length					
Activity: Observe learners' ability to order and compare according to length					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Does not understand simple length concepts				
2 (30%–39%)	Needs help to describe simple length concepts				
3 (40%–49%)	Knows and can describe: length – long, short but makes errors most times				
4 (50%–59%)	Knows and can describe: length – long, short but makes few errors sometimes				
5 (60%–69%)	Knows and can describe: length – long, short almost always correctly				
6 (70%–79%)	Knows and can describe: length – long, short always correctly				
7 (80%–100%)	Knows and can describe: length – long, short correctly, competently and confidently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD:		Date:

12- 16 APRIL 2021

Week 9					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
35	Position: Follow directions to move around the classroom; Follow instructions to place one object in relation to another; Describe the position of one object in relation to another	35	Worksheet 24b (pp. 52, 53)	Unifix blocks, position vocabulary cards (on top of, under, in front of, behind, to the left of, to the right of, next to)	
36	Position: Follow direction; Describe the position of one object in relation to another	36	Worksheet 24a (pp. 50, 51)	Arrow cards, balls, coloured boxes, classroom items	
37	Grouping: Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	37	Worksheet 30 (pp. 64, 65)	Hoops (or circles drawn in the sand), counters, crayons, cups	
38	Sharing: Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	38	Worksheet 29 (pp. 62, 63)	Counters, crayons	
39	Complete and consolidate the week's assessment and work	n/a			
<p align="center">Week 8 Assessment Activity: PRACTICAL – FORMAL</p> <p>CAPS: Space and shape: 3-D objects</p> <p>Activity: Observe learners' ability to identify, recognise, name and sort ball and box shaped objects</p>					<p>Mark: /7</p>
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Cannot recognise 3-D (balls and boxes) objects and position, confused				
2 (30%–39%)	Needs help to recognise 3-D objects (balls and boxes) and can describe position				
3 (40%–49%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes errors most times				
4 (50%–59%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes few errors sometimes				
5 (60%–69%)	Recognises 3-D objects and 2-D shapes and can describe position and direction almost always correctly				
6 (70%–79%)	Recognises 3-D objects and 2-D shapes and can describe position and direction always correctly				
7 (80%–100%)	Recognises 3-D objects and 2-D shapes and can describe position and direction competently				
Reflection					
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		
			<p>HOD:</p>		
			<p align="right">Date:</p>		

19- 23 APRIL 2021

Week 10						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
40	Time		Rev	Worksheet 7 (pp,14)		
41	Passing time: Order regular events from own lives; Compare lengths of time using language, e.g. longer, shorter, faster, slower; Sequence events using language such as yesterday, today, tomorrow		39	Worksheet 16 (pp. 34, 35)	Box, stones, sequence pictures (e.g. from waking up to getting to school), events pictures (e.g. eating breakfast and brushing teeth)	
42	Telling time: Talk about the passing of time: Compare lengths of time, sequence events, describe when something happens, identify the sequence of days of the week and months of the year, place birthdays on the calendar		40	Worksheet 32 (pp. 68, 69)	Birthday chart, days of the week vocabulary cards, months of the year vocabulary cards	
43	Complete and consolidate the week's assessment and work		n/a			
44	Complete and consolidate the week's assessment and work		n/a			
Week 10 Assessment Activity: ORAL – INFORMAL						Mark: /7
CAPS: Space and shape – Position and direction Activity: Observe learners' ability to identify position and follow directions						
Mark	Criteria – Checklist: 1 mark for each criterion achieved					
1	Able to follow directions to move to the left and right					
1	Able to follow directions to show movement up and down					
1	Able to identify positions above and below					
1	Able to identify positions next to, in front of and behind					
1	Able to follow directions to move around the classroom					
1	Able to follow instructions to place one object in relation to another					
1	Able to describe the position of one object in relation to another					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD:		
				Date:		

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

The assessment term plan gives an overview of how the formal and informal assessment programme fits into the weekly lesson plans.

Note:

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included at the end of this document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment Activities	Formal Assessment Activities
1	Revision activities	Baseline assessment notes
2	Oral and practical: Activity 1 Number operations and relationships – Counting	
3		Oral and Practical: Activity 2 Number operations and relationships – Counting Written: Item bank questions 1 and 2 Number operations and relationships
4	Oral and Practical: Activity 3 Number operations and relationships – Addition	
5		Oral and Practical: Activity 4 Number operations and relationships – Subtraction Written: Item bank questions 3, 4, and 5 Number operations and relationships
6		Oral: Activity 5 Patterns and algebra – Number patterns Written: Item bank questions 6, 7 and 9 Number operations and relationships
7		Practical: Activity 6 Space and shape – 3-D objects Written: Item bank questions 9, 11 and 12 Pattern and Space and shape
8		Practical: Activity 7 Measurement – Length Written: Item bank questions 13 and 14 Space and shape and Measurement
9	Oral: Activity 9 Space and shape – Position and direction	Practical: Activity 8 Data handling – Sorting data Written: Item bank questions 10, 16 and 17 Number, Measurement and Data
10	Oral: Activity 10 Measurement – Time	Written: Item bank question 15 Measurement

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

Resources that can be used for written assessment of each curriculum content strand and their memos are given in the following section. They are given in bilingual format.

Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

You need to plan when you will do written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the *Resources* column of the tracker). The questions provided here are taken from past written assessment papers that were previously in the lesson plans but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.

You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.

There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. Written assessment items for Number and operations

There are several assessment items for Number and operations. These are linked in the *Resources* column of the tracker. You could use the following sheet to record the written assessment marks for Number and operations per learner as the term progresses. You can then add the marks to get a mark out of 17 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Number and operations in the suggested overall exemplar mark sheet.

There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. Written assessment items for Pattern

Questions 9 and 10 – Marks $2 + 2 = 4$

3. Written assessment items for Space and shape

Questions 11, 12 and 13 – Marks $3 + 2 + 1 = 5$

4. Written assessment items for Measurement

Questions 14, 15 and 16 – Marks $1 + 1 + 1 = 3$

5. Written assessment items for Data handling

Question 17 – Marks 6

The exemplar items and suggested marking memoranda for these items are given on the pages that follow.

