

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



MATHEMATICS

GRADE 5 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 5.
- 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 5.
- 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.		5 hrs.	3 hrs.
Topics, concepts and skills	ORIENTATION AND REVISION	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits <ul style="list-style-type: none"> Order, compare and represent numbers to at least 6-digit numbers Recognize the place value of digits in whole numbers to at least 6 digit numbers Round off to the nearest 5, 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 		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences	WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Addition and subtraction of whole numbers with at least 5-digit numbers Calculation techniques <ul style="list-style-type: none"> Using a range of techniques to perform and check written and mental calculations of whole numbers including: <ul style="list-style-type: none"> estimation adding and subtracting in columns building up and breaking down numbers using a number line rounding off and compensating 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 involving whole numbers, including the following: <ul style="list-style-type: none"> financial contexts measurement contexts 		FORMAL ASSESSMENT TASKS TEST All topics	
CORE QUESTIONS	DID ALL LEARNERS MASTER 2021 SKILLS?					NEW CONCEPTS/CONTENT				

RECOMMEN- DATION	<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 4 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 5 = 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 4 skills)			
4	Revision: Remediation	Baseline: Remediation – error analysis			
5	Revision	Base ten counting Place value – working with numbers Writing in expanded form Write numbers in words	Bk 1 No. R1a (pp. ii & iii) No. R1b (pp. iv & v) No. R2a (pp. vi & vii) No. R2b (pp. viii & vix)		
6	Revision	Complete number patterns Addition and subtraction of numbers Counting backwards and forwards Working with multiples Complete number boards Multiplication of numbers Estimating numbers	Bk 1 No. R3a (pp. x & xi) No. R3b (pp. xii & xiii) No. R4a (pp. xiv & xv) No. R4b (pp. xvi & xvii)		

Notes for the teacher.

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"> • Base ten counting • Place value – working with numbers • Writing in expanded form • Write numbers in words • Complete number patterns • Addition and subtraction of numbers • Counting backwards and forwards • Working with multiples • Complete number boards • Multiplication of numbers • Estimating numbers 	What will you change next time? Why?
	Struggling Learners Names:
	HOD: Date:

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 6-digit numbers	Counting and representing numbers Matching numbers	Bk 1 No. 1a (pp. 2–3) No. 1b (pp. 4-5)		

8	<p>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 6-digit number</p>	<p>Apply place value to write numbers Use expanded notation Give value of underlined digit</p>	<p>Bk 1 No. 2 (pp. 6-7)</p>		
9	<p>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 6-digit number</p>	<p>Apply place value to write numbers Understanding number symbolism Order numbers Give value of underlined digit</p>	<p>Bk 1 No. 3 (pp. 8-9)</p>		
10	<p>WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Order, compare and represent numbers to at least 6-digit numbers</p>	<p>Finding differences between numbers. Ordering numbers Adding 1000s, 100s, 10s and ones Complete equations</p>	<p>Bk 1 No. 6a (pp. 14-15)</p>		
11	<p>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 6-digit numbers</p>	<p>Apply place value to add numbers Use expanded method Use partial sums method</p>	<p>Bk 1 No. 6b (pp. 16-17)</p>		
12	<p>Assessment Activity: Consolidate and revise – assess learners understanding, remediate for understanding – use SM Activities</p>				

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 Apply place value to write numbers Understanding number symbolism Order numbers Give value of underlined digit Finding differences between numbers. Adding 1000s, 100s, 10s and ones Complete equations Apply place value to add numbers Use expanded method Use partial sums method 	<p>What will you change next time? Why?</p> <p>Struggling Learners Names?</p>
	<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 - Recognize the place value of digits in whole numbers to at least 6-digit numbers	Adding in real contexts Write addition word sums	Bk 1 No. 7a (pp.18-19) No. 7b (pp. 20-21)		
14	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Order, compare and represent numbers to at least 6-digit numbers	Finding differences between numbers. Ordering numbers Subtracting 1000s, 100s, 10s and ones Use expanded method Use partial sums method	Bk 1 No. 8a (pp. 22-23) No. 8b (pp. 24-25)		
15	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 6-digit numbers	Apply place value to add numbers Add using expanded method Write numbers in words Order and arrange numbers Give value of underlined digit	Bk 1 No. 25a (pp. 78-79) No. 25b (pp. 80-81)		
16	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 5, 10, 100 and 1 000.	Rounding off to the nearest 10 using number lines. Rounding to the nearest 100	Bk 1 No. 26 (pp. 82-83)		
17	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits -Round off to the nearest 5,10, 100 and 1 000.	Rounding off to the nearest 5 using number lines.	Bk 1 No. 27a (pp. 84-85) No.27b (pp. 86-87)		
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: <ul style="list-style-type: none"> • Adding in real contexts • Write addition word sums • Finding differences between numbers. • Ordering numbers • Subtracting 1000s, 100s, 10s and ones • Complete equations • Apply place value to add numbers • Use expanded method • Use partial sums method • Rounding off to the nearest 10 using number lines. • Rounding to the nearest 100 		What will you change next time? Why? Struggling Learners names: HOD: _____ Date: _____			

- Rounding off to the nearest 5 using number lines.

