PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 1 TERM 1

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.

2022

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ABOUT THE PLANNER AND TRACKER

This 2022 Revised Recovery Curriculum and Assessment Planner and Tracker is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE)! We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

In 2012 our government launched the National Development Plan (NDP) to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is an ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

PURPOSE OF PLANNER AND TRACKER

1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 1.
2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 1.
3) To assist teachers with guided pacing and sequencing of curriculum content and assessment.
4) To enable teachers to cover the core skills and knowledge in each grade within the available time.
5) To assist teachers with planning for the different forms of assessment.
6) To ensure learners are adequately prepared for the subsequent year/s in terms of skills, knowledge, attitudes and values.

PREAMBLE

It must be emphasized that 2021 mathematics content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it's been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

Curriculum coverage in 2022 must be viewed and implemented in term 1, in the light of some contextual realities that includes the following:

1) 2021 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
2) Some learners were not in school for most of 2020 and perhaps for most of 2021.
3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

4) Broader stress and trauma related to the pandemic may worsen existing mathematics anxiety in some students, and mathematics anxiety can exacerbate students' other stress while in class.

Awareness of the above challenges and the consequent assumptions that emerge out of it, is crucial for the implementation of the Revised ATPs emphasizing the recovery of skills not yet mastered in mathematics. This Planner and Tracker is in alignment with the theme of recovery of skills not learnt and covers the following:

1) aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.
2) Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.
3) The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
4) It also aligns curriculum content and assessment to the available teaching time.
5) Be used as planning tool to inform instruction during the remaining school terms.

ADJUSTED SCHOOL CALENDAR

SCHOOL TERMS	DATES	TEACHING DAYS
Term 1	**10 January - 17 March**	**47 (10 weeks)**
Term 2	5 April – 24 June	53 (12 weeks) – 6 holidays
Term 3	19 July – 30 September	54 (11 weeks) – 2 holidays
Term 4	11 October - 14 Dec	47 (10 weeks)

NOTES:

- TEACHING APPROACH in this term assumes that ALL learners are attending schools and the Rotation system may not be implemented meaning that schools may implement normal timetable.
- NECT TERM 1 Planner and Tracker will maintain the Rotation process used in 2021, especially for schools who found this process useful.
- NECT TERM 1 Planner and Tracker has 47 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 1 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

ROTATION ROUTINE

REMEMBER: The teacher must employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics. The teacher is also mindful to plan well for effective for assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

GROUP ORGANIZATION: Below is a guide to support the teacher with organising the learners into at least 3 groups, bigger classes will have more groups… based on the need for rotation – noting that all our learners were expected to attend school from the beginning of term 1.

- 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 your 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**	**(1 x 3, 2 x 4, 3 x 3)**
Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	

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

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

ALTERNATIVELY: Some teachers prefer to embrace a group orientation whereby they teach each group daily.

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 managers to teach the third group daily and the other groups will be able to complete more written work independently at the tables.

TEACHING TIME

Since there are 7 hours allocated for Mathematics, the following is a suggested plan.

WEEK: 7 hrs	
Counting	5 min
Consolidation of Concepts	10 min
New Concept – class activity	20 min
Group work	24 × 2 groups = 48 min

CONTENT COVERAGE

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9(4 days)	Week 10(3 days)
CAPS Topic	**First 3 days are used to do orientation and administer the Grade 1 Readiness Assessment (RA).**	**NUMBERS, OPERATIONS AND RELATIONSHIPS** • Count objects • Count forwards and backwards • number symbols and number names • Describe, order and compare objects • Solve Problems in context **SPACE & SHAPE** • Position, orientation and views • 3-D objects **MEASUREMENT** • Time		**NUMBERS, OPERATIONS AND RELATIONSHIPS** • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects • Describe, compare and order numbers • Solve Problems in context • Grouping and Sharing (in context) • Addition and Subtraction context free **PATTERNS FUNCTIONS AND ALGEBRA** • Geometric Patterns **SPACE & SHAPE** • Position, orientation and views • 3-D objects **MEASUREMENT** • Time		**NUMBERS, OPERATIONS AND RELATIONSHIPS** • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects • Describe, compare and order numbers • Solve Problems in context • Grouping and Sharing (in context) • Addition and Subtraction context free **PATTERNS FUNCTIONS AND ALGEBRA** • Geometric Patterns • Number Patterns **MEASUREMENT** • Time • Mass **DATA HANDLING** • Collect and sort objects • Represent sorted objects • Discuss sorted collections		**NUMBERS, OPERATIONS AND RELATIONSHIPS** • Count objects • Count forwards and backwards • Count whole numbers • Describe, compare and order objects. • Describe, compare and order numbers. • Grouping and Sharing (in context) • Addition and Subtraction context free **PATTERNS FUNCTIONS AND ALGEBRA** • Geometric Patterns • Number Patterns **MEASUREMENT** • Time		**REVISION of Term 1**

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9(4 days)	Week 10(3 days)
	• **Record** the teaching and learning gaps from the gleaned data at hand i.e. on the grade specific spread sheet. • **Work at remediating the gaps.** • **Use the data analysed to influence and strengthen teaching.** **Revise the Grade R TERM 3 and 4 knowledge and skills.**	• Order a given set of numbers (1-5). • Order from smallest to biggest and biggest *to smallest; ascending and descending.*	• Order a given set of numbers (1-5). • Order from smallest to biggest and biggest to smallest; ascending and descending.	• Order a given set of numbers (1-5). • Order from smallest to biggest and biggest to smallest; ascending and descending. • Line up a few learners and ask who is first and last.	• Compare numbers (1-5) say which is one more and less. • Show 3, ask – what comes before, after; one more, one less than 3, etc.	• Compare numbers (1-5) say which is one more and less. • Show 4, ask - count forward to 10.	• Compare numbers (1-5) say which is one more and less.	• Order a given set of numbers. • Compare numbers (1-5) say which is one more and less.	• Order a given set of numbers. • Compare numbers (1-5) say which is more and less.	• Recognise, identify, read number symbols 1-20. • Write number symbols 1-5. • Compare numbers 1-5. • Practically solve Addition and Subtraction word problems in context explain own solutions with answers to 5.
			• Recognise, identify, read number symbols 1-5.	• Recognise, identify, read number symbols 1-10. • Write number symbols and names to 5.	• Recognise, identify, read number symbols 1-10. • Write number symbols and names to 5.	• Recognise, identify, read number symbols 1-15. • Write number symbols and names to 5.	• Recognise, identify, read number symbols 1-15. • Write number symbols and names to 5.	• Recognise, identify, read number symbols 1-20. • Write number symbols and names to 5.	• Recognise, identify, read number symbols 1-20. • Write number symbols and names to 5.	
		Describe, compare and order up to 5 objects • Compare collection of objects according to big circles and small circles; many and fewer.	**Describe, compare and order up to 5 objects** • Compare collection of objects according to more than, less than.	**Describe, compare and order up to 5 objects.** • Compare collection of objects according to just as many, the same as, different. • Order collection of objects from most to least and least to most.	**Describe, compare and order up to 5 objects.** • Order collection of objects from most to least and least to most.	**Describe, compare and order numbers to 5.** • Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to. • Use the number line 1-5.	**Describe, compare and order numbers to 5.** • Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to. • Describe and order number: smallest to greatest and greatest to smallest. • Use the number line 1-5.	**Describe, compare and order numbers to 5.** • Describe and order number: smallest to greatest and greatest to smallest. • Use the number line 1-5.		
		Practically solve Addition and Subtraction word problems **in context,** explain own solutions with answers to 5 **Techniques (methods/ strategies)** - use concrete counters, beads - draw pictures - use the number line. • Bonds of 3		Practically solve Addition and Subtraction word problems **in context** explain own solutions with answers to 5. **Techniques (methods/ strategies)** - use concrete counters, beads - draw pictures - use the number line. Addition and subtraction to 5 **(context free)** **Techniques (methods/ strategies)** - use concrete apparatus - draw pictures - use the number line • Bonds of 3		Practically solve Addition and Subtraction word problems **in context** explain own solutions with answers to 5. **Techniques (methods/ strategies)** - use concrete counters, beads - draw pictures - use the number line. Addition and subtraction to 5 **(context free)** **Techniques (methods/ strategies)** - use concrete apparatus - use the number line. • Bonds of 4.		Practically solve word problems **in context** and explain own solutions to problems involving equal sharing and grouping with whole numbers to 5 that may include remainders. **Techniques (methods/ strategies)** - use concrete counters, beads - draw pictures - use number line. Addition and subtraction to 5 **(context free)** **Techniques (methods/ strategies)** - use concrete apparatus - use the number line. • Bonds of 5.	
				PATTERNS FUNCTIONS AND ALGEBRA **Geometric Patterns** • Copy and extend simple patterns using: - physical objects - drawings (use colours and shapes).		**PATTERNS FUNCTIONS AND ALGEBRA** **Number Patterns (integrated with counting)** • Copy, extend and describe simple number sequences to **10.**		**PATTERNS FUNCTIONS AND ALGEBRA** **Number Patterns** • Copy, extend and describe simple number sequences to 20 • Sequence and show counting forwards and backwards in 1s from any number between 1 and 20 (integrated with Numbers, Operations and Relationships).	**PATTERNS FUNCTIONS AND ALGEBRA** **Number Patterns** • Copy, extend and describe simple number sequences to 20 • Sequence and show counting forwards and backwards in 1s from any number between 1 and 20 (integrated with Numbers, Operations and Relationships).	
		SPACE AND SHAPE **Position Orientation and views** • describe position of one object in relation to another e.g. on top of, under; **3-D Objects** • recognise and name ball shapes and box shapes • describe, sort, compare 3-D objects in terms of size and colour		**SPACE AND SHAPE** **Position Orientation and views** • describe position of one object in relation to another e.g. in front of, behind **3-D Objects** • recognise and name ball shapes and box shapes • describe, sort, compare 3-D objects in terms of size and colour	**SPACE AND SHAPE** **Position Orientation and views** • describe position of one object in relation to another e.g. left, right, up, down, next to **3-D Objects** • recognise and name ball shapes and box shapes • describe, sort, compare 3-D objects in terms of size and colour					

