FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 2 TERM 1

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

2022

CONTENTS

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 2.
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
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 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	Week 10
CAPS Topic	Baseline Assessment **NUMBER OPERATIONS & RELATIONSHIPS:** • Count objects, • Count forwards and backwards, • Describe, Order and Compare	**NUMBER OPERATIONS & RELATIONSHIPS** • Count objects. • Count forwards and backwards. • Describe, Order and Compare • Place value • Addition and Subtraction **PATTERNS FUNCTIONS & ALGEBRA** • Geometric Patterns • Number Patterns		**NUMBER OPERATIONS & RELATIONSHIPS** • Addition and Subtraction • Place value **SPACE & SHAPE** • 3-D objects **MEASUREMENT** • Length		**NUMBER OPERATIONS & RELATIONSHIPS** • Addition and Subtraction • Place value • Money **MEASUREMENT** • Time **DATA HANDLING** • Collect and sort objects. • Represent sorted objects. • Analyse and Interpret data		**NUMBER OPERATIONS & RELATIONSHIPS** • Place value • Repeated addition leading to Multiplication.		Revision (based on the error analysis – of possible content gaps) **EXAMPLE:** • Addition • Subtraction • Multiplication
Core Concepts, Skills and Values	**COUNT:** • out 30 objects reliably in 1s • Count forwards and backwards in 1s, 2s, 5s and 10s (0 to 30) **MENTAL MATHS:** 1 more/1 less	**COUNT:** (Number patterns integrated) • forwards and backwards in 2s & 10s up to 50 **MENTAL MATHS:** • 1 more/1 less Number bonds to 6	**COUNT:** • forwards and backwards in 2s & 10s up to 60 **MENTAL MATHS:** • Number that comes before and after • Smallest/biggest number • Number bonds to 8	**COUNT:** • forwards and backwards in 2s & 5s up to 60 **MENTAL MATHS:** • More than/less than • 2 more/2 less • Number bonds to 10	**COUNT:** • forwards and backwards in 2s & 5s up to 80 (from any number and in multiples) **MENTAL MATHS:** • Add/subtract up to 10 • Which number is between? • Order numbers • Number bonds to 10	**COUNT:** forwards and backwards in 5s & 10s up to 80 (from any number and in multiples) **MENTAL MATHS:** • Doubling and halving • 2 more/2 less • 5 more/ 5 less • Number bonds to 10	**COUNT:** • forwards and backwards in 5s & 10s up to 100 (from any number and in multiples) **MENTAL MATHS:** • Recall addition facts to 20 • Recall subtraction facts from 20 • Number bonds to 10	**COUNT:** • forwards and backwards in 5s & 10s up to 100 (from any number and in multiples) **MENTAL MATHS:** • Recall addition facts to 20 • Recall subtraction facts from 20	**COUNT:** • forwards and backwards in 2s, 5s & 10s up to100 **MENTAL MATHS:** • 2 more/ 2 less • 10 more/10 less • 5 more/ 5 less	**COUNT:** • forwards and backwards in 2s, 5s & 10s up to 100 **MENTAL MATHS:** • 2 more/ 2 less • 10 more/10 less • 5 more/ 5 less • Add/subtract up to 20

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	NUMBER OPERATIONS & RELATIONSHIPS • Complete number sequence of counting in 1s to 30. • Read and write number symbol 1 to 20. • Write number names 1 to 10. **DBE Workbook:** Act 3, 4, 19	**NUMBER OPERATIONS & RELATIONSHIPS** • Recognise, identify, read and write number symbols to 50 • Write number names up to 20. • Order and compare whole numbers. • Arrange from greatest to smallest, less than and is equal to • Decompose two-digit numbers into multiples of tens and units/ones 11-25 • Identify and state the value of each digit. • Solve addition and subtraction problems up to 10 in context. **DBE Workbook:** Act 17 & 18 **PATTERNS FUNCTIONS & ALGEBRA GEOMETRIC PATTERNS** • Copy, extend and describe simple Geometric patterns in words. **DBE Workbook:** Act 27, 28. **NUMBER PATTERNS:** • Copy, extend and describe simple patterns in words (in 2s, 5s & 10s) **DBE Workbook:** Act 7		**NUMBER OPERATIONS & RELATIONSHIPS** • Decompose two-digit numbers into multiples of tens and units/ones 11-25 • Add and subtract problems up to 20. • Solve addition and subtraction problems in context to 20 • Addition and Subtraction context free calculations to 20 **DBE Workbook:** Act 5, 21, 23 & 24 **SPACE & SHAPE 3D OBJECTS** • Name, recognise, describe, sort, and compare 3-D objects (Data handling integrated) **DBE Workbook:** Act 9 & 32 **MEASUREMENT LENGTH** • Estimate, measure, compare, order, and record length using non-standardised, e.g. hand spans, paces, pencil length, bottle tops etc. as part of informal measuring. • Estimate, measure, compare, order and record length using metres as the standard unit of length. **DBE Workbook:** Act 10		**NUMBER OPERATIONS & RELATIONSHIPS** • Decompose two-digit numbers into multiples of tens and units/ones 11-25 • Solve addition and subtraction problems in context to 20 • Addition and Subtraction context free calculations to 20 **MONEY:** • Recognise, identify RSA money (5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50), and • Solve money problems up to R20. **DBE Workbook:** Act 6, 25 & 26 **MEASUREMENT TIME** • Name and sequence days of the week • Name and sequence months of the year • Tell 12 hr time in hours and half hours in an analogue clock. • Calculate length of time and passing of time. • Use clocks to calculate length of time in hours or half hours. **DBE Workbook:** Act 13, 14, 22 **DATA HANDLING** Collect, represent, and analyse data (pictograph with one-to-one correspondence) **DBE Workbook:** Act 15, 16		**NUMBER OPERATIONS & RELATIONSHIPS** • Add the same number repeatedly to 20 • Multiply numbers 1 to 10 by 2 • Use appropriate symbols (+, =, ×, □) • Solve problems in context (repeated addition) **DBE Workbook:** Act 29, 30 & 31		**EXAMPLE** Revision of Term 1 • Addition • Subtraction • Multiplication **DBE Workbook:** Act 23, 24 & 30

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

<u>DIAGNOSTIC TERM 1</u>: Implement DBE Diagnostic – see exemplar – or any similar diagnostic – Based on 2021 core skills (counting, place value, number recognition and operations, etc)

<u>WHEN</u>: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context.