Written Assessment: English /isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Umbuzo 1

(3)

Draw counters to show these numbers.

Zoba izibalisi ukubonakalisa la manani.

a) 1

b) 3

c) 5

Question 2

Umbuzo 2

(2)

Colour the smallest number red and the biggest number blue.

Faka umbala obomvu kwelona nani lincinane nombala ozuba kwelona nani likhulu.

4	2	0	5	1	3
---	---	---	---	---	---

Question 3

Umbuzo 3

(2)

Add the following:

Dibanisa okulandelayo:

a) 2 and 2 =

b) 1 and 4 =

isi-2 nesi-2 =

isi-1 nesi-4 =

Question 4

Umbuzo 4

(1)

Subtract the following:

Susa okulandelayo:

5 take away 1 =

u-5 thabatha u-1 =

Question 5

Umbuzo 5

(2)

Subtract the following:

Thabatha okulandelayo:

a) 5 take away 2 =

b) 4 take away

u-5 thabatha u-1 =

u-5 thabatha u-1 =

Question 6

Umbuzo 6

(1)

Add the following:

Dibanisa okulandelayo:

3 and 2 =

isi-3 nesi-2 =

Question 7

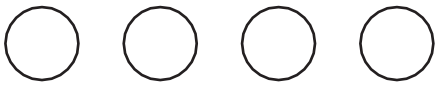
Umbuzo 7

(2)

Count the counters and circle the correct answer.


Bala izibalisi ubiyele ngesangqa impendulo echanekileyo.

a)



1	2	3	4	5
6	7	8	9	10

b)



1	2	3	4	5
6	7	8	9	10

Question 8

Umbuzo 8

(4)

Colour the following numbers on the number line:

Faka umbala kula manani alandelayo akumgca manani:

a) Colour 0 in red

Faka umbala obomvu kwi-0

b) Colour 4 in blue

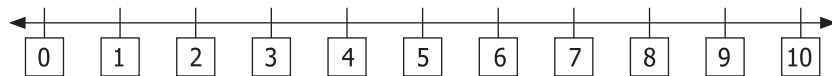
Faka umbala ozuba kwisi-4

c) Colour 8 in green

Faka umbala oluhlaza kwisi-8

d) Colour 10 in yellow

Faka umbala omthubi kwi-10

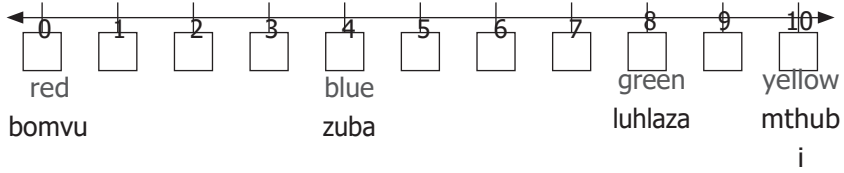


Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) O b) O O O c) O O O O O</p>	(3)
<p>2. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">0</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red bomvu</div> <div style="text-align: center;">blue zuba</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) $2 + 2 = \boxed{4}$ b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) $5 - 2 = 3$ b) $4 - 1 = 3$</p>	(2)
<p>6. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>$3 + 2 = 5$</p>	(1)
<p>7. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 4 b) 7</p>	(2)

8. (1 mark for each correct answer)
(Inqaku eli-1 ngempendulo nganye echanekileyo)

Colour on the number line as indicated
Faka umbala kumgca manani ngokwemiyalelo



(4)

Written assessment items for Patterns

Question 9

Umbuzo 9

(2)

Complete the number patterns by counting in ones:

Gqibezela iipatheni zamanani ngokubala ngoononye:

a) 3, 4, __, 6

b) __, 2, 3, 4

Question 10

Umbuzo 10


(2)

Complete the pattern.

Gqibezela ipatheni.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Inqaku eli-1 ngemilo nganye echanekileyo) 	(2)

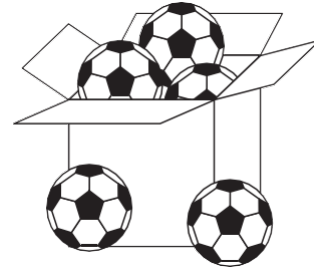
Written assessment items for Space and shape

Question 11

Umbuzo 11

(3)

- a) How many boxes can you see? _____
 Zingaphi iibhokisi ozibonayo? _____
- b) How many balls can you see altogether? _____
 Zingaphi iibhola ozibonayo zizonke? _____
- c) How many balls are outside the box? _____
 Zingaphi iibhola ezingaphandle kwebhokisi? _____



Question 12

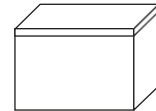
Umbuzo 12

(2)

- a) Circle the object that can roll.
 Biyela ngesangqa into eqengqelekayo.



- b) Circle the object that can slide.
 Biyela ngesangqa into etshebelezayo..

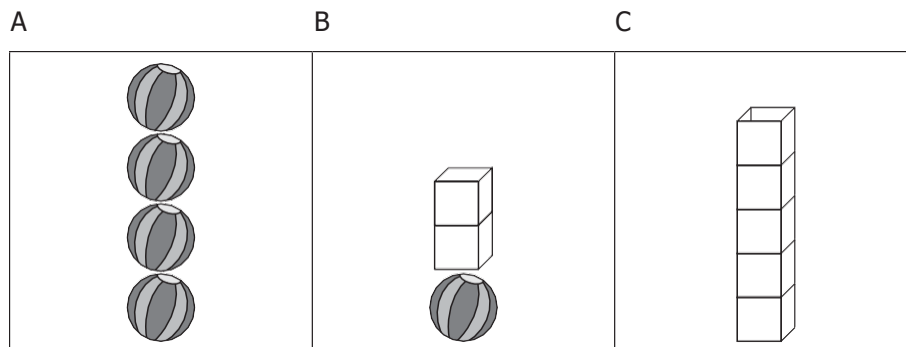


Question 13


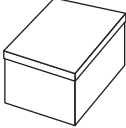
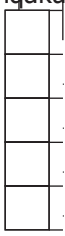
Umbuzo 13

(1)

Tick the tower that will stand.
 Faka uphawu kwithawa ezakuma.