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.	Write addition sums using number lines Apply the commutative property Apply associative property Filling in missing numbers in addition and subtraction. Complete equations.	Bk No. R6 (pp. xxii & xxii) No. 4 (pp. 10 & 11)		
20	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by- inspection – trial and improvement.	Filling in missing numbers in addition and subtraction. Complete equations. Describe the patterns	Bk 1 No. 5 (pp. 12)		
21	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by- inspection – trial and improvement. Check solutions by substitution	Filling in missing numbers using addition Complete equations.	Bk 1 No. 5 (pp. 13)		
22	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by- inspection – trial and improvement. Check solutions by substitution	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 28 (pp. 88)		
23	NUMBER SENTENCES -Write number sentences to describe problem situations -Solve and complete number sentences by- inspection – trial and improvement. Check solutions by substitution	Filling in missing numbers in addition and subtraction. Complete equations.	Bk 1 No. 28 (pp. 89)		
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: <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. 		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	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 5 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	Subtraction problems Subtract in real contexts Using different subtraction strategies	Bk 1 No. 9a (pp. 26-27) No. 9b (pp. 28-29)		

	– rounding off and compensating– using a number line– using addition and subtraction as inverse operations.				
32	<p>WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 5 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 addition and subtraction problems.	Bk 1 No. 10a (pp. 30-31)		
33	<p>WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 5 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 addition and subtraction problems in real contexts	Bk 1 No. 10b (pp. 32-33)		
34	<p>WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 5 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>	Addition up to 5-digits. Using different subtraction techniques. Filling in numbers. Use expanded method Use partial sums	Bk 1 No. 29a (pp. 90-91)		
35	<p>WHOLE NUMBERS: Number range for calculations -Addition and subtraction of whole of at least 5 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 problems.	Bk 1 No. 29b (pp. 92-93)		
36	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? ARE THEY ABLE TO:</p> <ul style="list-style-type: none"> • Subtraction problems • Subtract in real contexts • Using different subtraction strategies • Solving addition and subtraction problems. • Solving addition and subtraction problems in real contexts • Addition up to 5-digits. • Filling in numbers. • Use expanded method • Use partial sums • Solving real addition problems. 	<p>What will you change next time? Why?</p> <p>Struggling Learners Names:</p>
	<p>HOD: _____ Date: _____</p>

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 5 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 5-digits. Using different subtraction techniques. Filling in numbers. Use expanded method Use partial differences</p>	<p>Bk 1 No. 30a (pp. 94-95)</p>		
38	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 5 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 subtraction problems.</p>	<p>Bk 1 No. 30b (pp. 96 -97)</p>		
39	<p>WHOLE NUMBERS: Number range for calculations - Addition and subtraction of whole of at least 5 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 Add by building up Subtract by breaking down</p>	<p>Bk 1 No. 31 (pp. 98-99)</p>		

40	WHOLE NUMBERS: Properties of whole numbers -Recognize and use the commutative and associative properties of whole numbers -0 in terms of its additive property	Write addition sums using number lines Apply the commutative property Apply associative property Filling in missing numbers in addition and subtraction. Complete equations.	Bk No. R6 (pp. xxii & xxii)		
41	WHOLE NUMBERS: Properties of whole numbers -Recognize and use the commutative and associative properties of whole numbers -0 in terms of its additive property	Write addition sums using number lines Apply the commutative property Apply associative property Filling in missing numbers in addition and subtraction. Complete equations.	Bk No. 4 (pp. 10 & 11)		
42	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? WHAT ARE THEY ABLE TO MASTER:		What will you change next time? Why?			
<ul style="list-style-type: none"> • Subtraction up to 5-digits. • Using different subtraction techniques. • Filling in numbers. • Use expanded method • Use partial differences • Solving real subtraction problems. • Addition up to four digits • Using different addition techniques • Add by building up • Subtract by breaking down • Write addition sums using number lines • Apply the commutative property • Apply associative property • Complete equations. 		Struggling Learners Names:			
		HOD:		Date:	

28 February – 4 March 2022

Week 8					
Day	ATP content	concepts, skills	DBE workbook	Resources	Date
43	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. xxxii – xxxiii)		
44	WHOLE NUMBERS Solving problems-Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts	Solving financial problems using money	Bk 1 No 32 (pp. 100 – 101)		

45	WHOLE NUMBERS Solving problems-Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts	Solving financial problems using money. Buying and selling	Bk 1 No 33 (pp. 100 – 101)		
46	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 R13 (pp. xxxviii- xxxix) No. 24a (pp. 74-75)		
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. 24b (pp. 76-77)		
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"> 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	Formative Assessment Activities:
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	(Tuesdays and Thursdays)	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: _____		

<p>INSTRUCTIONS TO LEARNERS:</p> <ol style="list-style-type: none"> 1. Time: 60 minutes. 2. Answer all the questions in the spaces provided. 3. No calculators may be used.

1. Expand these numbers and calculate the answer:

$$6\,534 + 2\,325 = \underline{\hspace{2cm}}$$

$$= 6\,000 + \underline{\hspace{1cm}} + 30 + 4 + 2\,000 + 300 + \underline{\hspace{1cm}} + 5$$

$$= \underline{\hspace{1cm}} + 800 + \underline{\hspace{1cm}} + 9$$

$$= \underline{\hspace{2cm}}$$

(5)

2. Fill in the table:

	+ 100	- 100	+ 1 000	- 1 000
12 340	=	=	=	=

(4)

3. Fill in the answer:

a) $\frac{1}{4}$ of 1 kilometre is _____ m

b) $\frac{3}{4}$ of 1 litre is _____ ml

c) $\frac{1}{2}$ a kilogram is _____ g

d) 2 x 250 ml is _____ ml

(4)

