

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



MATHEMATICS

GRADE 4 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 2022 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 4.
- 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 has 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 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) Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning.
- 4) The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
- 5) It also aligns curriculum content and assessment to the available teaching time. Entrench assessment for learning as a Pedagogical Approach to address the learning losses.
- 6) 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 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.

MANAGING TIME ALLOCATED IN THE TRACKER

- The tracker for each term contains details of work to be covered over 60 lessons per term, six per week for ten weeks.

- The CAPS prescribes **six hours** of Mathematics per week in Grade 4.
- Each school will organise its timetable differently, so the programme of lessons is based on work in the Learner’s Book and DBE workbook, which should take just over an hour per day to complete.
- You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school.
- Depending on the pace at which your learners work, and how much support is needed,
- you might also have to supplement the set activities by using other resources to ensure that the full six hours allocated to teaching Mathematics is used constructively.
- The breakdown of work to be done each week corresponds to the ‘annual teaching plan and programme of assessment’ drawn up by the Provincial Department of Education; however, the tracker gives a more detailed outline of what should be taught each day.
- This tracker is designed for a term that is 10 weeks long.
- In most weeks, one lesson is set aside for you to catch up on work not done in the previous five lessons, or to provide remedial support or enrichment.
- The formal teaching programme, the project, some revision, and the term test should be completed by the end of Week 9.

REMEMBER: The teacher should 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 assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

LINKS TO THE DBE WORKBOOKS

The tracker gives links to worksheets in the DBE workbooks relevant to the content described for each day. The worksheets are referred to by worksheet number and page number. These workbooks should be used in conjunction with the Learner’s Book activities. You should review the suggested worksheets before each lesson and decide how best to use them – for teaching, revision, extension or consolidation, in class or for homework.

TEACHING TIME

Since there are 6 hours allocated for Mathematics per week, the following is a suggested plan for daily lessons.

WEEK: 6 hours	
Consolidation of Concepts – skills mastery and other	10 min
New Concept – class activity	50 min

CONTENT COVERAGE

TERM 1	Week 1 3 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 4 days	Week 10 3 days
Hours per week	3 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs	3 hrs.
Hours per topic	3 hrs.	12 hrs.		9 hrs.		2 hrs.		18 hrs.		3 hrs.
Topics, concepts and skills	REVISION	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits <ul style="list-style-type: none"> Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000 Order, compare and represent numbers to at least 4-digit numbers Represent odd and even numbers to at least 1 000. Recognize the place value of digits in whole numbers to at least 4-digit numbers Round off to the nearest 10, 100 and 1 000. 	NUMBER SENTENCES <ul style="list-style-type: none"> Write number sentences to describe problem situations Solve and complete number sentences by <ul style="list-style-type: none"> inspection trial and improvement Check solution by substitution Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the commutative, associative and distributive properties of operations with whole numbers. 0 in terms of its additive property 	FORMAL ASSESSMENT TASK ASSIGNMENT <ul style="list-style-type: none"> Whole number Number sentence 	WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Addition and subtraction of whole of at least 4 digits Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations with whole numbers including; <ul style="list-style-type: none"> estimation building up and breaking down numbers rounding off and compensating using a number line using addition and subtraction as inverse operations. Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the commutative and associative properties of whole numbers 0 in terms of its additive property Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including <ul style="list-style-type: none"> financial contexts measurement contexts 	REVISION	FORMAL ASSESSMENT TASK Test All topics			
CORE QUESTIONS	DID ALL LEARNERS MASTER 2021 SKILLS?					NEW CONCEPTS/CONTENT				

RECOMMENDATION	<ol style="list-style-type: none"> Implement at least two Skills Mastery (SM) formative assessments every week. Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments. Teacher – can use SM as individual, pair, small group, or whole class activity. Aim – to consolidate, remediate and work towards mastery. Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker 	NEW CONCEPTS/CONTENT
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WEEKLY PLANNER AND TRACKER

RECOMMENDATION

BASELINE TERM 1: Implement DBE Baseline assessments or see exemplar in Planner and Tracker or any similar diagnostic – Based on 2021 Grade 3 core skills. Teachers are encouraged to use the exemplar, based on what content they have completed. Meaning teachers can select different items in the diagnostic for their purposes. Teachers could also use week 1 to do revision from the DBE workbooks, as shown in the Planner and Tracker

WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context. Day 2 is set aside for remediation purposes.

NUMBER OF ITEMS: Grade 4 = 20 items – depending on your context and ability groups

ITEM BANK: Items can also be drawn 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					
Lesson	ATP Content	concepts, skills	DBE workbook	Resources	Date
1	No Learners at School				
2	No learners at school				
3	Revision: Diagnostic	Baseline: (Revision, consolidation of Grade 3 skills)			
4	Revision: Remediation	Baseline: Remediation – error analysis			
5	Revision	Base ten counting Place value – working with numbers	Bk 1 No. R1a (pp. ii & iii) No. R1b (pp. iv & v) No. R2 (pp. vi & vii)		
6	Revision	Addition and subtraction of numbers Multiplication of numbers	Bk 1 No. R3 (pp. viii & ix) No. R4 (pp. x & xi) No. R5 (xii & xiii)		
<p>Notes for the teacher.</p> <ol style="list-style-type: none"> 1. The Baseline Assessment can be administered one-on one or to a group of at least 5 learners at a time – it is an assessment FOR learning. 2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Baseline Assessment is being administered. 3. Prepare well - study the Baseline Assessment i.e. familiarise yourself with the apparatus and templates that must be used. 					
Reflection					
<p>DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:</p> <ul style="list-style-type: none"> • Count using base ten • Apply place value to a range of numbers • Adding numbers up to 1000 • Subtracting numbers up to 1000 • Multiplying numbers 			<p>What will you change next time? Why?</p>		
			<p>Struggling Learners Names:</p>		
			<p>HOD:</p>		<p>Date:</p>