<u>NUMBER OF ITEMS</u>: Grade 2 = 20 items – depending on your context and ability groups

<u>ITEM BANK</u>: 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	Baseline: (Revision/consolidation of Grade 1 core skills) Number Concept Building up and breaking down Addition and Subtraction	Worksheet 3 (pp. 6, 7) Worksheet 1 (p. 2) Worksheet 4 (p. 9) Worksheet 5 (p. 10) Worksheet 6 (p. 13)		
4	Baseline: (Revision, consolidation of Grade 1 core skills) Repeated Addition Sharing and grouping	Worksheet 2 (p. 4) Worksheet 4 (p. 8) Worksheet 5 (p. 10) Worksheet 7 (p. 14) Worksheet 5 (p. 11) Worksheet 6 (p. 12)		
5	Baseline: (Revision, consolidation of Grade 1 core skills) Balls and Boxes Measurement Data Handling	Worksheet 9 (pp. 18, 19) Worksheet 10 (p. 20) Worksheet 11 (p. 22) Worksheet 12 (p. 24) Worksheet 15 (p. 30) Worksheet 16 (p. 32)		
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: •		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	**Numbers 11 to 20:** Recognise, identify, read and write number symbols 0 to 20 and number names 0 to 25; Order and compare whole numbers to 99, from greatest to smallest, smallest to greatest, smaller than, greater than, more than, less than, and is equal to	Worksheet 17 (pp. 34, 35)	Counters, 1–100 number board (see *Printable Resources*) Written assessment items 1, 2 and 3	
7	**Numbers 1 to 20 (place value):** Recognise place value of two-digit numbers to 20 and know what each digit represents; Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	Worksheet 18 (p. 37)	Base 10 blocks, flard cards (see *Printable Resources*)	
8	**Numbers 1 to 25 (place value):** Recognise the place value of at least two-digit numbers to 25 and know what each digit represents. Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	Worksheet 19 (pp. 38, 39)	Unifix cubes, flard cards (see *Printable Resources*) Written assessment items 4 and 5	
9	**Numbers 20 to 25 (place value):** Order and compare whole numbers using smaller than/ greater than, more than/less than, and is equal to; Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	Worksheet 18 (p. 37)	Flard cards, number lines (see *Printable Resources*) Written assessment item 6	
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' ability to count in the number range 0–100

Mark: **/ 7**

Mark (percent)	Criteria – Rubric
1 (0%–29%)	Cannot count verbally in the number range
2 (30%–39%)	Counts verbally in the number range but needs constant assistance
3 (40%–49%)	Counts verbally in the number range with some assistance
4 (50%–59%)	Counts verbally in the number range but has difficulty when bridging ten
5 (60%–69%)	Counts verbally in the number range but makes some careless errors (can bridge ten)
6 (70%–79%)	Counts verbally independently and confidently up to 100
7 (80%–100%)	Independently and consistently counts verbally up to 100 and beyond

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	
- Recognise, identify, read and write number symbols 0 to 20 and number names 0 to 25 - Order and compare whole numbers to 99, from greatest to smallest, smallest to greatest, smaller than, greater than, more than, less than, and is equal to - Recognise place value of two-digit numbers to 20 and know what each digit represents - Decompose two-digit numbers into multiples of tens and ones/units - State the value of each digit - Recognise the place value of at least two-digit numbers to 25	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	**Length:** Estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring; Introduce how to estimate, measure, compare, order and record length using metres as the standardised unit of length as a part of formal measuring	Worksheet 10 (p. 20)	Paper, scissors, pencils, sticks, counters, a metre stick	
12	**Length:** Describe the length of objects by counting and stating how many informal units long they are, using language to talk about the comparison, e.g., shorter, longer, taller and wider	Worksheet 10 (p. 21)	Empty match boxes, broom, a metre stick Written assessment items 18 and 19	
13	**Counting on and back:** Addition and subtraction 1 to 20; Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, □)	Worksheet 20 (pp. 40, 41) Worksheet 23b (pp. 48, 49)	Counters	
14	**Number bonds and family facts:** Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, □)	Worksheet 23a (pp. 46, 47)	Counters Written assessment items 7 and 8	
15	Complete and consolidate the week's assessment and work			

Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Measurement: Length Activity: Observe learners' ability to work with length concepts, use length vocabulary and compare lengths	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 – shorter, longer, taller and wider but makes errors most times
4 (50%–59%)	Knows and can describe length – shorter, longer, taller and wider but makes few errors sometimes
5 (60%–69%)	Knows and can describe length – shorter, longer, taller and wider almost always correctly
6 (70%–79%)	Knows and can describe length – shorter, longer, taller and wider always correctly
7 (80%–100%)	Knows and can describe length – shorter, longer, taller and wider correctly, competently and confidently
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Estimate, measure, compare, order and record length using non-standardised measures • Estimate, measure, compare, order and record length using metres as the standardised unit of length • Describe the length of objects by counting and stating how many informal units long they are • Use language to talk about the comparison, e.g., shorter, longer, taller and wider • Solve word problems in context • Explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, □)	**Struggling Learners Names?** **HOD:** **Date:**

31 January – 4 February 2022

Week 4				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
16	**Building up and breaking down numbers:** Addition and subtraction 1 to 20: Solve word problems	Worksheet 24 (pp. 50)	Base 10 blocks (see *Printable Resources*) Written assessment item 9	
17	**Building up and breaking down numbers:** Addition and subtraction 1 to 20: Solve word problems	Worksheet 24 (pp. 51)	Base 10 blocks (see *Printable Resources*)	
18	**Mass:** Starting to understand kilograms: Compare, order and record the mass of commercially packaged goods which have their mass stated in kilograms, e.g., 2 kilograms of rice and 1 kilogram of flour; Measure own mass in kilograms using a bathroom scale	Worksheet 11 (pp. 22, 23)	Bathroom scale, a balance scale, some 1 kg bags and smaller bags (500 g, 250 g)	
19	**Bridging through 10 and working in tens:** Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, □)	Worksheet 21 (pp. 42, 43)	Unifix cubes, number lines	
20	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: PRACTICAL − FORMAL CAPS: Numbers, operations and relationships: Place value Activity: Observe learners' ability to recognise and represent place value in numbers up to 25	Mark: /7

Mark (percentage)	Criteria − rubric
1 (0%−29%)	Unable to recognise or represent place value in numbers up to 25
2 (30%−39%)	Can bundle sticks into tens and ones but cannot say number name correctly using place value
3 (40%−49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%−59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%−69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not an abacus

6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and an abacus
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 25

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Building up and breaking down numbers: • Solve word problems • Understand kilograms • Compare, order and record the mass of commercially packaged goods • Measure own mass in kilograms using a bathroom scale • Bridging through 10 and working in tens • Solve word problems in context and explain own solutions to problems involving addition and subtraction	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	**Tens (equivalent groups) and counting in tens:** Copy, extend and describe simple number sequences to at least 100; Drawings or concrete apparatus like counters should be used to solve problems	Worksheet 31 (p. 64)	Unifix cubes	
22	**Number patterns** – 10: Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in tens from any multiple of 10	Worksheet 31 (p. 65)	1–100 number board (see *Printable Resources*), counters	
23	**Geometric patterns:** Copy, extend and describe in words simple patterns made with drawings of lines, shapes or objects. Create own geometric patterns with physical objects or by drawing lines, shapes or objects	Worksheet 28 (pp. 58)	Shapes to make patterns	
24	**Geometric patterns:** Copy, extend and describe in words simple patterns made with drawings of lines, shapes or objects. Create own geometric patterns with physical objects or by drawing lines, shapes or objects	Worksheet 28 (pp. 59)	Shapes to make patterns	
25	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL – FORMAL	Mark: /7
CAPS: Numbers, operations and relationships: Counting	
Activity: Observe learners' ability to count forward and backwards in tens in an interval up to 100	

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Cannot count in 10s
2 (30%–39%)	Counts verbally in 10s but needs constant assistance
3 (40%–49%)	Counts verbally in 10s when assisted but makes lots of mistakes
4 (50%–59%)	Counts verbally in 10s with some assistance