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p></p> <p>a) </p> <p>b)</p>	(2)
<p>13. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p></p> <p>C</p>	(1)



Written assessment items for Measurement

Question 14 Umbuzo 14

(1)

Circle the line that is shorter:

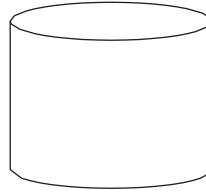
Biyela ngesangqa umgca omfutshane:



Question 15 Umbuzo 15

Colour the container to show that it is full.

Faka umbala ukubonakalisa ukuba isikhongozeli sigcwele.



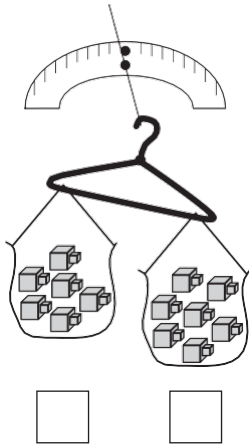
(1)

Question 16 Umbuzo 16


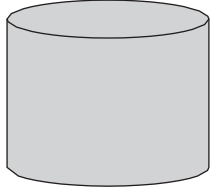
(1)

Which is the heaviest? Tick the block.

Yeyiphi eyona inzima? Faka uphawu kwibhloko efanelekileyo.



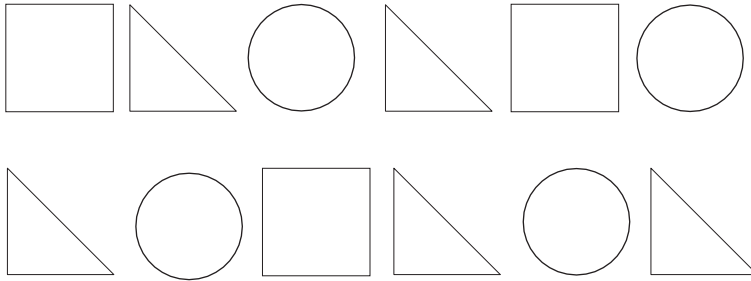
Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p>  <p>The image shows two horizontal lines. The first is a simple solid black line. The second is a solid black line centered within a thin black oval outline.</p>	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p>  <p>A 3D perspective drawing of a cylinder, shaded to show its three-dimensional form.</p>	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>7 blocks (box on the right) Iibhloko ezisi-7 (ibhokisi engasekunene)</p>	<p>(1)</p>

Written assessment items for Data handling

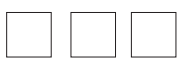





Question 17 Umbuzo 17

Sort the shapes.
Hlela iimilo.



- a) Make a drawing of your sorted shapes. (3)
Zoba iimilo ozihlelileyo.
- b) How many shapes of each type did you draw? (3)
Zingaphi iimilo zohlobo ngalunye ozizobileyo?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a)   </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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**Written Assessment:
English /Sepedi**

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Potšišo 1

(3)

Draw counters to show these numbers.

Thala dibaledi go laetša dinomoro tše.

a) 1

b) 3

c) 5

Question 2

Potšišo 2

(2)

Colour the smallest number red and the biggest number blue.

Tlotša mmala wo mo khwibidu go nomoro ye nnyane nyane gomme o tlotše o mo talalerata go normoro ye kgolokgolo.



Question 3

Potšišo 3

(2)

Add the following:

Hlakantšha tše di latelago:

a) 2 and 2 =

b) 1 and 4 =

2 le 2 =

1 le 4 =

Question 4

Potšišo 4

(1)

Subtract the following:

Ntšha tše di latelago:

5 take away 1 =

5 ntšha 1 =

Question 5

Potšišo 5

(2)

Subtract the

following: Ntšha tše di

latelago:

a) 5 take away 2 =

b) 4 take away - 1 =

5 ntšha 2 =

4 ntšha 1 =

Question 6

Potšišo 6

(1)

Add the following:

Hlakantšha tše di

latelago:

3 and 2 =

3 le 2 =

Question 7

Potšišo 7

(2)

Count the counters and circle the correct answer.

Bala dibaledi gomme o dire sediko go karabo ya maleba:



1	2	3	4	5
6	7	8	9	10



1	2	3	4	5
6	7	8	9	10

Question 8

Potšišo 8

(4)

Colour the following numbers on the number line:

Balafatšha dinomoro tšeo di latelago mo mothaloalong:

a) Colour 0 in red

Balafatšha/khalara 0 ka mmala o mokhwibidu

b) Colour 4 in blue

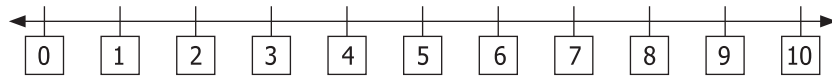
Balafatša 4 ka mmala o mo talalerata

c) Colour 8 in green

Balafatša 8 ka mmala wo mo talamorogo

d) Colour 10 in yellow

Balafatša 10 ka mmala wo mo serolwane



Written assessment items for Number, operations and relationships: solutions and mark allocations

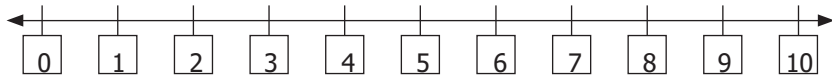
<p>1. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>a) 0 b) 0 0 0 c) 0 0 0 0 0</p>	(3)
<p>2. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">4</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">0</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red khwibidu</div> <div style="text-align: center;">blue talalerata</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>a) $2 + 2 = \boxed{4}$ b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>a) $5 - 2 = 3$ b) $4 - 1 = 3$</p>	(2)
<p>6. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>$3 + 2 = 5$</p>	(1)
<p>7. (1 mark for each correct answer) (Moputso o 1 go karabo yennngwe le yennngwe yeo e nepagetšego)</p> <p>a) 4 b) 7</p>	(2)

8. (1 mark for each correct answer)
(Inqaku eli-1 ngempendulo nganye echanekileyo)

(4)

Colour on the number line as indicated

Balafatša/khalara mothalopalo go ya ka mokgwa wo go laeditšwego.



red
khwibidu

blue
talalerata

green
luhlaza

yellow
serolwane

Written assessment items for Patterns

Question 9

Potšišo 9

(2)

Complete the number patterns by counting in ones:

Feleletša dipaterone tša dinomoro o balela ka bo tee:

a) 3, 4, __, 6

b) __, 2, 3, 4

Question 10

Potšišo 10


(2)

Complete the pattern.