17 - 21 January 2022

Week 2					
Lesson	ATP Content	concepts, skills	DBE workbook	Resources	Date
7	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Order, compare and represent numbers to at least 4-digit numbers	Counting and representing numbers Matching numbers	Bk 1 No. 1a (pp. 2–3) No. 1b (pp. 4-5)		
8	WHOLE NUMBERS: Number range for counting, ordering,	Apply place value to write numbers	Bk 1		

	comparing and representing, and place value of digits -Recognize the place value of digits in whole numbers to at least 4-digit number	Use expanded notation Give value of underlined digit	No. 2 (pp. 6-7)		
9	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Recognize the place value of digits in whole numbers to at least 4-digit number	Apply place value to write numbers Use expanded notation Give value of underlined digit	Bk 1 No. 3 (pp. 8-9)		
10	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 10, 100 and 1 000.	Rounding off to the nearest 10 using number lines. Rounding to the nearest 100	Bk 1 No. 4 (pp. 10-11)		
11	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 10, 100 and 1 000.	Rounding off to the nearest 10 using number lines. Rounding to the nearest 100	Bk 1 No. 5 (pp. 12-13)		
12	Assessment Activity: Consolidate and revise – assess learners understanding, remediate for understanding – use SM Activities				

Reflection	
<p>DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:</p> <ul style="list-style-type: none"> Counting and representing numbers Matching numbers Apply place value to write numbers Use expanded notation Give value of underlined digit Rounding off to the nearest 10 using number lines. Rounding to the nearest 100 	<p>What will you change next time? Why?</p> <p>Struggling Learners Names?</p> <hr/> <p>HOD:</p> <p>Date:</p>

24 – 28 January 2022

Week 3					
Lesson	ATP content	concepts, skills	DBE workbook	Resources	Date
13	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits - Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000	Ordering numbers Counting in 1s, 10s and 100s	Bk 1 No. 7a (pp.18-19)		

14	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits - Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000	Ordering numbers Counting in 1s, 10s and 100s Give value of underlined digit.	Bk 1 No. 25 (pp.76-77)		
15	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits - Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000	Ordering numbers Counting in 1s, 10s and 100s Give value of underlined digit.	Bk 1 No. 26 (pp. 78-79)		
16	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 10, 100 and 1 000.	Rounding off to the nearest 10 using number lines. Rounding to the nearest 100	Bk 1 No. 28 (pp. 82-83)		
17	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 10, 100 and 1 000.	Rounding off to the nearest 10 using number lines. Rounding to the nearest 100	Bk 1 No. 5 (pp. 12-13)		
18	Assessment Activity: Consolidate and revise – assess learners understanding, remediate for understanding – use SM Activities				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?			
<ul style="list-style-type: none"> • Ordering numbers • Counting in 1s, 10s and 100s • Give value of underlined digit. • Rounding off to the nearest 10 using number lines. • Rounding to the nearest 100 		Struggling Learners names:			
		HOD:		Date:	

31 January – 4 February 2022

Week 4					
Day	ATP Content	CAPS content, concepts, skills	DBE workbook	Resources	Date
19	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by– inspection – trial and improvement. Properties of whole numbers	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 6a (pp. 14 & 15)		

20	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by– inspection – trial and improvement. Properties of whole numbers	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 6b (pp. 16)		
21	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by– inspection – trial and improvement. Properties of whole numbers	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 6b (pp. 17)		
22	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by– inspection – trial and improvement. Properties of whole numbers	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 29 (pp. 84)		
23	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by– inspection – trial and improvement. Properties of whole numbers	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 29 (pp. 85)		
24	Assessment Activity: Consolidate and revise – assess learners understanding, remediate for understanding – use SM Activities				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?			
<ul style="list-style-type: none"> Filling in missing numbers in addition and subtraction. Complete equations. Write number sentences to describe problem situations Solve and complete number sentences by– inspection Solve using trial and improvement. 		Struggling Learners Names:			
		HOD:		Date:	

7 – 11 February 2022

Week 5					
Day	ATP Content	concepts, skills	DBE workbook	Resources	Date
25	Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track				
26	Revision on work covered				
27	ASSESSMENT TASK ASSIGNMENT Whole number Number sentence				

28	ASSESSMENT TASK ASSIGNMENT Whole number Number sentence				
29	ASSESSMENT TASK ASSIGNMENT Whole number Number sentence				
30	Complete and consolidate the week's assessment and work. FORMAL ASSESSMENT TASK				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		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	Resources	Date
31	WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – rounding off and compensating– using a number line– using addition and subtraction as inverse operations.	Addition up to four digits Using different addition techniques	Bk 1 No. 7b (pp. 20-21)		
32	WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – rounding off and compensating– using a number line– using addition and subtraction as inverse operations.	Solving real addition problems.	Bk 1 No. 8a (pp. 22-23) No. 8b (pp. 24-25)		
33	WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and	Subtraction up to four digits. Using different subtraction techniques	Bk 1 No. 9a (pp. 26-27)		

	check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – rounding off and compensating– using a number line– using addition and subtraction as inverse operations.	Filling in numbers.			
34	WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – rounding off and compensating– using a number line– using addition and subtraction as inverse operations.	Subtraction up to four digits. Using different subtraction techniques. Filling in numbers.	Bk 1 No. 9b (pp. 28-29)		
35	WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – rounding off and compensating– using a number line– using addition and subtraction as inverse operations.	Solving real subtraction problems.	Bk 1 No. 10a (pp. 30-31) No. 10b (pp. 32-33)		
36	Assessment activity: remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Addition up to four digits • Using different addition techniques • Solving real addition problems. • Subtraction up to four digits. • Using different subtraction techniques • Filling in numbers. • Solving real subtraction problems. • estimate • building up • breaking down numbers • rounding off and compensating • using a number lines for operations • using addition and subtraction as inverse operations. 		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	Resources	Date