4. Circle the correct answer:

4.1. $4 \times (5 + 2) =$

a) $(4 \times 5) + 2$

b) $4 \times 5 \times 2$

c) $(4 + 5) \times (4 + 2)$

d) $(4 \times 5) + (4 \times 2)$

4.2. 2 911 rounded off to nearest 100 is:

a) 2 900

b) 3 000

c) 900

d) 2 000

4.3. $93\,547 = ?$ in expanded notation

a) $3\,000 + 40 + 5\,000 + 90\,000 + 7$

b) $9 + 2\,000 + 500 + 30\,000 + 40$

c) $40 + 90\,000 + 7 + 500 + 3\,000$

d) $400 + 3\,000 + 90\,000 + 7 + 50$

4.4. Which number between 12 and 100 is a multiple of 12?

a) 12

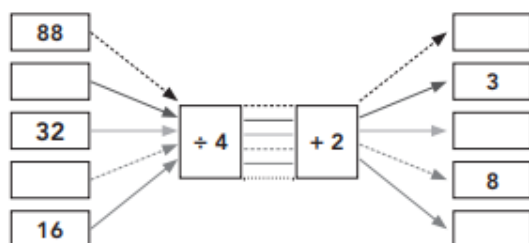
b) 96

c) 38

d) 46

(4)

5. Complete the flow diagram:



(5)

5. Calculate the following. Show all your calculations.

a) $5\ 187 + 42\ 236 =$	b) $85\ 126 - 34\ 296 =$	c) $224 \times 75 =$
(2)	(2)	(2)

d) $625 \div 8 =$	e) $315 + (9 \times 8) \div 3$
(2)	(2)

6. I left my house at 09:10. I came back at 13:45. How much time did I spend away from home?

_____ (2)

7. This term is 9 weeks long. You do 6 hours of mathematics a week.

How many hours of mathematics would you have done by the end of term?

_____ (1)

8. Write down a number sentence for the following:

Mrs Mashile bought 43 World Cup tickets at R160 each. How much did she pay altogether?

_____ (1)

SOLUTIONS AND MEMORANDUM

Expected answer	Content area	Cognitive levels	Marks
<p>1. = 6 000 + 500 ✓ + 30 + 4 + 2 000 + 300 + 20 ✓ + 5</p> <p>= 8 000 ✓ + 800 + 50 ✓ + 9</p> <p>= 8 859 ✓</p>	1	R	(5)
<p>2. = 12 440 ✓ = 12 240 ✓ = 13 340 ✓ 11 340 ✓</p>	1	R	(4)
<p>3. a) 250 m ✓</p> <p>b) 750 ml ✓</p> <p>c) 500 g ✓</p> <p>d) 500 ml ✓</p>	4	K	(4)
<p>4.1. d) $(4 \times 5) + (4 \times 2)$ ✓</p> <p>4.2. a) 2 900 ✓</p> <p>4.3. c) $40 + 90\,000 + 7 + 500 + 3\,000$ ✓</p> <p>4.4. b) 96 ✓</p>	1	C K K K	(1) (1) (1) (1) (4)
<p>5. Complete the flow diagram.</p>	2	C	(1) mark for each answer (5)

<p>a) Can use any method. Possible method.</p> $\begin{array}{r} 11 \\ 35\ 187 \\ + 42\ 236 \\ \hline 77\ 423 \end{array} \checkmark$ <p>b) $85\ 126 - 34\ 296 \checkmark$ $= 80\ 000 + 5\ 000 + 100 + 20 + 6 -$ $(30\ 000 + 4\ 000 + 200 + 90 + 6)$ $= (80\ 000 - 30\ 000) + (5\ 000 - 4\ 000) +$ $(100 - 200) + (20 - 90) + (6 - 6)$ $= (80\ 000 - 30\ 000) + (4\ 000 - 4\ 000) +$ $(1\ 000 - 200) + (120 - 90) + (6 - 6)$ $= 50\ 000 + 0 + 800 + 30 + 0$ $= 50\ 830 \checkmark$</p> <p>c) $(200 + 20 + 4) \times (70 + 5)$ $= (200 \times 70) + (200 \times 5) + (20 \times 70) + (20 \times 5)$ $+ (4 \times 70) + (4 \times 5)$ $= 14\ 000 + 1\ 000 + 1\ 400 + 100 + 280 + 20$ $= 10\ 000 + 4\ 000 + 1\ 000 + 1\ 000 + 400 +$ $100 + 200 + 80 + 20$ $= 10\ 000 + 6\ 000 + 700 + 100 \checkmark$ $= 16\ 800 \checkmark$</p> <p>d) $315 + (9 \times 8) + 3$ $= 315 + 72 + 3 \checkmark$ $= 315 + 24$ $= 339 \checkmark$</p>	<p>1</p> <p>1</p>	<p>R</p> <p>C</p>	<p>1 mark for calculation and 1 for answer (2)</p> <p>1 mark for calculation and 1 for answer (2)</p> <p>1 mark for calculation and 1 for answer (2)</p> <p>1 mark for calculation and 1 for answer (2)</p>
<p>e) Can use any method. Possible method. \checkmark</p> 419×34 $= (400 + 10 + 9) \times (30 + 4)$ $= (400 \times 30) + (400 \times 4) + (10 \times 30) + (10 \times 4)$ $+ (9 \times 30) + (9 \times 4)$ $= 12\ 000 + 1\ 600 + 300 + 40 + 270 + 36$ $= 10\ 000 + 2\ 000 + 1\ 000 + 600 + 300 + 200$ $+ 40 + 70 + 30 + 6$ $= 10\ 000 + 3\ 000 + 1\ 100 + 140 + 6$ $= 14\ 246 \checkmark$	<p>1</p>	<p>R</p>	<p>1 mark for calculation and 1 for answer (2)</p>
<p>Can use any method. Possible method. \checkmark</p> $50\ \text{minutes} + 3\ \text{hours} + 45\ \text{minutes} = 3\ \text{hours} + 95\ \text{minutes}$ $= 3\ \text{hours} + 1\ \text{hour} + 35\ \text{minutes}$ $= 4\ \text{hours and } 35\ \text{minutes} \checkmark$	<p>4</p>	<p>C</p>	<p>1 mark for calculation and 1 for answer (2)</p>
<p>$9 \times 6 = 54\ \text{hours} \checkmark$</p>	<p>4</p>	<p>P</p>	<p>(1)</p>
<p>$1. 34 \times 160 = R5\ 440$ or $160 \times 34 = R\ 5\ 440 \checkmark$</p>	<p>4</p>	<p>P</p>	<p>(1)</p>