Feleletša paterone



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Moputso o 1 go paterone yenngwe le yenngwe yeo e nepagetšego) 	(2)

Written assessment items for Space and shape

Question 11

Potšišo 11

(3)

a) How many boxes can you see? _____

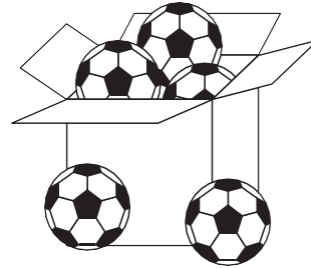
O bona mapokisi a makae? _____

b) How many balls can you see altogether? _____

Na o bona dikgwele tše kae ka moka? _____

c) How many balls are outside the box? _____

Na ke dikgwele tše kae kante ga lepokisi? _____



Question 12

Potšišo 12

(2)

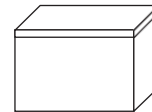
a) Circle the object that can roll.

Dira sediko go dilo tšeo di kgokologago?



b) Circle the object that can slide.

Dira sediko go dilo tšeo di thwethago?



Question 13

Potšišo 13

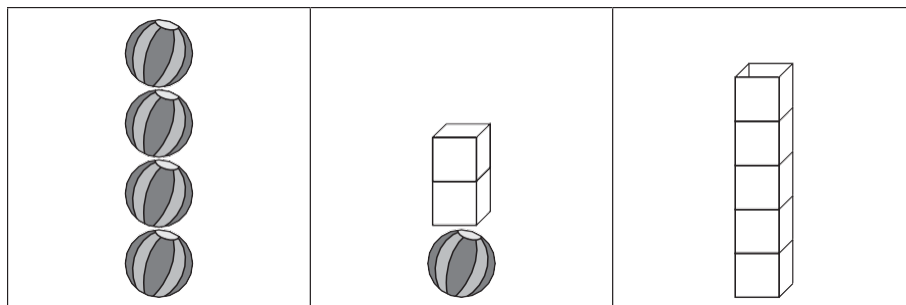
(1)

Tick the tower that will stand. Swaya tora yeo e tlogo ema.


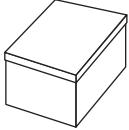

A

B

C



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p></p> <p>a) </p> <p>b)</p>	(2)
<p>13. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p></p> <p>c</p>	(1)

Written assessment items for Measurement

Question 14
Potšišo 14

(1)

Circle the line that is shorter:

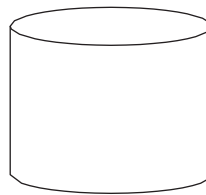
Raretša mothalo wo mokopana:

Question 15
Potšišo 15

(1)

Colour the container to show that it is full.

Balafatša/khalara sebjana go laetša gore se tletše.

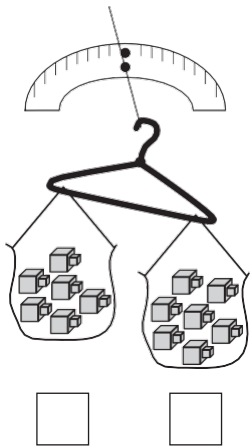


Question 16
Potšišo 16


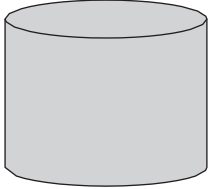
(1)

Which is the heaviest? Tick the block.

Ke lehlakore lefe leo le lego boima kudu? Swaya poloko ya maleba.



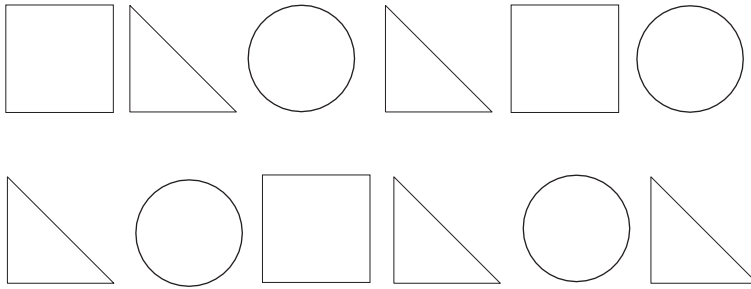
Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>_____ </p>	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p></p>	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>7 blocks (box on the right) Diploko tše 7 (Lepokisi la ka letsogong la goja)</p>	<p>(1)</p>

Written assessment items for Data handling





Question 17 Potšišo 17

Sort the shapes.
Beakanya dibopego.



- a) Make a drawing of your sorted shapes. (3)
Thala seswantšho sa dibopego tša gago tšeo o di beakantšego gabotse.
- b) How many shapes of each type did you draw? (3)
Na o thadile dibopego tše kae tša mohuta wo mongwe le wo mongwe?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe ya maleba)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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**Written Assessment:
English / Setswana**

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Potso 1

(3)

Draw counters to show these numbers.

Thala dibadisi go bontsha dipalo tse.

a) 1

b) 3

c) 5

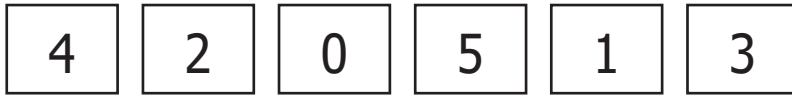
Question 2

Potso 2

(2)

Colour the smallest number red and the biggest number blue.

Tshasa mmala o mohibidu mo palong e nnye go tsotlhe mme o o botala ba legodimo go palo e tona go tsotlhe.



