vv

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023

MATHEMATICS

GRADE 2 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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2030 NDP

- 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.

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ABOUT THE PLANNER AND TRACKER

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

WHAT IS NECT?

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

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

PURPOSE OF PLANNER AND TRACKER

1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 2.
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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	NUMBER OPERATIONS & RELATIOSHIPS • Count objects to 50 • Count forwards and backwards to 50 • Number names and symbols to 50 • Group and Share leading to division up to 50 **PATTERN FUNCTIONS & ALGEBRA:** • Geometric Patterns		**NUMBER OPERATIONS & RELATIOSHIPS** • Repeated addition leading to Multiplication. • Multiplication • Solve word problems **SPACE & SHAPE:** • 2-D shapes **DATA HANDLING:** • Collect and sort objects. • Represent sorted objects. • Analyse and Interpret data		**NUMBER OPERATIONS & RELATIOSHIPS** • Fractions • Doubling and halving • Problem solving with solutions including fractions **MEASUREMENT:** • Mass **DATA HANDLING:** • Collect and sort objects. • Represent sorted objects. • Analyse and Interpret data		**NUMBER OPERATIONS & RELATIOSHIPS** • Order, Describe and Compare • Addition and subtraction • Place Value **MEASUREMENT:** • Time		**NUMBER OPERATIONS & RELATIOSHIPS** **Revision:** • Fractions • Multiplication up to 50	
Core Concepts, Skills and Values	**Counting: (Number patterns integrated)** • forwards and backwards in 1s (up to 50) & 10s up 100 from any given number **Mental Math:** • Compare and Order a given set of numbers up to 50. • 1 more/1 less 10 more/10 less		**Counting: (Number patterns integrated)** • forwards and backwards in 5s & 2s up 50 from any given number and in multiples **Mental Math:** • Add/subtract multiples of 10 up to 100. • 5 more/5 less • Add/subtract facts up to 15.		**Counting: (Number patterns integrated)** • forwards and backwards in 3s up 60 from any given number and in multiples **Mental Math:** • 2 more/2 less • 3 more/3 less • Add/subtract up to 18		**Counting: (Number patterns integrated)** • forwards and backwards in 3s up 99 from any given number and in multiples **Mental Math:** • 4 more/4 less • Order and compare numbers. • Bonds to 20		**Counting: (Number patterns integrated)** • forwards and backwards in 2s & 5s up 100 from any given number and in multiples **Mental Math:** • 4 more/ 4 less • 5 more/ 5 less • Add/subtract up to 20.	
	NUMBERS, OPERATIONS & RELATIONSHIPS • Read and write number names and symbols (0-20) • Compare and order numbers (0-20) • Addition and Subtraction up to 10 • **Solve word problems in context** and explain own solutions to problems that involve equal sharing and grouping up to 20 with answers that may include remainders.		**NUMBERS, OPERATIONS & RELATIONSHIPS** • Read and write number names and symbols (0-30) • Compare and order numbers (0-30) • Multiply numbers 1 to 10 by 2 • Use appropriate symbols (+, =, ×, ☐) • **Solve word problems in context** and explain own solutions to problems involving repeated addition and to multiplication with answers up to 30.		**NUMBERS, OPERATIONS & RELATIONSHIPS** • Read and write number names and symbols (0-40) • Compare and order numbers (0-40) • Repeated addition leading to multiplication with answer up to 20. • Use and name fractions including halves, quarters, thirds and fifths. • Recognise fractions in diagrammatic form. • Write fractions as 1 half, 2 thirds. • **Solve word problems in context** and explain own solutions to problems involving addition and subtraction with answers up to 50.		**NUMBERS, OPERATIONS & RELATIONSHIPS** • Read and write number names and symbols (0-50) • Compare and order numbers (0-50) • Repeated addition leading to multiplication with answer up to 20. • **Solve word problems in context** and explain own solutions to problems involving addition and subtraction with answers up to 50. • **Solve word problems in context** and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarter, third, fifth		**NUMBERS, OPERATIONS & RELATIONSHIPS** Revision of Term 2 • Addition • Subtraction • Multiplication	
					• **Solve word problems in context** and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. half, quarter, third, fifth **NUMERIC PATTERNS** • Copy, extend and describe simple patterns in words (in 2s, 5s & 10s)		• Add and subtract problems up to 50. • Use appropriate symbols (+, =, −, ☐)			
	PATTERNS, FUNCTIONS & ALGEBRA: **Geometric patterns** • Copy, extend and describe simple Geometric patterns.		**SPACE & SHAPE: 2-D SHAPES** • Recognise and name 2-D shapes (circle, triangles, squares and rectangles) • Describe, sort, and compare 2-D shapes in terms of size and sides. **PATTERNS, FUNCTIONS & ALGEBRA** **integrated to counting forwards and backwards.** • Copy, extend and describe simple patterns (in 2s & 5s)		**MEASUREMENT: MASS** • Estimate, measure, compare, order, and record. (using a scale and non-standard measures.) • Describe objects by counting and stating in Informal Units. • Talk about the comparison e.g. light, heavy, lighter, heavier etc. **PATTERNS, FUNCTIONS & ALGEBRA** **integrated to counting forwards and backwards.** • Copy, extend and describe simple patterns (in 3s & 4s)		**MEASUREMENT: TIME** • Read 12 hr time in hours and half hours. • Use analogue clock to tell time. • Calculate length of time and passing of time. • Use clocks to calculate length of time in hours or half hours.			
STRATEGIES	Number line, Counters,		Number line		Building up and Breaking down; Number line		Doubling and Halving; Number line		Put the large number first	

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

DIAGNOSTIC TERM 2: 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 2 = 20 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 1 core skills)			
4	Numbers 1 – 40: Order and compare numbers. Fill in missing numbers. Identify more or less as quantity.	Worksheet 33 (pp. 68)	Base ten blocks (see Term 1 Printable Resources), flard cards (see Printable Resources) Written assessment items 1 and 2	
5	Numbers 1 – 40: Order and compare numbers. Fill in missing numbers. Identify more or less as quantity.	Worksheet 33 (pp. 69)	Counters, number symbol and name cards (31–40) (see Printable Resources) Written assessment items 3 and 4	

Week 1 Assessment Activity: ORAL – INFORMAL

CAPS: Numbers, operations and relationships: Place value

Activity: Assess the learners' ability to recognise tens and units and represent them using concrete representation of numbers up to 25 **Mark: /7**

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 25
2 (30%–39%)	Can bundle sticks into tens and ones but cannot say number names correctly using place value
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not an abacus
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and an abacus
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 25

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Order and compare numbers. • Fill in missing numbers. • Identify more or less as quantity.	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	Numbers 40 - 50: Order and compare numbers. Fill in missing numbers. Identify more or less as quantity.	Worksheet 34 (p. 70)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*) Written assessment items 5 and 6	
7	Numbers 40 - 50: Order and compare numbers. Fill in missing numbers. Identify more or less as quantity.	Worksheet 34 (p. 71)	Number symbol and name cards (41–50) (see *Printable Resources)*, counters, old books (one per group – with at least 50 pages) Written assessment item 7	
8	Mass: Identify objects that are heavy or light. Draw pictures of heavy and light objects	Worksheet 43 (p. 92)	Balancing scales for each group (make your own if necessary), Unifix blocks, objects to measure mass (e.g., pencil case, book, ruler, cup, etc.)	
9	Mass: Identify objects that are heavy or light using a colour coded scale. Draw objects according to the given scale measure.	Worksheet 43 (p. 93)	Balancing scale, objects to compare mass (e.g., board duster, box of crayons, etc.), bathroom scale, packaged items to compare and add given masse, (e.g., bag of rice, tea, mielie meal, etc.)	
10	Public Holiday			