5 (60%−69%)	Counts verbally in 10s but makes a few careless errors
6 (70%−79%)	Counts verbally in 10s independently and confidently up to 100
7 (80%−100%)	Counts verbally in 10s independently and consistently up to 100 and beyond

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Counting in tens • Copy, extend and describe simple number sequences • Drawings used to solve problems • Counting forwards and backwards in tens from any multiple of 10 • Copy, extend and describe in words simple patterns made with drawings of lines, shapes or objects. • Create own geometric patterns with physical objects or by drawing lines, shapes or objects	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	**Data:** Collect and sort data; Present data in a pictograph, analyse it and interpret the data	Worksheet 15 (pp. 30)	Coloured shapes	
27	**Data:** Collect and sort data; Present data in a pictograph, analyse it and interpret the data	Worksheet 15 (pp. 31)	Coloured shapes	
28	Complete, consolidate, revise the work and **Complete assessment**			
29	**Data:** Collect data to answer questions posed by the teacher	Worksheet 16 (pp. 32, 33)	Old magazines/ adverts, scissors, Unifix cubes (for remediation)	
30	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: PRACTICAL − FORMAL CAPS: Patterns and algebra: Geometric patterns Activity: Observe learners' ability to copy and extend geometric patterns	Mark /7

Mark (percentage)	Criteria − rubric
1 (0%−29%)	Unable to copy, extend or describe geometric patterns
2 (30%−39%)	Able to copy geometric patterns
3 (40%−49%)	Able to extend geometric patterns when assisted but makes many mistakes
4 (50%−59%)	Able to extend geometric patterns when assisted but makes a few mistakes
5 (60%−69%)	Able to extend geometric patterns without assistance but makes a few mistakes
6 (70%−79%)	Able to extend geometric patterns without assistance correctly always
7 (80%−100%)	Able to extend geometric patterns confidently and correctly

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Collect and sort data • Present data in a pictograph, analyse it and interpret the data • Collect data to answer questions posed by the teacher	**Struggling Learners Names:**
	HOD: **Date:**

21 – 25 February 2022

Week 7				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
31	**3-D objects:** Recognise and name 3-D objects in the classroom and in pictures like ball shapes (spheres) and box shapes (cubes); Describe, sort and compare 3-D objects in terms of size, objects that roll and objects that slide	Worksheet 32 (p. 66)	Balls, boxes, marbles, old magazines/adverts, pictures of boxes, balls and bricks Written assessment item 17	
32	**Building with 3-D objects:** Observe and build 3-D objects from materials such as cut- out 2-D shapes, building blocks, recycled materials, construction kits and other 3-D geometric objects	Worksheet 32 (p. 67)	Balls, boxes, books, building blocks, empty match boxes	
33	Complete, consolidate, revise the work and **Complete assessment**			
34	**Fives (equivalent groups) and counting in fives:** Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in fives from any multiple of 5	Worksheet 30 (p. 62)	Unifix cubes, counters Written assessment item 11 and 14	
35	Complete and consolidate the week's assessment and work			

Week 7 Assessment Activity: PRACTICAL – FORMAL	Mark: /7
CAPS: Data handling: Collecting and representing data	
Activity: Observe learners' ability to collect, present, analyse and interpret data in a pictograph	

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Collects data
2 (30%–39%)	Collects and sorts the data
3 (40%–49%)	Collects, sorts and describes the sorted data
4 (50%–59%)	Collects, sorts, describes and organises data in a table
5 (60%–69%)	Organises data in a table and answers questions posed by the teacher
6 (70%–79%)	Tabulates and represents data in a pictograph
7 (80%–100%)	Tabulates and represents data and answers questions about data in pictograph
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Recognise and name 3-D objects in the classroom and in pictures like ball shapes (spheres) and box shapes (cubes) • Describe, sort and compare 3-D objects in terms of size, objects that roll and objects that slide • Building with 3-D objects	**Struggling Learners Names:**
• Observe and build 3-D objects from materials such as cut- out 2-D shapes, building blocks, recycled materials, construction kits • Counting in fives • Copy, extend and describe simple number • Show counting forwards and backwards in fives	**HOD:** **Date:**

28 February – 4 March 2022

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
36	**Number patterns** – 5: Copy, extend and describe simple number sequences to at least 100 and be able to count forwards and backwards in fives from any multiple of 5 between 1 and 100	Worksheet 28 (p. 60)	1–100 number board (see *Printable Resources*), counters	
37	**Patterns of five:** Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in fives from any multiple of 5 between 1 and 100	Worksheet 28 (p. 61)	1–100 number board number lines (see *Printable Resources*)	
38	Complete, consolidate, revise the work and **Complete assessment**			
39	**Money:** Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5), and bank notes (R10, R20, R50); Solve money problems involving totals and change in cents up to 50c, or rands to R50	Worksheet 26 (pp. 54, 55)	Money cut-outs (see *Printable Resources*) Written assessment item 12	
40	Consolidation assessment 3 plus remediation			

Week 8 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Space and shape – 3-D objects Activity: Observe learners' ability to recognise, sort and compare ball shapes and box shapes		Mark: /7
Mark	**Criteria – Checklist: 1 mark for each criterion achieved**	
1	Able to recognise and name ball shapes	
1	Able to recognise and name box shapes	
1	Able to recognise and name ball shapes and box shapes	
1	Able to recognise and compare ball shapes according to size and colour	
1	Able to recognise and compare box shapes according to size and colour	
1	Able to compare and sort 3-D objects according to shapes that roll and shapes that slide	
1	Able to describe, sort and compare and 3-D objects according to size of shape, colour and shapes that roll or shapes that slide	

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

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Copy, extend and describe simple number sequences to at least 100 • Count forwards and backwards in fives from any multiple of 5 • Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5), and bank notes (R10, R20, R50) • Solve money problems involving totals and change in cents up to 50c, or rands to R50	Struggling Learners Names: **HOD:** **Date:**

7 – 11 March 2022

Week 9				
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
41	**Twos (equivalent groups) and counting in twos:** Solve problems and explain solutions in context, involving addition and subtraction up to 20, using appropriate symbols (+, −, =, □)	Worksheet 29 (p. 60)	Unifix cubes, counters Written assessment item 15	
42	**Twos arrays:** Copy, extend and describe simple number sequences to at least 100 and count forwards and backwards in twos from any multiple of 2; Drawings or concrete apparatus like counters may be used to solve problems	Worksheet 29 (p. 61)	Unifix cubes, counters	
43	Complete, consolidate, revise the work and **Complete assessment**			
44	**Twos sharing and grouping:** Solve and explain solutions to practical problems that involve equal sharing and grouping up to 20 with answers that may include remainders	Worksheet 58 (pp. 124, 125)		
45	Complete and consolidate the week's assessment and work			