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>	Which pair of dice does not fit in the pattern? Identify the length of the picture given BODMAS: Addition and Subtracting Subtraction from whole thousands Even/odd numbers
<u>SM Assessment 2</u>	Write numbers in order from biggest to smallest up to 4-digit numbers Convert units of capacity Circle the number that is more than the other by means of addition Word sum Fractions
<u>SM Assessment 3</u>	Identify odd and even numbers. Multiple choice Identify analogue time and digital time on a clock Divisibility: By 1 to 6 Line of symmetry
<u>SM Assessment 4</u>	Write an addition sum to match the shaded picture Add and subtract: Fractions Mark decimals on a number line Identify a number that is a multiple of 7 Complete the following number patterns
<u>SM Assessment 5</u>	Calculate addition sums by making use of the method given Halve the numbers Subtract the following by breaking down the numbers. Geometric pattern: Build the 4 th term Length : In millimetres
<u>SM Assessment 6</u>	Find the length of a pencil in millimeters Convert units of measurements Write a number for the place values given Identify how many lines of symmetry does the given figure have 24 hours
<u>SM Assessment 7</u>	Word sum: Write a fraction Addition in a word problem with an object Complete the pattern Identify the pattern and fill in the missing numbers
<u>SM Assessment 8</u>	Fill in the missing number on the third diagram: factors Identify the numbers that are multiples of 7 Addition sum Fill in bigger >, smaller < or equal =
<u>SM Assessment 9</u>	Identify digital scaling Complete the flow diagram Divide and shade the shape according to the information given Fractions: Fill in bigger >, smaller < or equal =
<u>SM Assessment 10</u>	Number pattern: number line Grouping: Divide Distance around shapes
<u>SM Assessment 11</u>	Arrange the numbers from smallest to biggest

	<p>Highlight all the even numbers</p> <p>Addition</p> <p>Patterns</p> <p>Find the length by using your ruler</p>
<u>SM Assessment 12</u>	<p>Money: Dividing and ratios</p> <p>Identify the square units in the shapes given</p> <p>Geometric patterns</p> <p>Converting litres to millimetres</p> <p>Capacity</p>
<u>SM Assessment 13</u>	<p>Identify the fraction of the strip given is blue</p> <p>Fill in the missing numbers</p> <p>Find the sequence in the multiplication table</p> <p>Line of symmetry</p>
<u>SM Assessment 14</u>	<p>Equivalent integers</p> <p>Subtraction patterns over increasing place values</p> <p>Find the next shape in a repeating pattern</p> <p>Find start and end times</p> <p>Fill in bigger $>$, smaller $<$ or equal $=$</p>
<u>SM Assessment 15</u>	<p>Word Problem:</p> <p>Problem Solving</p> <p>Place values and number sense</p> <p>Fractions and mixed numbers review</p> <p>Compare decimals and fractions</p>
<u>SM Assessment 16</u>	<p>Factors of 14</p> <p>Factors of 28</p> <p>Identify a number that only has two factors</p> <p>True or False: Prime, composite numbers, divisibility</p>
<u>SM Assessment 17</u>	<p>Fill in the numbers represented by A and B on the number line – Counting up to 6 6 digits</p> <p>Place value - 6 digit numbers</p> <p>Multiplication</p> <p>Which number is represented by the number given?</p> <p>Fractions - capacity</p>
<u>SM Assessment 18</u>	<p>Factors of 10</p> <p>Identify multiples of 11</p> <p>Flow diagram: Input and Output</p> <p>Fill in the missing number in the pattern</p> <p>Illustration: Find the capacity of the jug</p>
<u>SM Assessment 19</u>	<p>Time: Minutes and hours</p> <p>Rounding off up to 4 digits</p> <p>Calculate the difference in a number given the place values</p> <p>Arrange in ascending order</p>
<u>SM Assessment 20</u>	<p>True or False: Filling in the missing number</p> <p>Write a number sentence</p> <p>Money</p> <p>Distance</p> <p>Fill in missing number on a number line: addition</p>

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number
1.

Assessment
Which pair of dice does not fit with the others?



2.

How tall is Jackie?



- A. 1,64cm B. 1,57m C. 1,73m D. 1,62m E. 1,67m

3.

<p>a. $3 \times (4 + 6) = \underline{\hspace{2cm}}$</p> <p>$100 - 4 \times 4 = \underline{\hspace{2cm}}$</p>	<p>b. $3 \times 3 + 8 \div 4 = \underline{\hspace{2cm}}$</p> <p>$(7 - 3) \times 3 + 2 = \underline{\hspace{2cm}}$</p>
---	--

4.

Subtract from whole thousands.

<p>a. $2\,000 - 1 = \underline{\hspace{2cm}}$</p>	<p>b. $5\,000 - 20 = \underline{\hspace{2cm}}$</p>
---	--

5.

Write the following in words and say if it an even or odd number:

a. 1 478		
b. 8 735		

SM Assessment 2

Number
1.

Assessment
Write these numbers in order from the biggest to the smallest:

6 021 6 201 6 001 6 012 6 120 6 010

2.

<p>a.</p> <p>2 kg = $\underline{\hspace{2cm}}$ g</p> <p>11 kg 600 g = $\underline{\hspace{2cm}}$ g</p>	<p>b.</p> <p>5 L 200 ml = $\underline{\hspace{2cm}}$ ml</p> <p>3 m = $\underline{\hspace{2cm}}$ cm</p>
---	---

3.