Week 2 Assessment Activity: PRACTICAL – FORMAL **Mark: /7**

CAPS: Measurement: Mass

Activity: Assess the learners' ability to use the concept vocabulary for mass and to measure mass in kilograms

Mark (percent)	**Criteria – Rubric**
1 (0%–29%)	Use vocabulary to describe mass – light and heavy
2 (30%–39%)	Use vocabulary to describe mass - light and heavy, lighter and heavier
3 (40%–49%)	Use vocabulary to describe mass - light and heavy, lighter and heavier and measure own mass using a scale
4 (50%–59%)	Use vocabulary and estimate the mass of objects which have their mass stated in kilograms
5 (60%–69%)	Use vocabulary, estimate and measure the mass of objects which have their mass stated in kilograms
6 (70%–79%)	Use vocabulary and order the mass of objects which have their mass stated in kilograms
7 (80%–100%)	Use vocabulary, order and compare the mass of objects which have their mass stated in kilograms

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Order and compare numbers. • Fill in missing numbers. • Identify more or less as quantity. • Identify objects that are heavy or light. • Draw pictures of heavy and light objects • Identify objects that are heavy or light using a colour coded scale. • Draw objects according to the given scale measure.	What will you change next time? Why? **Struggling Learners Names?** **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	Family facts 0–50: write number sentences. Fill in missing numbers. Write numbers in words. Apply place value table with tens and units.	Worksheet 35 (pp. 72, 73)	Base ten blocks (see Term 1 *Printable Resources*) Written assessment item 8	
13	Addition and subtraction – doubles and near doubles up to 50. Compare pictures by focusing on what is missing. Add domino dots. Use number lines to write sum sentences. Double numbers.	Worksheet 45 (pp. 96, 97) Worksheet 46 (pp. 98, 99)	Unifix cubes Written assessment item 9	
14	Addition and subtraction: building and breaking down numbers 1–50. Add using rods and units. Subtract using rods and units	Worksheet 37 (pp. 76, 77)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*), beads and string (optional) Written assessment item 10	
15	Complete and consolidate the week's assessment and work			

Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL **CAPS: Numbers, operations and relationships: Addition** **Activity: Assess the learners' ability to use doubles, near doubles and building up and breaking down to add**	**Mark: /7**

Mark	**Criteria – Checklist: (1 mark for each criterion achieved)**
1	Able to recognise and calculate doubles
1	Able to recognise and calculate near doubles
1	Able to use place value to break down numbers
1	Able to use place value to build up numbers
1	Able to use doubles and near doubles to add
1	Able to use breaking down to add
1	Able to use building up to add

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: • Write number sentences. • Fill in missing numbers. • Write numbers in words. • Apply place value table with tens and units. • Compare pictures by focusing on what is missing. • Add domino dots. • Use number lines to write sum sentences. • Double numbers. • Building and breaking down numbers 1–50. • Add using rods and units. • Subtract using rods and units	**What will you change next time? Why?** **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	Addition and subtraction up to 50 – building and breaking down numbers 1–50.	Worksheet 38 (pp. 78, 79)	Base ten blocks (see Term 1 Printable Resources), flard cards (see Printable Resources) Written assessment item 11	
17	Doubling Up: double numbers using objects by counting. Use objects and number sums to double numbers.	Worksheet 47 (pp. 100, 101)	Money cut-outs (coins and notes) (see P*rintable Resources*) Written assessment item 12	
18	PUBLIC HOLIDAY			
19	Doubling: double numbers using objects by counting. Use objects and number sums to double numbers. Multiply by 2 to double numbers.	Worksheet 48 (pp. 102, 103)	Money cut-outs (coins and notes) (see P*rintable Resources*) Written assessment item 13	
20	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL **CAPS: Numbers, operations and relationships: Money** **Activity: Assess the learners' ability to recognise and identify South African coins and bank notes, solve money problems involving totals and calculate change in cents up to 50c or rands up to R50**	**Mark: /7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Does not recognise any South African coins/notes
2 (30%–39%)	Able to recognise SA coins/notes but not able to work with values
3 (40%–49%)	Able to recognise SA coins/notes but not able to exchange and work with values without assistance
4 (50%–59%)	Able to recognise SA coins/notes and able to exchange and work with values with a little assistance
5 (60%–69%)	Able to recognise SA coins/notes and able to exchange and work with values with no assistance
6 (70%–79%)	Recognises SA coins/notes, able to make exchanges but needs assistance to find totals and change
7 (80%–100%)	Recognises SA coins/notes, able to make exchanges and able to find totals and change

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Building and breaking down numbers 1–50. • Double numbers using objects by counting. • Use objects and number sums to double numbers. • Multiply by 2 to double numbers.	What will you change next time? Why? **Struggling Learners Names**: **HOD:** **Date:**

3 – 6 May 2022 (four-day week)

Week 5				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
21	PUBLIC HOLIDAY			
22	Counting in tens: Counting in fives and sharing	Worksheet 3 (pp. 6, 7) Worksheet 56 (pp. 118, 119)	0–160 number lines per group (see Printable Resources) Written assessment item 14 Written assessment item 18	
23	Grouping and sharing – twos up to 30	Worksheet 54 (pp. 114, 115)	Counters, Unifix cubes, scrap paper Written assessment item 15	
24	Number patterns – twos up to 150	Worksheet 44 (pp. 94, 95)	1–160 number line (see *Printable Resources*), counters Written assessment item 16 and 19	
25	Complete and consolidate the week's assessment and work			
Week 5 Assessment Activity: ORAL – INFORMAL **CAPS: Numbers, operations and relationships: Patterns (and counting)** **Activity: Assess the learners' ability to count forwards and backwards in 2s from 2 to 150, in 5s from 5 to 150 and in 10s from 10 to 150**				**Mark: /7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Cannot count verbally forwards and backwards in 2s, 5s and 10s
2 (30%–39%)	Needs constant assistance to count verbally forwards and backwards in 2s, 5s and 10s
3 (40%–49%)	Counts verbally forwards without assistance but NOT backwards in 2s, 5s and 10s up to 150
4 (50%–59%)	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 150 but makes 2 errors
5 (60%–69%)	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 150 but makes 1 error
6 (70%–79%)	Counts verbally forwards and backwards independently in 2s, 5s and 10s up to 150
7 (80%–100%)	Independently and consistently counts verbally forwards and backwards in 2s, 5s and 10s up to 150 and beyond

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Counting in tens • Counting in fives and sharing • Grouping and sharing in twos up to 30 • Making number patterns in twos up to 150	What will you change next time? Why? **Struggling Learner names:**
	HOD: **Date:**