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9(4 days)	Week 10(3 days)
		MEASUREMENT **Time** **Passing of time** • Compare lengths of time using language e.g. longer, shorter, faster, slower. • Sequence events using language yesterday, today, tomorrow. **Telling the time** • Describe when something happens, using language morning, afternoon, evening. • Name and sequence days of week.	**MEASUREMENT** **Time** **Passing of time** • Compare lengths of time using language e.g. longer, shorter, faster, slower. • Sequence events using language yesterday, today, tomorrow. **Telling the time** • Place birthdays for month on calendar.	**MEASUREMENT** **Time** **Passing of time** • Sequence events using language yesterday, today, tomorrow. **Telling the time** • Describe when something happens, using language morning, afternoon, evening. • Name and sequence days of week.	**MEASUREMENT** **Time** **Passing of time** • Sequence events using language yesterday, today, tomorrow. **Telling the time** • Describe when something happens, using language morning, afternoon, evening. • Name and sequence days of week & months of year.	**MEASUREMENT** **Time** **Passing of time** • Compare lengths of time using language e.g. longer, shorter, faster, slower. **Telling the time (integrated into Data handling)** • Place birthdays for month on calendar.	**MEASUREMENT** **Time** **Passing of time** • Sequence the days of week, today is; tomorrow will be and yesterday was.	**MEASUREMENT** **Time** **Passing of time** • Sequence the days of week, today is; tomorrow will be and yesterday was. **Telling the time** • Describe when something happens, using language morning, afternoon, evening. • Name and sequence days of week & months of year. **Mass:** informal measuring • Estimate, measure and compare, order and record using non-standard measures.		
						DATA HANDLING **Data Handling** • Collect and sort objects. • Draw pictures of sorted objects. • Talk about the collection process and product. • Record a class birthday calendar accordingly.				

CORE QUESTIONS	DID ALL LEARNERS MASTER 2021 SKILLS?	NEW CONCEPTS/CONTENT

RECOMMEN-DATION	1. Implement at least two Skills Mastery (SM) formative assessments every week. 2. Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments. 3. Teacher – can use SM as individual, pair, small group, or whole class activity. 4. Aim – to consolidate, remediate and work towards mastery. 5. Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker	NEW CONCEPTS/CONTENT

WEEKLY PLANNER AND TRACKER

RECOMMENDATION
DIAGNOSTIC TERM 1: Implement DBE Diagnostic – see exemplar – or any similar diagnostic – Based on 2021 core skills (counting, place value, number recognition and operations, etc)
WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context.
NUMBER OF ITEMS: Grade 1 = 10 - 15 items – depending on your context and ability groups
ITEM BANK: Items can be from previous:

1) BASELINE/READINESS assessment, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank and 4) PREPARATION: Test, Marking Guideline/s, Marksheet and apparatus.

10 – 14 January 2022

Week 1				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
1	No Learners at School			
2	No learners at school			

3	Administer the Grade 1 Readiness Assessment (RA) Baseline: (Revision/consolidation of Grade R core skills) Tracing patterns and sorting colours Matching colours	Worksheet 2 (pp. 7, 8) Worksheet 3 (pp. 6, 7)		
4	Baseline: (Revision, consolidation of Grade R core skills) One to one correspondence number names and number symbols; Sort objects and patterns	Worksheet 5 (p. 10, 11) Worksheet 4 (pp. 8, 9)	Dice from DBE cut-outs at the back	
5	Baseline: (Revision, consolidation of Grade R core skills) Comparing positions Tracing patterns	Worksheet 6 (pp. 12, 13) Worksheet 7 (pp. 14, 15)		

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Tracing patterns and sorting colours • Matching colours • One to one correspondence number names and number symbols • Sort objects and patterns • Comparing positions • Tracing patterns	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

17 - 21 January 2022

Week 2				
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
6	**Zero and number 1:** Identify, recognise, read and write number symbol 1 and the number name one	Worksheet 9 (pp. 18, 19)	Number symbol and number name cards (0 zero, 1 one), counting objects, old magazines/newspapers, number tracing card (See *Printable Resources*)	
7	**Number 2:** Identify, recognise, read and write number symbol 2 and the number name two	Worksheet 10 (pp. 20, 21)	Number symbol and number name cards (2 two), counting objects, old magazines/ newspapers, number tracing card (see *Printable Resources*)	
8	**Number 3:** Identify, recognise, read and write number symbol 3 and the number name three	Worksheet 11 (pp. 22, 23)	Number symbol and number name cards (3 three), counting objects, magazines/ newspapers, number tracing card (see *Printable Resources*)	
9	**Compare and order numbers 1 to 3:** Describe and compare a collection of objects and numbers (1 to 3)	Worksheet 13 (pp. 28, 29)	Counters, number symbol cards, flashcards (more, less, the same as)	
10	Complete and consolidate the week's assessment and work			
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 (percent)	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

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify, recognise, read and write number symbol 1 and the number name one • Identify, recognise, read and write number symbol 2 and the number name two • Identify, recognise, read and write number symbol 3 and the number name three • Compare and order numbers 1 to 3 • Describe and compare a collection of objects and numbers (1 to 3)	What will you change next time? Why? **Struggling Learners Names?** **HOD:** **Date:**