Week 9 Assessment Activity: ORAL – INFORMAL CAPS: Numbers, operations and relationships: Counting Activity: Observe learners' ability to count forward and backwards in fives in an interval up to 100	Mark /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Cannot count in 5s
2 (30%–39%)	Counts verbally in 5s but needs constant assistance
3 (40%–49%)	Counts verbally in 5s when assisted but makes lots of mistakes
4 (50%–59%)	Counts verbally in 5s with some assistance
5 (60%–69%)	Counts verbally in 5s but makes a few careless errors
6 (70%–79%)	Counts verbally in 5s independently and confidently up to 100
7 (80%–100%)	Counts verbally in 5s independently and consistently up to 100 and beyond
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
- Counting in twos - Solve problems and explain solutions in context, involving addition and subtraction - Copy, extend and describe simple number sequences - Count forwards and backwards in twos from any multiple of 2 - Drawings or concrete apparatus like counters used to solve problems - Solve and explain solutions to practical problems that involve equal sharing and grouping with answers that may include remainders	STRUGGLING LEARNERS:
	HOD:
	Date:

14 – 17 March 2022 (Four-day week)

Week 10				
Day	**CAPS content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
46	**Time:** Telling the time: Knowing the days of the week and months of the year	Worksheet 13 (pp. 26, 27)	Days and months name cards, a copy of the calendar month of March	
47	**Time:** Calendars: Place birthdays, religious festivals, public holidays, historical events and school events on a calendar	Worksheet 14a (p. 28) Worksheet 14b (p. 29) Worksheet 22 (pp. 44, 45)	Different types of calendars, a copy of the calendar month of December, month name cards (make your own), analogue clock (see *Printable Resources*)	
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: Patterns and algebra: Number patterns Activity: Observe learners' ability to copy, extend and describe simple number patterns in twos to at least 100	Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to complete number patterns
2 (30%–39%)	Able to complete number patterns when only one term is required
3 (40%–49%)	Able to complete number patterns in the range to 30 when a number of terms are required but with some mistakes
4 (50%–59%)	Able to complete number patterns in the range to 30 when a number of terms are required with no mistakes
5 (60%–69%)	Able to complete number patterns in the range to 100 when a number of terms are required but with some mistakes
6 (70%–79%)	Able to complete number patterns in the range to 100 when a number of terms are required with no mistakes
7 (80%–100%)	Able to complete number patterns beyond 100 when a number of terms are required with no mistakes
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Telling the time • Knowing the days of the week and months of the year • Place birthdays, religious festivals, public holidays, historical events and school events on a calendar	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 Assessment	**Baseline assessment or the revision activities**
2	**Oral and practical: Activity 1** Numbers, operations and relationships – Counting **Written: Item bank questions 1, 2, 3, 4 and 5** Numbers, operations and relationships **Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	
3	**Oral and Practical: Activity 2** Number, operations and relationships – Addition **Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	**Oral and Practical: Activity 2** Measurement – Length **Written: Item bank questions 6, 18 and 19** Number and measurement
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Oral and Practical: Activity 3** Numbers, operations and relationships – Place value **Written: Item bank questions 7, 8,**

		9 and 10 Number
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral: Activity 4** Numbers, operations and relationships – Counting in tens
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral: Activity 5** Patterns and Algebra – Geometric patterns
7	**Oral: Activity 7** Numbers, operations and relationships: Multiplication and division strategies **Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Practical: Activity 6** Data handling – Collecting and representing data **Written: Item bank questions 16 and 20** Patterns and Data handling
8	**Oral: Activity 8** Numbers, operations and relationships – Counting **Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Practical: Activity 7** Space and shape – 3-D shapes **Written: Item bank questions 11, 14 and 17** Number and Space and shape
9	**Oral: Activity 9** Patterns and Algebra – Number patterns **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	
10	**Oral and Practical: Activity 10** Measurement – Time **Written: Item bank questions 11, 14 and 17** Number and Patterns	

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 31 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 14, 15 and 16 – Marks 1 + 5 + 4 = 10

3. **Written assessment items for Space and shape.**
   Questions 17 – Marks 4

4. **Written assessment items for Measurement.**
   Questions 18 and 19 – Marks 1 + 1 = 2

5. **Written assessment items for Data handling.**
   Question 20 – Marks 8

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	Q.9	Q.10	Q.11	Q.12	Q.13	Total
Mark	4	2	2	1	1	2	5	5	2	2	2	2	1	31
Learner name and surname														

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

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME						
Number	4: Oral and practical	7							
Number	5: Oral	7							
Number	Written	31							
TOTAL FOR NUMBER		45							
Patterns	6: Oral	7							
Patterns	Written	10							
TOTAL FOR PATTERNS		17							
Space and shape	8: Practical	7							
Space and shape	Written	4							
TOTAL FOR SPACE AND SHAPE		11							
Measurement	3: Oral and Practical	7							
Measurement	Written	2							
TOTAL FOR MEASUREMENT		9							
Data handling	6: Practical	7							
Data handling	Written	8							
TOTAL FOR DATA HANDLING		15							

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR
Written assessment items for Numbers, Operations and Relationships

Question 1

(4)

a)   Draw objects for the number 15, showing tens and units.

b)   Draw objects for the number 23, showing tens and units.

Question 2

(2)

a)   Write the number name for 12.

_____

b)   Write the number name for 21.

_____

Question 3

(2)

Circle the biggest number and make a cross over the smallest number.

16	14	11	18	17	19	13

Question 4

(1)

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.

_____

Question 5

(1)

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.

_____

(2)

Write down two numbers that are bigger than 21, but smaller than 25.

_____

Question 7

(5)

Add the following:

a) 3 + 7 = ☐   b) 9 + 4 = ☐   c) 16 + 3 = ☐

d) 5 + 4 = ☐   e) 8 + 9 = ☐

Question 8

(5)

Subtract the following:

a) 9 – 5 = ☐   b) 18 – 7 = ☐   c) 11 – 4 = ☐

d) 16 – 4 = ☐   e) 17 – 9 = ☐

Question 9

(2)

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?

Question 10

(2)

Calculate:

a)   Double 4 _____

b)   Double 9 _____

Question 11

(2)

Draw two rows with five circles in each row.

How many circles are there altogether? _____

Question 12

(2)

a) Circle four coins that will make up 50c.

b) Write the values on the notes to make up R30.

Question 13

(1)

Share the following triangles into 2 equal groups.

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

1. (1 mark for the tens and 1 for the units in each answer) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) a) twelve b) twenty one	(2)

23

3. (1 mark for each correct answer)	(2)

16	14	11	18	17	19	13

4. (1 mark for each correct answer) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) Any two of these numbers: 22, 23, 24	(2)

7. (1 mark for each correct answer) a) 3 + 7 = $\boxed{10}$ b) 9 + 4 = $\boxed{13}$ c) 16 + 3 = $\boxed{19}$ d) 5 + 4 = $\boxed{9}$ e) 8 + 9 = $\boxed{17}$	(5)
8. (1 mark for each correct answer) a) 9 − 5 = $\boxed{4}$ b) 18 − 7 = $\boxed{11}$ c) 11 − 4 = $\boxed{7}$ d) 16 − 4 = $\boxed{12}$ e) 17 − 9 = $\boxed{8}$	(5)
9. (2 marks for the correct answer) 6 + 9 = 15 Mbali has 15 sweets	(2)

10. (1 mark for each correct answer)
 	
  a) 8
  b) 18
	(2)

11. (1 mark for each correct answer)
 	
  a) O O O O O
    O O O O O
    5 + 5 = 10
	(2)

