PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023

MATHEMATICS

GRADE **1** TERM **2**

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

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

Read to Lead
A Reading Nation is a Leading Nation

NDP 2030

- Please note that a Maths structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za

- This is a zero-rated website, so there are no data costs for downloads.

- This document can be used independently of the structured learning programme.

CONTENTS

ABOUT THE PLANNER AND TRACKER

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

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

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

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

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

Curriculum coverage in 2022 must be viewed and implemented in term 2, in the light of some contextual realities that includes the following:
1) 2021 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
2) Some learners were not in school for most of 2020 and perhaps for most of 2021.
3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

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

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

1)   aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.

2)   Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.

3)   The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.

4)   It also aligns curriculum content and assessment to the available teaching time.

5)   Be used as planning tool to inform instruction during the remaining school terms.

ADJUSTED SCHOOL CALENDAR

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

NOTES:
- TEACHING APPROACH in this term assumes that ALL learners are attending schools and the Rotation system may not be implemented meaning that schools may implement normal timetable.
- NECT TERM 2 Planner and Tracker will maintain the Rotation process used in 2021, especially for schools who found this process useful.
- NECT TERM 2 Planner and Tracker has 53 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 2 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

ROTATION ROUTINE

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

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

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

BELOW IS THE 3 WEEK CYCLE FOR ROTATION OF GROUPS

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

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

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

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

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

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

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

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

CONTENT COVERAGE

Term 2. 49 days	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7(4 days) & 8	Week 9 &10
CAPS Topic	**NUMBERS, OPERATIONS & RELATIONSHIPS**				
	First 3 days of Week 1 are used to do a Grade 1 Diagnostic Assessment.				

	• **Estimate and count** whole numbers to 20
	• **Count, compare and order** objects
	• **Count, compare and order** numbers
	• Read and write **number symbols and number names**
	• **Solve Problems in context**
	  - Grouping and Sharing
	• **Context free calculations** (+, -, =, □)
	  - Repeated Addition				

			PATTERNS, FUNCTIONS AND ALGEBRA • Geometric Patterns • Number Patterns		
		SPACE AND SHAPE • 3D objects • 2D shapes			
	MEASUREMENT				
	Time				
			Length		
	DATA HANDLING (Integrated with other content areas)				
	Mental Maths Number range 10; Counting to 20. This is a daily class activity for 10 minutes				
	Counting number range is 20.				
	Mental Maths Number range 10. This is a daily activity for 10 minutes. • Count forwards and backwards to 20; Count in multiples of 2s, 5s to 20 (group counting) • Order and compare a given set of numbers (1-10) and say which is one more and less. (follow examples up to 10 as with 5 in term 1)				

	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7(4 days) & 8	Week 9 & 10

	• Revise 5
	• Count, compare and order objects and number up to 6
	  – **objects** according to many, fewer
	  – **numbers** according to from smaller than, greater than, is equal to
	  – use number line 0-10
	• Read and write **number symbols and number names** up to 6
		• Count, compare and order objects and numbers up to 7
		  – according to **more than, less than**
		  – **smaller than, greater than, more than, less than, is equal to**
		  – use **number line 0-10**
		• Read and write **number symbols and number names** up to 7
			• Count, compare and order objects and numbers up to 8
			  – according to **just as many, the same as** from smallest to greatest and greatest to smallest.
			  – **before, after, in the middle / between**
			  – use **number line 0-10**
			• Read and write **number symbols and number names** up to 8
				• Count, compare and order objects and numbers up to 9
				  – **from smallest to greatest and greatest to smallest.**
				  – **before, after, in the middle / between**
				  – use **number line 0-10**
				• Read and write **number symbols and number names** up to 9
					• Count, compare and order objects and numbers up to 10
					  – from **smallest to greatest and greatest to smallest**
					  – according to **more than, less than**
					  – **before, after, in the middle / between**
					• Read and write **number symbols and number names** up to 10

	Use the following techniques to solve Addition and Subtraction problems in context and context free calculations and explain own solutions to 10.				
	Use concrete counters, beads; draw pictures; use the number line; breaking down and building up; doubling and halving.				
	• Solve **word** problems in context up to 6. • Do context free calculations (+, -, =, □) up to 6. • Practise **number bonds** to 6.	• Solve **word** problems in context up to 7. • Do context free calculations (+, -, =, □) up to 7	• Solve **grouping and sharing** problems in context up to 8. • Do context free calculations (+, -, =, □) up to 8 • Practise **number bonds** to 8.	• Solve **repeated Addition** problems in context leading to multiplication up to 9. • Do context free calculations (+, -, =, □) up to 9 • Practise **number bonds** to 9.	• Solve **repeated Addition** problems in context leading to multiplication with answers up to 10. • Do context free calculations (+, -, =, □) up to 10 • Practise **number bonds** to 10.
	• Solve **grouping and sharing** problems in context leading to **Division** with answers up to 6.	• Solve **grouping and sharing** problems in context leading to division with answers up to 7.	• Solve **grouping** and sharing problems in context leading to division with answers up to 8 • **Recognise, identify, and solve** money problems.	• Solve **repeated addition** problems in context leading to multiplication with answers up to 9 • **Recognise, identify, and solve** money problems.	• Solve **money** problems involving change up to R10.

		PATTERNS FUNCTIONS AND ALGEBRA
		Geometric Patterns
		• **Copy, extend and describe simple patterns**
		  – Pack out objects
		  – Draw own simple patterns
				PATTERNS FUNCTIONS AND ALGEBRA
				• **Copy, extend and describe simple patterns**
				  – Pack out objects
				• Draw own simple patterns	

		SPACE AND SHAPE **3-D objects** **Position and directions** • Follow directions: right, left, etc. 2-D shapes • Recognise and name: circles, triangles, squares			
	MEASUREMENT				
	Time: dealt with during whole class teaching time.				
			Length • **Comparing length** of objects • Talk about **comparisons: longer, shorter, taller.** • **Estimate** and compare.		

CORE QUESTIONS	DID ALL LEARNERS MASTER 2021 AND TERM 1 SKILLS?	NEW CONCEPTS/CONTENT

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

WEEKLY PLANNER AND TRACKER

RECOMMENDATION

<u>DIAGNOSTIC TERM 2</u>: Implement DBE Diagnostic – see exemplar – or any similar diagnostic – Based on 2021 and term 1 core skills (counting, place value, number recognition and operations, etc)

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

NUMBER OF ITEMS: Grade 1 = 10 - 15 items – depending on your context and ability groups

ITEM BANK: Items can be from previous:

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

5 – 8 April 2022 (four-day week)

	Week 1			
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
1	HOLIDAYS			
2	Baseline: (Revision/consolidation of Term 1 core skills)			
3	Baseline: (Revision/consolidation of Term 1core skills)			
4	Number 6: representing the number 6. Identify, recognise, read and write number symbol 6 and the number name six	Worksheet 33 (pp. 70, 71)	Number symbol and name card (6 six) (see *Printable Resources*), number tracing card (6) (See *Printable Resources*)	
5	Number 7: representing the number 7. Identify, recognise, read and write number symbol 7 and the number name seven	Worksheet 34 (pp. 72, 73)	Number symbol and name card (7 seven) (see *Printable Resources*), number tracing card (7) (See *Printable Resources*)	

Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL	Mark: /7
CAPS: Numbers, operations and relationships: Counting **Activity: Assess the learners' ability to count objects to 20**	

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to count less than 20 objects reliably
2 (30%–39%)	Counts out less than 20 objects reliably, saying the names with errors most times
3 (40%–49%)	Counts out up to 20 objects reliably, saying the names in sequence with a few errors most times
4 (50%–59%)	Counts out 20 objects reliably, saying the names in sequence with a few errors sometimes
5 (60%–69%)	Counts out 20 objects reliably, saying the names correctly in sequence
6 (70%–79%)	Counts out more than 20 objects reliably, saying the names in sequence correctly
7 (80%–100%)	Counts out more than 20 objects reliably, saying the names in sequence correctly and confidently

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Representing the number 6 • Representing the number 7	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

11 – 14 April 2022 (four-day week)