Circle the number that is:

- | | |
|---------------------------|-----------------------------------|
| a. 4 000 more than 3 415: | 3 815; 7 145; 7 415; 7 541; 7 514 |
| b. 3 000 more than 6 201: | 8 201; 9 201; 9 210; 6 501; 8 210 |
| c. 500 more than 5 126: | 5 526; 1 126; 8 126; 5 626; 7 400 |

4. a. Amanda put 48 photographs into an online photo album.
On each page she could fit nine photos.
How many photos were on the last page?
How many pages were full?

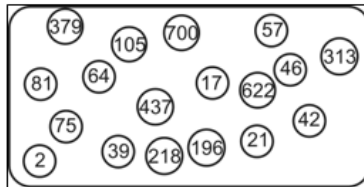
5. Which fraction is the biggest?

- A $\frac{1}{4}$
B $\frac{1}{6}$
C $\frac{1}{5}$
D $\frac{1}{8}$

SM Assessment 3

Number Assessment

1. How many odd numbers bigger than **46** and less than **622** is in the block below?



- A 5
B 8
C 7
D 12
2. This analogue watch shows the time after sunset on a particular day. What will a digital watch show for the same time?



- A. 10:02 B. 10:10 C. 10:12 D. 22:02 E. 22:10
3. Round 9 021 off to the nearest 100:

4.

number	divisible by 1	divisible by 2	divisible by 3	divisible by 4	divisible by 5	divisible by 6
80						
75						

5. Draw as many different symmetry lines as you can into this shape.

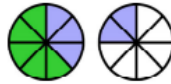


SM Assessment 4

Number Assessment

1.

Write an addition to match the picture:



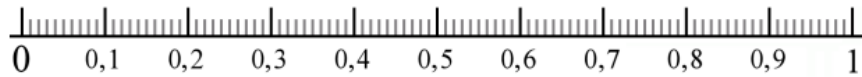
2.

Add and subtract. Give your final answer as a whole number or as a mixed number if possible.

<p>a. $\frac{4}{5} + \frac{3}{5} =$</p>	<p>b. $1\frac{1}{6} - \frac{2}{6} =$</p>
--	---

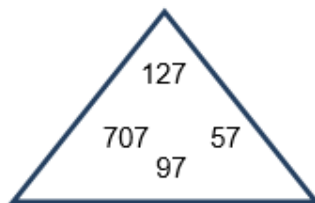
3.

Mark the following decimals on the number line: 0,55 0,08 0,27 0,80



4.

Draw a circle around the number in the triangle that is a multiple of 7.



5.

Complete the following number patterns:

1 780; 1 815; 1 850; _____; 1 920

24; 29; 36; 45; _____

SM Assessment 5

Number Assessment

1.

Calculate. Make use of the example to guide you.

a. $23 + 25$
 = double 23 + 2
 = 46 + 2
 = 48

b. $36 + 38$

2.

Halve the following numbers:

a. 28
 = half 20 + half 8
 = 10 + 4
 = 14

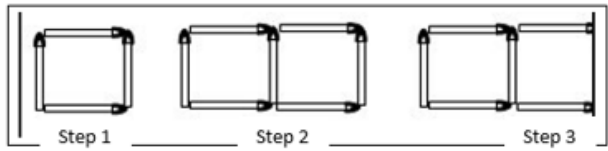
b. 64

3. Subtract the following by breaking down the number to be subtracted.

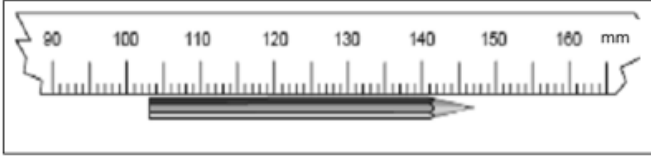
Example: Calculate $8\,936 - 3\,425$
 $8\,936 - 3\,000 \rightarrow 5\,936 - 400 \rightarrow 5\,536 - 20 \rightarrow 5\,516 - 5 = 5\,511$

$9\,954 - 3\,512 =$

4. How many matches are needed to build the 4th step? _____ (1)



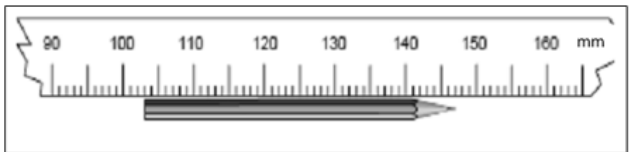
5. What is the length of the pencil? _____ (1)



SM Assessment 6

Number Assessment

1. What is the length of the pencil? _____ (1)



2. Convert the following:

$5\frac{1}{2}$ cm = _____ mm

637 mm = cm mm

3. Which number consists of the following:

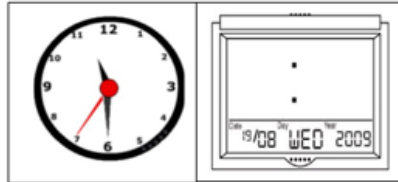
$6H + 4Th + 2T + 9Tth + 5U$

- A. 49 625 B. 94 265 C. 49 265 D. 94 625

4. How many lines of symmetry does the following figure have? _____



5. The time on the watch indicates the time in the morning. The digital clock indicates the 24h time. Write the time on the digital clock. (1)



SM Assessment 7

Number Assessment

1. There are 3 red and 5 yellow marbles in a bag.

(a) What fraction of the marbles is red? _____

(b) What fraction of the marbles is yellow? _____

2. How many wheels do 12 bicycles and 12 tricycles have altogether? (1)



3. Complete the patterns:

a.