12. (marks as below)
 	
  a) Circle
    20c, 10c, 10c, 10c   (1 mark)
 	
  b) Write R10 on each note
                             (1 mark)
	(2)

13. (1 mark for the correct answer) △△△△ △△△△ (two groups of 4 in each must be drawn/circled)	(1)

Written Assessment Items for Patterns
Question 14

(1)

Fill in the missing number:

    10, 15,_____, 25, 30

Question 15

(5)

Complete the following patterns:
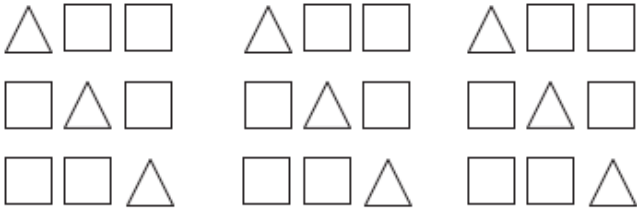
    a) 10,_____,_____, 40, 50, 60, _____
    b) 2, 4,_____, 8, 10, _____

Question 16

(4)

Draw a pattern using one triangle and two squares. Copy and extend the pattern.

Solutions and Mark Allocation

14. (1 mark for each correct answer) 20	(1)
15. (1 mark for each correct answer) a) 20, 30, ..., 70 b) 6, ..., 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: △ ☐ ☐ △ ☐ ☐ △ ☐ ☐ ☐ △ ☐ ☐ △ ☐ ☐ △ ☐ ☐ ☐ △ ☐ ☐ △ ☐ ☐ △	(4)

Written Assessment Items for Space and Shape

Question 17

(4)

Say if the following will roll or slide:

    a) a ball

    b) a box

    c) a can of cool drink

Solutions and Mark Allocation

17. (1 mark for each correct answer) a) roll (1) b) slide (1) c) roll and slide (2)	(4)

Written Assessment items for Measurement.

Question 18

(1)

Circle the line that is shortest:

Question 19

(1)

The height of your classroom door is closest to: (Circle the correct answer)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

Solutions and Mark Allocation

18. (1 mark for the correct answer)	(1)
19. (1 mark for the correct answer) b) 2 m	(1)

Written Assessment for Data Handling
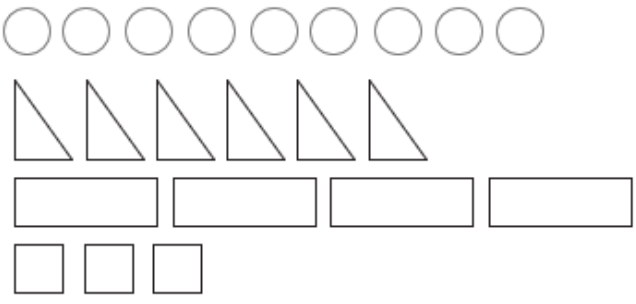
Question 20

Sort the shapes.
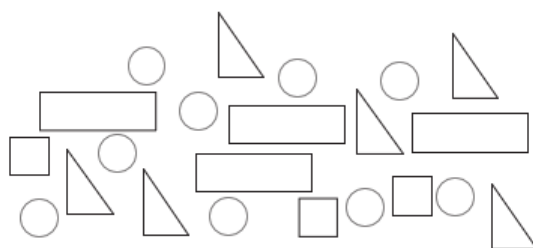
a) Make a drawing of your sorted shapes. (4)

b) How many shapes of each type did you draw? (4)

Solutions and Mark Allocation

20. (1 mark for each correct answer)	(4) + (4)

a) ○ ○ ○ ○ ○ ○ ○ ○ ○

△ △ △ △ △ △

▭ ▭ ▭ ▭

☐ ☐ ☐

c) Circles = 9; triangles = 6; rectangles = 4; squares = 3

○ = 9

△ = 6

▭ = 4

☐ = 3

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	**Count the objects and write the number in the box** **Counting in 5s** **Counting in 5s from 25** **Draw loops around sets of 10 blocks** **Place value of tens and units**
SM Assessment 2	**Identify and analyse** **Addition up to 2 digits** **Ordering objects from shortest to longest** **Minutes and hours** **Word problem**
SM Assessment 3	**Look at the shape and split into halves or quarters** **Draw a line from each name to the picture** **Number charts- counting by 2s** **Number line: Subtraction** **Draw a line and identify the value of the money**
SM Assessment 4	**Draw 3 more triangles by rotating the first triangle** **Word problems**
SM Assessment 5	**Word sum: Time** **Subtraction: reverse** **Draw hands on a clock** **Adding** **Word problem: Morning and night**
SM Assessment 6	**Counting in 5s and look at the objects** **Counting** **Input/output** **Draw hands on the clock**

	Bonds
SM Assessment 7	Word problem: Addition – understanding the sum of and altogether Different views: top, side, front Grouping Mass (weight)
SM Assessment 8	Estimate how much an object weigh Count how many squares there are and double/halve Days of the week Counting and identifying how many objects in a picture Capacity
SM Assessment 9	Geometric patterns Draw a line of symmetry that divides the picture in 2 equal parts Find the length using your ruler: inches Use the correct symbol in the number sentence Capacity: Compare
SM Assessment 10	Circle the shapes that have been divided in 2 equal parts Fill in the blanks according to the pictures Write numbers in expanded notation Word problem
SM Assessment 11	Fill in the missing number to make 10 Join the pairs of numbers that add up to 10 Complete the bonds of 10 Subtraction with 10 frames
SM Assessment 12	Complete the pattern Identify groups of 2 Grouping Match the number sentence to the correct number
SM Assessment 13	Place value – and write the number name/ addition and subtraction Fill in the blanks on the number line Write a subtraction sentence to show that you understand what is shown on the number line Even/odd numbers Add two more to the blocks and count
SM Assessment 14	Subtraction on the number line Word problem: halve the number Complete the doubles Number patterns Counting: groups of 5
SM Assessment 15	Growing pattern Counting the dots on each dice Show a number sentence for subtraction on a number line Identify how many groups of 10 there are in the object given
SM Assessment 16	Counting in 10s Write the numbers in order from ascending order Write the numbers in order from descending order Money: count and double Make groups with the repeated addition sentence
SM Assessment 17	Circle 6 groups of 5: Doubling and halving Circle uneven numbers – do number sentences Complete the pattern Subtract the middle number in each row Complete the skip counting pattern to 80

SM Assessment 18	Complete the bonds of 10 and fill in missing facts
	Place value: Identify and write number in words
	Show 4 less than 10 on the given number line and write a number sentence
	Repeated addition: Write the addition and multiplication sentences
	Write the correct time looking at the analogue clocks
SM Assessment 19	Determine how much time passed
	Complete the table by subtracting
	Show the first three subtraction sentences looking at the picture
	Sharing
	Double and Halving
SM Assessment 20	Money: Look at the pattern and complete it
	Counting money: Rand and cents
	Write a rule for the pattern
	Counting in 2s, 5s and 10s
	Break down the numbers into tens and units

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number   Assessment

1.

Count the objects and write the number in the box.

1) // = ☐

2) ●●● = ☐

3) ●●●●●●●● = ☐

2.

| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 |

Count _____ by _____'s from _____ to _____.