37	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	<p>Solving real addition and subtraction problems.</p>	<p>Bk 1 No. 11a (pp. 34-35) No. 11b (pp. 36-37)</p>		
38	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	<p>Addition up to four digits Using different addition techniques</p>	<p>Bk 1 No. 30a (pp. 86-87) No. 30b (pp. 88-89)</p>		
39	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	<p>Addition up to four digits Using different addition techniques</p>	<p>Bk 1 No. 31 (pp. 90-91)</p>		
40	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	<p>Subtraction up to four digits. Using different subtraction techniques Filling in numbers.</p>	<p>Bk 1 No. 32a (pp. 92-93) No. 32b (pp. 94-95)</p>		
41	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers–</p>	<p>Subtraction up to four digits. Using different subtraction techniques Filling in numbers.</p>	<p>Bk 1 No. 33 (pp. 96-97)</p>		

	rounding off and compensating– using a number line– using addition and subtraction as inverse operations.				
42	Assessment activity: remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track				
Reflection					
<p>DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? WHAT ARE THEY ABLE TO MASTER:</p> <ul style="list-style-type: none"> Solving real addition and subtraction problems. Addition up to four digits Using different addition techniques Subtraction up to four digits. Using different subtraction techniques Filling in numbers. 			<p>What will you change next time? Why?</p> <p>Struggling Learners Names:</p>		
			HOD:		Date:

28 February – 4 March 2022

Week 8					
Day	ATP content	concepts, skills	DBE workbook	Resources	Date
43	<p>WHOLE NUMBERS:</p> <p>Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	Solving real addition and subtraction problems.	<p>Bk 1</p> <p>No. 55 (pp. 144-145)</p> <p>No. 56 (pp. 146-147)</p>		
44	<p>WHOLE NUMBERS:</p> <p>Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.</p>	Solving real addition and subtraction problems.	<p>Bk 1</p> <p>No. 57 (pp. 148-149)</p>		
45	<p>WHOLE NUMBERS:</p> <p>Number range for calculations - Addition and subtraction of whole of at least 4 digits -Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation– building up and</p>	Solving real addition and subtraction problems.	<p>Bk 1</p> <p>No. 58 (pp. 150-151)</p>		

	breaking down numbers– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.				
46	WHOLE NUMBERS Solving problems-Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts	Solving financial problems using money	Bk 1 No R10 (pp. xxii – xxiii)		
47	WHOLE NUMBERS Solving problems-Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts	Solving measurement problems using length and capacity	Bk 1 No R11 (pp. xxiv-xxv) No R13 (pp. xxviii- xxix)		
48	Revision and consolidation				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? WHAT SKILLS ARE THEY ABLE TO MASTER?		What will you change next time? Why?			
<ul style="list-style-type: none"> • Estimate • building up • breaking down numbers • rounding off and compensating • using a number line • using addition and subtraction as inverse operations. • Solving real addition and subtraction problems.. • Solving financial problems using money • Solving measurement problems using length and capacity 		Struggling Learners Names:			
		HOD:		Date:	

7 – 11 March 2022

Week 9					
Day	ATP content	concepts, skills	DBE workbook	Resources	Date
49	Revision: Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track				
50	Revision: Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track				
51	Revision on covered work				
52	Revision on covered work				
53	Revision on covered work				

54	Revision on covered work	
Reflection		
		What will you change next time? Why?
		HOD: _____ Date: _____

14 – 17 March 2022 (Four-day week)

Week 10					
Day	ATP content	concepts, skills	DBE workbook	Resources	Date
55	FORMAL ASSESSMENT TASK Test All topics				
56	FORMAL ASSESSMENT TASK Test All topics				
57	FORMAL ASSESSMENT TASK Test All topics				
58	FORMAL ASSESSMENT TASK Test All topics				
59	END OF TERM				
60	END OF TERM				
Reflection					
Identify some skills that need revising during the next term in 2022			What will you change next time? Why?		
			Struggling Learners Names:		

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:

- There are two FORMAL Assessment tasks: 1) Assignment and 2) Test on all topics.
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills covered last 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 their lesson plans. Teachers may wish to group the items or use them individually.

Week	Skills Mastery Activities (Tuesdays and Thursdays)	Formative Assessment Activities: Aimed to enhance Revision Programme
1	Baseline Assessment	Baseline Assessment
2	Tuesday Skills mastery Assessment 1 Thursday Skills mastery Assessment 2	
3	Tuesday Skills mastery Assessment 3 Thursday Skills mastery Assessment 4	
4	Tuesday Skills mastery Assessment 5 Thursday Skills mastery Assessment 6	
5	Tuesday Skills mastery Assessment 7 Thursday Skills mastery Assessment 8	Formal Assessment Task: Assignment
6	Tuesday Skills mastery Assessment 9 Thursday Skills mastery Assessment 10	
7	Tuesday Skills mastery Assessment 11 Thursday Skills mastery Assessment 12	
8	Tuesday Skills mastery Assessment 11 Thursday Skills mastery Assessment 12	
9	Tuesday Skills mastery Assessment 11 Thursday Skills mastery Assessment 12	TEACHERS REVISION PROGRAMME
10		FORMAL ASSESSMENT TASK – Test on all topics

Exemplar Written Baseline Assessment ITEMS with marking memos.