9 – 13 May 2022

Week 6				
Day	**ATP content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
26	Position and orientation: Identify front, side, top and back positions. Identify near and far positions.	Bk 2 Worksheet 92 (pp. 60, 61)	Position word cards (see Printable Resources), objects (e.g., small ball, box, books) Written assessment item 22	
27	Subtraction: match cards to subtraction sums. Use the number line to write subtraction sums	Worksheet 41 (pp.86, 87)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
28	Threes: Multiply by three. Compute groups of three. Show repeated addition equals multiplication	Worksheet 50 (pp. 106, 107)	1–150 number boards (see *Printable Resources*), counters	
29	Number patterns – threes: Counting in threes. Draw objects in groups of three. Count in threes on a number board to 100. Show jumps of three on a number line.	Worksheet 51 (pp. 108, 109)	1–150 number boards (see *Printable Resources*), counters	
30	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: ORAL and PRACTICAL – FORMAL **Mark: /7**
CAPS: Space and shape
Activity: Assess the learners' ability to follow directions and to describe position

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to follow directions to move to the left and right
1	Able to follow directions to show movement up and down
1	Able to identify positions above and below
1	Able to identify positions next to, in front of and behind
1	Able to follow directions to move around the classroom
1	Able to follow instructions to place one object in relation to another
1	Able to describe the position of one object in relation to another

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:

- Identify front, side, top and back positions.
- Identify near and far positions.
- Subtract numbers
- Match cards to subtraction sums.
- Use the number line to write subtraction sums
- Multiply by three.
- Compute groups of three.
- Show repeated addition equals multiplication
- Identify number patterns in threes
- Counting in threes.
- Draw objects in groups of three.
- Count in threes on a number board to 100.
- Show jumps of three on a number line.

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	Fours: Multiply by 4. Compute groups of four. Show repeated addition of 4s and multiply by 4. Show jumps of four on number line.	Worksheet 52 (pp. 110, 111)	1–150 number boards (see *Printable Resources*), counters	
32	Number patterns in fours: Counting in fours. Draw pictures of objects in fours. Show missing numbers on number line.	Worksheet 53 (pp. 112, 113)	1–150 number boards (see *Printable Resources*), counters	
33	Grouping and Sharing: Show multiplication and division inverse operations. Share objects equally. Show plus sums vs times sums. Show minus sums vs division sums.	Worksheet 58 (pp. 124, 125)	Counters, 2s multiplication hand- out (see *Printable Resources*)	
34	Grouping and Sharing: Multiplication and division inverse operations	Worksheet 59 (pp. 126, 127)	Counters, 5s multiplication hand-out (see *Printable Resources*)	
35	Complete and consolidate the week's assessment and work			
Week 7 Assessment Activity: ORAL – FORMAL **CAPS: Patterns and algebra: Number patterns** **Activity: Assess the learners' ability to copy, extend and describe simple number sequences to at least 100**				**Mark: /7**

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

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Multiply by 4. • Compute groups of four. • Show repeated addition of 4s and multiply by 4. • Show jumps of four on number line. • Counting in fours. • Draw pictures of objects in fours. • Show missing numbers on number line. • Apply Grouping and Sharing • Show multiplication and division inverse operations.	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

• Share objects equally. • Show plus sums vs times sums. Show minus sums vs division sums.	

23 – 27 May 2022

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook 1**	**Resources**	**Date**
36	2-D shapes: Identify squares, rectangles, triangles and circles. Identify straight and curved edges. Draw pictures using 2-D figures.	Worksheet 8 (pp. 16, 17)	Mixed shapes and shape cut-outs (see *Printable Resources*)	
37	2-D shapes: Identify squares, rectangles, triangles and circles. Identify straight and curved edges. Draw pictures using 2-D figures.	Worksheet 36 (pp. 74, 75)	Shape cut-outs(see *Printable Resources*) Written assessment item 23	
38	Geometric patterns: Describe the patterns. Complete the pattern. Add one more to the pattern.	Worksheet 28 (pp. 58, 59)	Scrap paper, shape cut-outs (see *Printable Resources*) Written assessment item 20	
39	Data: Sort data. Make drawings to show sorted data. Draw a pictograph. Use pictograph to answer questions	Worksheet 64 (pp. 136, 137)	Old magazines/ newspapers/ advertisements, counters Written assessment item 25	
40	Consolidation assessment 3 plus remediation			
Week 8 Assessment Activity: PRACTICAL – FORMAL **CAPS: Data handling** **Activity: Assess the learners' ability to collect and sort data, to present data and answer questions about a pictograph with one-to-one correspondence**				Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to collect or sort data
2 (30%–39%)	Able to collect data and sort data with assistance
3 (40%–49%)	Able to collect data and sort data without assistance but cannot answer questions about the data
4 (50%–59%)	Able to collect and sort data and answer questions posed by the teacher
5 (60%–69%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence but makes some mistakes
6 (70%–79%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence without making any mistakes
7 (80%–100%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence and answer questions about the data using the pictograph

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify squares, rectangles, triangles and circles. • Identify straight and curved edges. • Draw pictures using 2-D figures. • Describe the patterns. • Complete the pattern. • Add one more to the pattern. Sort data. • Make drawings to show sorted data. • Draw a pictograph. • Use pictograph to answer questions	What will you change next time? Why? Struggling Learners Names: **HOD:** **Date:**

30 May – 3 June 2022

Week 9				
Day	**ATP content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
41	Subtraction: match cards to subtraction sums. Use the number line to write subtraction sums	Worksheet 42a (pp. 88, 89)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
42	Subtraction: match cards to subtraction sums. Use the number line to write subtraction sums	Worksheet 42b (pp. 90, 91)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
43	Grouping and sharing: Share objects equally.	Worksheet 60 (pp. 128, 129)	Fruit picture cards (see *Printable Resources* – one copy per group)	
44	Grouping and Sharing: Count and share objects equally. Draw equal quantities for several children.	Worksheet 61 (pp. 130, 131)	Scrap paper	
45	Complete and consolidate the week's assessment and work			

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**	**Mark /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Does not recognise South African coins even when prompted
2 (30%–39%)	Able to recognise SA cents coins (10c, 20c and 50c)
3 (40%–49%)	Able to recognise SA cents and rands coins (10c, 20c, 50c, R1, R2 and R5)
4 (50%–59%)	Able to recognise all SA coins and can exchange between cents coins of different values not over 50c
5 (60%–69%)	Able to recognise all SA coins and can exchange between cents coins of different for values over 50c
6 (70%–79%)	Able to recognise all SA coins and able to exchange between rands coins and cents coins separately
7 (80%–100%)	Recognises all SA coins and able to make exchanges between any given coins