3.

| 25 | 30 | 35 | 40 | 45 | | | | | |

4.

Draw loops around sets of 10 blocks. Redraw the blocks as sets of ten. Write the number.

 = = 24

 =   =
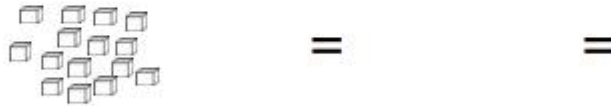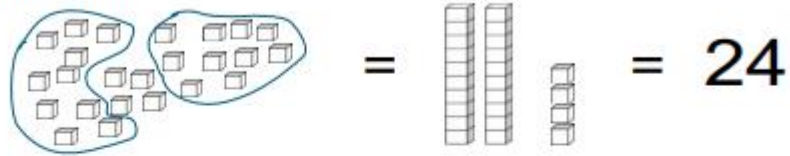
5.

6<u>9</u> = _____

<u>8</u>1 = _____

SM Assessment 2

Number	Assessment
1.	A group of kids voted for their favorite season. Use the bar chart to answer the questions. 1. How many votes did the following seasons get? Winter ___ Spring ___ Summer ___ Autumn ___
2.	$11 + 9 = \boxed{}$ $8 + 10 = \boxed{}$
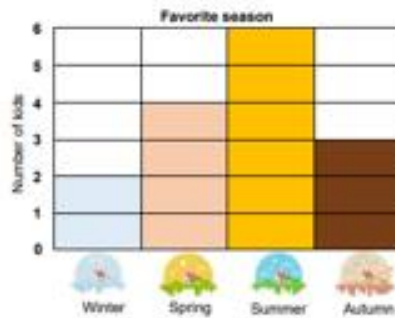
3. Order the three objects from the shortest to the longest. Write "1" under the shortest object and "3" under the longest object.
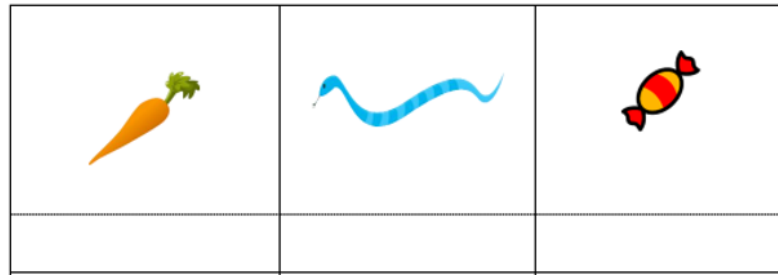
4. **Does this activity take minutes, hours or days? Please circle.**

Taking school bus to school

Minutes / Hours / Days

Putting on jacket

Minutes / Hours / Days

5. Jack unwrapped two boxes of puzzles. There are 24 pieces of puzzles in each of the boxes. How many puzzles pieces are there in total?

SM Assessment 3

Number	Assessment

1. Is the shape split into halves or quarters? Circle the correct answer.
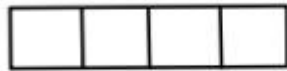
Halves / Quarters

Halves / Quarters

2. Draw a line from each name to the picture that best represents it.

- cone
- cube
- sphere
- cylinder

3.

Number Chart - counting by 2's (even numbers)

2	4	6		10		14			20
				30		34		38	

4.

$$\boxed{} - \boxed{} = \boxed{}$$
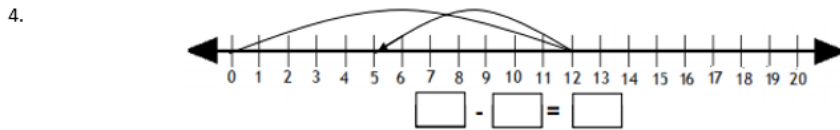
5.

Draw a line to match the coin with its value.

R2

10 c

R1

1 c

SM Assessment 4

Number	Assessment

1. Draw 3 more triangles by rotating the first triangle.

2. Fill in the correct tens and ones for the given numbers.

☐ tens and ☐ ones = 80

☐ tens and ☐ ones = 11

3. Emma has three rulers: a white one that is 15 cm long, a yellow one that is 25 cm long and a brown one that is 10 cm long.

Which ruler is the shortest?

Compared to the shortest ruler, how much longer is the longest ruler?

4. There are 3 floors in this office building. There are 3 offices on the first floor and 6 offices on the second floor.

If there are total of 15 offices in the building, how many offices are on the third floor?

5. Find the missing numbers:

____ + 90 = 170

SM Assessment 5

Number	Assessment
1.	My brother came home from school at 2 o'clock. He slept for 3 hours. What time did he wake up?

Subtraction	Do the matching sum.
10 – 4 = 6	10 – 6 = 4

2.

3.

Half past 1

4. Add 13 and 7. _____

5. You eat breakfast at 7 o'clock and school starts at 8 o'clock. How much time passes between breakfast and school? ____ hours.

SM Assessment 6

Number	Assessment
1.	Count the number of fingers. Write down your answer.

t   5 + 5 + 5 =

2.

3. Fill in the empty blanks. Write the rule.

Input	Output
2	11
5	14
8	
6	

4.

| 11:00 | 5:00 |
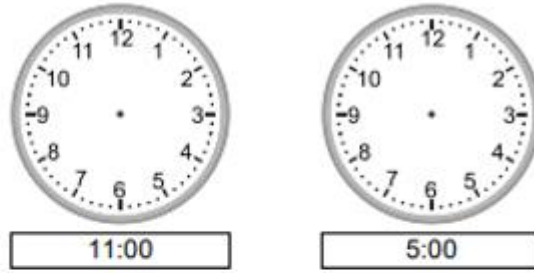
5.

☐ + ☐ = ☐
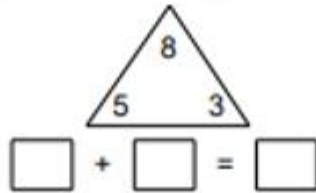
SM Assessment 7

Number	Assessment
1.	It was a hot summer day, and Fred was working at a small, cold drinks stand. He had a lot of customers that day. Let's help him with the math. There were 8 cans of soda displayed in the drinks stall and another 15 cans of soda stored in the cooler. How many cans were there altogether?
2.	Count each dessert and write the numbers in the boxes.

3.

Top view	Top view	Back view
Side view	Side view	Side view
Front view	Front view	Front view

4.
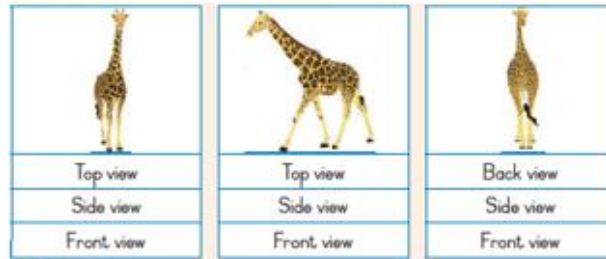
$2 + 2 + 2 + 2 + 2 + 2 + 2 =$ [ ]

 [ ]

5.

Mass (weight)

Write how many blocks are in each container.
Circle the container that is heavier.

SM Assessment 8

Number   Assessment

1.

Use 5 objects on your desk. First estimate how much it weighs and then weigh it on a scale or balance to check if your estimation was correct.