	Week 2			
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
6	Number 8: representing the number 8. Identify, recognise, read and write number symbol 8 and the number name eight	Worksheet 35 (pp. 74, 75)	Number symbol and name card (8 eight) (see *Printable Resources*), number tracing card (9)(See *Printable Resources*)	
7	Number 9: representing the number 9. Identify, recognise, read and write number symbol 9 and the number name nine	Worksheet 36 (pp. 76, 77)	Number symbol and name card (9 nine) (see *Printable Resources*), number tracing card (9) (See *Printable Resources*)	
8	Number 10: representing the number 10. Identify, recognise, read and write number symbol 10 and the number name nine	Worksheet 38 (pp. 80, 81)	Number symbol and name card (10 ten) (see *Printable Resources*), number tracing card (10) (See *Printable Resources*)	
9	Understand numbers 1–10	Worksheet 39 (pp. 82, 83)	Number cards (1–10) (see *Printable Resources*), counters (e.g., bottle tops), flashcards: *more, less, the same as* Written assessment item 1	
10	Public Holiday			

Week 2 Assessment Activity: ORAL – FORMAL
CAPS: Numbers, operations and relationships: Numbers 1 to 10
Activity: Assess the learners' ability to recognise, read and write the number symbols 1 to 10

Mark: / 7

Mark (percent)	Criteria – Rubric
1 (0%–29%)	Unable to recognise, read and write any of the number symbols from 1 to 10
2 (30%–39%)	Able to recognise, read and write the number symbols from 1 to 5
3 (40%–49%)	Able to recognise the symbols 1 to 10 but can read and write the number symbols from 1 to 5
4 (50%–59%)	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with much assistance
5 (60%–69%)	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with a little assistance
6 (70%–79%)	Able to recognise, read and write the number symbols 1 to 10
7 (80%–100%)	Able to recognise, read and write the number symbols 1 to 10 and more

MARKING RUBRIC							
CAPS: Number, operations and relationships: Counting **Activity: Observe learners to assess their ability to count objects up to 5.**							Mark: 7
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**	**Level 7**
Criterion	Unable to recognise, read and write any of the number symbols from 1 to 10	Able to count two objects correctly, saying the number names in sequence correctly.	Able to count three objects correctly, saying the number names in sequence correctly.	Able to count five objects correctly, saying the number names in sequence correctly.	Able to count seven objects correctly, saying the number names in sequence correctly.	Counts out more than 8 objects reliably, saying the number names in sequence correctly.	Counts out more than 10 objects reliably, saying the number names in sequence correctly and confidently.

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
- Identify, recognise, read and write number symbol 8 and the number name eight - Identify, recognise, read and write number symbol 9 and the number name nine - Identify, recognise, read and write number symbol 10 and the number name ten	**Struggling Learners Names?**
- Use fingers to make numbers 1 to 10 - Practice writing the numbers in words	**HOD:** **Date:**

19 – 22 April 2022 (four-day week)

	Week 3			
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
11	Public Holiday			
12	**Numbers 1–10:** identify fewer objects. Write from smallest to biggest on number lines. Apply more than, less than concepts.	Worksheet 41 (pp. 86, 87)	Counters, Unifix blocks Written assessment item 2 and 3	
13	**Conservation of number:** matching same/ not same objects. Identify more, equal, less.	Worksheet 42 (pp. 88, 89)	Counters, forks, spoons	
14	**2-D shapes:** Colour the shapes	Worksheet 64b (pp. 138, 139)	Shape cut-outs (see *Printable Resources*), scrap paper, shapes to colour (see *Printable Resources*) Written assessment item 18	
15	Complete and consolidate the week's assessment and work			

Week 3 Assessment Activity: ORAL − INFORMAL CAPS: Numbers, operations and relationships: Numbers 1 to 50 **Activity: Assess the learners' ability to count forwards and backwards in ones between 1 and 50**	**Mark: /7**

Mark (percentage)	Criteria − Rubric
1 (0%−29%)	Cannot count verbally forwards and backwards in ones between 1 and 50
2 (30%−39%)	Needs constant assistance to count forwards and backwards in ones between 1 and 50
3 (40%−49%)	Counts verbally forwards and backwards in ones between 1 and 50 with some assistance
4 (50%−59%)	Counts verbally forwards but not backwards in ones between 1 and 50
5 (60%−69%)	Counts verbally forwards and backwards in ones between 1 and 50 but makes 1 error
6 (70%−79%)	Counts verbally independently forwards and backwards in ones between 1 and 50
7 (80%−100%)	Independently and consistently counts verbally forwards and backwards in ones between 1 and 50 and beyond
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
- Identify fewer objects. - Write from smallest to biggest on number lines. - Apply more than, less than concepts. - Matching same/ not same objects. - Identify more, equal, less. - Colour the shapes	**Struggling Learners Names?** **HOD:** **Date:**

25 – 29 April 2022 (four-day week)

	Week 4			
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
16	**Capacity and volume:** Identify full or empty.	Worksheet 37 (pp. 78, 79)	Variety of containers, sand or water, cups, mugs, 2 litre bottle, 500 ml bottle, flash cards: *full*, *empty* Written assessment item 19	
17	**Capacity and volume:** Identify more than in containers. Identify less than in containers.	Worksheet 40 (pp. 84, 85)	Variety of 2 litre and 1 litre containers, a 500 ml jug, some large jugs, sand or water	
18	PUBLIC HOLIDAY			
19	**Addition up to 10:** Use counting on strategy	Worksheet 43 (pp. 90, 91)	Counters, number symbol cards (1–10) (see *Printable Resources*), flashcards: *and makes* and + (per learner – see *Printable Resources*)	
20	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: WRITTEN – FORMAL	**Mark: /7**
CAPS: Measurement: Capacity	
Activity: Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity and estimate and measure capacity using non- standard measures	

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Use vocabulary such as full and empty
2 (30%–39%)	Use vocabulary such as the same as, full and empty
3 (40%–49%)	Use vocabulary such as more than and less than, same as, full and empty
4 (50%–59%)	Order the amount of liquid that two containers can hold if filled
5 (60%–69%)	Order and compare the amount of liquid that two containers can hold if filled
6 (70%–79%)	Estimate the capacity of containers by using non-standard measures
7 (80%–100%)	Measure the capacity of containers by using non-standard and standard measures
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify full or empty. • Identify more than in containers. • Identify less than in containers. • Use counting on strategy	What will you change next time? Why? **Struggling Learners Names**:
	HOD:
	Date:

3 – 6 May 2022 (four-day week)

Day	ATP content, concepts, skills	DBE workbook 1	Resources	Date
Week 5				
21	PUBLIC HOLIDAY			
22	**Addition:** Building up numbers up to 10 by counting on. Adding in context of worded problems. Adding on the number lines. Filling in missing numbers.	Worksheet 45 (pp. 94, 95)	Unifix blocks, counters, number symbol cards (1–10) (see *Printable Resources*), flashcards: +, *makes* and = (see *Printable Resources*) Written assessment item 5, 6, 7	
23	**Addition:** Building up numbers up to 10 by counting on. Adding in context of worded problems. Adding on the number lines. Filling in missing numbers.	Worksheet 46 (pp. 96, 97)	Unifix blocks, counters, number symbol cards (1–10) (see *Printable Resources*), flashcards: +, *makes* and = (see *Printable Resources*) Written assessment item 9, 10	
24	**Doubling and Halving:** use real life examples to double or half.	Worksheet 47 (pp. 98, 99)	Pictures of tricycles/cows/hands (collect from old magazines/ newspapers and bring them to the lesson), Unifix blocks, counters Written assessment item 8	
25	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL – FORMAL **CAPS: Numbers, operations and relationships** **Activity: Assess the learners' ability to do addition and subtraction word problems**	**Mark: /7**

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Makes no attempt to read word problems
2 (30%–39%)	Attempts to read word problems but does not understand the questions
3 (40%–49%)	Able to read and interpret word problems with assistance from peers/the teacher
4 (50%–59%)	Able to read and interpret word problems and makes an attempt to record a numeric solution but without success
5 (60%–69%)	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition problems
6 (70%–79%)	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition and subtraction problems
7 (80%–100%)	Able to read and interpret and solve word problems competently
Reflection	

<table>
<tr><td>DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:
• Building up numbers up to 10 by counting on.
• Adding in context of worded problems.
• Adding on the number lines.
• Filling in missing numbers.
• Use real life examples to double or half.</td><td>What will you change next time? Why?