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Subtract numbers. • Match cards to subtraction sums. • Use the number line to write subtraction sums • Apply Grouping and sharing concepts. • Share objects equally. • Draw equal quantities for several children.	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	Grouping and Sharing: Halves: Count and share objects equally. Draw equal quantities for several children.	Worksheet 62 (pp. 132, 133)	Scrap paper – cut into squares for learners Written assessment item 17	
47	Grouping and Sharing: Count and share objects equally. Draw equal quantities for several children.	Worksheet 63 (pp. 134, 135)	Counters	
48	Time: Use the minute hand of a clock. Use the hour hand of the clock. Fill in minutes on a clock. Make drawings of time in minutes.	Worksheet 57a (pp. 120, 121) Worksheet 57b (pp. 122, 123)	Analogue clock (see *Printable Resources*), paper plates, clock arms, split pins (optional – for learners to make a clock), clock cards (see *Printable Resources*)	
49	Time: Showing the position of the clock hands. Draw in the shorthand. Draw in the long hand.	Worksheet 55 (pp. 116, 117)	Analogue clock (see *Printable Resources*), digital clock (bring from home) Written assessment item 24	
50	Complete and consolidate the week's assessment and work			
Week 10 Assessment Activity: ORAL and PRACTICAL – INFORMAL **CAPS: Measurement: Time** **Activity: Assess the learners' ability to tell 12-hour time in hours on analogue clocks**				**Mark: /7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to tell the time using an analogue clock
2 (30%–39%)	Able to tell the time shown on an analogue clock with lots of assistance
3 (40%–49%)	Able to tell and show the time shown on an analogue clock with lots of assistance
4 (50%–59%)	Able to tell the time shown on an analogue clock with a little assistance
5 (60%–69%)	Able to tell and show the time shown on an analogue clock with a little assistance
6 (70%–79%)	Able to tell the time shown on an analogue clock with no assistance
7 (80%–100%)	Able to tell and show the time shown on an analogue clock with no assistance

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Apply Grouping and Sharing by focusing on halving objects. • Count and share objects equally. Draw equal quantities for several children. • Draw equal quantities for several children. • Use the minute hand of a clock. • Use the hour hand of the clock. • Fill in minutes on a clock. • Make drawings of time in minutes. • Showing the position of the clock hands. • Draw in the shorthand. Draw in the long hand.	What will you change next time? Why? **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	Multiplication in context: Making a story. Solve worded problems. Use the number line to show the jumps.	Worksheet 54 (pp. 114, 115)		
52	Number patterns in fives: Count in groups of five. Colour the multiples of five in number board. Use the number line to show counting in fives.	Worksheet 56 (pp. 118, 119)		
53	Mass: understand the balance of a scale. Determine heavy and light objects. Time: Show the different times of the day. Understand yesterday, today and tomorrow.	Worksheet 11 (pp. 22, 23) Worksheet 13 (pp. 26, 27)		
54	PUBLIC HOLIDAY			
55	PUBLIC HOLIDAY			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Multiply in context by making a story. • Solve worded problems. • Use the number line to show the jumps. • Complete number patterns in fives. • Count in groups of five. • Colour the multiples of five in number board. • Use the number line to show counting in fives. • Understand the balance of a scale. • Determine heavy and light objects. • Show the different times of the day. • Understand yesterday, today and tomorrow.			What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**	

20 – 24 June 2022

Week 12				
Day	**CAPS content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
56	Complete, consolidate and revise work. **Complete assessment**			
57	Complete, consolidate and revise work. **Complete assessment**			
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: •	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of

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

Note:

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

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

Week	Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)	Formal Assessment Activities (End of week)
1	Baseline Assessment **Oral: Activity 1** Numbers, operations and relationships: Place value	**Baseline assessment or the revision activities** **Written: Item bank questions 1, 2, 3 and 4** Numbers, operations and relationships
2	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Practical: Activity 2** Measurement: Mass **Written: Item bank questions 5, 6, and 7** Numbers, operations and relationships
3	**Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	**Oral and Practical: Activity 3** Numbers, operations and relationships: Addition **Written: Item bank questions 8, 9 and 10** Numbers, operations and relationships
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Oral and Practical: Activity 4** Numbers, operations and relationships: Money **Written: Item bank questions 11, 12 and 13**

		Numbers, operations and relationships
5	**Oral: Activity 5** Numbers, operations and relationships: Counting (and patterns) **Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Written: Item bank questions 14, 15, 16, 18 and 19** Numbers, operations and relationships; Patterns
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral and practical: Activity 6** Space and shape: Position and orientation **Written: Item bank question 22** Space and shape
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Oral: Activity 7** Patterns and algebra: Number patterns
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Practical: Activity 8** Data handling **Written: Item bank questions 20, 23 and 25** Space and shape; Patterns; Data handling
9	**Oral and Practical: Activity 9** Number: Money **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	**Written: Item bank question 21** Space and shape
10	**Oral and Practical: Activity 10** Measurement – Time **Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	**Written: Item bank questions 17 and 24** Measurement
11	**Tuesday** Skills mastery Assessment 19	
12		**FORMAL ASSESSMENT TASKS**

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 sheet on the next page 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 36 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 exemplar mark 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 18, 19, 20 – Marks 3 + 5 + 3 = 11

3. **Written assessment items for Space and shape.**
   Questions 21, 22, 23 – Marks 1 + 2 + 5 = 8

4. **Written assessment items for Measurement.**
   Questions 24 – Marks 4

5. **Written assessment items for Data handling.**
   Question 25 – Marks 6

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

Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Total
Mark	2	1	2	1	2	2	3	2	2	3	4	4	2	2	2	1	1	36
Learner name and surname																		

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

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

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(2)

Draw objects for the number 26, showing tens and units.

Question 2

(1)

Write the number name for 29.

_____

Question 3

(2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.

_____

Question 4

(1)

Write the answer in words: 3 tens + 6 units.

_____

Question 5

(2)

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

43	21	19	38	14	12	44

Question 6

(2)

Write down two numbers that are bigger than 41 but smaller than 46.

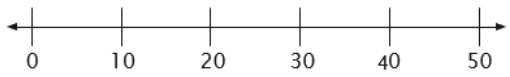
_____

Question 7

(3)

Show where you will put the following numbers on the number line:

12, 25, 46



Question 8

(2)

Write down any two number family facts of 32.

_____

Question 9

a) Double 19 _____

(1)

b) Double 19 +1 _____

(1)

Question 10

(3)

Complete the following sums:

a) 40 +____= 48

b) 30 +____= 32

c)_____+ 6 = 26

Question 11

(4)

Break down both numbers to subtract: 47 – 26 = ____

Question 12

a) Write values on the notes that will make up R30.

(2)

b) Share R50 equally amongst four friends.

(2)

Question 13

(2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.

Question 14

(2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.

Question 15

(2)

21 suckers shared between 2 is____suckers, and_____sucker is left.

Question 16

(1)

8 x 2 = ____

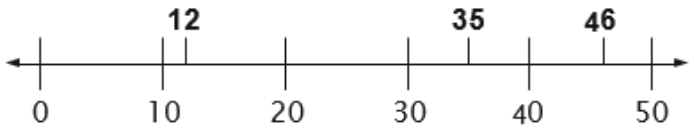
Question 17

(1)

What fraction of this pizza was eaten by dad?

whole	one half	one quarter	one fifth

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

1. Learners must show two groups of ten and 6 ungrouped objects. 1 mark – two tens; 1 mark – 6 ungrouped objects	(2)
2. Twenty nine	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order)	(2)
4. Thirty six	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. 	(3)
8. Learners' answers will vary, but e.g., 28 + 4 = 32/4 + 28 = 32	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) a) 8 b) 2 c) 20	(3)
11. Accept any correct working/strategy. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods)	(4)

12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets)	(2)
14. 15 apples 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left.	(2)
16. 8 x 2 = 16	(1)
17. One quarter	(1)

Written Assessment Items for Patterns

Question 18

(3)

Complete the following:

46 (+ 10) = 56

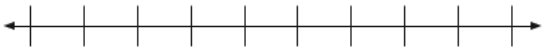
56 (+ 10)= ___

___ (+ 10) = ___

Question 19

(5)

Complete the number line below:



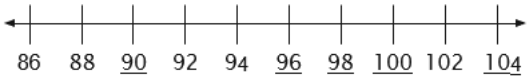
86 88 ___ 92 94 _____102 ____

Question 20

(3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.