The exemplar items can be used as a baseline diagnostic pre-assessment, but can be used, later in the term, as a post-assessment to monitor learning.

The skills mastery items can be used as a secondary formative assessment, both to monitor progress in learning skills and mastery of skills. For example, the teacher can select 5 items from the first three Skills Mastery Assessments (a selection from 15 items) and use it for end of week assessments. End-of-week days have been planned for this purpose, as well as for consolidating the learning of the week's content.

- Written formative assessments is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term, aimed at learning skills
- You need to plan when you will do a written formative assessment. We suggest you do it at the end-of week.
- The questions provided in the exemplar and Skills Mastery Assessments are taken from past written assessment papers and assessments generally, that were previously in the lesson plans. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment.
- 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.

ITEM BANK FOR BASELINE ASSESSMENT: EXEMPLAR

Surname:	_____	
Name:	Boy	Girl
Date of birth:	_____	
School:		_____
Province:		
EMIS no.:		
Date: _____		

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Answer all the questions in the spaces provided.
3. No calculators may be used.

SECTION A

MENTAL MATHEMATICS		
No.	The blocks below represent the answers which you need to give:	Answers
1.	$800 - 600 = \square$	
2.	$70 + 20 = \square$	
3.	$867 - 345 = \square$	
4.	$234 + 665 = \square$	
5.	These numbers form a pattern: 27; 29; 31; \square ; \square	
6.	Round off 119 to the nearest ten.	
7.	Write half past 10 in digital format.	
8.	What is the value of 3 in 137?	
9.	What is the biggest number which can be made from the digits 3, 5 and 7?	
10.	Is $35 + 47 = 47 + 35$?	

(10)

SECTION B

1. Re-write the following numbers from smallest to largest: 69 48 67 94 99 (2)

2. Write the following number in expanded notation: (2)

701 = _____

3. Circle the even numbers in the box below: (2)

71	963	
420		
371	752	15
611		

4. Complete: $10 + 10 + 10 + \square = 40$ (1)

5. How many days are there between July 25th and August 31st? (2)

6. Complete the following number sentences: (4)

- a) $16 - \square = 7$ b) $\square \times 7 = 28$
- c) $48 + 7 = \square$ d) $\square \div 6 = 3$

7. My friend buys 24 chocolate bars. They cost R5 each. How much do they cost altogether? (1)

a) Write a number sentence about this. (1)

b) Solve the problem using halving. (2)

8. Calculate the following:

a) $467 + 985$ (using expanded notation) (3)	b) $655 - 228$ (using rounding off and compensation) (3)

9. A shop sells a pair of soccer boots for R55 cheaper than they were originally. If the price is R795 now, how much were they before the price decrease? (Show how you get to your answer.) (2)

SOLUTIONS AND MEMORANDUM

Always accept any correct working even if it is different to that shown in the memo.

Question		Marks	Cognitive levels																						
SECTION A																									
MENTAL MATHEMATICS		1 mark each	1. RP 2. RP 3. RP 4. RP 5. RP 6. RP 7. RP 8. K 9. K 10. RP																						
	<table border="1"> <thead> <tr> <th></th> <th>Answers</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>200 ✓</td> </tr> <tr> <td>2.</td> <td>90 ✓</td> </tr> <tr> <td>3.</td> <td>522 ✓</td> </tr> <tr> <td>4.</td> <td>899 ✓</td> </tr> <tr> <td>5.</td> <td>33; 35 ✓</td> </tr> <tr> <td>6.</td> <td>120 ✓</td> </tr> <tr> <td>7.</td> <td>10.30 ✓</td> </tr> <tr> <td>8.</td> <td>30 ✓</td> </tr> <tr> <td>9.</td> <td>753 ✓</td> </tr> <tr> <td>10.</td> <td>Yes ✓</td> </tr> </tbody> </table>		Answers	1.	200 ✓	2.	90 ✓	3.	522 ✓	4.	899 ✓	5.	33; 35 ✓	6.	120 ✓	7.	10.30 ✓	8.	30 ✓	9.	753 ✓	10.	Yes ✓	(10)	
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6.	120 ✓																								
7.	10.30 ✓																								
8.	30 ✓																								
9.	753 ✓																								
10.	Yes ✓																								
SECTION B																									
1.	48 67 69 94 99 ✓✓	(2)	K																						
2.	700 + 1 ✓✓ (or 700 + 0 + 1; or 7 hundreds + 1 unit, etc.)	2 marks for the correct answer (2)	RP																						
3.	420 ✓ and 752 ✓ are the even numbers	1 mark per correct choice (2)	K																						
4.	10 ✓	(1)	RP																						

Question	Marks	Cognitive levels
5. 5 weeks and 1 day or $7 \times 5 + 1 = 35 + 1 = 36$ days	2 marks for the correct answer (2)	CP
7. a) $24 \times R5 = 120$ b) $24 \times 5 =$ half of 24×10 $=$ half of $240 = R120$ altogether	1 mark for the number sentence and 2 marks for the answer (3)	PS
8. a) $467 + 985$ $= (400 + 60 + 7) + (900 + 80 + 5)$ $= (400 + 900) + (60 + 80) + (7 + 5)$ $= 1\ 300 + 140 + 12 = 1440 + 12$ $= 1\ 452$ b) $655 - 228$ $= (660 - 5) - (230 - 2)$ $= (660 - 230) - (5 + 2)$ $= 430 - 3$ $= 427$	2 marks each for the method and 1 mark each for the final answers (6)	a) CP b) CP
9. $R795 + R55 = R850$	2 marks for the sentence 1 mark for the answer (3)	PS