24 – 28 January 2022

Week 3				
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
11	**Number 4:** Identify, recognise, read and write number symbol 4 and the number name four	Worksheet 14 (pp. 30, 31)	Number symbol and number name cards (4 four) (see *Printable Resources*), counting objects, magazines/ newspapers, number tracing card (see *Printable Resources*)	
12	**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	Worksheet 17 (pp. 36, 37)	Number symbol and number name cards (5 five) (see *Printable Resources*), counting objects, magazines/newspapers, beads	
13	**Numbers 1 to 5:** Identify, recognise, read and write number symbols 1 to 5 and number names one to five	Worksheet 18 (pp. 38, 39)	Strings of 5 beads for each learner, number symbol and number name cards (0 to 5) (see *Printable Resources*), counting objects Written assessment items 1 and 2	
14	**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	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	

15	Complete and consolidate the week's assessment and work	

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify, recognise, read and write number symbol 4 and the number name four • Compare numbers 0 to 5 and say which is more than or less than • Practically solve problems using concrete apparatus and pictures • Explain solutions to problems involving addition and subtraction with answers up to five • Identify, recognise, read and write number symbols 1 to 5 and number names one to five • Practically solve problems using concrete apparatus and pictures • Explain solutions to problems involving addition and subtraction with answers up to four	**What will you change next time? Why?** **Struggling Learners Names?** **HOD:** **Date:**

31 January – 4 February 2022

Week 4				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
16	**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	Worksheet 17 (pp. 36, 37)	Counters, number symbol cards (1 to 5) (See *Printable Resources*)	
17	**Addition problems:** Use the techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	Worksheet 19 (pp. 40, 41)	Counters (2 different colours), number symbol and number name cards (0 to 5) (See *Printable Resources*)	
18	**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	Worksheet 26 (pp. 56, 57)	Counters, picture of butterfly, Unifix blocks, number lines (see *Printable Resources*)	
19	**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	Worksheet 21 (pp. 44, 45)	Counters, objects, number board (See *Printable Resources*) Written assessment item 3	
20	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: ORAL – FORMAL **CAPS: Data handling** **Activity: Assess the learners' ability to collect, sort and organise data**	**Mark: /7**

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	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Practically solve problems using concrete apparatus and pictures • Explain solutions to problems involving addition and subtraction with answers up to five • Use the techniques when solving addition problems (0 to 5) • Explain solutions to problems: Concrete apparatus, number lines	What will you change next time? Why? **Struggling Learners Names**: **HOD:** **Date:**

7 – 11 February 2022

Week 5				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
21	**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	Worksheet 20 (pp. 42, 43)	Bottle tops on a string or an abacus, enough stones/ counters for learners Written assessment item 4	
22	**Solve Problems:** Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving subtraction with answers up to five	Worksheet 22 (pp. 46, 47)	Coloured counters, Unifix blocks, beads, number board, number line (see *Printable Resources)* Written assessment item 5	
23	**Solve addition and subtraction:** Use techniques when solving addition and subtraction problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines; Practice number bonds 1 to 5	Worksheet 25 (pp. 54, 55)	Counters (2 different colours), Unifix cubes, number board, number line (see *Printable Resources*) Written assessment item 6	
24	**Numbers 6 to 10 (recognition only):** Identify, recognise, and read number symbols 6 to 10 and number names six to ten	Worksheet 33 (pp. 70, 71) Worksheet 34 pp. 72, 73) Worksheet 35 (pp. 74, 75)	Number symbol and number name cards (6 to 10), number board (see *Printable Resources*), counting objects, old magazines Written assessment item 7	
25	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL – FORMAL **CAPS: Patterns and algebra** **Activity: Observe learners' ability to copy, extend and describe simple number sequences to 10**	**Mark: /7**

Mark (percentage)	
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	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Practically solve problems using concrete apparatus and pictures • Explain solutions to problems involving addition and subtraction with answers up to five • Use techniques when solving addition and subtraction problems (0 to 5) • Explain solutions to problems: Concrete apparatus, number lines • Practice number bonds 1 to 5 • Identify, recognise, and read number symbols 6 to 10 and number names six to ten	What will you change next time? Why? **Struggling Learner names:** **HOD:** **Date:**

14 – 18 February 2022

Week 6				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
26	**Numbers 6 to 10 (recognition only):** Identify, recognise, and read number symbols 6 to 10 and number names six to ten	Worksheet 36 (pp. 76, 77) Worksheet 38 pp. 80, 81)	Number symbol and number name cards (6 to 10), number board (see *Printable Resources*), counting objects, old magazines Written assessment item 7	
27	**Numbers 6 to 10:** Identify, recognise, and read number symbols 6 to 10 and number names six to ten	Worksheet 39 (pp. 82, 83)	Number symbol and number name cards (6 to 10), number board (see *Printable Resources*), counting objects, old magazines Written assessment item 7	
28	**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	Bk 2 Worksheet 65 (pp. 2, 3) Worksheet 66 (pp. 4, 5)	Number symbol and number name cards (11 to 15) (see *Printable Resources*), counting objects, old magazines/ newspapers	
29	**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	Bk 2 Worksheet 67 (pp. 6, 7) Worksheet 68 (pp. 8, 9)	Number symbol and number name cards (11 to 15) (see *Printable Resources*), counting objects, old magazines/ newspapers	
30	Complete and consolidate the week's assessment and work			
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	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify, recognise, and read number symbols 6 to 10 and number names six to ten • Compare numbers up to 10 and say which is more or less • Identify, recognise, and read number symbols 11 to 15	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

21 – 25 February 2022

Week 7				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
31	**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	Bk 2 Worksheet 69 (pp. 10, 11)	Number symbol and number name cards (11 to 15) (see *Printable Resources*), counting objects, old magazines/ newspapers	
32	**Addition up to 20:** Counting on using number lines and flow diagram **Addition:** building up and breaking down, using number lines.	Bk 2 Worksheet 70 (pp. 12, 13) Worksheet 71 (pp. 14, 15)		
33	**3-D – balls and boxes:** Recognise and name 3-D objects in the classroom and in pictures	Worksheet 23 (pp. 48, 49)	Number symbol cards (see *Printable Resources*), some ball and box shapes objects, some pictures of ball and box shapes objects *Written assessment items 11 and 12*	
34	**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	Worksheet 27 (pp. 58, 59)	Pictures of objects of various sizes, balls and boxes of various sizes Written assessment item 13	
35	Complete and consolidate the week's assessment and work			

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	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Compare numbers up to 10 and say which is more or less; Identify, recognise, and read number symbols 11 to 15 • Addition up to 20 • Counting on using number lines and flow diagram • Building up and breaking down, using number lines. • Recognise and name 3-D objects in the classroom and in pictures • Describe, sort and compare 3-D objects in terms of size	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

28 February – 4 March 2022

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
36	**Numbers 16 to 20 (recognition only):** Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20	Bk 2 Worksheet 97 (pp. 66, 67) Worksheet 98 (pp. 68, 69)	Number symbol and number name cards (16 to 20) (see *Printable Resources*), counting objects, old magazines/newspapers	
37	**Numbers 16 to 20 (recognition only):** Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20	Bk 2 Worksheet 99 (pp. 70, 71) Worksheet 100 (pp. 72, 73)	Number symbol and number name cards (16 to 20) (see *Printable Resources*), counting objects, old magazines/newspapers	
38	**Numbers 16 to 20 (recognition only):** Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20. Adding up to 20	Bk 2 Worksheet 101 (pp. 74, 75) Worksheet 102 (pp. 76, 77)	Number symbol and number name cards (16 to 20) (see *Printable Resources*), counting objects, old magazines/newspapers	
39	**Subtraction:** subtract up to 20	Bk 2 Worksheet 103 (pp. 78, 79)		