Struggling Learner names:</td></tr>
<tr><td></td><td>**HOD:**

Date:</td></tr>
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9 – 13 May 2022

Week 6				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
26	**Geometric patterns:** extend pattern by one more.	Worksheet 64a (pp. 136, 137)	Pattern strips (see *Printable Resources*), shape cut-outs (see *Printable Resources*), beads and string	
27	**2s patterns to 20:** Draw lines to match numbers. Complete patterns by colouring numbers. Show jumps/hops on the number line	Worksheet 51 (pp. 108, 109)	1–20 number boards (see *Printable Resources*), 1–20 number line (see *Printable Resources*), 1–20 number cards (see *Printable Resources*), counters	
28	**5s patterns to 20:** use groups of five to count. Write down sums of fives.	Worksheet 56 (pp. 118, 119)	1–20 number boards (see *Printable Resources*), 1–20 number line (see *Printable Resources*), 1–50 number cards (see Term 1 and 2 *Printable Resources*), counters Written assessment item 17	
29	**10s patterns:** Fill in missing numbers on a number line. Complete the number board.	Worksheet 59 (pp. 124, 125)	Counters, Unifix cubes, string, containers	
30	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: PRACTICAL – FORMAL CAPS: Space and shape: Recognise and name 2-D shapes Assess the learners' ability to name and compare 2-D shapes (circles, triangles and squares) in geometric patterns	Mark: /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to recognise and name circles
1	Able to recognise and name squares
1	Able to recognise and name triangles
1	Able to identify simple geometric patterns made using circles, triangles and squares in familiar orientations
1	Able to identify geometric patterns made using circles, squares and triangles in unfamiliar orientations
1	Able to copy geometric patterns made using circles, squares and triangles
1	Able to extend geometric patterns made using circles, squares and triangles

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

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • extend pattern by one more. • 2s patterns to 20: Draw lines to match numbers. Complete patterns by colouring numbers. Show jumps/hops on the number line • 5s patterns to 20: use groups of five to count. Write down sums of fives. • 10s patterns: Fill in missing numbers on a number line. Complete the number board.	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

16 – 20 May 2022

	Week 7			
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
31	**Collecting and organising data:** Sort data. Make drawing of sorted data.	Worksheet 44 (pp. 92, 93)	Unifix cubes, counters, bottle tops, shapes (see *Printable Resources*), leaves (optional) Written assessment item 20	
32	**Groups of 2 up to 10:** solve problems in worded context.	Worksheet 49 (pp. 104, 105)	Pictures with pairs of shoes/hands/ bicycles (collect and cut out from old magazines etc.), counters Written assessment item 11	
33	**2s – Repeated addition up to 10:** Write sums for pictures. From sums draw pictures	Worksheet 50 (pp. 106, 107)	Pictures of people and animals (collect and cut out from old magazines, etc.), counters Written assessment item 12	
34	**Patterns of two up to 20:** match numbers to the number line. Complete patterns.	Worksheet 51 (pp. 108, 109)		
35	Complete and consolidate the week's assessment and work			

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

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to collect or sort data
2 (30%–39%)	Able to collect data but not able to sort the data
3 (40%–49%)	Able to collect data and sort data with assistance
4 (50%–59%)	Able to collect data and sort data without assistance
5 (60%–69%)	Able to collect data, sort data and make a drawing of the sorted data but does make some mistakes
6 (70%–79%)	Able to collect data, sort data and make a drawing of the sorted data without making mistakes
7 (80%–100%)	Able to collect data, sort data and make a drawing of the sorted data and to answer questions about the data
Reflection	

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Sort data. • Make drawing of sorted data. • Make groups of 2 up to 10 • Solve problems in worded context. • Repeated addition in twos up to 10 • Write sums for pictures. • From sums draw pictures • Make patterns of two up to 20 • Match numbers to the number line. • Complete patterns.	**Struggling Learners Names:**
	HOD: **Date:** Da

23 – 27 May 2022

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
36	**Groups of 3 up to 10:** make groups of three in context. Write number sentences.	Worksheet 52 (pp. 110, 111)	Pictures of tricycles or things grouped in threes (collect and cut out from old magazines, etc.), counters, Unifix cubes	
37	**3s – Repeated addition up to 10.** Draw shapes to show sums. Write sums for given pictures	Worksheet 53 (pp. 112, 113)	Shape cuts outs – triangles (see *Printable Resources*), counters, Unifix cubes	
38	**Groups of 4 up to 10:** count the shapes and write the numbers. Make groups of four.	Worksheet 54 (pp. 114, 115)	Pictures of various wild animals /cars (collect and cut out from old magazines, etc.), Unifix blocks, counters	
39	**4s – Repeated addition up to 10:** counting number of legs in context.	Worksheet 55 (pp. 116, 117)	Pictures of 2 giraffes/2 zebras/ other animals (collect and cut out from old magazines, etc.), Unifix blocks, counters, variety of objects to count Written assessment item 13	
40	Consolidation assessment 3 plus remediation			

Week 8 Assessment Activity: ORAL – FORMAL CAPS: Patterns and algebra: Number patterns Activity: Assess the learners' ability to count forwards and backwards in 2s, 3s, 4s and 5s to 50	Mark: /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to count forwards and backwards in 2s to 20
1	Able to count forwards and backwards in 3s to 20
1	Able to count forwards and backwards in 4s to 20
1	Able to count forwards and backwards in 5s to 20
1	Able to add 3s using repeated addition
1	Able to add 4s using repeated addition
1	Able to use groups of 3s and 4s to solve word problems

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

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Make groups of 3 up to 10 • Make groups of three in context. • Write number sentences. • Repeated addition in threes up to 10. • Draw shapes to show sums of three. • Write sums of three for given pictures • Make groups of 4 up to 10 • Count the shapes in 4s and write the numbers. • Repeated addition in 4s up to 10. • Counting number of legs in fours in context.	What will you change next time? Why? Struggling Learners Names: **HOD:** **Date:**

30 May – 3 June 2022

<table>
<tr><td colspan="6" align="center">Week 9</td></tr>
<tr><td>Day</td><td>ATP content, concepts, skills</td><td>DBE Workbook 1</td><td colspan="2">Resources</td><td>Date</td></tr>
<tr><td>41</td><td>Groups of five up to 10: make groups of fives. Write sums for pictures of fives.</td><td>Worksheet 58 (pp. 122, 123)</td><td colspan="2">Pictures of the Big Five or other animals (collect and cut out from old magazines, etc.), Unifix blocks, counters, string
Written assessment item 14</td><td></td></tr>
<tr><td>42</td><td>5s – Repeated addition up to 10. Count using fingers and toes. Write sums for groups of five.</td><td>Worksheet 57 (pp. 120, 121)</td><td colspan="2">Pictures of two footprints in the sand (collect and cut out from old magazines etc. or draw your own), Unifix blocks, counters, variety of objects to count</td><td></td></tr>
<tr><td>43</td><td>Money: Match amounts of money. Identify notes of highest value.</td><td>Worksheet 60a (pp. 126, 127)</td><td colspan="2">Money coin cut-outs (see Printable Resources)
Written assessment item 15</td><td></td></tr>
<tr><td>44</td><td>Money. Identify like coins and its value. Select coins to get to a particular number/value.</td><td>Worksheet 60b (pp. 128, 129)</td><td colspan="2">Money coin cut-outs (see Printable Resources)
Written assessment item 16</td><td></td></tr>
<tr><td>45</td><td colspan="2">Complete and consolidate the week's assessment and work</td><td colspan="2"></td><td></td></tr>
<tr><td colspan="5">Week 9 Assessment Activity: PRACTICAL – INFORMAL
CAPS: Numbers, operations and relationships: Money
Activity: Assess the learners' ability to recognise and identify the South African currency coins: 10c, 20c, 50c, R1, R2 and R5</td><td>Mark /7</td></tr>
<tr><td>Mark (percentage)</td><td colspan="5">Criteria – rubric</td></tr>
<tr><td>1 (0%–29%)</td><td colspan="5">Does not recognise South African coins even when prompted</td></tr>
<tr><td>2 (30%–39%)</td><td colspan="5">Able to recognise SA cents coins (10c, 20c and 50c)</td></tr>
<tr><td>3 (40%–49%)</td><td colspan="5">Able to recognise SA cents and rands coins (10c, 20c, 50c, R1, R2 and R5)</td></tr>
<tr><td>4 (50%–59%)</td><td colspan="5">Able to recognise all SA coins and can exchange between cents coins of different values not over 50c</td></tr>
<tr><td>5 (60%–69%)</td><td colspan="5">Able to recognise all SA coins and can exchange between cents coins of different for values over 50c</td></tr>
<tr><td>6 (70%–79%)</td><td colspan="5">Able to recognise all SA coins and able to exchange between rands coins and cents coins separately</td></tr>
<tr><td>7 (80%–100%)</td><td colspan="5">Recognises all SA coins and able to make exchanges between any given coins</td></tr>
</table>