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 PER 5-ITEM ASSESSMENT

<u>SM Assessment 1</u>	Counting with objects Count: Write down the number you have counted. Place value: Write the number in the correct column Adding and subtracting Expanded notation: Write a total
<u>SM Assessment 2</u>	Analogue time: What is the time? Solve the riddle Word problem: Write a number sentence Identify fraction shaded Add missing numbers on a number line: Addition
<u>SM Assessment 3</u>	Complete the following: Multiplication/even and odd Rounding off to the nearest 10 Identify millimetres in length Number patterns – Growing pattern
<u>SM Assessment 4</u>	Write the largest number with the figure given Complete the pattern of shapes Place value : Fill in the Units Draw the hands on the analogue clock
<u>SM Assessment 5</u>	Identify the unit of measurement: capacity Addition up to 3-digits Identify the fraction that is shaded in an object Growing pattern: Numbers added +25 Rounding off up to 3 digits
<u>SM Assessment 6</u>	Complete the table by addition, writing in words and multiplication Multiplication by identifying the objects Place value: Fill in the number symbols Fractions Growing pattern
<u>SM Assessment 7</u>	Complete the addition or subtraction sentence Subtraction patterns over increasing place values Find the next shape in a repeating pattern Find start and end times Fill in bigger >, smaller < or equal =
<u>SM Assessment 8</u>	Write a number sentence for the jumps shown on the number line Input Diagram Find the missing halves Fill in bigger >, smaller < or equal =
<u>SM Assessment 9</u>	Multiplication diagram Descending pattern: -10 Identify the next number in the pattern Repeat the number Draw jumps on a number line to show the number sentence
<u>SM Assessment 10</u>	Compare the fractions by filling in bigger >, smaller < or equal = Write two multiplication sums for the picture given Fill in the missing number
<u>SM Assessment 11</u>	Time: Identify days in a week, month and year Identify the length in a picture in cm. Arrange the capacity of objects from most to least Complete the pattern: Addition Divide shapes in halves and quarters

<u>SM Assessment 12</u>	<p>Quadrilaterals: Identify a kite</p> <p>Which fraction is greater?</p> <p>Addition/subtraction given by an object</p> <p>Write a number sentence</p>
<u>SM Assessment 13</u>	<p>Identify capacity</p> <p>2D shape: Triangle or square</p> <p>Identify capacity by weighing objects</p> <p>Place value: 3-digit numbers</p> <p>Number line: Rounding off (jumps)</p>
<u>SM Assessment 14</u>	<p>Extend the following patterns given addition and subtraction</p> <p>Identify the rule</p> <p>Subtracting in decimal form</p> <p>Understand what the sum/difference means</p> <p>Addition fractions</p>
<u>SM Assessment 15</u>	<p>Identify a 2D shape</p> <p>Subtraction: 2-digit numbers</p> <p>Measure the length of a line given</p> <p>Counting in multiples</p> <p>Fill the missing factors on a given diagram</p>
<u>SM Assessment 16</u>	<p>Write down the factors of 18</p> <p>Understanding names of shapes such as pentagon and trapezium</p> <p>Identify the fraction in the diagram given. Write it in words and fraction</p> <p>Shade a fraction given</p> <p>Fill in bigger >, smaller < or equal =</p>
<u>SM Assessment 17</u>	<p>Mental multiplication</p> <p>Complete multiplication sum by means of a method given</p> <p>Input/output diagram: Multiplication</p> <p>Subtraction done on a number line</p> <p>Use the breaking down method to calculate subtraction sums</p>
<u>SM Assessment 18</u>	<p>Rounding off up to 4-digit numbers</p> <p>Money: Addition</p> <p>Money: Word Problem</p> <p>Find the missing number in the addition sum</p> <p>Give a multiplication sum for the squares given in an object</p>
<u>SM Assessment 19</u>	<p>Input/output diagram given addition and subtraction</p> <p>Write analogue time in digital time</p> <p>Complete the table by adding, subtracting up to 4 digits</p> <p>Identify multiplication in a number sentence by viewing the objects</p> <p>Money: Word sum</p>
<u>SM Assessment 20</u>	<p>Addition, Multiplication</p> <p>Place Value</p> <p>Fill in missing number</p>

SKILLS MASTERY EXEMPLARS


Skills Mastery (SM) Assessment 1

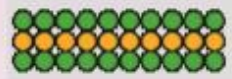
Number


Assessment

1.

1. Write down how many beads you counted?

a. 

b. 



2.

2. Write down how many beads there are.

a.    

3.

Write the number in the correct column:

	Number cards	Hundreds	Tens	Units
a.	2 0 0 5 0 3	2	5	3
b.	4 0 0 6 0 5			
c.	1 0 0 2 0 1 0 9			

4.

$$30 + (56 + 22 - 57) + 53 - 35$$

5.

$$9 + 40 + 500 + 6000 + 20000 = \underline{\hspace{2cm}}$$

SM
Assessment 2

Assessment

Number

1.



What time is it?

2.

Solve the riddle:

I am a three-digit number.

My first number is the half of 4, my second number is 30 and the last number is the first odd number on the number line.

What number am I?

3.

After selling 68 toys at the market, Vusi had 102 toys left. How many toys did Vusi have at the start? Show your workings and write the number sentence.