40	Consolidation assessment 3 plus remediation		

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

1 (0%–29%)	2 (30%–39%)	3 (40%–49%)	4 (50%–59%)	5 (60%–69%)	6 (70%–79%)	7 (80%–100%)
1 of 7 criteria	2 of 7 criteria	3 of 7 criteria	4 of 7 criteria	5 of 7 criteria	6 of 7 criteria	7 of 7 criteria

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20 • Adding up to 20 • Subtract up to 20	What will you change next time? Why? Struggling Learners Names:
	HOD: **Date:**

7 – 11 March 2022

Week 9				
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
41	**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	Worksheet 28 (pp. 60)	Number symbol cards (0 to 5) (see *Printable Resources*), shapes, bottle tops, counters of various sizes and colours, Unifix cubes *Written Assessment item 17*	
42	**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	Worksheet 28 (pp. 61)	Number symbol cards (0 to 5) (see *Printable Resources*), shapes, bottle tops, counters of various sizes and colours, Unifix cubes *Written Assessment item 17*	
43	**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	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)	
44	**Position:** Follow direction; Describe the position of one object in relation to another	Worksheet 24a (pp. 50, 51)	Arrow cards, balls, coloured boxes, classroom items	

45	Complete and consolidate the week's assessment and work		

Week 8 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	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Collect and sort everyday objects • Draw a picture of the collected objects • Describe the collection and give reasons for how the objects were sorted • 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	What will you change next time? Why? STRUGGLING LEARNERS: **HOD:** **Date:**

14 – 17 March 2022 (Four-day week)

Week 10				
Day	**CAPS content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
46	**Grouping:** Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	Worksheet 30 (pp. 64, 65)	Hoops (or circles drawn in the sand), counters, crayons, cups	
47	**Sharing:** Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	Worksheet 29 (pp. 62, 63)	Counters, crayons	
48	Complete, consolidate and revise work. **Complete assessment**			
49	Complete, consolidate and revise work. **Complete assessment**			
50	END OF TERM			

Week 10 Assessment Activity: ORAL – INFORMAL **CAPS: Space and shape – Position and direction** **Activity: Observe learners' ability to identify position and follow directions**	**Mark: /7**

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

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of

1) how the formal and informal assessment programme fits into the weekly lesson plans.
2) How the skills mastery assessments fit 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 in this document.
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the 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 (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)	Formal Assessment Activities (End of week)
1	Baseline Readiness Assessment	**Baseline assessment or the revision activities**
2	**Oral and practical: Activity 1** Numbers, operations and relationships – Counting **Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	
3	**Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	**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 **Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral and Practical: Activity 4** Number operations and relationships – Subtraction **Written: Item bank questions 3, 4, and 5** Number operations and relationships
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral: Activity 5** Patterns and algebra – Number patterns **Written: Item bank questions 6, 7 and 9** Number operations and relationships
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Practical: Activity 6** Space and shape – 3-D objects **Written: Item bank questions 9, 11 and 12** Pattern and Space and shape
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**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 **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	**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

Exemplar Written Assessment ITEMS with marking memos.

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

- 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 a 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 Numbers, operations and relationships.**
   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 the suggested recording sheet.

Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Total
Mark	3	2	2	1	2	1	2	4	17
Learner name and surname									

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET GRADE 1 MATHEMATICS TERM 1

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME					
Number	3: Oral and practical	7						
Number	5: Oral and practical	7						
Number	Written	17						
TOTAL FOR NUMBER		31						
Patterns	6: Oral	7						
Patterns	Written	4						
TOTAL FOR PATTERNS		11						
Space and shape	7: Practical	7						
Space and shape	Written	5						
TOTAL FOR SPACE AND SHAPE		12						
Measurement	8: Practical	7						
Measurement	Written	3						
TOTAL FOR MEASUREMENT		10						
Data handling	9: Practical	7						
Data handling	Written	6						
TOTAL FOR DATA HANDLING		13						

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(3)

Draw counters to show these numbers.

a) 1 b) 3 c) 5

Question 2

(2)

Colour the smallest number red and the biggest number blue.

4	2	0	5	1	3

Question 3

(2)

Add the following:

a) 2 and 2 = ☐ b) 1 and 4 = ☐

Question 4

(1)

Subtract the following:

5 take away 1 = ☐

Question 5

(2)

Subtract the following:

a) 5 take away 2 = ☐ b) 4 take away ☐

Question 6

(1)

Add the following:

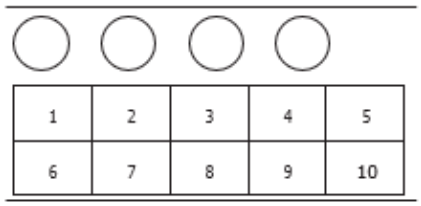
3 and 2 = ☐

Question 7

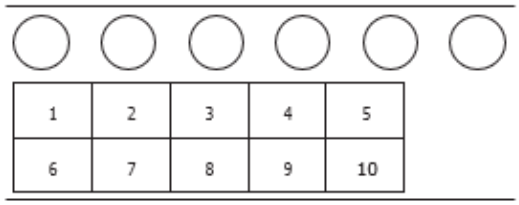
(2)

Count the counters and circle the correct answer.

a)



b)



Question 8

(4)

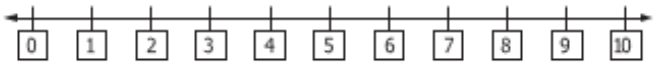
Colour the following numbers on the number line:

a) Colour 0 in red

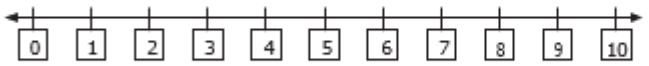
b) Colour 4 in blue

c) Colour 8 in green

d) Colour 10 in yellow



Written assessment items for Numbers, Operations and Relationships: Solutions and mark allocations.

1. (1 mark for each correct answer) a) O b) O O O c) O O O O O	(3)
2. (1 mark for each correct answer) 4 2 0 5 1 3 red blue	(2)
2. (1 mark for each correct answer) a) 2 + 2 = 4 b) 1 + 4 = 5	(2)
4. (1 mark for each correct answer) 5 – 1 = 4	(1)
5. (1 mark for each correct answer) a) 5 – 2 = 3 b) 4 – 1 = 3	(2)
6. (1 mark for each correct answer) 3 + 2 = 5	(1)
7. (1 mark for each correct answer) a) 4 b) 7	(2)
8. (1 mark for each correct answer) Colour on the number line as indicated  red blue green yellow	(4)

Written Assessment Items for Patterns

Question 9

(2)

Complete the number patterns by counting in ones:

a) 3, 4,____, 6

b)____, 2, 3, 4

Question 10

(2)

Complete the pattern.

Solutions and Mark Allocation

9. (1 mark for each correct answer) a) 5 b) 1	(2)
10. (1 mark for each correct shape) 	(2)

Written Assessment Items for Space and Shape

Question 11

(3)

a) How many boxes can you see? _____

b) How many balls can you see altogether? _____

c) How many balls are outside the box? _____

Question 12

(2)

a) Circle the object that can roll.

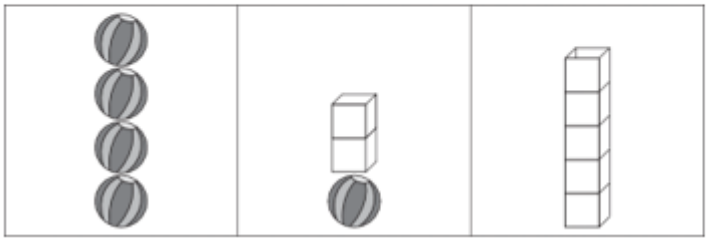
b) Circle the object that can slide.