Solutions and Mark Allocation

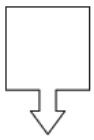
18. 46 + 10 = **66** **66 + 10 = 76**	(3)
19. Must show all numbers on the number line correctly marked.  86 88 90 92 94 96 98 100 102 104	(5)
20. Learners' answer will vary but could be, e.g., 	(3)

Written Assessment Items for Space and Shape

Question 21

(1)

Draw the line of symmetry into the drawing below:



Question 22

(2)

Draw a picture of a child standing on top of a chair.

Question 23

Look at the picture.

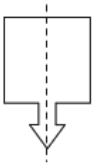
a) Which shapes have straight sides?

(3)

b) Which shapes have round sides?

(2)

Solutions and Mark Allocation

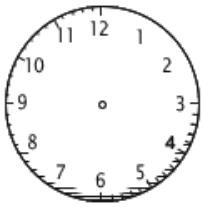
21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work).	(2)
23. (1 mark for each correct answer) a) square, rectangle, triangle b) circle, oval	(3) + (2)

Written Assessment items for Measurement.

Question 24

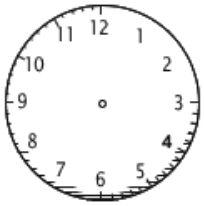
a) Draw the long hand and the shorthand on this analogue clock to show 5 o'clock.

(2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.

(2)



Solutions and Mark Allocation

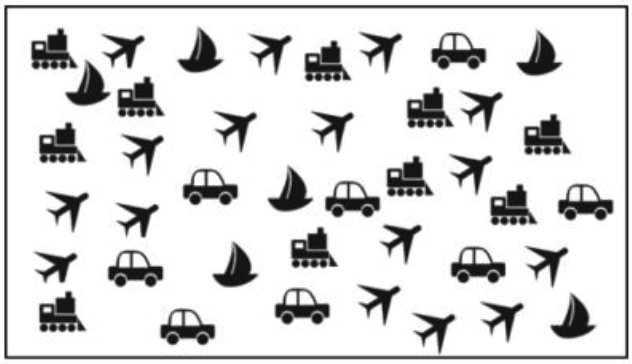
24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands)		

Written Assessment for Data Handling

Question 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.

(4)



b). Answer the following questions by looking at the information in the pictograph.

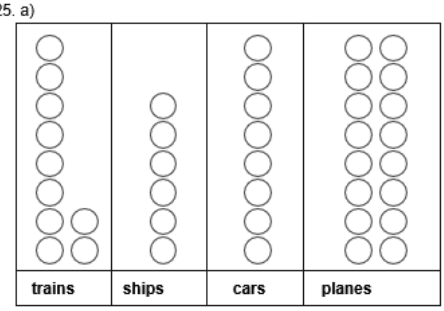
i) Which picture are there the most of? _____

(1)

ii) Which picture are there fewer of than cars? _____

(1)

Solutions and Mark Allocation

25. a)  One mark for each column correctly completed: Trains – 10 Ships – 6 Cars – 8 Planes – 16	(4)
25. b) i) Planes ii) Ships	(1) + (1)

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	**Place Value: Draw objects showing tens and units** **Write down number names** **Number symbols** **Number line: Identify which number comes before and after** **Arrange from smallest to the biggest**
SM Assessment 2	**Symmetry** **Arrange the numbers: Ascending and descending'** **Draw a number line from 41 to 50**
SM Assessment 3	**Write down 2 numbers smaller than 45** **Complete the patterns below** **Draw a line from each clock to the matching time** **Write the correct time underneath each clock.** **Time of the day: Morning and afternoon**
SM Assessment 4	**Count on in fours – start at 4 and stop at 40** **Count backwards in fours** **Study 2D shapes and shade: Straight edges and curved edges** **Will the following objects roll or slide?**
SM Assessment 5	**Draw the next set of shapes in the given patterns** **Addition and subtraction** **Complete the subtraction sum** **Complete the pattern: Counting** **Add the dots and write a sum for each**
SM Assessment 6	**Place Value: Tens and Units** **Draw base ten blocks** **Time: Clocks** **Add the addition sum**
SM Assessment 7	**Math Puzzle Boxes** **Telling Time: Five Minute Intervals** **Fill in the missing numbers** **Write down the number symbol** **Complete the patterns below**
SM Assessment 8	**There are 5 groups of 4.** **Word Problems** **Round 3-digit numbers to the nearest 10**
SM Assessment 9	**Skip counting by 2s (odds)** **Find the sum** **Circle the group of objects that match the equation** **Fill in =, > or < to make the statements correct**
SM Assessment 10	**Identify 2-D Shapes** **Writing fractions in words** **Telling time – half hours** **Compare fractions (parts of a set)**
SM Assessment 11	**Build a 3 – digit number from the parts** **Write the number in expanded notation** **Round 3 – digit numbers to the nearest 10 or 100** **Time: A.M. OR P.M.** **Telling Time – 5-minute intervals**
SM Assessment 12	**Adding 4 whole tens – missing number**

	Multiplication sentences **Multiplication Tables of 2, 5 and 10… missing factor** **Units of length (centimetres and meters)** **Match the numbers**
SM Assessment 13	**Fraction word problems** **Number line: Fill in the missing number** **Understanding fractions** **Subtracting whole tens from whole tens** **Units of time**
SM Assessment 14	**Rows, columns & arrays** **Skip counting by 10s** **Round 2-digit numbers to the nearest 10** **Number patterns: Use the counting chart** **Identify long periods of time**
SM Assessment 15	**Measure weights in non-standard units** **Measure weights with metric units (kilograms)** **Reading a thermometer** **Doubling** **Capacity**
SM Assessment 16	**Identify money and double the amount** **Write the numbers in order from biggest to the smallest** **Make a drawing for the addition sum given** **Complete the pattern: counting in 5s** **Write the numbers in order from the smallest to the biggest.**
SM Assessment 17	**Draw the following and write a sum.** **Complete the skip counting pattern to 80 and more where needed.** **Identify the amount in the pattern and multiply to complete the output** **Multiplication** **Draw a long on the picture to show half.**
SM Assessment 18	**Use the number line and write the number subtraction sentence.** **Draw line of Symmetry** **Grouping** **Join dots by adding the numbers** **Write the time under the sets of clocks**
SM Assessment 19	**Addition facts: Word problems** **Repeated groups** **Draw the next set of shapes in the patterns** **Count the money: Create a number sentence**
SM Assessment 20	**Money: Count in rands** **Money: Count the cents** **Addition** **Fill in the missing numbers** **Identify odd and even number**

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number Assessment

1.

Draw **objects** for the following numbers showing **tens and units**
Eg. 22 ★ 2 tens and 2 units = 22
21

2.

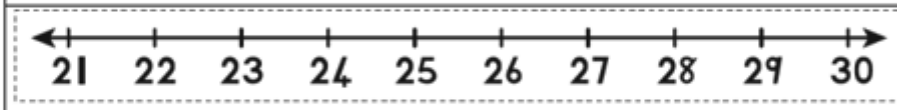
Write down the **number names** for the following	
Eg 21 - twenty-one	22 - twenty - two
23	24
25	26

3.