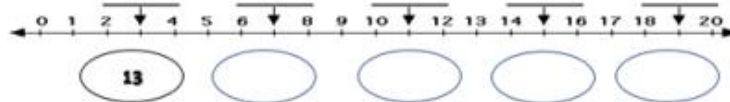
4.

What Fraction is shaded?



5.



Add 10 more to the missing number on the number line below. The first one has been done for you.



SM Assessment 3

Number Assessment

1. **Complete the tables below.**




	4	2	6	10	3	5	8
Gloves x2	8						
	2	3	4	5	6	7	8
x3	6						

2. **Complete the following:**
 255 is 10 more than _____
 The even number after 87 is _____
 The multiple of 3 before 54 is _____

3. Round off to the nearest 10 then half the number

182	180	90
156		

0 1 2 3 4 5 6 7 8 9 10
4 and below round DOWN 5 and above round UP

	Knows most
	Knows half
	Needs help

4. Measure the lines in mm. Length = _____

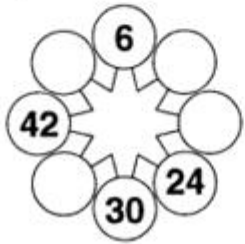


Length = _____



Length = _____


5. Fill in the missing numbers in this clockwise pattern.



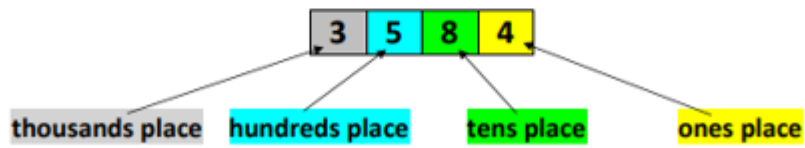
SM Assessment 4

Number Assessment

1. Write the largest number you can with the figures 2, 1, 3 and 5.

2.  _____
Complete the pattern of shapes.

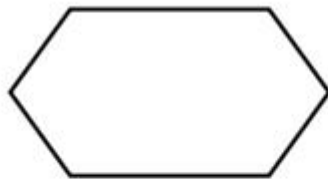
3. A digit's place value tells us how much each digit is worth.



1) Write down which digit is in the **ones** place:

1267 → 7	4235 →	3190 →	8302 →
----------	--------	--------	--------

4. Draw only one line of symmetry on the following shape.



5. Draw the hands on the analogue clock to show that the time is 05:15.



SM Assessment 5

Number Assessment

1.



The capacity of the above bottle is measured in _____

2.

a. $124 + 35$

124	+	35
□	□	□

$124 + 35$
 $= 100 + 20 + 30 + 4 + 5$
 $=$
 $=$

3.

Circle the shaded fraction.

 $\frac{2}{3}$ $\frac{2}{4}$	 $\frac{1}{5}$ $\frac{1}{3}$	 $\frac{1}{4}$ $\frac{2}{3}$
---------------------------------	---------------------------------	---------------------------------

Arrange the fractions circled from the smallest to the biggest

4.

Complete the following. Think carefully.

Start	200	→ +25 →	225	→ □ →	237	→ □ →	249
End	300	← □ ←	286	← □ ←	278	← □ ←	261

5.

Round off to the nearest 10 then half the number



★	Knows most
☆	Knows half
★	Needs help

182	180	90
156		
243		
199		
106		

SM Assessment 6

Number Assessment

1. 2. Complete the table:

Diagram	Addition sum	Words	Multiplication sum
	$4 + 4 + 4 = 12$		
		Four groups of five	

2. Match the cats with the mice.

a. <input type="text" value="9"/>			<input type="text" value="7 x 3"/>
b. <input type="text" value="24"/>			<input type="text" value="3 x 3"/>
c. <input type="text" value="21"/>			<input type="text" value="6 x 4"/>
d. <input type="text" value="32"/>			<input type="text" value="5 x 2"/>
e. <input type="text" value="10"/>			<input type="text" value="8 x 4"/>

3. Complete: The Number symbol table.

	Number names	H	T	U
150	One hundred and fifty			
205				
98				
214				
146				

Arrange the numbers in the table above in ascending order.

4. The items shown are in Walter's desk.

ruler

pencil

scissors

glue

pencil

What fraction of the items in Walter's desk are pencils?

- A. $\frac{1}{2}$
- B. $\frac{2}{5}$
- C. $\frac{3}{5}$
- D. $\frac{3}{4}$

5. Extend the growing pattern once more.



SM Assessment 7

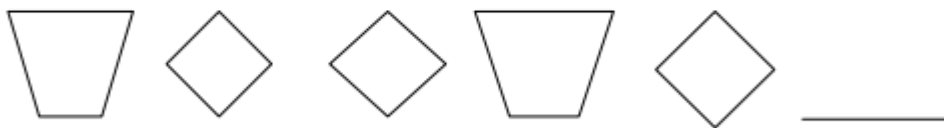
Number Assessment

1. Complete:

$$(32 + 25) + 16 = 32 + (25 + \underline{\quad})$$

2. Complete each of the following patterns.

8 000; 4 000; 2 000; _____; 500.



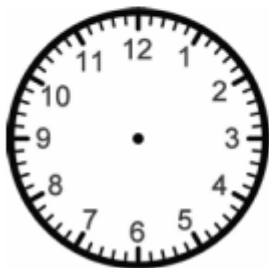
3. How many circles will be there in the next diagram if the pattern is continued?