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Make groups of five up to 10 • Write sums for pictures of fives. • Repeated addition in fives up to 10. • Count using fingers and toes. • Write sums for groups of five. • Match amounts of money. Identify notes of highest value. • Identify like coins and its value. • Select coins to get to a particular number/value.	What will you change next time? Why? STRUGGLING LEARNERS:
	HOD:
	Date:

6 – 10 June 2022

Week 10				
Day	**CAPS content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
46	**Money:** total the coins. Add coins to give a total.	Worksheet 61 (pp. 130, 131)	Money coin cut-outs (see *Printable Resources*), shop items (see *Printable Resources*)	
47	**Money:** give coins and find what is left in change.	Worksheet 62 (pp. 132, 133)	Money coin cut-outs (see *Printable Resources*)	
48	**2-D shapes:** Complete given shapes. List the names of given shapes. Use cut-outs to make shapes. Sort the shapes. Make drawings of your sorted shapes	Worksheet 48a (pp. 100, 101) Worksheet 48b (pp. 102, 103)	Shape cut-outs (see *Printable Resources*), shapes to colour (see *Printable Resources*)	
49	**2-D shapes:** Identify shape. Identify Orientation. Identify position.	Worksheet 63 (pp. 134, 135)	Shape cut-outs (see *Printable Resources*), shapes to colour (see *Printable Resources*), cardboard shapes (make your own using different colours) Written assessment item 18.	
50	Complete and consolidate the week's assessment and work			
Week 10 Assessment Activity: PRACTICAL – INFORMAL **CAPS: Space and shape** **Activity: Assess the learners' ability to recognise, sort and compare 2-D shapes (circles, triangles and squares)**				**Mark: /7**
Mark (percentage)	**Criteria – Rubric**			
1 (0%–29%)	Able to recognise and name circles			
2 (30%–39%)	Able to recognise and name squares and circles			
3 (40%–49%)	Able to recognise and name triangles, squares and circles			
4 (50%–59%)	Able to recognise and compare circles, squares and triangles in familiar orientations according to shape and colour			
5 (60%–69%)	Able to recognise, sort and compare circles, squares and triangles in unfamiliar orientations according to shape, colour and size			
6 (70%–79%)	Able to recognise, sort and compare circles, squares and triangles in any orientation according to shape, colour and size			
7 (80%–100%)	Able to describe, sort and compare circles, squares and triangles in any orientation according to shape, colour and size; and types of sides (round/straight)			
Reflection				

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Total the coins. • Add coins to give a total. • Give coins and find what is left in change. • Complete the given 2-D shapes. • List the names of given shapes. • Use cut-outs to make shapes. • Sort the shapes. • Make drawings of your sorted shapes • Identify 2-D shapes. • Identify Orientation of 2-D shapes. • Identify position of objects.	**Struggling Learners Names:**
	HOD: **Date:**

13 – 15 June 2022 (three-day week)

Week 11				
Day	CAPS content, concepts, skills	DBE Workbook 1	Resources	Date
51	**2-D shapes:** Identify 2-D shapes	Worksheet 64b (pp. 138, 139)	Shape cut-outs (see *Printable Resources*), scrap paper, shapes to colour (see *Printable Resources*)	
52	**Length and position:** Identify longest or shortest length. Choose the correct word: in front, on top, behind, next to.	Worksheet 12a (pp. 24, 25)		
53	**Length:** Select shorter or longer object. Draw objects that are longer or shorter.	Worksheet 12b (pp. 26, 27)		
54	PUBLIC HOLIDAY			
55	PUBLIC HOLIDAY			
Reflection				

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Identify 2-D shapes • Identify longest or shortest length. • Choose the correct word: in front, on top, behind, next to. • Select shorter or longer objects. • Draw objects that are longer or shorter.	**Struggling Learners Names:**
	HOD: **Date:**

20 – 24 June 2022

Week 12				
Day	CAPS content, concepts, skills	DBE Workbook 1	Resources	Date
56	Time: Show the time order in which a person grows.	Worksheet 16 (pp. 34, 35)		
57	Time: Trace the months of the year. Trace days of the week	Worksheet 32 (pp. 68, 69)		

58	Complete, consolidate and revise work. **Complete assessment**			
59	Complete, consolidate and revise work. **Complete assessment**			
60	Complete, consolidate and revise work. **Complete assessment**			

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Show the time order in which a person grows. • Trace the months of the year. • Trace days of the week	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of

1) how the formal and informal assessment programme fits into the weekly lesson plans.
2) How the skills mastery assessments fit into the weekly lesson plans

Note:

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included in this document.
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the document.

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

Week	Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)	Formal Assessment Activities (End of week)
1	Baseline Readiness Assessment Oral and Practical: CAPS: Activity 1 Numbers, operations and relationships: Counting	**Baseline assessment or the revision activities**
2	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Oral: Activity 2** Numbers, operations and relationships: Numbers 1 to 10 **Written: Item bank questions 1, 2 and 3** Numbers, operations and relationships
3	**Oral: Activity 3** Numbers, operations and relationships: Numbers 1 to 50 **Tuesday** Skills mastery Assessment 3	**Written: Item bank questions 4** Number operations and relationships

	Thursday Skills mastery Assessment 4	
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Practical: Activity 4** Measurement – Capacity **Written: Item bank questions 5 and 19** Numbers, operations and relationships; Measurement
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral: Activity 5** Numbers, operations and relationships **Written: Item bank questions 6, 7, 8, 9 and 10** Numbers, operations and relationships
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral and Practical: Activity 6** Space and shape **Written: Item bank question 17** Patterns
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Practical: Activity 7** Data handling **Written: Item bank questions 11, 12 and 20** Numbers, operations and relationships; Data handling
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Oral: Activity 8** Patterns and algebra: Number patterns **Written: Item bank question 13** Numbers, operations and relationships
9	**Practical: Activity 9** Numbers, operations and relationships **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	**Written: Item bank questions 14, 15 and 16** Numbers, operations and relationships
10	**Oral and Practical: Activity 10** Space and shape: Recognise and name 2-D shapes	**Written: Item bank question 18** Space and shape
11	**Tuesday** Skills mastery Assessment 17	
12	**Tuesday** Skills mastery Assessment 18 **Thursday** Skills mastery Assessment 19	

Exemplar Written Assessment ITEMS with marking memos.

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

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

- You need to plan when you will do a written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the Resources column of the tracker).
- The questions provided here are taken from past written assessment papers that were previously in the lesson plans, but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.
- You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.
- There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships.**
   There are several assessment items for Numbers, operations and relationships. These are linked in the Resources column of the tracker. You could use the following sheet to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 43 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.
   There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape,
   Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern.**
   Questions 17 – Marks 4

3. **Written assessment items for Space and shape.**
   Questions 18 – Marks 4

4. **Written assessment items for Measurement.**
   Questions 19 – Marks 4

5. **Written assessment items for Data handling.**
   Question 20 – Marks 4

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

Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Total
Mark	2	3	2	2	2	2	10	2	4	4	1	1	1	2	4	1	43
Learner name and surname																	

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME				
Number	2: Oral	7					
Number	5: Oral	7					
Number	Written	43					
TOTAL FOR NUMBER		57					
Patterns	8: Oral	7					
Patterns	Written	4					
TOTAL FOR PATTERNS		11					
Space and shape	6: Oral and Practical	7					
Space and shape	Written	4					
TOTAL FOR SPACE AND SHAPE		11					
Measurement	4: Practical	7					
Measurement	Written	4					
TOTAL FOR MEASUREMENT		11					
Data handling	7: Practical	7					
Data handling	Written	4					
TOTAL FOR DATA HANDLING		11					

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.
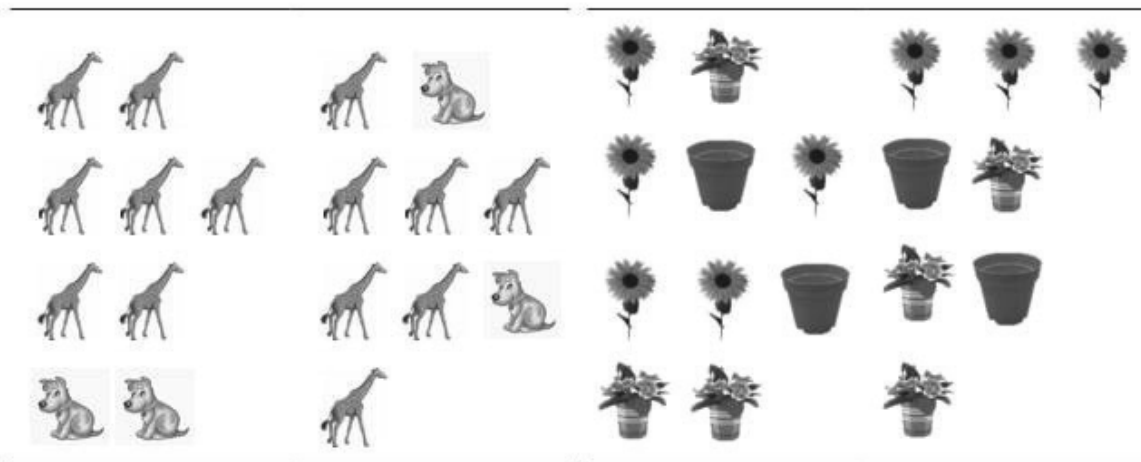
a)

same
not the same

b)

same
not the same

Question 2

(3)

Complete the number line by filling in all the missing numbers:

0 | | 2 | | 4 | 5 | | | | | 10

Question 3

(2)

Colour the smallest number red and the biggest number blue.