Question 13

(1)

Tick the tower that will stand.

A B C



Solutions and Mark Allocation

11. (1 mark for each correct answer) a) 1 b) 5 c) 2	(3)
12. (1 mark for each correct answer) a)  b) 	(2)
13. (1 mark for the correct answer) C 	(1)

Written Assessment items for Measurement.

Question 14

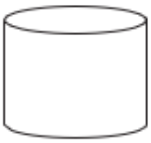
(1)

Circle the line that is shorter:

Question 15

(1)

Colour the container to show that it is full.



Question 16

(1)

Which is the heaviest? Tick the block.

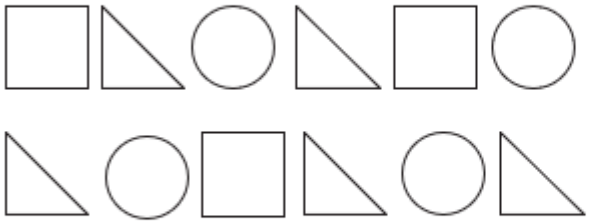
Solutions and Mark Allocation

14. (1 mark for the correct answer) 	(1)
15. (1 mark for the correct answer) 	(1)
16. (1 mark for the correct answer) 7 blocks (box on the right)	(1)

Written Assessment for Data Handling

Question 17

Sort the shapes.



a) Make a drawing of your sorted shapes. (3)

b) How many shapes of each type did you draw? (3)

Solutions and Mark Allocation

17. (1 mark for each correct answer) a)  b) 3  5  4 	(6)

SKILLS MASTERY ASSESSMENTS

Rationale

- A Skills Mastery Assessment (SMA) is one in which there is an iterative revisiting of skills, topics, subjects or themes throughout the year.
- SMA is not simply the repetition of a topic taught. It requires the deepening of it, with each successive encounter building on the previous one.
- SMA is critical in today's educational environment, especially in mathematics, where we must consistently give our learners the opportunity to revisit and practice skills they have already learned aimed at mastery.
- The traditional practice is to incorporate consolidating, revising or reviewing, through homework, morning work, small group instruction, and even after school math classes. Through SMA we are going to continuously review skills and concepts with our students.
- It makes sense that we would continue to assess their understanding on those same skills by changing the context of the question using C-P-A-W (Concrete – Pictorial – Abstract -Worded)
- When we first teach and assess a skill, many of our students have yet to master it. By incorporating a SMA activity into your classroom, you are providing your students with the opportunity to demonstrate their growth and understanding on a regular basis.

- These regular SMAs help you see where your students are always struggling. You can use the results to guide your small group instruction and customize your lessons and activities to meet the needs of your students, not just the covering of curriculum.

Implementation

- In every lesson plan there are 10 minutes set aside for consolidation and revision, meaning one could apply SMA every day for 10 minutes, before teaching a new concept for that day.
- Each SMA is using a five-item design to ensure teachers can complete it in 10 minutes.
- As a minimum, this Planner and Tracker, recommends the use of Tuesdays and Fridays, but teachers could use every day.
- Each Tuesday and Thursday you are encouraged to take 10 minutes and give a SMA to the whole class, or groups. Learners should be able to take about 5 minutes to complete – then the teacher must remediate by addressing errors, misconceptions and misunderstandings.
- Teachers could also use the data from the SMA to help plan small group lessons for the next week.
- Teachers could also pull different students for different skills until the teacher felt confident that the learners were more confident in their responses. Then next week, repeat….new set of SMAs, similar skills being assessed, new data for small group instruction.
- These daily SMAs should be seen as a progress monitoring tool as well. This will prove to be effective in letting teachers know how their most struggling students are progressing.

SKILLS MASTERY SKILLS FOR 5-ITEM ASSESSMENTS

SM Assessment 1	**Circle all the numbers in the sequence** **Capacity – Circle the container that holds more** **Counting – patterns** **Write the next number** **Match the numbers with the correct number name**
SM Assessment 2	**Counting: Match the number with the object** **Length: Determine how tall the objects are** **Draw lines to connect the number symbols that are the same.** **Identify how many legs on a picture.** **Write the following numbers from smallest to greatest.**
SM Assessment 3	**Write the following numbers on the flag from greatest to smallest.** **Word problem: Subtraction** **Counting tens and units - up to 30** **Find the next shape in a growing pattern** **Spatial sense: Besides and next to**
SM Assessment 4	**Identify whether the shape is round or square** **Identify the time of the day: day or night** **Identify the shortest object given** **Mass – identify the light object** **Counting: using the words like "more" or "less"**
SM Assessment 5	**Identify how much time it will take.** **Counting by 5s and filling in the missing numbers** **Round off to the nearest 10**

	Subtraction up to 2 digits **Counting in 5s up to 100**
SM Assessment 6	**Estimate and subtract word sums** **Complete the following geometric patterns** **Complete the number sequences** **Identify different shapes that is in the objects** **Division**
SM Assessment 7	**Word sum: division** **Identify time of the day: night/morning** **Word sum: Addition** **Complete the number sequence** **Mass: Identify the heaviest object**
SM Assessment 8	**Match the number names and the number symbols** **Bonds – of 7** **Draw hops on the number line to show multiples of 2** **Write in ascending order** **Fill in the missing numbers - Addition**
SM Assessment 9	**Circle the number that is less than the other** **Look at the number line and identify the objects** **Identify the position on the given objects** **Extend the pattern** **Write the numbers in descending order**
SM Assessment 10	**Money: Counting and comparing** **Identify the same value in a number sentence** **Look at the pictures and describe which pair of number sentences fits** **Identify positioning in a line** **Looking at the pictures, choose which one does not fit.**
SM Assessment 11	**Number operations: Identify the number that goes in the number sentence** **Word problem: Subtraction** **Fractions: Identify the objects and determine the fraction** **Word problem: Addition** **Subtraction**
SM Assessment 12	**What comes next in the geometric pattern** **Identify which number sentence is the same as 18** **Counting blocks** **Counting up to 10** **Subtraction**
SM Assessment 13	**Word problem: Subtraction** **Write numbers in word form** **Count different pictures and determine which is the most** **Identify the place of the object in a row**
SM Assessment 14	**Addition** **Fill in =, > or < to make the statements correct**
SM Assessment 15	**Write a number bond for 7** **Fill in the correct number operation** **How many squares are there in the figure?** **Looking at the number sentences, fill in the missing number** **Counting the pictures: up to 2 digits**

SM Assessment 16	**Time: Days of the week** **Breaking down method: Place value** **The mass of an object** **Covert money** **Write a number sentence for the jumps**
SM Assessment 17	**Look at multiples: Which number belongs to which multiple** **Divide and grouping: Share objects** **Division** **Fractions** **Time: Hours**
SM Assessment 18	**Grouping** **Compare the number with the amount of objects** **Problem solving** **Repeating a pattern** **Complete the pattern**
SM Assessment 19	**Write the number: counting the objects** **Colour the number of objects shown** **Colour and circle the position of the object instructed** **Identify the number of objects: counting**
SM Assessment 20	**Find the number that comes between** **Find the number that comes after** **Circling numbers that's bigger than the number given** **Place value: Fill in and draw** **Complete the pattern and draw**