4. Fill in < ; > or = to make a correct number statement.

1 582 _____ 1 852

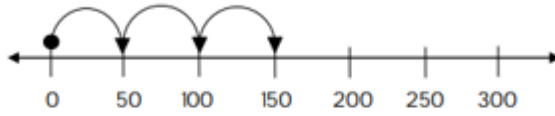
5. Draw the hands on the given clock face to show that the time is twenty minutes to ten.



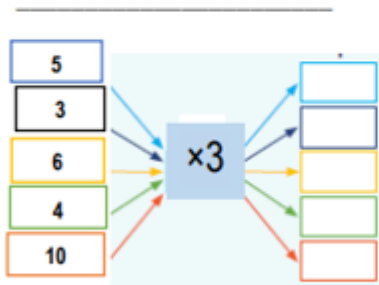
SM Assessment 8

Number Assessment

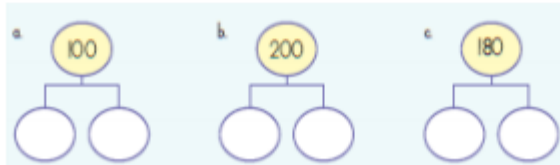
1. Write a number sentence for the jumps shown on the number line.



- 2.



3. Find the missing halves.

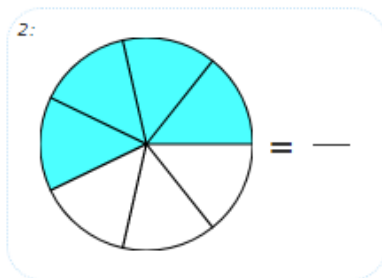


- 4.

Fill in $>$, $<$ or $=$

a. $20 + 10 + 22$ _____ $30 + 10 + 12$ b. 388 _____ 399 c. 2×3 _____ 9

- 5.



SM Assessment 9

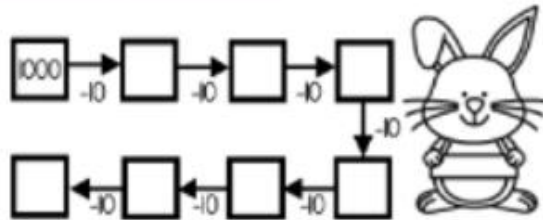
Assessment

Number

1.



2.



3.

What will the next number be?

a. 40, 45, 50,

b. 85, 95, 105,

c. 378, 379, 380, , ,

d. 405, 410, 415, , ,

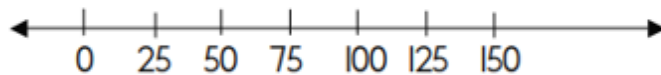
4.

Repeat the pattern once.



5.

Draw jumps on the number line to show that $25 + 25 = 50$.



Number **SM Assessment 10**
Assessment

1. Compare the fractions, and write $>$, $<$, or $=$ in the box.

a. $\frac{2}{7}$ $\frac{2}{3}$

b. $\frac{5}{11}$ $\frac{7}{11}$

c. $\frac{1}{2}$ $\frac{9}{10}$

2. Write two multiplications and two divisions for the same picture.



\times =

\div =

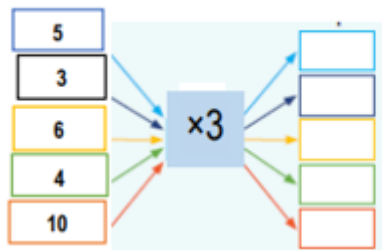
\times =

\div =

3. $414 + \triangle = 708$

is _____

4.



5.

Jody has 5 packets of bubble gum. She has 23 pieces of bubble gum in each packet. How many pieces does she have altogether?

SM Assessment 11

Number Assessment

1. There are _____ days in 5 weeks.

14 days is _____ weeks.




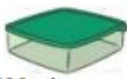

36 months is _____ years.

2. The hand span of each hand is 10 cm.



Together the hand spans are _____ cm.

3. a) According to the capacity from most to least number 1-5


				
250ml	25 litres	1 litre	500ml	5ml


4. Complete the following tables. Write the answers in the 2nd row.

+7	12	20	14	10	52	31	47	65
	19							


5. Divide these shapes into:


Halves





Quarters





SM Assessment 12

Number Assessment

1. Which of these **quadrilaterals** is a kite?



2. How many sides does a heptagon have?

3. **Sort the shapes below into 2 groups**

Shapes that can roll	Shapes that can slide

4. Write in the missing number on the wing of the butterfly to make 30.







5. Only write the number sentences which have the answer that equal to 40. (Do these number sentences in your note book)





SM Assessment 13



Number Assessment

1. a. What can take more water than a cup?  b. Is this container full or empty? 

2. Name the following shapes:
 a. 
 b. 

3. a. What is lighter than a brick?  b. What is heavier, a full or an empty bag? 

4. You need some coloured pencils do complete this question.
 Complete the following using the first question to guide you.
 a. $247 = 2 \text{ hundreds} + 4 \text{ tens} + 7 \text{ units}$
 b. $892 =$
 c. $384 =$

5. a. $8 \approx$

 b. $3 \approx$


SM Assessment 14

Number Assessment

1. Extend the following patterns:
 a. 6, 8, 10, , , b. 12, 15, 18, , ,
 c. 30, 35, 40, , , d. 80, 70, 60, , ,

2. Identify the rule in each case.
 a. 44, 49, 54, 59

3. $2.5 - \underline{\quad} = 1.8$

4. Find two numbers with a sum of 16 and a difference of 4.

5. $\frac{3}{10} + \frac{2}{5}$

SM Assessment 15

Number Assessment

1. Name the shape



2.

$89 - 24 =$

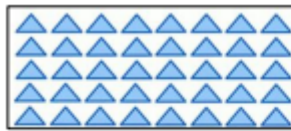


3.