6	5	10	7	8	3

Question 4

(1)

Count the counters and circle the correct answer.

10	11	12	13	14
15	16	17	18	19

10	11	12	13	14
15	16	17	18	19

Question 5

Write a sum for the following:

0 : 2 3 4 5 6 7 8 9 10

a) ☐ + ☐ = ☐ (1)

0 : ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10
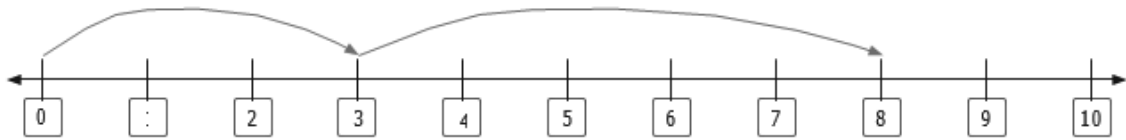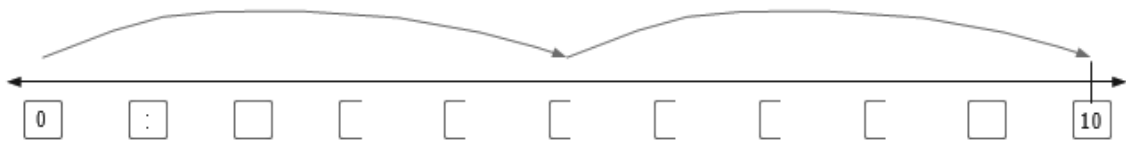
b) ☐ + ☐ = ☐ (1)

Question 6

a) Two more than five is ☐ (1)

b) One less than nine is ☐ (1)

24

Question 7

Use your counters and write the answer.

	answer		answer
5 + 4 =		8 – 4 =	
3 + 3 =		5 – 1 =	
2 + 6 =		10 – 8 =	
7 + 2 =		9 – 7 =	
6 + 1 =		7 – 6 =	

Question 8

(2)

a) Double 3 is	☐
b) Half of 8 is	☐

Question 9

(4)

Read the story sums. Write a number sentence with the answer.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have?	There were 9 butterflies. 3 flew away. How many were left?

Question 10

Solve these problems. Draw the picture and write the number sentence.

a)
Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

(2)

b)
Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

(2)

Question 11

How many feet do 3 birds have? Write a number sentence.

(1)

Question 12

(1)

Write a number sentence for the following:

◯◯ ◯◯ ◯◯ ◯◯ ◯◯

Question 13

(1)

Use the numbers of vehicles to make your own number sentence.

_____

Question 14

Draw circles around the following to make:

Two groups of 5	Three groups of 3
(1)	(1)

◯ ◯ ◯ ◯ ◯
◯ ◯ ◯ ◯ ◯

◯ ◯ ◯ ◯
◯ ◯ ◯ ◯ ◯
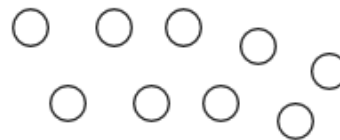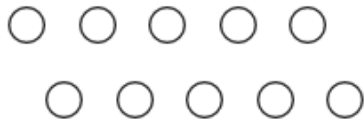
(4)

Colour ONE of each of the coins in the box.

One 10c coin red	
One 50c coin blue	
One R2 coin green	
One R5 coin yellow	
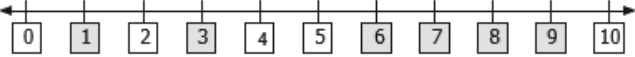
Question 16
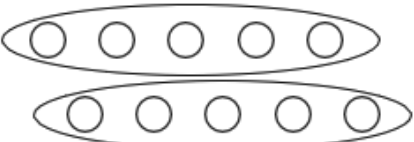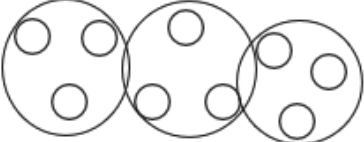
(2)

Solve these problems. Write the number sentence.

a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?
b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?

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

1. (1 mark per correct answer) a) same b) not the same	(2)
2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 	(3)
3. (1 mark for each correct answer) Smallest number 3 (colour red) and biggest number 10 (colour blue)	(2)
4. 13 and 19 (1 mark per correct answer)	(2)
5. (1 mark per correct answer) a) 7 b) 8	(2)
6. (1 mark per correct answer) a) 3 + 5 = 8 b) 5 + 5 = 10	(2)
7. (Half a mark per correct answer)	(10)
8. (1 mark per correct answer) a) Double 3 is 6 b) Half of 8 is 4	(2)
9. 5 + 3 = 8 (2 marks: 1 for the sentence, 1 for the answer) 9 − 3 = 6 (2 marks: 1 for the sentence, 1 for the answer)	(4)

Table for item 7:

	Answer		Answer
5 + 4 =	9	8 − 4 =	4
3 + 3 =	6	5 − 1 =	4
2 + 6 =	8	10 − 8 =	2
7 + 2 =	9	9 − 7 =	2
6 + 1 =	7	7 − 6 =	1

10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer)
   a) $5 + 2 = 7$
   b) $8 - 6 = 2$
	(4)

11. (The sentence can include the answer or a place holder.) $2 + 2 + 2 = \square$ or $2 + 2 + 2 = 6$	(1)
12. (The sentence can include the answer or a place holder.) $2 + 2 + 2 + 2 + 2 = 10$ or $2 + 2 + 2 + 2 + 2 = \square$	(1)

13. (Answers will vary – sentence can include the answer or a place holder.)
 	
  $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)
 	
  $1 + 2 + 6 = \square$ (if they focused on different vehicles)
	(1)

14. (1 mark per correct grouping shown – could be done in different ways.) Two groups of 5 Three groups of 3 	(2)

15. (1 mark per correct answer)
 	
  One 10c coin red
 	
  One 50c coin blue
 	
  One R2 coin blue
 	
  One R5 coin yellow
	(4)

16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer)
   a) $R6 - R2 = R4$
   b) $10c - 5c = 5c$
	(4)

Written Assessment Items for Patterns
Question 17

a) Colour all the twos.

(2)

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

b) Colour all the fives.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Solutions and Mark Allocation

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)   (4)

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

b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written Assessment Items for Space and Shape

Question 18
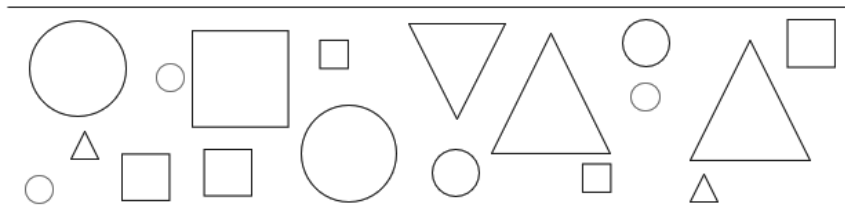
Colour:

a) One big triangle green

(1)

b) One small circle red

(1)

c) One small triangle yellow

(1)

d) One big square blue

(1)

Solutions and Mark Allocation

18. (1 mark per correct answer)	(4)
a) One big triangle green b) One small circle red c) One small triangle yellow d) One big square blue	

Written Assessment items for Measurement.