Write down the **number symbol** for the following	
Eg twenty – two 22	twenty – three 23
twenty – five	twenty – one
twenty – six	twenty – nine

4.

Look at the **numberline** below to answer the questions that follow

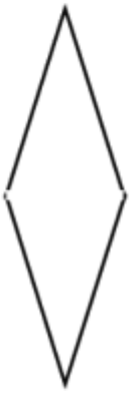


Which number comes after 21 _____	Which number comes after 27 _____
Which number comes after 24 _____	Which number comes after 23 _____

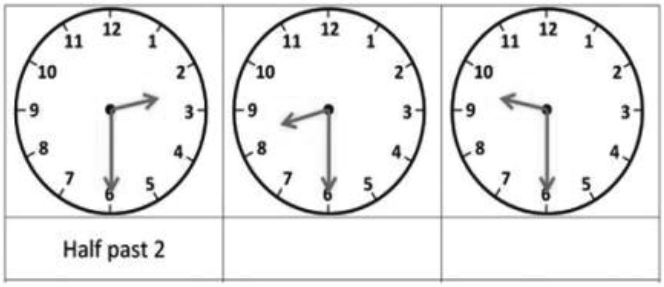
5.

Arrange the numbers below from the **smallest** to the **biggest**	
26 25 29 21	23 25 22 26 24

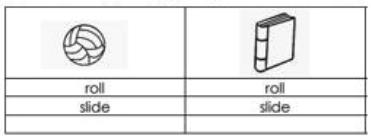
SM Assessment 2

Number	Assessment
1.	Draw any **one line** of Symmetry 
2.	2. Write down the **number name** for the following numbers: 43 - 49-
3.	4. Arrange the numbers below from the **smallest** to the **biggest.** 43 45 42 46 44
4.	5. Arrange the numbers below from the **biggest** to the **smallest.** 48 49 46 47 45
5.	Draw a **numberline** from **41 to 50**

SM Assessment 3

Number	Assessment
1.	Write down 2 numbers smaller than 45 _____
2.	**Complete the patterns below** 1 2 3 _____ _____ 6 7 8 _____ _____ 10
3.	Draw a line from each clock to the matching time.  5 o'clock 3 o'clock 
4.	Write the correct time underneath each clock. The first one has been done for you. 
5.	Name two things that you do in the morning. Name two things that you do in the afternoon.

SM Assessment 4

Number	Assessment
1.	Count on in fours- start at 4 and stop at 40.
2.	Count backwards in fours - start at 84 and stop at 68.
3.	11 + ... = 16 | 9 - ..... = 3 | 16 + ... = 20 | 10 - ..... = 5 20 - ..... = 1 | 14 + ... = 16 | 12 - ..... = 2 | 15 + ... = 20
4.	Study the following pictures and shade in the correct answer. 
5.	Will the following objects roll or slide? Circle the answer. 

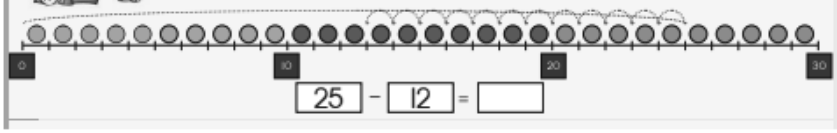
SM Assessment 5

Number Assessment

1. **Draw the next set of shapes in the given patterns.**

2. $14 - 6 + 4 =$ ☐ $12 - 5 - 2 =$ ☐

3. Use the number line. Write a subtraction sum.

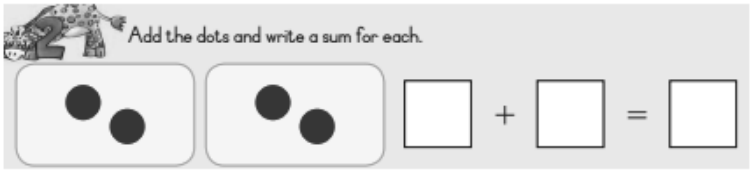


25 − 12 = ☐

4. 2, 4, 6, __, __, __

62, 64, 66, __, __, __

5. Add the dots and write a sum for each.

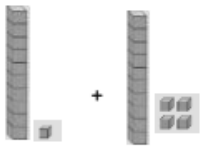
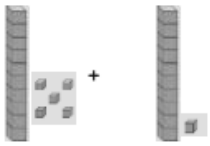


☐ + ☐ = ☐

SM Assessment 6

Number Assessment

1.

Write out the **number sentence first** to work out the answers below	
T U 11 + 14 = 	15 + 11 = 

2.

Draw base ten blocks to work out the answers for the number sentences below	
11 + 12 =	10 + 14 =

3.

Draw Base 10 blocks to work out the following subtraction sums	
37 – 5 =	45 – 2 =

4. Draw a clock to show the indicated times in the space provided.

10 o' clock	half past 4

5. **Add** the numbers.

$$\begin{array}{r} 25 \\ +\ 43 \\ \hline \end{array} \qquad \begin{array}{r} 71 \\ +\ 26 \\ \hline \end{array}$$

SM Assessment 7

Number Assessment

1. Math Puzzle Boxes

4			15
	5		20
3	1		10
14	8	23	

2. Telling Time : Five Minute Intervals

Draw the hands on the clock to show the time.

7:35 10:40 3:15

3. Help Maddie the Monster and her friends find the missing numbers that correctly fit in the blank spaces provided.

4 + __ < 10 2 + 9 = __

4. 3. Write down the **number symbol** for the following numbers:

forty – eight

5. **Complete the patterns below**

5 10 15 _____ 25 30 _____ _____ 45 50

SM Assessment 8

Number Assessment

1. The class is doing a math activity. There are 5 groups of 4 students.

   How many students are there in the class?

2. Each student should get 2 worksheets and 3 sheets of construction paper. How many sheets of construction paper would each group of students have?

3. Place a check mark beside the pizza which is sliced up correctly.

Sean, Emma, and Dave shared a pizza. The pizza was cut into equal parts. They each ate one part. No pizza was left. How did they cut the pizza?	☐ 	☐ 

4. It's harvest time at Joe's farm.

There are 8 onions but $\frac{3}{8}$ of them are rotten. Joe throws out the rotten onions and puts the rest in his basket. Cross out the rotten onions.	

5. **Round 3-digit numbers to the nearest 10**

   158 = _____

SM Assessment 9

Number Assessment

1. **Skip counting by 2's (odds)**

1				9			
					43		

2. Find the sum.

$$\begin{array}{r} 85 \\ 65 \\ +\ 72 \\ \hline \\ \hline \end{array}$$

3. Circle the group of objects that match the equation:

$$6 \times 2 = 12$$

How many cherries are there in that group? ___

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

12 _____ 43

96 _____ 12

5. **Subtraction word problems**

The aquarium has a lot of fish tanks. They bought 18 more fish and now the aquarium has 149 fish. How many fish did the aquarium have to begin with?

SM Assessment 10

Number Assessment

1. **Identifying 2-D Shapes**

		
Rectangle / Circle / Triangle	Rectangle / Circle / Square	Square / Circle / Triangle

2. **Writing fractions in words**

$\frac{1}{2}$		$\frac{1}{3}$	

3. **Telling time - half hours**

Write the time below each clock.

1. 

2. 

3. 