b. 39; 44; 49; ____; ____

4. **Figure out the missing numbers in each pattern and write the rule.**

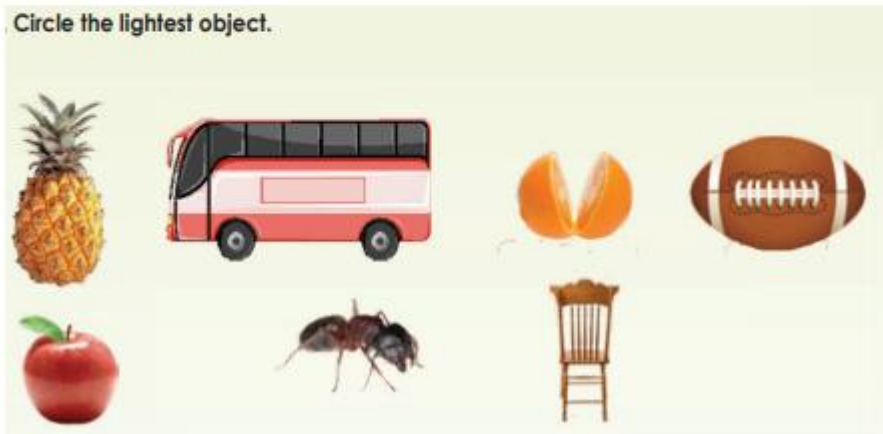
a. 72 63 45 36

b. 81 73 65

Rule: _____

Rule: _____

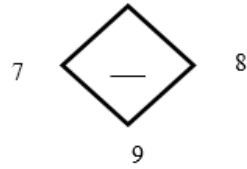
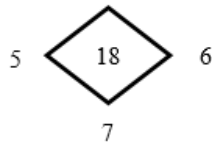
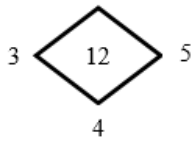
5. **Circle the lightest object.**



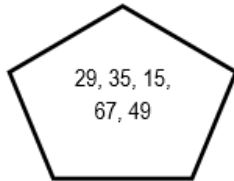
SM Assessment 8

Number Assessment

1. Fill in the missing number on the third diagram.



2. Circle the multiples of 7 in the pentagon.



3. Calculate using any method. You must show all your steps in your calculations.
 $4\,749 + 4\,687$

4. Fill in with $<$ $>$ or $=$.

a. $\frac{3}{8}$ $\frac{1}{4}$

b. $\frac{5}{8}$ $\frac{3}{5}$

5. Tumi is baking a cake and she has a full 2,5 kg bag of flour. She only needs 500 g of flour for her recipe. How much flour will be left over?

SM Assessment 9

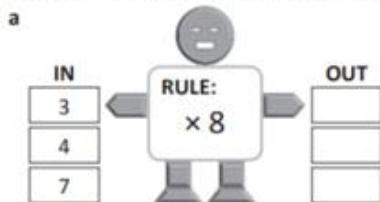
Number

Assessment

1. Which of these scales is digital?







2. Complete the following flow diagram.



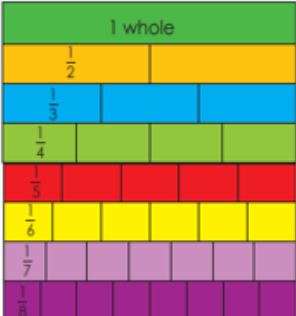
3.

3. Divide and colour the shapes according to the information given.

a.  $\frac{3}{4}$	c.  $\frac{6}{8}$
b.  $\frac{4}{6}$	d.  $\frac{5}{6}$

4.

Use the fraction wall to help you. Fill in > , < or = .

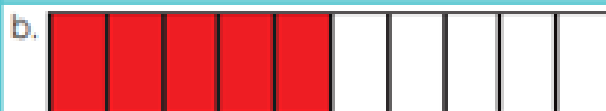
	a. $\frac{1}{3}$ <input type="checkbox"/> $\frac{1}{4}$
	b. $\frac{4}{7}$ <input type="checkbox"/> $\frac{2}{5}$
	c. $\frac{2}{8}$ <input type="checkbox"/> $\frac{1}{4}$
	d. $\frac{2}{5}$ <input type="checkbox"/> $\frac{1}{2}$
	e. $\frac{4}{8}$ <input type="checkbox"/> $\frac{3}{4}$
	f. $\frac{4}{5}$ <input type="checkbox"/> $\frac{1}{1}$

5.

Write which part of the fraction is coloured and which part is not.



Fraction coloured: $\frac{2}{10}$
 Fraction not coloured: $\frac{8}{10}$



Fraction coloured:
 Fraction not coloured:

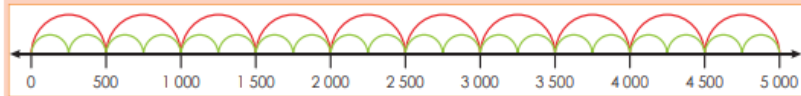
SM Assessment 10

Assessment

Number

1.

Look at the number line and answer the questions below:



a. How many red groups do you have from 0 – 5 000?

b. What is the size of each group?

2.

Complete the table. If you need more space for your picture, use a separate sheet of paper to draw it.

	How many do you have in a group?	How many objects are left over that do not fit into a group?	A picture	Division sum
Divide 10 objects into 5 groups.				

3.

Quick recall.

$100 \div 2 =$	$500 \div 5 =$	$900 \div 9 =$	$200 \div 2 =$	$400 \div 4 =$
$300 \div 3 =$	$600 \div 3 =$	$800 \div 4 =$	$500 \div 2 =$	$600 \div 6 =$

4.

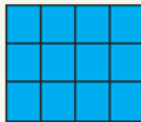
A necklace is made using red and blue beads in the ratio 4:2. If there are 60 beads in the necklace:

i) How many are red?

ii) How many are blue?

5.

What is the total distance around these shapes.



a. units.

b. units.