Question 3

Potso 3

(2)

Add the following:

Tlhakanya tse di latelang:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

$2 \text{ le } 2 = \square$

$1 \text{ le } 4 = \square$

Question 4

Potso 4

(1)

Subtract the following:

Ntsha tse di latelang:

$5 \text{ take away } 1 = \square$

$5 \text{ ntšha } 1 = \square$

Question 5

Potso 5

(2)

Subtract the
following: Ntšha tše di
latelago:

a) 5 take away 2 =

b) 4 take away - 1 =

5 ntšha 2 =

4 ntšha 1 =

Question 6

Potso 6

(1)

Add the following:

Tlhakanya tse di latelang:

3 and 2 =

3 le 2 =

Question 7


Potso 7

(2)

Count the counters and circle the correct answer.


Bala dibadisi mme o sekeletse karabo e e nepagetseng:

a)



1	2	3	4	5
6	7	8	9	10

b)



1	2	3	4	5
6	7	8	9	10

Question 8

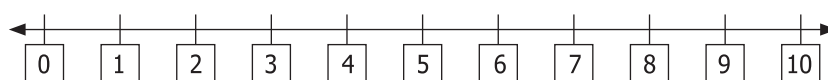
Potso 8

(4)

Colour the following numbers on the number line:

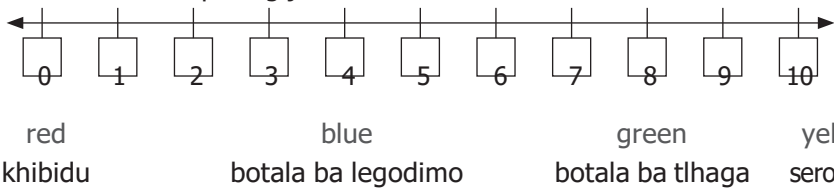
Balafatša dinomoro tšeo di latelago mo mothalopalong:

- a) Colour 0 in red
Tshasa 0 ka mmala o mohibidu
- b) Colour 4 in blue
Tshasa 4 ka mmala wa botala ba legodimo
- c) Colour 8 in green
Tshasa 8 ka mmala wa botala ba tlhaga
- d) Colour 10 in yellow
Tshasa 10 ka mmala o o serolwana



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) 0 b) 0 0 0 c) 0 0 0 0 0</p>	(3)
<p>2. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">4</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">2</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">0</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">5</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">1</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px; height: 40px;">3</div> </div> <p style="text-align: center; margin-top: 5px;"> red blue khibidu botala ba legodimo </p>	(2)
<p>3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) $2 + 2 = \boxed{4}$ b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) $5 - 2 = 3$ b) $4 - 1 = 3$</p>	(2)
<p>6. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>$3 + 2 = 5$</p>	(1)
<p>7. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 4 b) 7</p>	(2)

<p>8. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>Colour on the number line as indicated Tshasa mo molapalong jaaka o kaetswe</p> 	(4)
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Written assessment items for Patterns

Question 9
Potso 9

(2)

Complete the number patterns by counting in ones:
Feleletsa dipaterone tsa dipalo ka go bala ka bongwe:

- a) 3, 4, __, 6
- b) __, 2, 3, 4

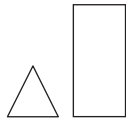
Question 10
Potso 10

(2)

Complete the pattern.
Feleletsa paterone.



Written assessment items Pattern: solutions and mark allocations

<p>9. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 5 b) 1</p>	(2)
<p>10. (1 mark for each correct shape) (Leduo le le 1 la karabo e e nepagetseng)</p> 	(2)

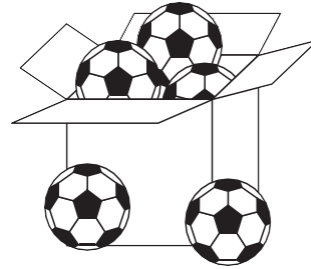
Written assessment items for Space and shape

Question 11

Potso 11

(3)

- a) How many boxes can you see? _____
 O bona mabokoso a le makae? _____
- b) How many balls can you see altogether? _____
 O bona dibolo di lekae tsotlhe? _____
- c) How many balls are outside the box? _____
 Ke dibolo di lekae ka fa ntle ga lebokoso? _____



Question 12

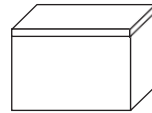
Potso 12

(2)

- a) Circle the object that can roll.
 Sekeletsa didiriswa tse di kgolokwe?



- b) Circle the object that can slide.
 Sekeletsa didiriswa tse di relelang?



Question 13

Potso 13

(1)

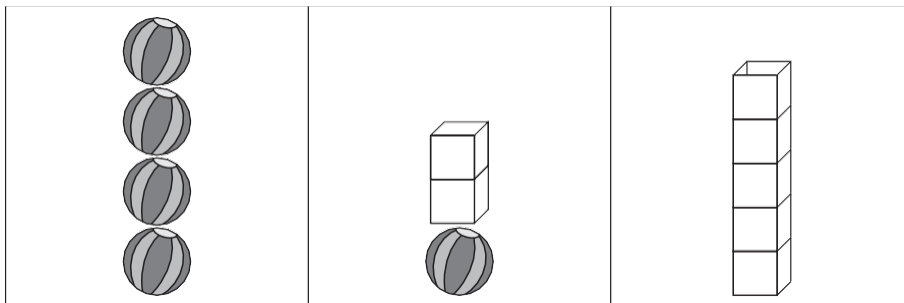
Tick the tower that will stand.

Tshwaya terio e e tla emelelang.


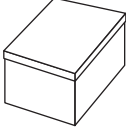
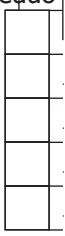
A

B

C



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 1 b) 5 c) 2</p>	<p>(3)</p>
<p>12. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p></p> <p>a) </p> <p>b)</p>	<p>(2)</p>
<p>13. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p></p> <p>c</p>	<p>(1)</p>



Written assessment items for Measurement

Question 14
Potso 14

(1)

Circle the line that is shorter:

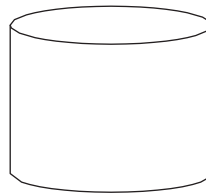
Sekeletsa mothalo o mokhutshwane:

Question 15
Potso 15

(1)

Colour the container to show that it is full.

Tshasa kgameo go bontsha fa e tletse.