4. **Compare fractions (parts of a set)**

What fraction of the animals are rabbits? _____

What fraction of the animals are cats? _____

Which fraction is greater? _____

5. A soccer team is getting ready for their next season.

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

SM Assessment 11

Number Assessment

1. **Build a 3-digit number from the parts**

___ 700 + 70 + 9

___ 200 + 10 + 9

2. Example: 836 = 8 X 100 + 3 X 10 + 6 X 1

Write the number in expanded form.

1. 221 _____ 2. 962 _____

3. **Round 3-digit numbers to the nearest 10 or 100**

1. 636 = _____ 2. 224 = _____ 3. 826 = _____

4. **A.M. or P.M.?**

Does this happen in the a.m. or p.m.? Please circle.

Eating Breakfast	Taking a shower before going to sleep at night	Watching baseball game on Friday evening
		
A. M. / P. M.	A. M. / P. M.	A. M. / P. M.

5. **Telling time - 5 minute intervals**

Number Assessment

1. **Adding 4 whole tens – missing number**

90 + ___ + 40 + 40 = 230

50 + ___ + 90 + 50 = 200

2. **Multiplication sentences**

Circle the equation that describes the group of objects.

2 x 4 = 2 x 8 =

2 x 6 = 4 x 8 =

How many spider legs are there? ____

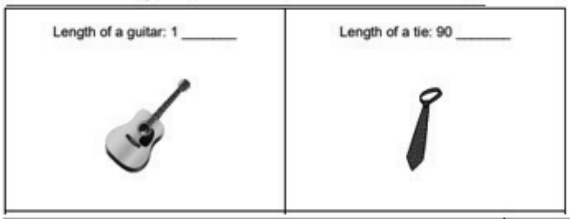
3. **Multiplication Tables of 2, 5 and 10, missing factor**

Find the missing number.

2 × 2 = ☐

4 × ☐ = 8

4. **Units of length (centimeters and meters)**



5. **Match the number sentence to the correct number.**

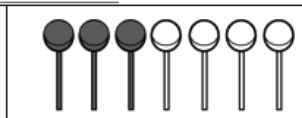
10 + 5	10 + 7	10 + 1	10 + 10	10 + 4	10 + 3	10 + 9	10 + 8
20	18	15	14	11	19	12	13	17

SM Assessment 13

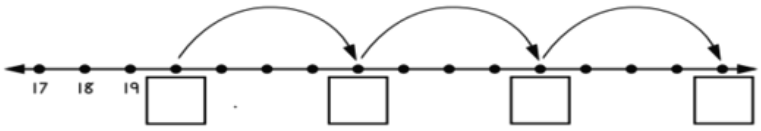
Number Assessment

1. **Fraction word problems – Trick or Treat**

There were 7 lollipops. Daniella ate $\frac{2}{7}$ of the lollipops, while Maria ate $\frac{3}{7}$ of the lollipops. Color the lollipops Maria ate BLUE.



2.



3. **Understanding fractions**

Natalie is cleaning her dresser. She had three piles of clothing: shirts, pants, and skirts. She has 16 shirts, 8 pairs of pants and 5 skirts.

What fraction of the clothing are shirts?

4. **Subtracting whole tens from whole tens, missing number**

680 - ____ = 650

550 - 10 = ____

____ - 10 = 930

5. **Units of time**

Circle the best estimate of the time needed for each activity.

1. Making a cup of coffee.

   1 second 1 week 1 minute

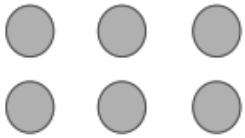
2. Counting from 1 to 10.

   10 minutes 10 seconds 10 weeks

SM Assessment 14

Number Assessment

1. **Rows, columns & arrays**



2 rows of 3

2 x 3 = 6

_____ rows of _____

_____ x _____ = _____

2. **Skip counting by 10's**

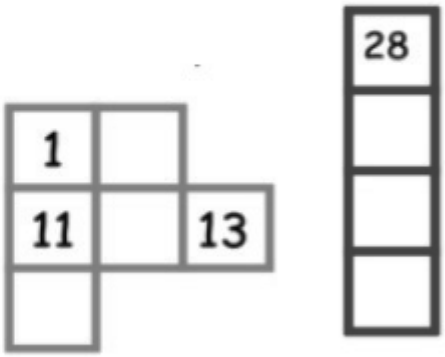
2		22	32		52	62	72		
									192
				242					

3. **Round 2-digit numbers to the nearest 10**

66 = _____

78 = _____

4. **Number patterns: Use the counting chart to help you find the number patterns.**



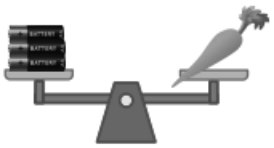
5. Having a summer holiday from school.

2 years 2 months 2 days

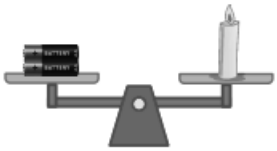
SM Assessment 15

Number Assessment

1. **Measure weights in non-standard units**

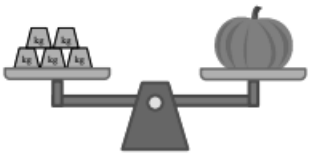


The weight of the carrot in batteries is _____.

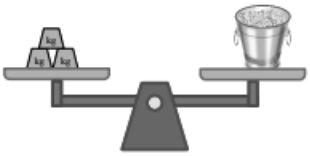


The weight of the candle in batteries is _____.

2. **Measure weights with metric units (kilograms)**

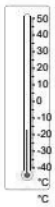


The pumpkin weighs ____ kg.



The ice bucket weighs ____ kg.

3. **Reading a thermometer (Celsius)**

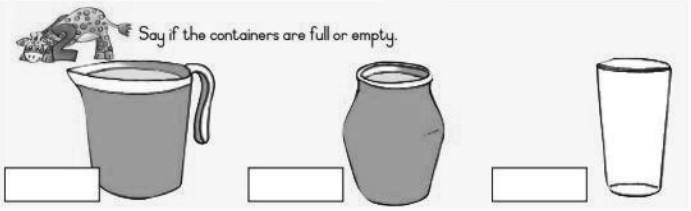


4. Double the following numbers.

Double 7 ☐ + ☐ = ☐

2 × ☐ = ☐

5. Say if the containers are full or empty.



SM Assessment 16

Number Assessment

1.

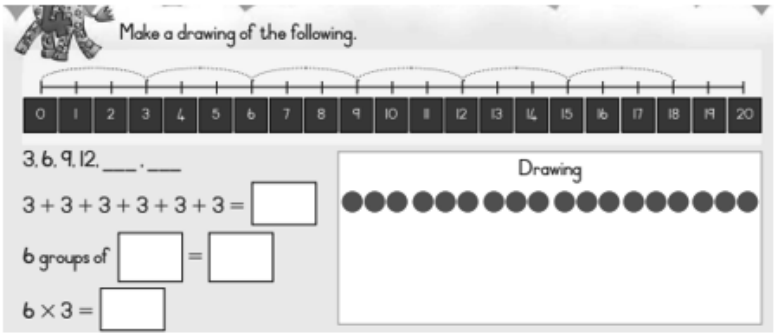
Column A	Column B	Add Coulmn A and B. Then double the amount.
		
		

2.

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

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

3.



4.

5, 10, 15, __, __, __

20, 25, 30, __, __, __

30, 35, 40, __, __, __

5.