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number Assessment

1. **Circle all the numbers.**

   1. 4 b c 3 2 a

   2. m s 2 9 t h 5

2. **Circle the container that holds more.**

3. **Count and write**

4. **Write the next number.**

   10, 11, 12, 13, ___, ___ ___ __

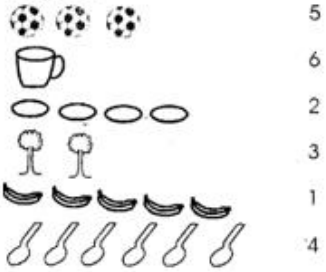
5. **Match the numbers.**

1	two
7	nine
5	one
9	five
2	seven

SM Assessment 2

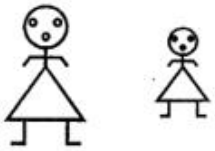
Number Assessment

1. **Match the number with the objects.**



5
6
2
3
1
4

2. Which one is tall



A B _____

3. Draw lines to connect the number symbols that are the same.

●8 ●7 ●5

●5 ●8 ●7

4. Look at the pictures and then answer the questions.

a.

goat **hen**

The _____has more legs than the_____

5. Write the following numbers from smallest to greatest.

5, 3, 2, 4, 1

_____

SM Assessment 3

Number Assessment

1. Write the following numbers on the flag from greatest to smallest.

2, 1, 4, 5, 3

2. Thabo has 3 sweets. Tumi took 2 sweets from him.

How many sweets does Thabo have now?

_____

3. Look at the pictures. Then answer questions (a to c).

a. 

1  and 1  makes _____ apples.

2  and 1  makes _____ apples.

2  and 3  makes _____apples.

4. Complete the pattern.

_____ _____

5. Underline the word "**right**" **or** "**left** "to make the sentence true.

The tree is on the **right / left** of the cat.

SM Assessment 4

Number	Assessment
1.	Is the face in the picture shaped like **"a ball or a box"**?  It is shaped like a _____
2.	Circle the correct word that is represented by the picture.  **morning / night**
3.	Circle the shortest object.  
4.	Make a cross (X) above the lightest object.  
5.	Look at the crosses and the dots, and then complete the sentence using the word **"more"** or **"less"**. X X X ● ●

SM Assessment 5

Number

Assessment

1.

Fast or slow?

Which takes longer? Please circle.

Putting on jacket	Eating breakfast
	

Taking school bus to school	Sleep
	

2.

Count by 5's and fill in the missing numbers.

35	40	45			

60	65	70			

3.

Round to the nearest ten

41 = _____

4 = _____

88 = _____

4.

42	76
- 11	- 34
____	____

5.

5	10	15	20	25	30	35	40

Count _____ by _____'s from _____ to _____.

SM Assessment 6

Number

Assessment

1.

How many more marbles must I buy to fill the bag with 5 marbles?

_____ more

2. Complete the following pattern.

(a) 

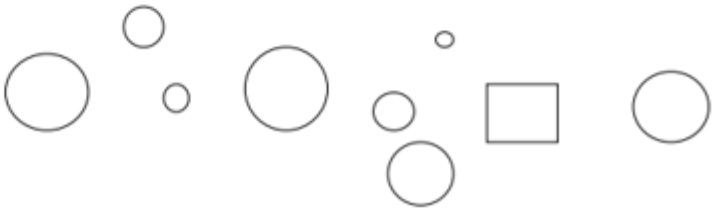
(b) 

3. Complete the number sequence.

(a) 1, 2, 3, 4, _____ , _____ , 7

(b) 5, _____ , 7, _____ , 9

4. Circle the shape that does not belong.



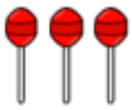
5. Share 4 bananas between 2 boys.

Work space:

SM Assessment 7

Number Assessment

1. I have 3 lollipops. I give 2 to a friend. How many lollipops are left?

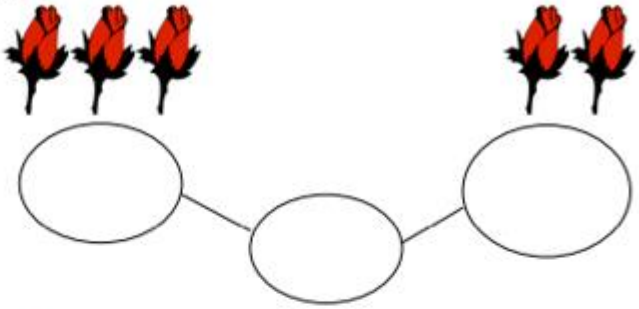


lollipops left

2. Draw an arrow to match column A with column B. (2)

Column A	Column B
 Busi has her supper.	in the morning
	in the evening
 Luke sleeps.	at night

3. Sue has 3 roses she buys 2 more roses. How many roses does she have altogether?

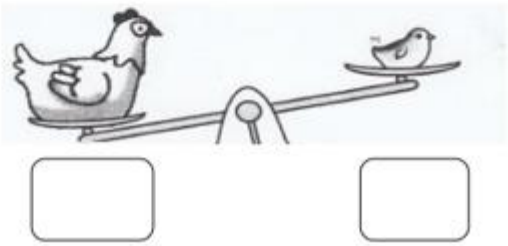


4. Complete the number sequence.

(a) 1, 2, 3, 4, _____ , _____ , 7

(b) 5, _____ , 7, _____ , 9

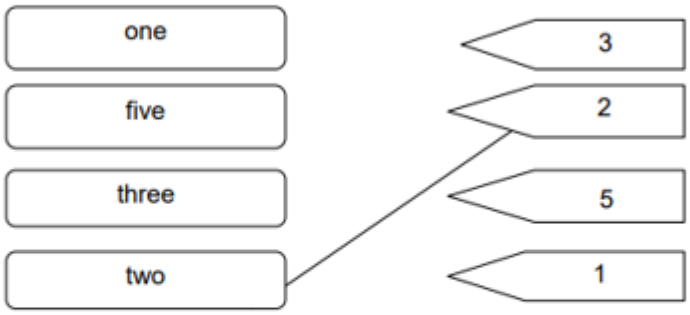
5. Put a cross (**X**) in the correct box to show the heavy object.



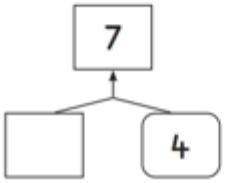
SM Assessment 8

Number Assessment

1. Match the number names and the number symbols.

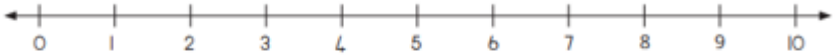


2. Fill in the missing numbers to make 7.



3. Draw hops on a number line to show the following:

a 4, 6, 8



4. Write the numbers from biggest to smallest.

a 10, 1, 7 _____, _____, _____

5. Fill in the missing numbers.

a

3	2

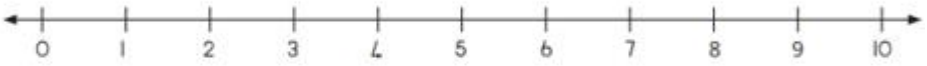
b

9
5

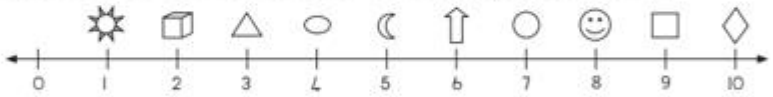
SM Assessment 9

Number Assessment

1. Circle the number that is 4 less than 9.



2. Look at the number line and answer the following. Start on the left.



Circle the correct answer.

Which is second?	☼	▭	Which is ninth?	□	☼
Which is last?	◇	○	Which is fourth?	◇	⬭
Which is sixth?	⇧	☾	Which is eighth?	☺	⇧

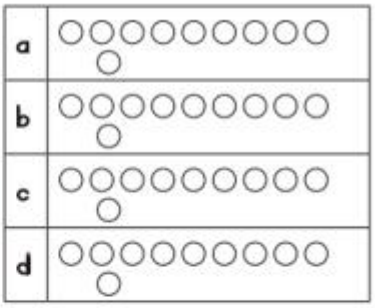
3. Colour the correct circle or circles.

a The third circle from the right.

b Three circles from the right.

c The fourth circle from the left.

d Four circles from the left.