SM Assessment 11

Number Assessment

1. **Arrange the numbers from smallest to biggest (ascending order).**

99 0909 999 900 19 919 191 991

2. **Look at the numbers in the box.**

67	90	55	716	221	294
11	513	876	910	728	

Highlight the even numbers.

3. **Write the answers to the sums.**

$20 + 400 + 8 = \underline{\hspace{2cm}}$

$310 + \text{forty} + 200 = \underline{\hspace{2cm}}$

4. **Draw the next shapes in the patterns.**



5.  Length = _____

SM Assessment 12

Number Assessment

1. 1. Thami and Sipho divided their money in the following ratios. Say how much money they got each time. Colour Thami's money **red** and Sipho's money **blue**.

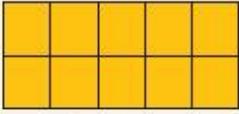
a. R60 in the ratio of 4:2

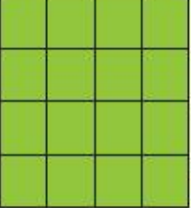


b. R80 in the ratio of 2:6

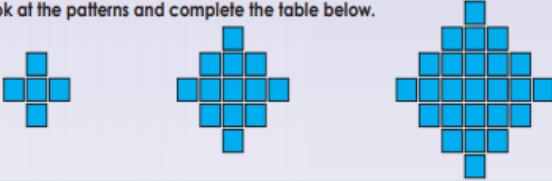


2. How many square units are there in each of these shapes?

a.  square units

b.  square units

3. Look at the patterns and complete the table below.

a. 


Pattern	1	2	3	4	5	6	7	8	9	10
Blocks										

4. Write the following as litres only (Remember you will need to round off to the nearest litre.)

Example: 1 876 ml = 2 ℓ

a. 3 546 ml b. 2 876 ml c. 9 234 ml

5. Look at the pictures and answer the questions below. Note that the pictures are not to the same scale.



1. Which container do you think contains the largest amount of liquid?

SM Assessment 13

Number

Assessment

1.

What fraction of the strip is blue?



2.

Fill in the missing numbers.

200, 190, 180, __, __, 150, 140, ...

A. 170, 160

B. 181, 182

C. 170, 171

D. 182, 184

3.

Find this sequence in the multiplication table above.

1, 4, 9, 16, 25, 36, 49, ...

4.

Sequence A: 4, 8, 12, 16, 20, 24, 28, ...

Sequence B: 5, 9, 13, 17, 21, 25, 29, ...

Write a flow diagram for each of the sequences.

5.

Draw the lines of symmetry on the following shapes



SM Assessment 14

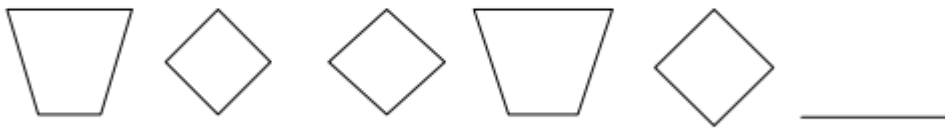
Number Assessment

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 15

Number Assessment

1. 1. Jacky collected 237 stickers for her sticker book and Kelly gave her another 103. How many stickers does she have? **Calculate using the breaking up method.**

★	Knows most
☆	Knows half
☆	Needs help



2. Alex works for 2 hours everyday. His dad pays him R5 an hour. How many hours will he work in a full week? How much money does he earn for the week?



3. Musa wants to buy a shirt that cost R135 but he only has half the amount. How much money does he still need?



R135

4. The Grade 1s have a collection of 363 gem stones. The Grade 3s have 102 fewer gem stones than the Grade 1s. How many gem stones do the Grade 3s have? **Calculate using the break down method.**



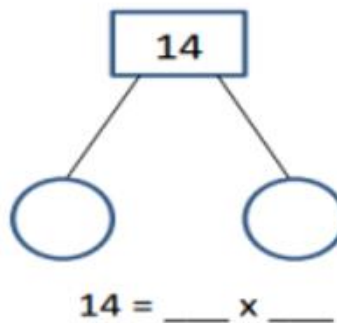
5. Thandi's party is over. This is the left over cooldrinks.
- How many litres of pineapple juice are there? _____
 - liters of pineapple and strawberry**
 - How many litres of strawberry juice are there? _____
 - There are _____ litres **pineapple and strawberry juice** altogether.



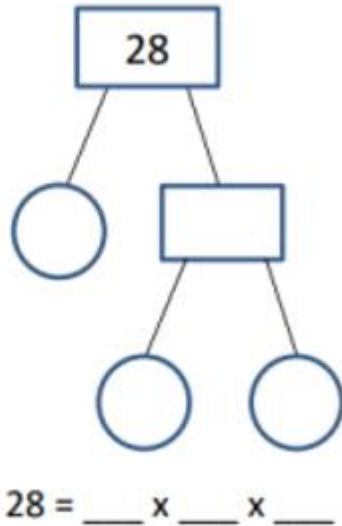
SM Assessment 16

Number Assessment

1. Complete the factor trees below.

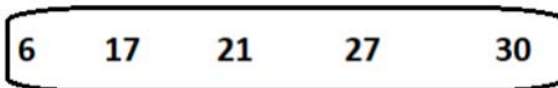


2.