Question 19

a) Colour more water in the container on the right. (2)
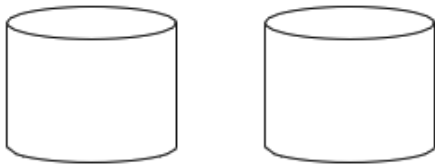
b) Colour less water in the container on the right. (2)
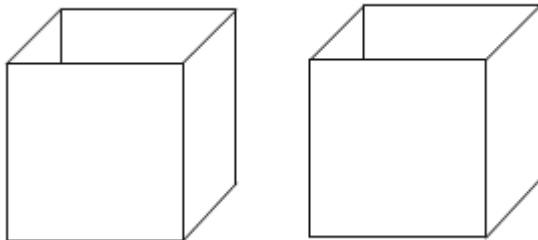
Solutions and Mark Allocation

19. a)   (4)
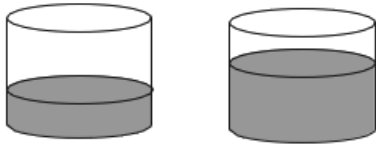
b)
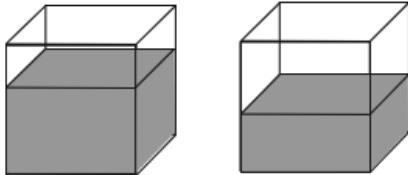
Written Assessment for Data Handling

Question 20

Count the number of each kind of shape, then answer the questions.

Circles	Triangles	Squares

a) How many squares are there?   _____

(1)

b) How many circles are there?   _____

(1)

c) How many triangles are there?   _____

(1)

d) Which is more? Circles or squares?   _____

(1)

Solutions and Mark Allocation

20. (1 mark per correct answer)	(4)
a) 7 squares b) 9 circles c) 4 triangles d) There are more circles than squares	

SKILLS MASTERY ASSESSMENTS

Rationale

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

Implementation

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

SKILLS MASTERY SKILLS FOR 5-ITEM ASSESSMENTS

SM Assessment 1	**Grouping: Addition** **Counting in 2s** **Fill in the missing number in the pattern: Adding 1** **Identify the picture and state whether it is equal** **Draw the same pattern in the block**
SM Assessment 2	**Use the numbers in the box to balance the scale.** **Count and write the correct number** **Addition of 6. Complete the number sentences** **Show addition and subtraction on the number line** **Subtraction: Subtract the dots then write a number sentence.**
SM Assessment 3	**Write the numbers in the correct order** **Write the number sentences for the picture given** **Count the fingers in the picture, relate the counting to the dice.** **Bond of 5** **Comparing numbers**
SM Assessment 4	**Colour in the correct answer and identify which container is full and empty.** **Practise the number: 6** **Colour in 7 rectangles and 7 blocks** **Capacity: Draw more water in the container** **Adding: Counting and grouping**
SM Assessment 5	**Write numbers to words** **Write number symbols for the numbers given in words** **Fill in the numbers on the number line: Write a number sentence for each** **Doubling: Look at the picture**
SM Assessment 6	**Colour all of the half circles blue** **Circle the greater number** **Addition: Count the amount of soccer balls given** **Subtraction: Word Problem** **Time: Draw hands on the clock**
SM Assessment 7	**Write a sum for the following picture** **Repeated addition of twos up to 10s** **Calculate addition and complete the drawing** **Patterns: 2 to 20** **Fill in the missing numbers in the pattern.**
SM Assessment 8	**Make the following sets – Days of the week** **Write a name for the set given** **Circle the object that does not belong to the set and state with reasons** **Colour in the plane shapes using colour coded** **Fill in =, > or < to make the statements correct**
SM Assessment 9	**Count the objects and write the number** **Fill in the blocks from 0 – 20** **Problem solving** **Geometric patterns** **Doubling**
SM Assessment 10	**Complete the table: Number symbol and number name** **Addition – Complete the sums** **Subtraction – Complete the sums** **Match the word to the picture**

	Circle which two blocks have the same number by looking at the pictures
SM Assessment 11	**Counting forwards and backwards on a number line** **Complete the number patterns** **More or Less: Compare numbers** **Order the numbers: before, between and after**
SM Assessment 12	**Circle the number symbol and draw dots** **Count, write the number and the number name** **Bonds of 5** **Write a number sentence** **Doubling**
SM Assessment 13	**Halving** **Write a numbers sentence to half the numbers** **Even numbers: Count in 2s from 2 to 10** **Sharing equally** **Addition and Subtraction**
SM Assessment 14	**Money: Recognise and identify** **Identify the smallest number in the pattern** **Grouping: Complete the combinations of 6** **Descending order** **Complete the subtraction sums**
SM Assessment 15	**Place Value: Units and Tens** **Counting on in 10s from 0 – 100** **How many pictures do you count?** **Count by grouping**
SM Assessment 16	**Count the fingers on every hand given. Multiply** **Compare numbers** **Fill in =, > or < to make the statements correct** **Repeated addition**
SM Assessment 17	**Subtraction** **Divide and grouping: Share objects** **Doubling** **Smallest to biggest**
SM Assessment 18	**Match the correct word: Time of the day** **Place value** **Pattern** **Division: Word problem**
SM Assessment 19	**Addition** **Subtraction** **Counting backwards in 1s from 17** **Arrange numbers from biggest to smallest**
SM Assessment 20	**Grouping: Addition** **Write a sum for the picture given** **Colour all the even numbers** **Order the numbers: before, between and after**

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number	Assessment

1.

☐ and ☐ and ☐ is ☐

2.

| 2 | 4 | 6 | | | | | | | |

3.

① ○ ③ ④ ⑤ ⑥ ⑦ ○ ⑨ ○
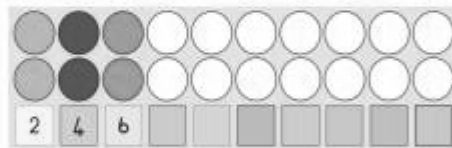
4.

Tick (√) the box that is equal.

5.

Draw exactly the same pattern as in the first block.
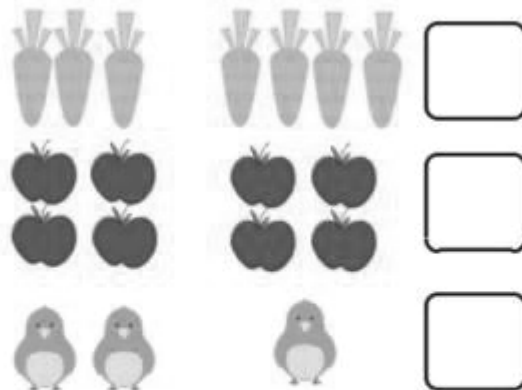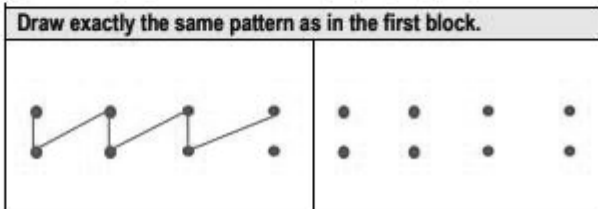
SM Assessment 2

Number	Assessment
1.	**Use the numbers in the box to balance the scale.**

1. ☐ + ☐   ☐ + ☐ | 2 4 5 3 |

△

2. **Count and write the correct number.**

3.

Addition of 6. Make more.	Complete +	Complete -	Draw a pattern of 6.
+ __ = 6	6 + 0 =	6 – 0 =	
+	5 + 1 =	6 – 1 =	
+ =	4 + 2 =	6 - 2 =	

4. **Show addition and subtraction on the number line.**

2 + 3 + 4 =

0 1 2 3 4 5 6 7 8 9 10

5. **Subtraction:**
Subtract the dots then write a number sentence.

____ - ____ = ____   ____ - ____ = ____

SM Assessment 3

Number	Assessment
1.	**Write the numbers in the correct order.**

6	2	4			
20	15	10			
10	30	20			

2. **Write the number sentences. There are 6 children.**

How many _____ altogether?	
eyes	
legs	
mouths	

3.

Count your fingers.

Relate counting to the dice.

4.

Bonds of 5
5 + 0=
4 +1=
3 +2=
2 +3=
1+ 4=

5.

Comparing numbers.
5 is between _____ and _____
5 more than 3 is _____
7 is two more than _____

SM Assessment 4

Number	Assessment
1.	Colour in the correct answer. Are the containers full or empty? empty full empty full
2.	Practise the number. 6 six 6 6 6 6
3.	Colour in 7 rectangles and 7 blocks.

4.

Draw more water in the container on the right.

5.

Adding

Add these sweets and then fill in the answers.