Draw the object	Guess	Mass	Difference
	____ blocks	____ blocks	____ − ____ = ____

2.

How many squares are there? [ ]	How many are there now? [ ]
	  We say double 12 is 24.

3.

How many days are there in 2 weeks? [ ]

S	M	T	W	T	F	S	S	M	T	W	T	F	S

How many days are there in one week? [ ]

S	M	T	W	T	F	S

We say half of 14 is [ ]

4.

How many squares ⬛ are there? _____

How many triangles 🔺 are there? _____

5.

Tick the container that will hold the least.

SM Assessment 9

Number	Assessment
1.	

Geometric patterns

Complete the patterns.

🔺 🔺 🟡 🔺 🔺 🟡 [ ] [ ] [ ]

🔻 🔻 🟧 🟧 [ ] [ ] [ ] [ ] 🔻 🔻 🟧 🟧

2.

Draw a line of symmetry that divides the picture into two equal halves. Colour one half of each picture.

38

3.

_____ inches

_____ inches

_____ inches
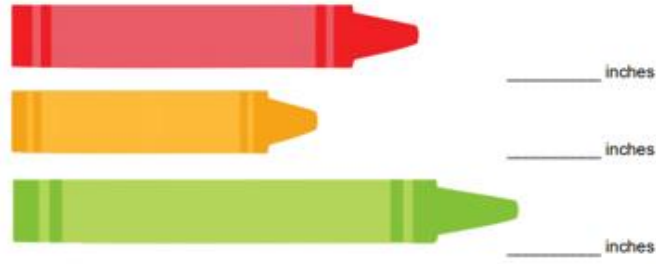
4. Write the correct symbol (<, > or =) for each item.

12 _____ 43

73 _____ 88

96 _____ 12

5.

You need five cups to fill one jug.
How many more cups do you need to fill the other two jugs? Draw it.

SM Assessment 10

Number	Assessment
1.	Circle the 9 shapes that have been split into equal parts. Cross out the others!
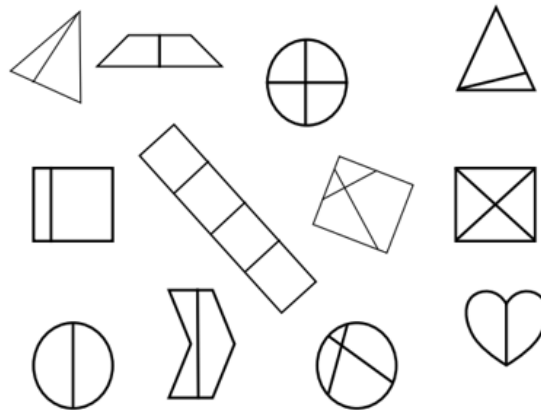
2.

Fill in the blanks according to the pictures. Then, complete the number sentences.

	Farmer Joe harvested _____ carrots. He gave away _____ carrots to his neighbour. _____ − _____ = _____
	Farmer Joe harvested _____ tomatoes. He gave away _____ tomatoes to his neighbour. _____ − _____ = _____

3.

 + = ☐

 + = ☐

4.

Write each number in expanded form

56 _____

95 _____

5.

A soccer team is getting ready for their next season.

On the team, there are 10 players, 1 goalkeeper and 4 bench players. How many players are there on the team?

SM Assessment 11

Number
1.

Assessment

Fill in the missing number to make 10.

7 + ___ = 10   5 + ___ = 10

8 + ___ = 10   4 + ___ = 10

9 + ___ = 10   10 + ___ = 10

0	1	2	3	4	5	6	7	8	9	10

2.

Join the pairs of numbers that add up to 10.

5   8   2   3   9

    5   7

4   6   1

3.

$10 - 1 = \square$

0 1 2 3 4 5 6 7 8 9 10
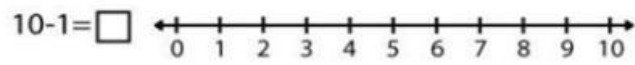
4.

Complete the bonds of 10.

10

1

$1 + 9 = 10$
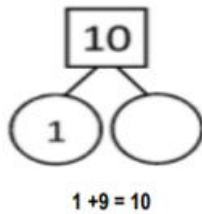
5.

Subtraction with 10 frame.

$10 - \square = 7$

$10 - 2 = \square$
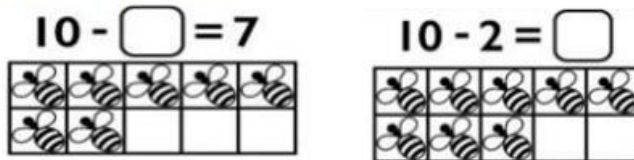
SM Assessment 12

Number   Assessment

1.

▲ ▾ ▲ ▾ ▲ ▾   ?

2.

35	40	45							

3.

How many groups of 2?

4.

c. **Draw a ring around 5s and count how many?**

41

5.

Match the number sentence to the correct number.

| 10 + 5 | 10 + 7 | 10 + 1 | 10 + 10 | 10 + 4 | 10 + 3 | 10 + 9 | 10 + 8 |

20   18   15   14   11   19   12   13   17

SM Assessment 13

Number   Assessment

1.

1. How many?	Place Value (T and O)		Write the number name.	Addition and subtraction sentence.
	Ten	Ones		
(blocks)	1	3	thirteen	10 + 3 = 13 13 – 3 = 10
(blocks)				

2.

17   18   19   ☐   ☐   ☐   ☐
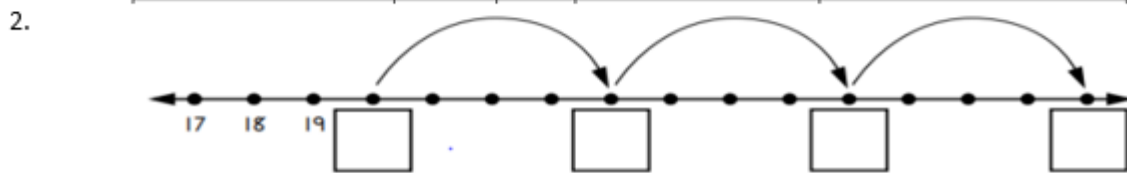
3.

Show 5 less than on the number line. Count backwards from 20 to 0. Continue the number pattern below.

-5   -5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
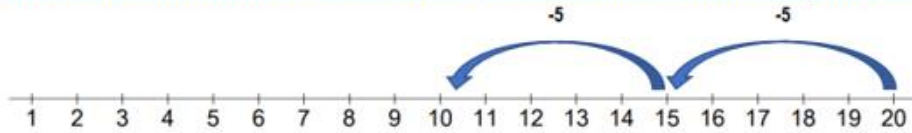
Write the subtraction sentence to show that you understand what is shown on the number line.

4.

List all the even numbers in the correct order.

_____

List all the odd/ uneven numbers in the correct order.

_____

5.