Length = _____

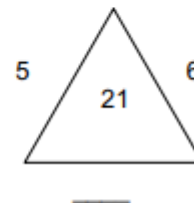
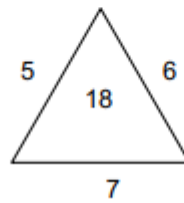
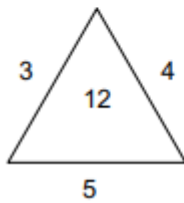
4.



There are ____ rows with ____ triangles in each row.
We can count in multiples of ____.

5.

Fill in the missing number in the third diagram.

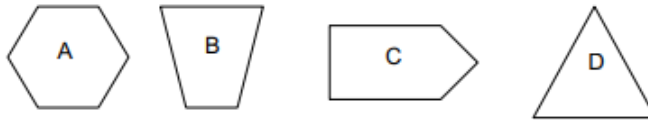


SM Assessment 16

Number Assessment

1. Write down the factors of 18.

2. Look at the following 2-D shapes and then complete the sentences that follow.



The shape marked _____ is a pentagon.

The shape marked _____ is a trapezium.

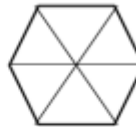
	One quarter	Four equal parts, but one part is shaded	$\frac{1}{4}$
	

4. Shade each one

(a) $\frac{3}{4}$



b) $\frac{5}{6}$



5. Fill in the correct symbol, <, > or = in the following number sentences:

a) $\frac{3}{5}$ _____ $\frac{5}{6}$

b) $\frac{2}{5}$ _____ $\frac{3}{7}$

c) $\frac{5}{8}$ _____ $\frac{6}{7}$

d) $\frac{2}{8}$ _____ $\frac{3}{5}$

SM Assessment 17

Number Assessment

1.

Use the numbers in the counting pattern that you wrote for question 3 to say how much each of the following is.

(a) 6×3

(b) 7×3

(c) 8×3

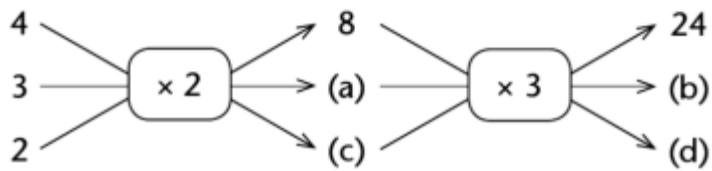
(d) 4×3

2.

$$\begin{array}{r} 7 \times 3 - 5 \times 3 \\ \downarrow \quad \downarrow \\ = 21 - 15 \\ = 6 \end{array}$$

12×3

3.



4.

What is $13 - 8$?



5.

1. Use the breaking down- and build up method as above and calculate. And do an addition sum to test your answer.

(a) $923 - 278$

(b) $409 - 389$

(c) $943 - 467$

(d) $921 - 455$

SM Assessment 18

Number Assessment

1. Round off each of the following numbers to the nearest 1 000, 100 and 10.
 (a) 3 235 (b) 5 638 (c) 7 449 (d) 7 250

2. He adds the money to his savings below. How much money did he save in total?

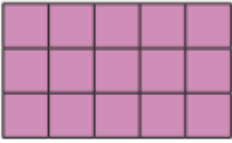



3. Daniel has R200 notes, R100 notes, R50 notes, R20 notes and R10 notes. Describe two different ways in which Daniel can reach R800. He must use at least one of each type of note. Use number sentences to describe his two ways.

4. Find the missing numbers. You may work in steps and use arrows to show your thinking.

(a) $3\ 063 + \dots = 6\ 400$ (b) $3\ 063 + \dots = 6\ 437$ (c) $5\ 036 + \dots = 6\ 000$

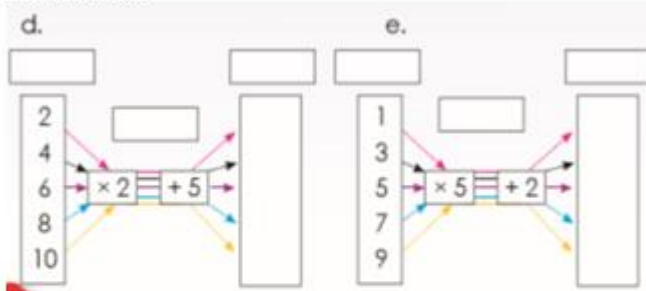
5.

a. <input style="width: 80px; height: 20px;" type="text"/>	b. <input style="width: 80px; height: 20px;" type="text"/>
	

SM Assessment 19

Number Assessment

1.



2.

Write the following as digital time.

a.



b.



3.

Complete the table.

Number	Add 100	Subtract 100	Add 1 000	Subtract 1 000
7 416				
8 896				
4 560				
6 209				
8 008				

4.

(a) There are ____ cakes with ____ candles on each cake.

(b) We can count in multiples of ____;



5.

Karen buys 5 bags of flour to make cookies. Each bag costs R7. Karen also buys one bag of chocolate chips for R3. How much did Karen spend at the market?

SM Assessment 20

Number Assessment

1. 1) $700 + 50 + 8 =$ 2) $100 + 60 + 2 =$
3) $400 + 90 + =$ 4) $80 + 5 =$

2. $819 =$ _____ hundreds + _____ tens + _____ ones
 $407 =$ _____ hundreds + _____ tens + _____ ones
 $539 =$ _____ hundreds + _____ tens + _____ ones

3. $573 = 500 +$ $+ 3$
 $219 = 200 + 10 +$