$3 + 4 =$ ____

SM Assessment 5

Number	Assessment
1.	Can you write the number names for the numbers below? 5 ____ 3 ____ 7 ____ 6 ____
2.	Now try write the number symbols for the words below? nine ☐ four ☐ ten ☐ one ☐ two ☐ eight ☐
3.	Fill in the numbers on the number line and then write a number sentence for each. 0 1 2 3 4 5 6 7 8 9 10
4.	How many girls do you see? ☐ How many girls do you see now? ☐ Double 1 is 2. What if we halve the number of girls? ☐
5.	Answer the questions: How many children do you see? ☐ How many pairs of feet do you see? ☐
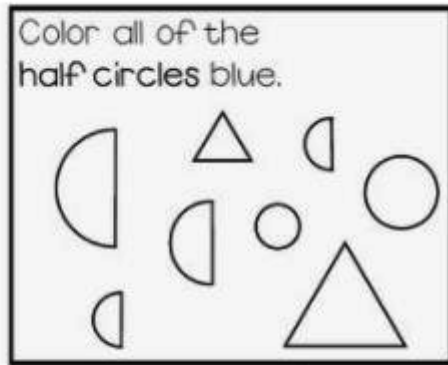
SM Assessment 6

Number	Assessment
1.	Color all of the half circles blue.
2.	Circle the greater number. 3 8
3.	Jane has 4 soccer balls. Sam has 2 soccer balls. How many soccer balls do they have in all? ☐ + ☐ = ☐
4.	Holly and Jody bought 15 cartons of ice cream. If Jody bought 7 cartons, how many did Holly buy? ☐ ☐ - ☐
5.	Tommy has guitar at 5:00. Draw the hands.
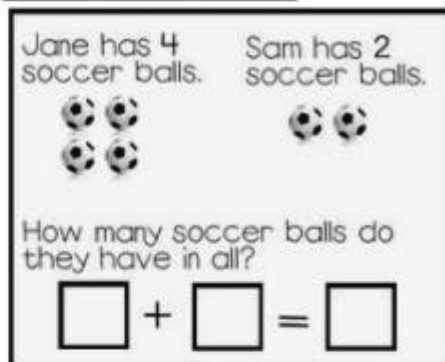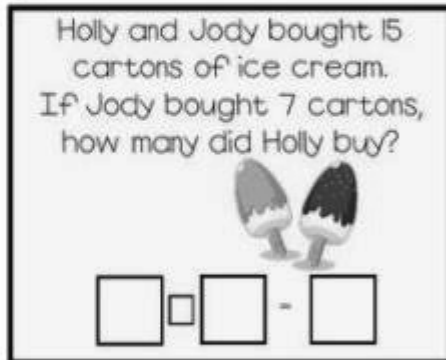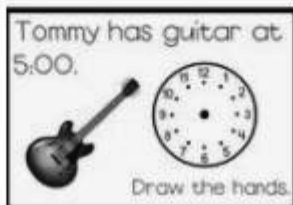
SM Assessment 7
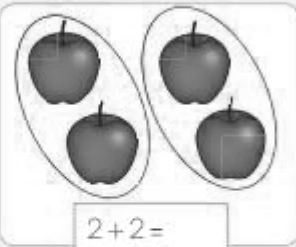
Number	Assessment

1.

Write a sum for the following.

$2 + 2 =$

2.

Repeated addition of twos up to 10

3.
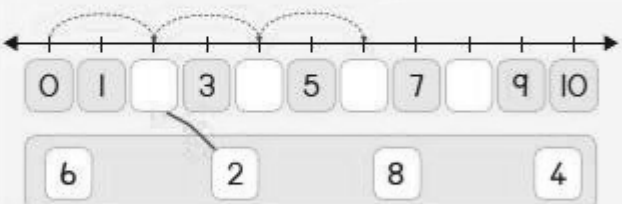
Calculate and then make a drawing.

$2 + 2 = 4$

$2 + 2 + 2 = $

4.

Patterns: 2 to 20

Draw a line to match the missing number.
We did the first one for you. Then complete two more hops.

| 0 | 1 | | 3 | | 5 | | 7 | | 9 | 10 |

| 6 | | 2 | | 8 | | 4 |

5.

Complete the pattern by colouring the numbers.

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

Number	Assessment
1.	**2. Make the following sets** a. A set showing days of the week between Sunday and Saturday.

Monday
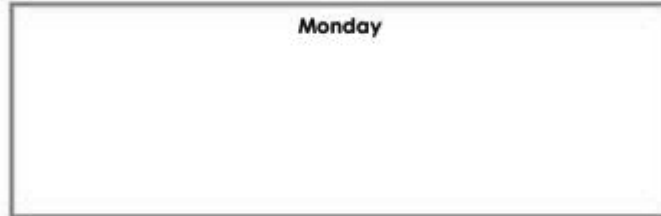
2.	**c. Write a name for this set.**
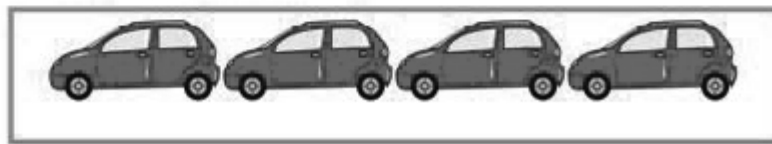
A set of _____ with _____ members.

3.	**Circle the object that does not belong to the set and say why.**

Why: _____

4.	**Colour the plane shapes using the colour code.**
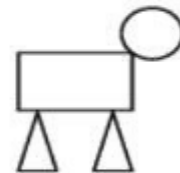
Rectangle   Square   Triangle   Circle

5.	**Write =, > or <**
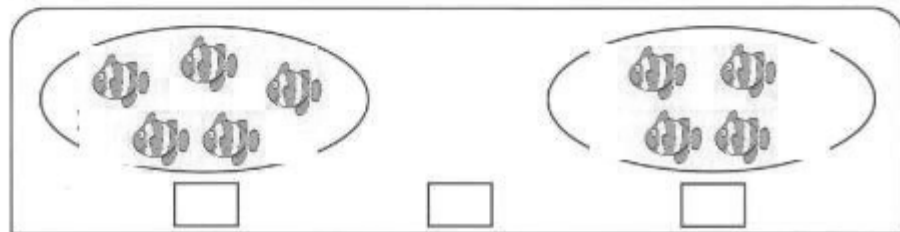
Number	Assessment
1.	1. Count the objects and write the number.

_____

2.

2. Fill in the blocks from 0 to 20.

0		4		8		12		16		20

3.

3. Problem Solving

Sarah has 3 ice – creams, Mary has 3 apples and John has 3 lollipops. How many do they have altogether?

Repeated Addition

4.

Geometric Patterns

Complete the pattern below:

_____

5.

One dog has 4 legs.

Two dogs have _____ legs.

Three dogs have _____ legs.

Number	Assessment
1.	Complete the table below:

Number symbol	Number name
5	
	nine
1	
	four

2.

Addition – Complete the sums

$2 + 2 =$ ☐

$6 + 1 =$ ☐

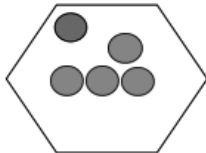3.   Subtraction – Complete the sums

$8 - 3 =$ ☐

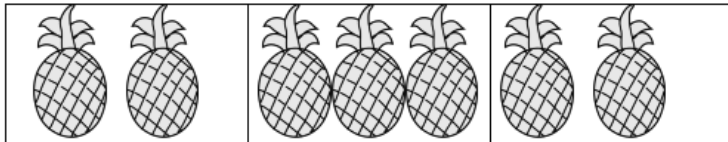$5 - 1 =$ ☐

4.   Match the word to the picture.

| few | | many |
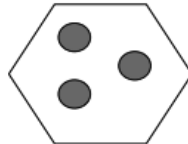
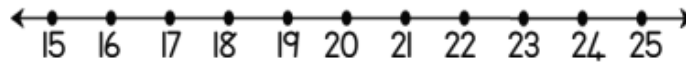5.   Circle which two blocks have the same number of pineapples.

SM Assessment 11

Number   Assessment

1.   Count on and back on the number line.

    🐾 count <u>on</u> in 1's from 15.

| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

2.   Complete the number patterns
by counting on or back.

    🎁 Count on in 1's from 5.

| 5 | 6 | 7 | | | | | 12 | 13 | |

3.   Compare numbers.

more / less

🐾🐾🐾🐾 🐾🐾🐾	🐾🐾🐾🐾 🐾🐾	☐☐☐☐ ☐☐☐☐	☐☐☐ ☐☐☐
more	less		

4.

More than and less than.