How many?	Add 2 more than.	Write the number name once you added the 2 more.
(blocks) _____	____ + 2 =	
(blocks) _____		
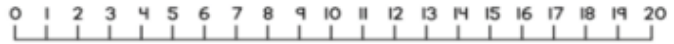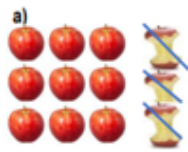
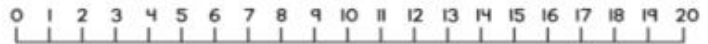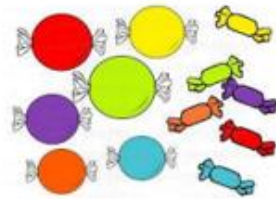| Number	Assessment
1.	a) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 12 – 3 =
2.	Phumi has 12 ice- creams. Nonko has halve that number. How many does Nonko have?
3.	**Complete the doubles. Write the answers on the lines provided.**
4.	.**Number patterns: Use the counting chart to help you find the number patterns.**
5.	a. How many groups of 5? _____
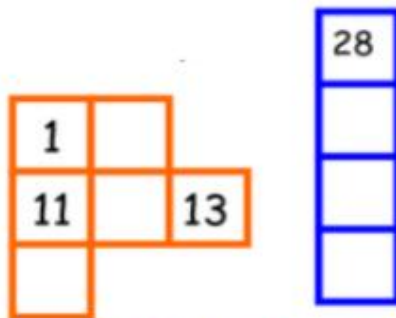
Number   Assessment

1.

chocolate	1	2	3	4	5	6	7	8	9	20
R2	2	4								

2.

3.   Show 12 - 2 on the number line.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4.   How many groups of 10? Write the number.

_____

5.

How many? Circle groups of...	Answer	How many groups?	Write the number sentences.
4			

SM Assessment 16

Number   Assessment
1.
Count in 10s 11___ , 21, _____ , 31, _____ , _____ , _____ , _____

2.   Write the numbers in order from the smallest to the biggest.

5	8	2	_____
35	25	20	_____
40	10	30	_____

3.   Write the numbers in order from the biggest to the smallest.

7	9	13	_____
12	24	25	_____
15	5	14	_____

4.

Column A	Column B	Add Coulmn A and B. Then double the amount.

5.   Make groups. Write the repeated addition sentence.

_____

Number   Assessment
1.
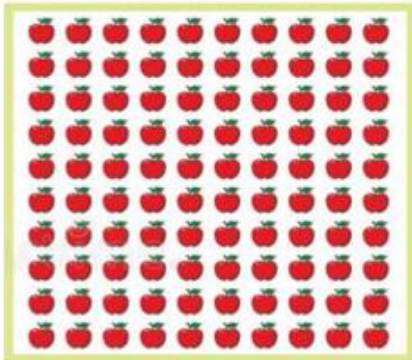
Circle 6 groups of 5. Write the total. _____   What is the half of 20? _____

2.   Circle the uneven number that is the sum of 6 and 7; the 11th the half of 30 and the first multiple of 10 on the number line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

3.

tricycle	3	4	5	6	7	8	9	10
wheels	9							

4.   **Subtract the middle number in each row from the last number in each row. What pattern do you see?**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

$$10 + 10 + 10 =$$
$$20 + 5 + 5 =$$
$$30 - 10 - 20 =$$

10 – _____ = _____   20 – _____ = _____   30 - ___ = ___

The pattern is:

5.   **Complete the skip counting pattern to 80 and more where needed.**

5 ☐ 15 ☐ 25 ☐ 35 ☐ 45 ☐ 55 ☐ ☐ ☐ ☐
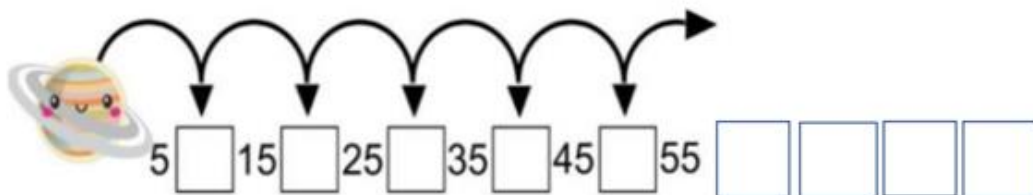
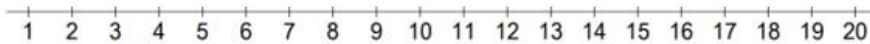**SM Assessment 18**

Number	Assessment

1. **Complete the bonds of ten, fill in the missing facts.**

2.
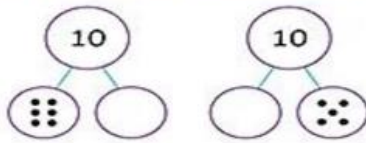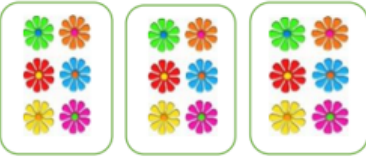
How many?	Place Value	Write the number name.	Pack out the place value cards and write the + and – sentences.
12	1 ten and 2 ones =	twelve	1 0 2 10 + 2 = 12 12 – 2 =

3. **Show 4 less than 10 on the number line and write the number subtraction sentence.**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4. **Repeated Addition. Write the addition and multiplication sentences for each set of pictures.**

1.

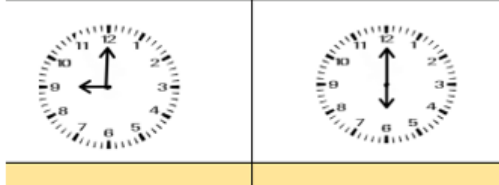_____ + _____ + _____ =

_____ × _____ =

2.

_____ + _____ =

_____ × _____ =

5. **Write the correct time below each clock.**

SM Assessment 19

Number	Assessment

1. **How much time passed?**

We travel from Cape Town to Durban. The trip takes 2 and a half hours. We depart Cape Town at 4 o'çlock. What time do we arrive in Durban?
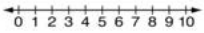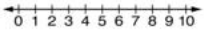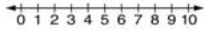

2. **3. Complete the tables below.**

-	2	3	5	10
11	9	8		
15	13			
20				

3.

Show the first 3 subtraction sentences on the number lines below.

```
←+—+—+—+—+—+—+—+—+—+—→
  0 1 2 3 4 5 6 7 8 9 10
```

```
←+—+—+—+—+—+—+—+—+—+—→
  0 1 2 3 4 5 6 7 8 9 10
```

```
←+—+—+—+—+—+—+—+—+—+—→
  0 1 2 3 4 5 6 7 8 9 10
```

4.   Share 9 sweets equally amongst 3 children.

5.

number	8	12	10	9	number	12	18	20	24
double					half				

SM Assessment 20

Number	Assessment

1.

    c)   Write the number pattern: _____

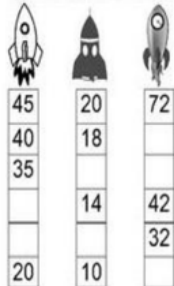   d)   How many groups of 10? _____

2.

3.

    a)   Write the number pattern shown.

    _____

    b)   Circle 4 groups of 3 apples. How many in total? _____ Write the addition sentence._____

    c)   Write the addition sentence for 3 groups of 3 apples _____

4.   **Fill in the missing numbers.**

45	20	72
40	18	
35		
	14	42
		32
20	10	

5.   Break down the numbers into tens and units.   15, 18, 21, 23, 25, 13

T	U	T	U	T	U	T	U	T	U	T	U
1	5										