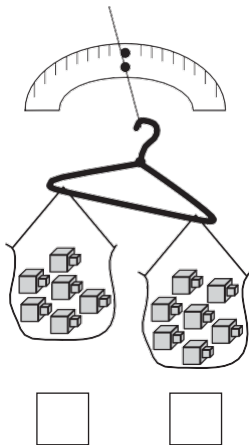


Question 16
Potso 16


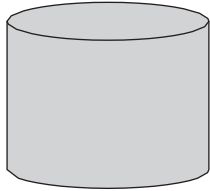
(1)

Which is the heaviest? Tick the block.

Ke efe e e bokete go tsotlhe? Tshwaya boloko.



Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> 	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> 	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) 7 blocks (box on the right) Diboloko tse 7 (Lebokoso le le kwa mojeng)</p>	<p>(1)</p>

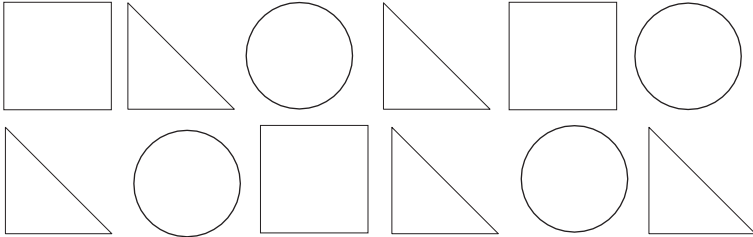
Written assessment items for Data handling

Question 17

Potso 17





Sort the shapes.

Tlhaola dipopego mme o di kgobokanye.



- a) Make a drawing of your sorted shapes. (3)
Thala dipopego tse o di tlaotseng mme o di kgobokantse.
- b) How many shapes of each type did you draw? (3)
O thadile dipopego di lekae tsa mofuta mongwe le mongwe?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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Written Assessment:
English /Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Xivutiso 1

(3)

Draw counters to show these numbers.
Dirowa swihlayelo u kombisa tinomboro.

a) 1

b) 3

c) 5

Question 2

Xivutiso 2

(2)

Colour the smallest number red and the biggest number blue.
Khalara nomboro leyitsongo hi muhlovo wo tshwuka na nomboro leyikulu hi muhlovo wa wasi.



Question 3

Xivutiso 3

(2)

Add the following:

Hlanganisa leswi landzelaka:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

$2 \text{ na } 2 = \square$

$1 \text{ na } 4 = \square$

Question 4

Xivutiso 4

(1)

Subtract the following:

Susa leswi landzelaka:

$5 \text{ u susa } 1 = \square$

$5 \text{ ntšha } 1 = \square$

Question 5

Xivutiso 5

(2)

Subtract the following:

Susa leswi landzelaka:

a) 5 take away 2 =

5 u susa 2 =

b) 4 take away - 1 =

4 u susa 1 =

Question 6

Potšišo 6

(1)

Add the following:

Hlanganisa leswi landzelaka:

3 and 2 =

3 na 2 =

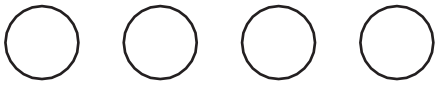
Question 7

Xivutiso 7


(2)

Count the counters and circle the correct answer.

Hlayela swihlayelo u tsondzela hlamulo.

a) 

1	2	3	4	5
6	7	8	9	10

b) 

1	2	3	4	5
6	7	8	9	10

Question 8

Xivutiso 8

(4)

Colour the following numbers on the number line:

Khalara tinomboro leti landzelaka ka ndzhati wa mintsengo:

a) Colour 0 in red

Khalara 0 hi muhlovo wo tshwuka

b) Colour 4 in blue

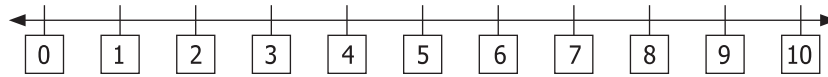
Khalara 4 hi muhlovo wa wasi

c) Colour 8 in green

Khalara 8 hi muhlovo wa rihlaza

d) Colour 10 in yellow

Khalara 10 hi muhlovo wa xitshopana



Written assessment items for Number, operations and relationships: solutions and mark allocations

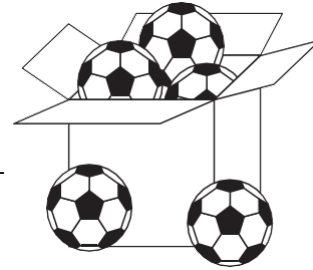
<p>1. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 0 b) 0 0 0 c) 0 0 0 0 0</p>	(3)
<p>2. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">0</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">3</div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="margin: 0 10px;">red tshwuka</div> <div style="margin: 0 10px;">blue wasi</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) $2 + 2 = \boxed{4}$ b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) $5 - 2 = 3$ b) $4 - 1 = 3$</p>	(2)
<p>6. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>$3 + 2 = 5$</p>	(1)
<p>7. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 4 b) 7</p>	(2)

Written assessment items for Space and shape

Question 11
Xivutiso 11

(3)

- a) How many boxes can you see? _____
Xana u vona mabokisi mangani? _____
- b) How many balls can you see altogether? _____
Xana u vona tibolo tingani loko ti hlanganile hinkwato? _____
- c) How many balls are outside the box? _____
Xana u vona tibolo tingani ehandle ka bokisi? _____



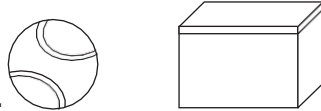
Question 12
Xivutiso 12

(2)

- a) Circle the object that can roll.
Tsondzela nchumu lowu khungulukaka.