7 8 9 10 11 12 13 14 15 16 17
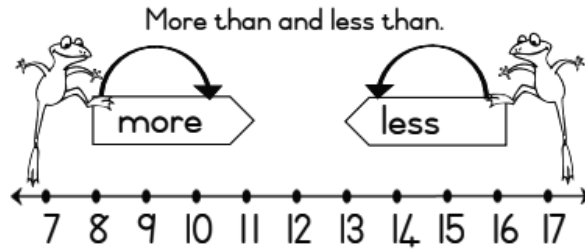
Use the number line and complete.

❁1 more than 4 = ...   ⊞2 more than 9 = ...

5.

Order the numbers: before, between & after

8 9 10 11 12 13 14 15 16 17
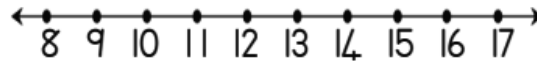
before	between	after
.... , 9	8 , ... , 10	8 , ...
.... , 12	14 , ... , 16	12 , ...
.... , 15	15 , ... , 17	16 , ...

SM Assessment 12

Number

1.

Assessment

◎Circle the number symbol and draw dots◎

four			nine			three		
6	7	8	9	5	8	1	2	3

2.

Count, write the number and the number name.

count	number	name
🧤🧤🧤🧤🧤		
△△△△△△		
✳✳✳✳		

3.

Bonds of 5.

5
3
0
4
2
1
5

$3 + \square = 5$

$0 + \square = \square$

$\square + 4 = \square$

$\square + 2 = \square$

$\square + 1 = \square$

$\square + 5 = \square$

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4.

Write a number sentence

●●●○○	●●○○○	●●●●○
3 + ... = 5	2 + ... = 5	4 + ... = 5

5.

Doubling

$2 + 2 = 4$

Draw a picutre and write a numer sentence
to double the number.

Double 2		Double 4	
○ ○		○ ○	
		○ ○	
.... + ... = ...		.... + ... = ...	

SM Assessment 13

Number   Assessment

1.

Halving

$4 - 2 = 2$

Draw a picture and write a number sentence
to halve the numbers.

halve 2		halve 8	
○ ○		○○○○ ○○○○	
.... - .... = ...		.... - .... = ...	

2.   Even numbers

Count in 2's from 2 to 10.

We call these numbers even numbers.

3.   Share the sweets **equally** between 2 bags
so that each bag has **the same** amount of
sweets and nothing is left over.

6 sweets	10 sweets

4.   Show your sum on the number line.

☞ $4 + 3 =$ ....

5.

$9 + 0 =$	$4 - 3 =$	$8 - 3 =$

46
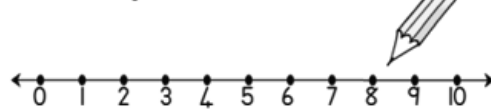
Number   Assessment

1.
Recognise and identify South African money
eq. 10c, 20, 50c, R1, R2; R5

2.   Circle the **smallest** number.

12	18	16	13	17	12	20	16	14

3.   Complete the combinations of 6.

6		6		6		6		6	
3		0		2		5		4	

4.   Order the numbers from small to big.

4	6	5	10	9	7	12	14	13

5.   Complete the sums.

2 - 1 = ...	8 - 4 = ...	4 - 2 = ...
10 - 5 = ...	6 - 3 = ...	12 - 6 = ...

SM Assessment 15

Number   Assessment

1.
How many blocks(units) does Mrs Units have?

.... units	.... units	.... units
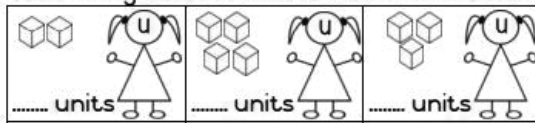
2.
...1. group of ten
...2.. units

.... group of ten
.... units

3.   count on in 10's from 0 to 100.

0	10	20								

4.

How many pictures do you count?

(25¢) (25¢) (25¢) (25¢) (25¢) (25¢) (25¢)   ⊞ ⊞ ⊞ ⊞ ⊞ ⊞ ⊞

(25¢) (25¢) (25¢) (25¢) (25¢) (25¢) (25¢)   ⊞ ⊞ ⊞ ⊞

(25¢) (25¢) (25¢)   ⊞ ⊞

[ ]   [ ]
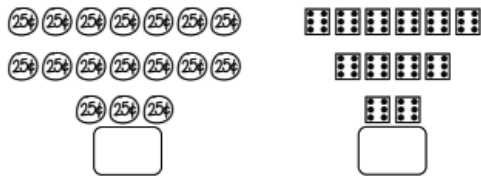
5.

Count by grouping.

🐻 Count the eyes of the children...

🐢 There are .... children.

⚪ Together they have .... eyes.

SM Assessment 16

Number	Assessment

1.

Count the fingers on every hand...

There ar .... hands.

Together there are .... fingers.

2.

Compare whole numbers: more than / less than

$\longleftrightarrow$
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
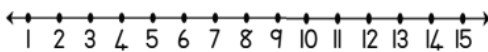
3 more than 9 = ...   3 more than 12 = ...

2 less than 8 = ...   2 less than 14 = ...

3.

Use the vocabulary.

smaller; bigger; equal

2 is........................than 4   6 is........................than 5

9 is........................to 9   6 is........................to 6

14 is........................than 11   15 is........................than 14

4.

Repeated addition.

Look at the picture and write an addition sum.

[ ]

5.

| 6 + 3 = | 8 + 4 = | 12 + 1 = |

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Number	Assessment
1.	Tanya had ☐ pencils. ☐ pencils are lost. How many pencils does Tanya have left? 🖌 Draw a picture.

2.

13 – 2 =	7 – 4 =	13 – 3 =

3.

🐞 Doubling

Double the number of dots and write a number sentence.

•		• •	

4.

🍇 Share the sweets equally so that nothing is left over and everybody gets the same amount of sweets.

😊 4 sweets 😊

Each one gets .... sweets.

5.

Order numbers from the smallest to the biggest.

🐌 3, 5, 6, 4 > .... ; .... ; .... ; ....

🐛 7, 3, 4, 9 > .... ; .... ; .... ; ....

SM Assessment 18
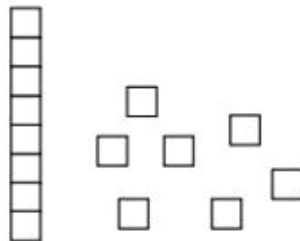
Number	Assessment
1.	1. Match the correct word to the sentence below:

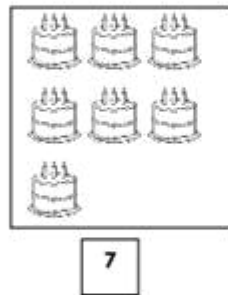| word	sentence
tonight	I wake up and get dressed for school.
morning	At night it is very dark.
afternoon	In the morning the sun starts to shine.
late	I put on my pyjamas and sleep in my bed.
early	I play with my friend after school.

2.

= _____ ten + _____ ones = _____

3. **Complete the number pattern in 2's.**

20		24		28		32		36

4. Double the number of cakes in the box below.

is

7

5. 5. There are **8** children in the class. Half of the children are girls. How many boys are there?

Number	Assessment

1.

$8 + 5 = \boxed{}$	$7 + 7 = \boxed{}$

2.

$13 - 5 = \boxed{}$	$5 - 5 = \boxed{}$

3.

☑ Count back in 1's from 17.

17	16	15								

4.

Order the numbers from <u>big to small</u>.

4	3	3	5	6	3	8	10	7

5.

Circle the **smallest** number.

4	3	5	10	9	11	15	13	11

Circle the **biggest** number.

6	2	5	9	5	8	12	13	10

Number   Assessment

1.

5 → 4 / 5 → /3 / 5 → 0
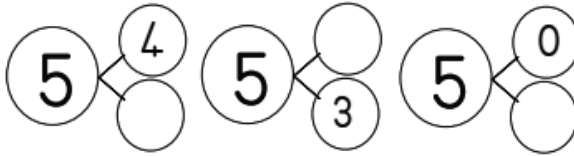
2.

Count the shoes in 2's.

Write a sum:

.... + ... + ... + ... = ...

3.

0 1 2 3 4 5 6 7 8 9 10

☆ 6 - 3 = ...
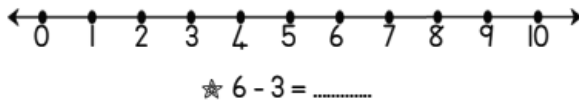
4.

🖼 Colour all the even numbers red.

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

5.

Order the numbers: before, between & after

10 11 12 13 14 15 16 17 18 19 20

before	between	after
.... , 13	8 , ... , 10	16 , ...
.... , 16	13 , ... , 15	19 , ...
.... , 19	16 , ... , 18	13 , ...

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