4. Extend the pattern.

a 

5. **Write the numbers from smallest to biggest.**

5, 3, 4	
3, 1, 2	
4, 3, 2	
5, 1, 3	
4, 1, 2	

SM Assessment 10

Number Assessment

1. Mark has the nickels shown below.

Mark is going to trade all of his nickels for pennies. How many pennies should he get?

A. 20
B. 25
C. 40

2. Which equals the same value as **3 + 4**?

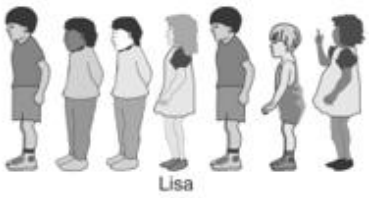
A. 8 – 1
B. 5 + 6
C. 9 – 4

3. Look at these pictures below.

Which pair of number sentences could describe these pictures?

A. 4 + 6 = 10 and 4 - 2 = 2
B. 6 + 4 = 10 and 6 - 4 = 2
C. 6 + 4 = 10 and 4 + 6 = 10

4. There are 3 people in front of Lisa in line.

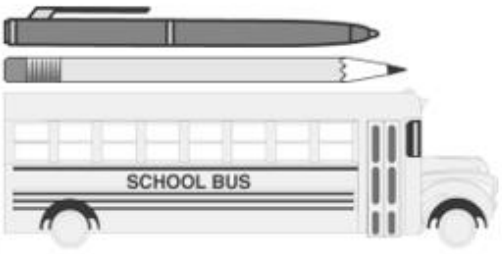


In what place is Lisa in line?

A. 5th
B. 3rd
C. 4th

5. Which does NOT belong with the others?

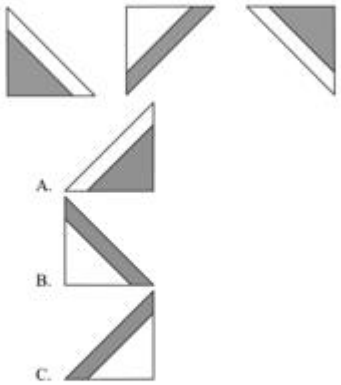
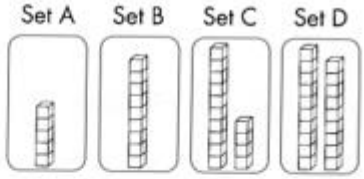
A.
B.
C.



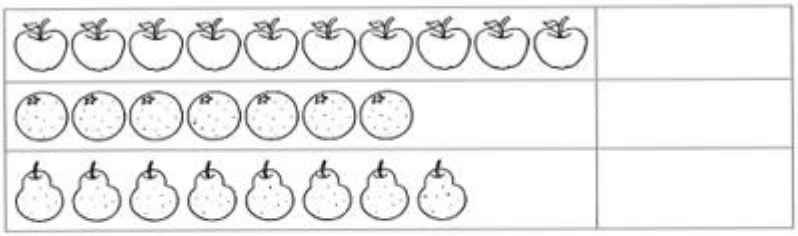
SM Assessment 11

Number	Assessment
1.	What number goes in the box? $6 + \square = 9$ A. 1 B. 2 C. 3
2.	Tabitha had 7 throws in the game. She had 3 hits. How many more throws than hits did Tabitha have? A. 3 B. 4 C. 10
3.	Look at these animals.  What part of the animals are birds? A. $\frac{1}{2}$ B. $\frac{1}{4}$ C. 1
4.	Ronnie is thinking of a number. The number is 20 more than 40. Which number is Ronnie thinking of? A. 20 B. 60 C. 70
5.	Solve. $8 - 6 = \square$ A. 4 B. 3 C. 2

SM Assessment 12

Number	Assessment
1.	What comes next in the pattern below? 
2.	Which number sentence is the same as 18? A. $9 + 8 + 0$ B. $7 + 2 + 7$ C. $6 + 6 + 6$
3.	Which set has 14 blocks?  a. Set A b. Set B c. Set C d. Set D
4.	How many apples are there?  a. 5 b. 6 c. 7 d. 8
5.	$10 - 8 = \square$ a. 2 b. 8 c. 10 d. 18

SM Assessment 13

Number	Assessment
1.	Ramos had 12 paper planes. After a week, he lost 7 paper planes. Which number sentence should be used to find the number of paper planes he had left? a. 12 + 7 = ☐ b. 12 + 12 = ☐ c. 12 – 7 = ☐ d. 7 + 12 = ☐
2.	Max had 16 toy cars. He gave Tim 7 toy cars. How many toy cars did Max have left? a. 23 b. 13 c. 9 d. 16
3.	Write fourteen as a number. Ans: _____
4.	Tick (✓) the box next to the set that has the most fruits. 
5.	Color the fifth ☺ from the right. 

SM Assessment 14

Number	Assessment
1.	15 + 3 = ☐ Ans: _____

2. Tara had 14 roses.
She sold 7 of them.

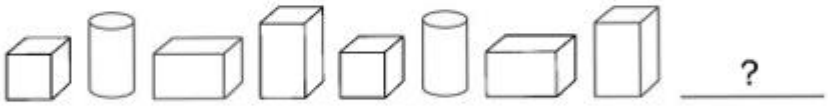
Complete the number sentence to find the number of roses left.
Fill in ☐ with a number and ◯ with + or –.

14 ◯ 7 = ☐

3. Amy arranges 19 toy robots in two rows.
The first row has 6 toy robots.
How many toy robots are there in the second row?

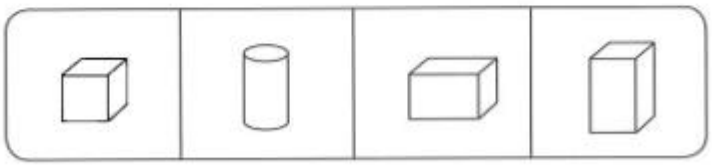
Ans: _____ toy robots

4. Look at the pattern.



_____?_____

Color the next solid in the pattern.



5. 12 + 6 = ☐

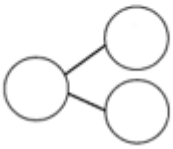
a. 7
b. 18
c. 16
d. 8

SM Assessment 15

Number

Assessment

1. Write a number bond for 7.
Fill in the circles.



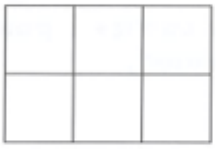
2. Mark had 16 magnets.
He gave 4 magnets to his brother.

Complete the number sentence to find the number of magnets Mark had left.

Fill in ☐ with a number and ◯ with + or –.

16 ◯ 4 = ☐

3. How many squares are there in the figure?



Ans: _____ squares

4. Look at the number sentences.

☺ + ☺ = 4

☺ + ♥ = 3

♥ + ♥ = ☐

What is the missing number in the box?

5. How many flowers are there altogether?

a. 3
b. 16
c. 13
d. 15

SM Assessment 16

Number	Assessment
1.	One week is equal to ... days.

A 5

B 7

C 2

D 31

2. Break down the number 621 into hundreds, tens and units.

A 600 + 20 + 6

B 600 + 20 + 0

C 600 + 2 + 10

D 600 + 20 + 1

3. The mass of a packet of chips can be measured in ...

a. millimetres.

b. grams.