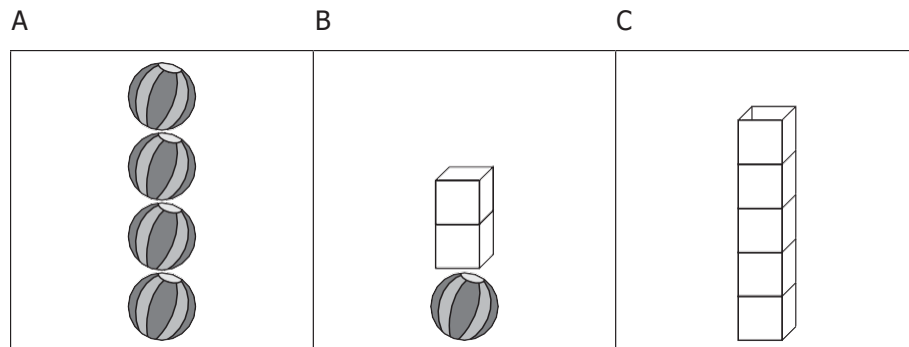
- b) Circle the object that can slide.
Tsondzela nchumu lowu rheteka.




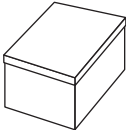

Question 13
Xivutiso 13

(1)

Tick the tower that will stand.
Vekela gwaju ka xithezi lexi nga ta yima.



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p></p> <p>a) </p> <p>b)</p>	(2)
<p>13. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p></p> <p>C</p>	(1)

Written assessment items for Measurement

Question 14
Xivutiso 14

(1)

Circle the line that is shorter:

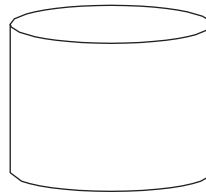
Tsondzela ntila lowu ka koma:



Question 15
Xivutiso 15

Colour the container to show that it is full.

Khalara xibye u kombisa ku tala.



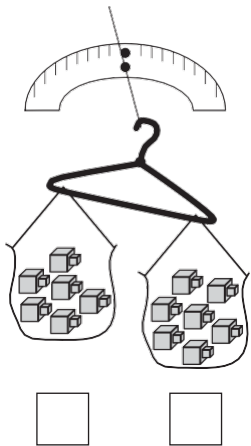
(1)

Question 16
Xivutiso 16


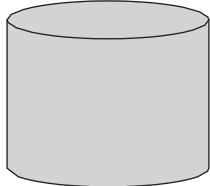
(1)

Which is the heaviest? Tick the block.

Hi xihhi xo tika swinene? Vekela gwaju ka bokisi.



Written assessment items Measurement: solutions and mark allocations

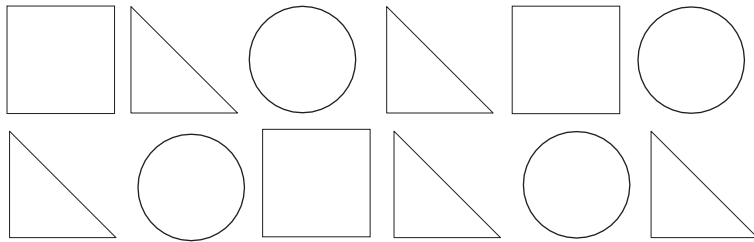
<p>14. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> 	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> 	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> <p>7 blocks (box on the right) 7 wa mabokisi (bokisi eka xinene)</p>	<p>(1)</p>

Written assessment items for Data handling

Question 17 Xivutiso 17

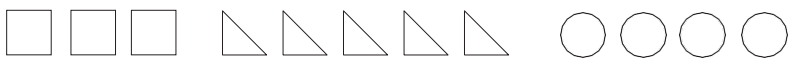



Sort the shapes.

Lunghisa swivumbeko.



- a) Make a drawing of your sorted shapes. (3)
Endla swidirowiwa swa swivumbeko leswi u nga swi lunghisa.
- b) How many shapes of each type did you draw? (3)
Xana i swivumbeko swingani swa muhlovo lowu fanaka?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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**Written Assessment:
English / Tshivenda**

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Mbudziso 1

(3)

Draw counters to show these numbers.

Olani zwa u vhalela ni sumbedze nomboro hedzi.

a) 1

b) 3

c) 5

Question 2

Mbudziso 2

(2)

Colour the smallest number red and the biggest number blue.

Sumbedzani nomboro thukhusa nga luswayo lwa muvhala mutshwuku, nomboro khulwane nga muvhala wa lutombo.



Question 3

Mbudziso 3

(2)

Add the following:

Tanganyisa nomboro dzi tevhelaho:

a) 2 and 2 =

b) 1 and 4 =

2 na 2 =

1 na 4 =

Question 4

Mbudziso 4

(1)

Subtract the following:

Tusa nomboro dzi tevhelaho:

5 take away 1 =

5 tusa 1 =

Question 5

Mbudziso 5

(2)

Subtract the following:

Tusa nomboro dzi tevhelaho:

a) 5 take away 2 =

b) 4 take away - 1 =

$$5 \text{ u } \text{tusa } 2 = \square \square$$

$$4 \text{ u } \text{tusa } 1 = \square \square$$

Question 6
Mbudziso 6

(1)

Add the following:

Tanganyisa nomboro dzi tevhelaho:

3 and 2 =

3 na 2 =


Question 7
Mbudziso 7

(2)

Count the counters and circle the correct answer.

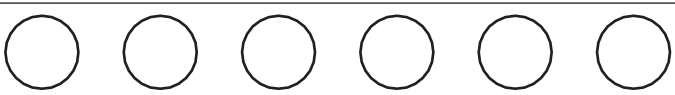
Vhalani zwa u vhalela ni tingeledze nomboro yo teaho.

a)



1	2	3	4	5
6	7	8	9	10

b)



1	2	3	4	5
6	7	8	9	10

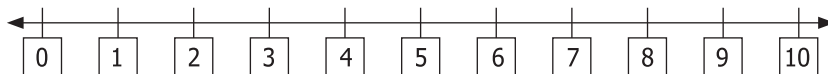
Question 8
Mbudziso 8

(4)

Colour the following numbers on the number line:

Swayani nomboro dzi tevhelaho dza mutalombalo nga mivhala yo ambiwaho:

- a) Colour 0 in red
Swayani 0 nga muvhala mutshwuku.
- b) Colour 4 in blue
Swayani 4 nga muvhala wa lutombo.
- c) Colour 8 in green
Swayani 8 nga muvhala mudala.
- d) Colour 10 in yellow
Swayani 10 nga muvhala wa thophi.