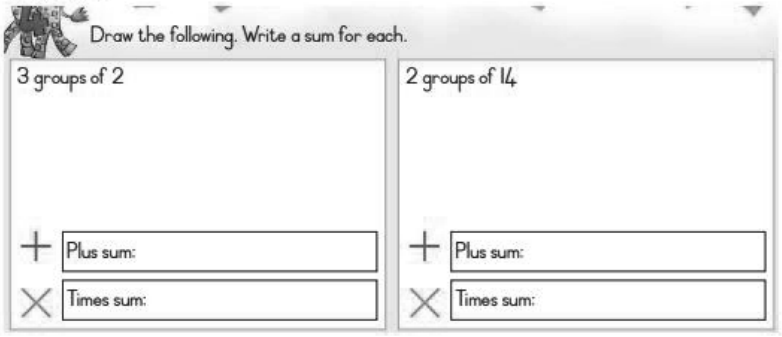
Write the numbers in order from the smallest to the biggest.

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

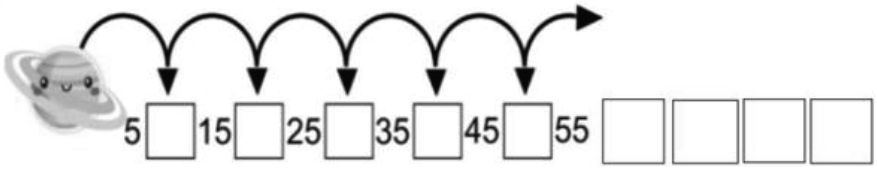
SM Assessment 17

Number Assessment

1.



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



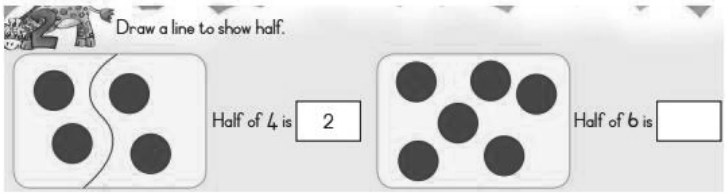
3.

tricycle	3	4	5	6	7	8	9	10
wheels	9							

4.

How many counters are in each circle? Write the total in the blue circle.

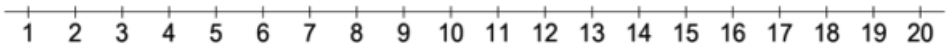
5.



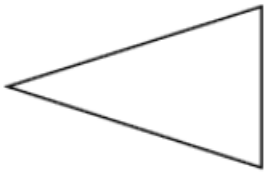
SM Assessment 18

Number Assessment

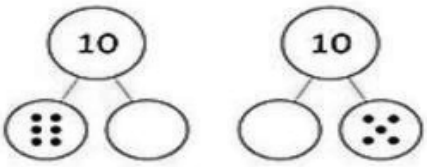
1. **Show 4 less than 10 on the number line and write the number subtraction sentence.**



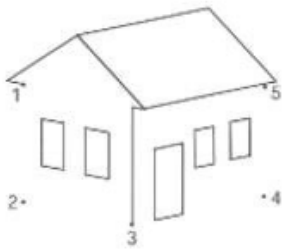
2. Draw any **one line** of Symmetry



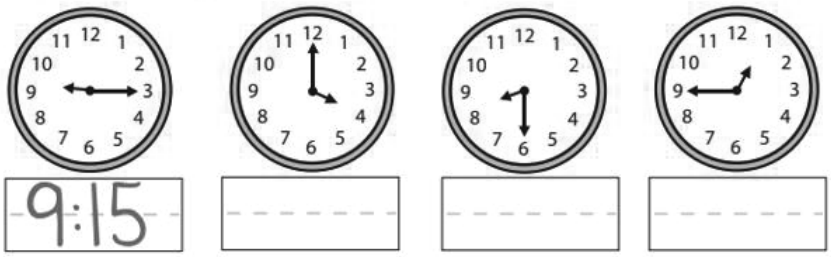
3.



4. Join the dots in order of the number.



5. Write the time under the first set of clocks. The first one has been done for you.



SM Assessment 19

Number Assessment

1.

2.

Addition Facts

Word Problems

Write and solve an addition equation for each problem.

The Down Under Display has eight mother kangaroos. Four of them each have one baby. How many kangaroos are there in all?

_____ + _____ = _____

3.

Repeated Groups

Directions: Solve each equation.

3 + 3 + 3 + 3 + 3 = _____	3 + 3 + 3 + 3 = _____	2 + 2 + 2 + 2 + 2 + 2 = _____
5 + 5 + 5 = _____	4 + 4 + 4 = _____	6 + 6 = _____
5 × 3 = _____	3 × 4 = _____	2 × 6 = _____
3 × 5 = _____	4 × 3 = _____	6 × 2 = _____

4. **Draw the next set of shapes in the given patterns.**

5.

c) Write the number pattern: _____

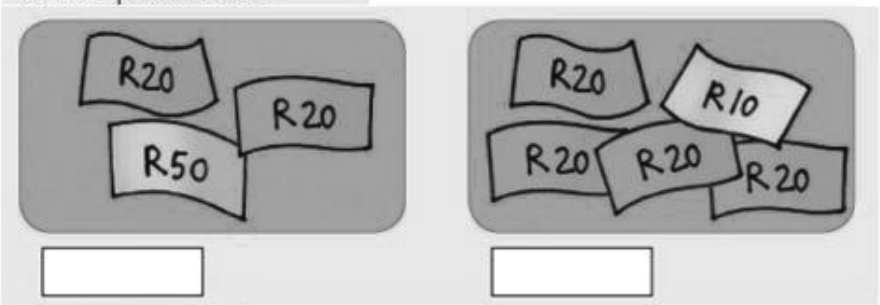
d) How many groups of 10? _____

SM Assessment 20

Number Assessment

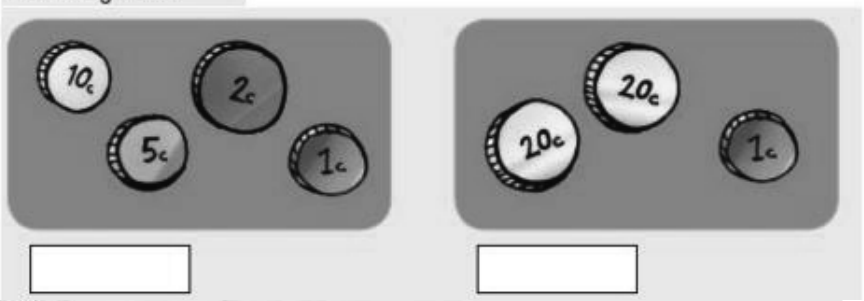
1.

How many rands in total?



2.

How many cents?



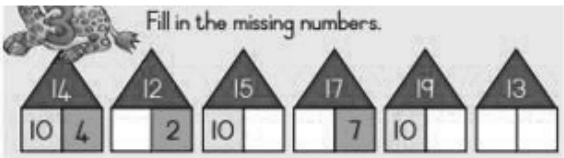
3.

Add.

10	+	3	=	13
10	+	5	=	
10	+	1	=	
10	+	4	=	
10	+	9	=	

4.

Fill in the missing numbers.



5.

Write all the numbers that are on the yellow beads.
What do we call the numbers on the yellow beads?