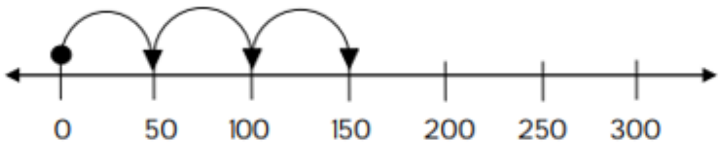
4. rands to cents.

R5,00 = _____c

cents to rands.

1 000c = R_____

5. Write a number sentence for the jumps shown on the number line.



SM Assessment 17

Number

Assessment

1.

Where do they belong?

48 32 12 36 40 84 45

90 80 15 24 72 150 75

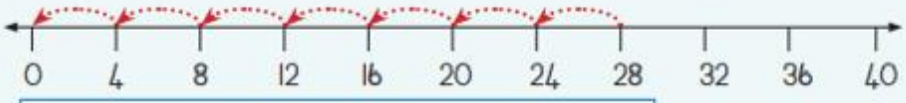
The 3s and 4s pattern	The 3s and 5s pattern	The 4s and 5s pattern
e.g. 48		

2.

Share the sweets among 3 children.

÷ =

3.

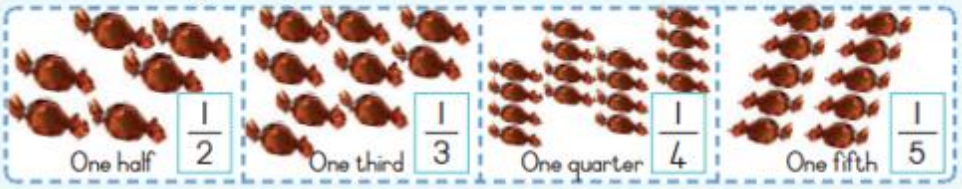


28 – _____ = _____

☐ ÷ ☐ =

4.

Show the fraction by drawing a line around the correct number of sweets:



5.

Time flies

Time in 2s …

How many …

minutes in 2 hours? _____

hours in 2 days? _____

days in 2 weeks? _____

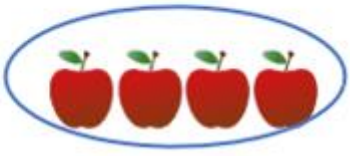
months in 2 years? _____

SM Assessment 18

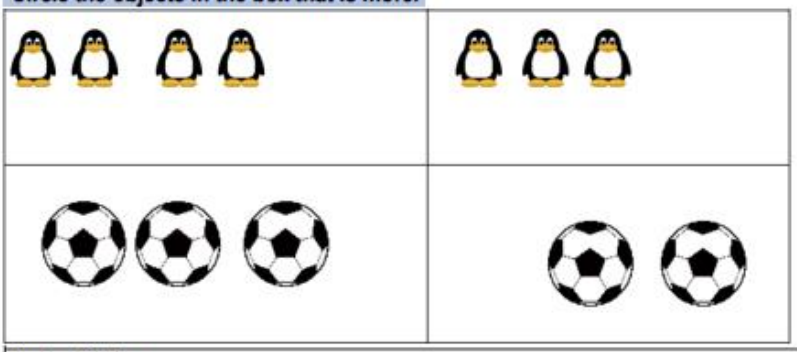
Number

Assessment

1. Which group has **more**?
Are there **more** apples or bananas?

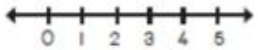


2. **Circle the objects in the box that is more.**

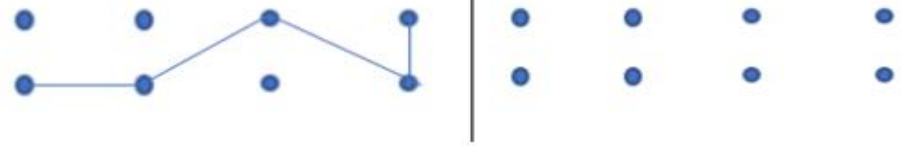


3. **Problem Solving**

- I have 2 sweets in my pocket. If I eat one, how many sweets are left?
- There are 2 birds on the washing line. One bird flew away. How many are there now?
- There is 1 apple in the box. Mom puts 1 more in the box. How many apples are there now?



4. **Draw exactly the same pattern as in the first block.**

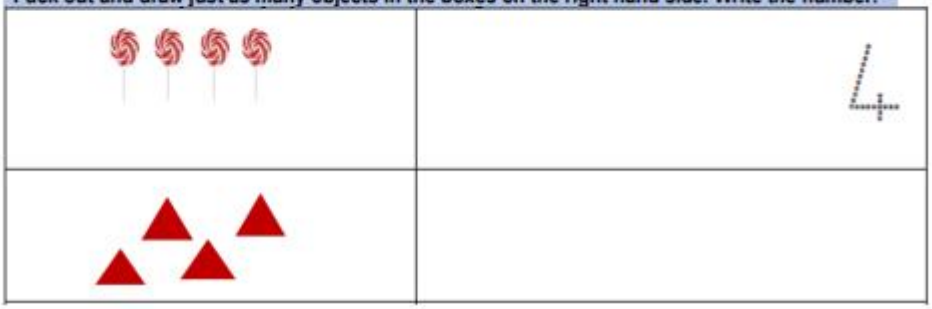


5. **Complete the pattern.**

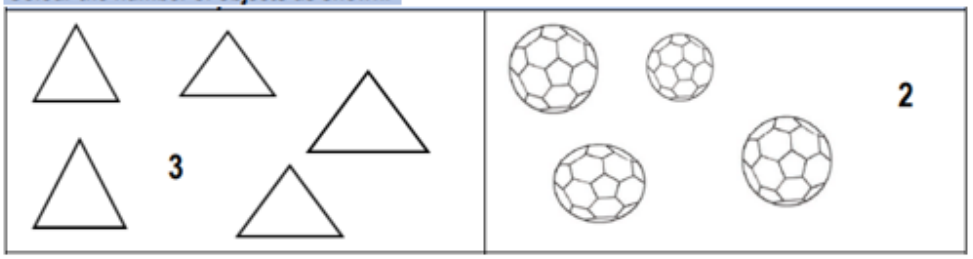
SM Assessment 19

Number Assessment

1. **Pack out and draw just as many objects in the boxes on the right hand side. Write the number.**



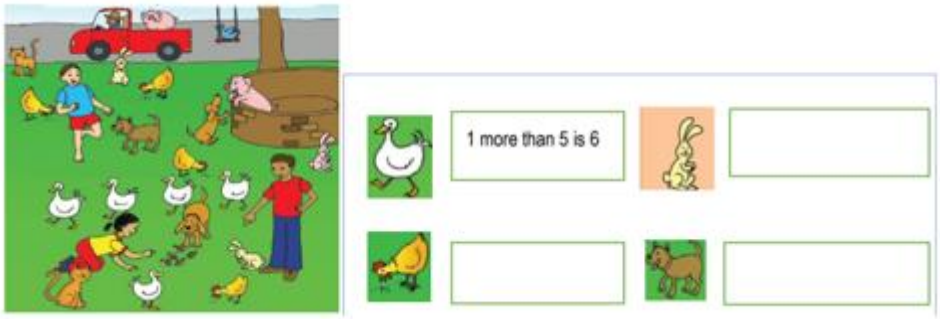
2. **Colour the number of objects as shown.**



3. **Colour the first duck yellow.**

4. Circle the object that is in the middle.

5.



SM Assessment 20

Number Assessment

1. Find the **number that comes between** and draw that number of objects below.

2		4

2. Find the number that comes **after** and draw that number of objects below.

0	1	

3. Circle all the numbers bigger than 2.

2 3 4 5 0 1

4. **Fill in the missing boxes.**

		2 two
		

5. Draw three more.