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 0 b) 0 0 0 c) 0 0 0 0 0</p>	(3)
<p>2. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">0</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">5</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">red mutshwuku</div> <div style="text-align: center;">blue lutombo</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) $2 + 2 = \square$ b) $1 + 4 = 5$</p>	(2)
<p>4. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>$5 - 1 = 4$</p>	(1)
<p>5. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) $5 - 2 = 3$ b) $4 - 1 = 3$</p>	(2)
<p>6. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>$3 + 2 = 5$</p>	(1)
<p>7. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 4 b) 7</p>	(2)

Written assessment items for Patterns

Question 9

Mbudziso 9

(2)

Complete the number patterns by counting in ones:

Fhedzisani phetheni nga u vhalela nga nthihi thihi:

a) 3, 4, __, 6

b) __, 2, 3, 4

Question 10

Mbudziso 10

(2)

Complete the pattern.

Fhedzisani phetheni.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Maraga 1 ya phindulo ire yone) 	(2)

Written assessment items for Space and shape

Question 11

Mbudziso 11

(3)

a) How many boxes can you see? _____

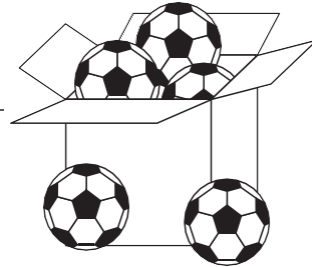
Ni khou vhona mabogisi mangana? _____

b) How many balls can you see altogether? _____

Ni khou vhona bola nngana dzothe dzo tangana? _____

c) How many balls are outside the box? _____

Hu na bola nngana dzire nnda ha bogisi? _____



Question 12

Mbudziso 12

(2)

a) Circle the object that can roll.



Tingeledzani tshithu tshine tsha kunguluwa.

b) Circle the object that can slide.



b) Tingeledzani tshithu tshine tsha suvha.

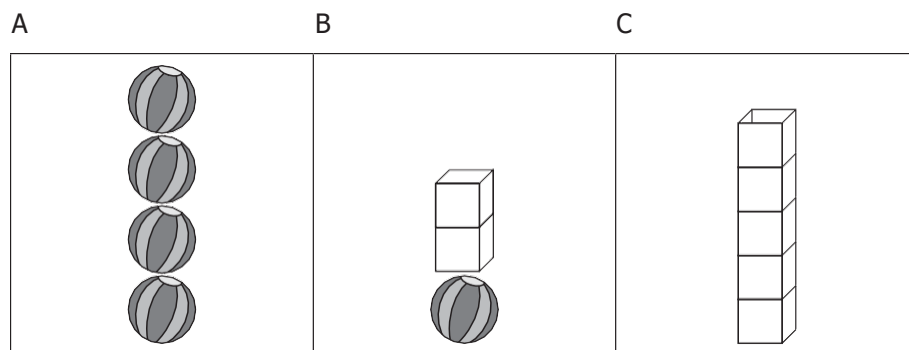
Question 13

Mbudziso 13


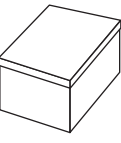

(1)

Tick the tower that will stand.

Swayani thawara ine ya do ima i sa we.



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Maraga 1 ya phindulo ireyone)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12. (1 mark for each correct answer) (Maraga 1 ya phindulo ireyone)</p>   <p>a) b)</p>	(2)
<p>13. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p>  <p>c</p>	(1)

Written assessment items for Measurement

Question 14
Mbudziso 14

(1)

Circle the line that is shorter:

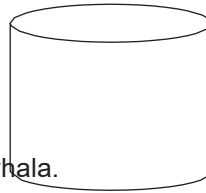
Tingeledzani mutalo ure mupfufhi:

Question 15
Mbudziso 15

(1)

Colour the container to show that it is full.

Sumbedzani uri tshigodelo tsho dala nga u khiraya nga muvhala.

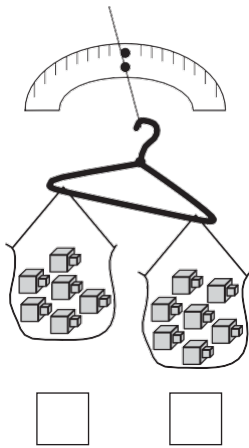


Question 16
Mbudziso 16


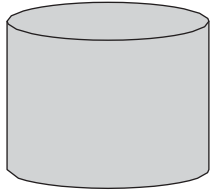
(1)

Which is the heaviest? Tick the block.

Ndi tshifhio tsho no lemelesa? Swayani buloko.



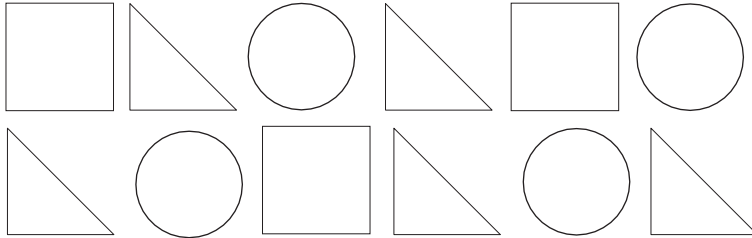
Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> 	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> 	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>7 blocks (box on the right) Mabogisi a 7 (bogisi la tsthanda tsha ula)</p>	<p>(1)</p>

Written assessment items for Data handling

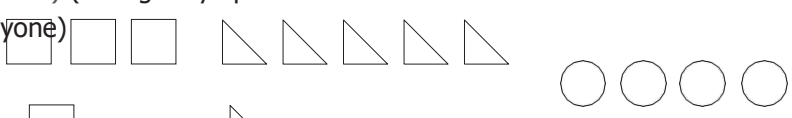

Question 17 Mbuziso 17

Sort the shapes.
Dzudzanyani zwivhumbeo.



- a) Make a drawing of your sorted shapes. (3)
Olani tshifanyiso tsha zwivhumbeo.
- b) How many shapes of each type did you draw? (3)
No ola zwivhumbeođe, nahone zwingana?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) </p> <p>b) 3 5 4 </p>	<p>(6)</p>
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