Index form =

3. Mark X on the number below that has only two factors.



4. Write **TRUE** or **False** at the end of each statement.

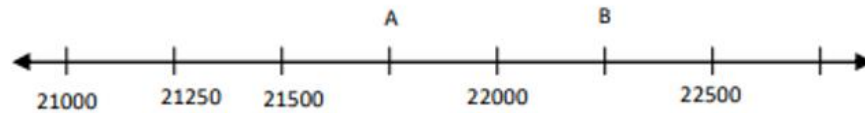
- | All prime numbers are odd. _____
- | All composite numbers are divisible by 2. _____
- The number of prime numbers between 0 and 10 is 4. _____

5. State **ONE** reason why 1 is not used on the factor tree.

SM Assessment 17

Number Assessment

1. Fill in the numbers represented by A and B on the number line.



2. Which number is represented by:
 $40\ 000 + 2\ 000 + 5 + 60 + 700$?

3. Calculate:

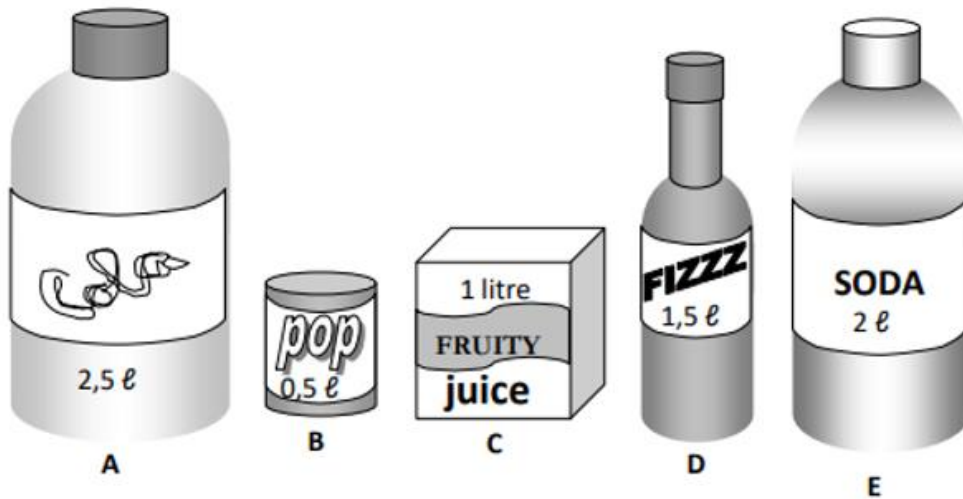
a. $1 \times 1 \times 1$

b. $3 \times 0 \times 3$

4. Which number is represented by:

$(4 \times 10) + (2 \times 10\ 000) + (5 \times 1) + (3 \times 100) + (6 \times 1000)$?

5. Look at the containers and then answer the questions.



- a. Which container holds between $\frac{1}{2}$ litre and 1,5 litres?

SM Assessment 18

Number Assessment

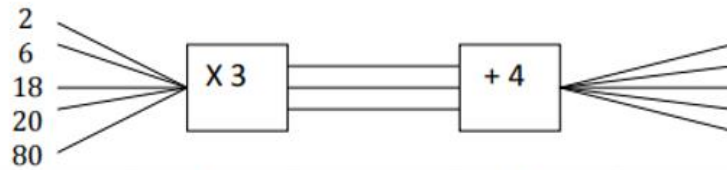
1.

5	6	7	9	12	15	16	17
20	25	32	39	44	68	72	88

Which numbers has 10 as a factor? _____

Which numbers are multiples of 11? _____

2.




Inset value	2	6	18	20	80
Outset value	10	(6.1)	(6.2)	64	(6.3)

6.1 _____

6.2 _____

6.3 _____

3.

What number is the mouse covering? **17** **31**  **59** **73**

A. 41

B. 42

C. 43

D. 45

4.

Calculate the price of a car costing R78 350 and you getting discount of R12 655 on it.

5.

Answer the following questions by looking at illustration of a jug.

What is the capacity of the jug? _____



SM Assessment 19

Number Assessment

1. A girl can play 66 notes every minute. How many notes can she play in 6 minutes?



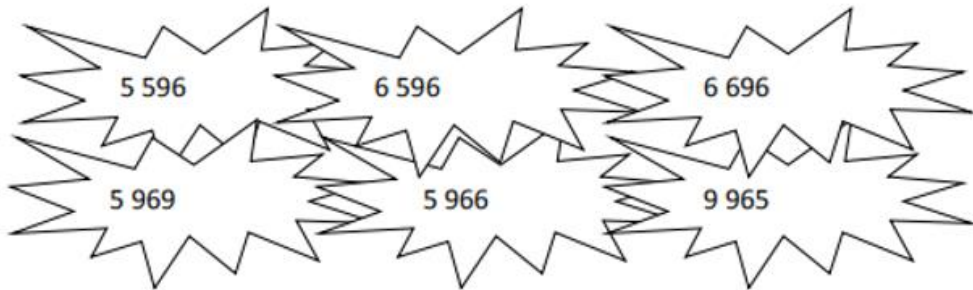
- A. About 360 notes B. About 400 notes C. About 500 notes D. About 380 notes
2. Which number is represented by

$$(3 \times 10\,000) + (7 \times 1000) + (9 \times 100) + (8 \times 10) + (5 \times 1)$$

3. Round 963 off to the nearest 10. _____

4. Calculate the difference in value of the digits in the thousands - and tens place values in the number 9 876.

5. **Arrange in ascending order.**



SM Assessment 20

Number Assessment

1. State if the following number sentences are true or false. $302 - 123 = 123 - 302$

$$57 + 8 = \square + 5$$

2. Write a number sentence for the following problem.
Alan scored 34 runs in the first test, 40 in the second and 16 in the third. What are the total runs he scored for the three tests?

3. There are 5 coins in the first pile, 8 in the second, 11 in the third, and 16 in the fourth.

What is the least number of coins that I would have to move to make the first pile the highest?



4. Thandi's mom travelled 4 456km in 2012 and in 2013 she travelled 5 655km.

In which year did she travel the furthest?

What is the total distance she travelled in 2012 and 2013?

5. Which number is represented by the A on the following number line?

