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PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023

MATHEMATICS

GRADE 3 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.

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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 3.
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&8	Week 9&10
CAPS	**NUMBER OPERATIONS & RELATIONSHIPS** • Counting in multiples up to 200 • Number symbols and names to 200 • Place value • Context free calculations involving addition and subtraction up to 200	**NUMBER OPERATIONS & RELATIONSHIPS** • Count in multiples up to 300 • Place value to 400 • Solve number problems in context and context free involving addition and subtraction up to 400 • Money **SPACE & SHAPE:** • 2-D Shapes • Symmetry **DATA HANDLING:** • Collect and sort objects. • Represent sorted objects.	**NUMBER OPERATIONS & RELATIONSHIPS** • Count in multiples up to 500 • Repeated addition leading to multiplication up to 75 in context and context free • Solving problems in context and explain solutions involving equal sharing and grouping up to 75 **MEASUREMENT:** • Mass – informal	**NUMBER OPERATIONS & RELATIONSHIPS** • Count in multiples up to 500 • Context free calculations +, -, □, = to 500 • Fractions: diagram form. **MEASUREMENT:** Mass **DATA HANDLING:** • Collect and sort objects • Represent sorted objects • Analyse and Interpret data	**NUMBER OPERATIONS & RELATIONSHIPS** • Place value to 500 • Building up and breaking down numbers • Fractions **PATTERN FUNCTIONS & ALGEBRA** Geometric Patterns
CORE CONCEPTS, SKILLS AND VALUES	• **COUNTING** forwards and backwards in 2s, 5s, 3s, 4s, 10s up to 200 (from any multiples) integrated this with NUMBER PATTERNS • **MENTAL MATHS:** - 1 more / 1 less - 2 more / 2 less - 3 more / 3 less - 10 more / 10 less • **Addition and subtraction facts to 20 (number bonds)** • **Multiplication facts to 20 (times tables)** • Doubling and halving up to 100 **NUMBER OPERATIONS & RELATIONSHIPS** • Count - up to 200 objects - forwards and backwards to 200 - in 10s, 5s, 2s, up to 200 • Read, write number symbols and names to 200 • Place value to 200 • Solve number problems in context and context free involving addition and subtraction up to 200	**NUMBER OPERATIONS & RELATIONSHIPS** • Count ○ up to 300 objects ○ forwards and backwards to 300 ○ in 10s, 5s, 2s, up to 300 • Place value to 400 • Solve number problems in context and context free involving addition and subtraction up to 400 • Solve +, -, money problems **SPACE & SHAPE: 2-D SHAPES** • Range and shapes • Features of shapes • Symmetry **PATTERNS, FUNCTIONS & ALGEBRA** integrated into counting forwards and backwards. • Copy, extend and describe simple patterns in words (in 2s & 5s)	**NUMBER OPERATIONS & RELATIONSHIPS** • Count ○ up to 500 objects ○ forwards and backwards to 500 ○ in 10s, 5s, 2s, 3s, 4s up to 500 • Repeated addition leading to multiplication up to 75 in context and context free calculations • Solving problems in context and explain solutions involving equal sharing and grouping up to 75. **MEASUREMENT: MASS** • Estimate, measure, compare, order, and record Mass using Balancing Scale and non-standard measures e.g. bricks, blocks. • Describe the Mass of objects by counting and stating in Informal Units. • Use language to talk about the comparison e.g. light, heavy, lighter, heavier. **PATTERNS, FUNCTIONS & ALGEBRA** integrated into counting forwards and backwards. • Copy, extend and describe simple patterns in words (in 3s & 4s)	**NUMBER OPERATIONS & RELATIONSHIPS** • Count ○ up to 500 objects ○ forwards and backwards to 500 ○ in 10s, 5s, 2s, 3s, 4s up to 500 • Context free calculations +, -, □, = to 500 • Fractions: half, third, quarters, eights, in diagram form. • Divide numbers to 50 by 2, 5, 4 using +, =, □ **MEASUREMENT: MASS** • Describe the Mass of objects by counting and stating in Informal Units. • Use language to talk about the comparison e.g. light, heavy, lighter, heavier etc.	**NUMBER OPERATIONS & RELATIONSHIPS** • Place value ○ Decomposing and recomposing 3-digit numbers up to 500 ○ Identify and state values of each digit • Solve +, - problems in context up to 500 • Build the fraction wall, halves, quarters, eighths. **PATTERNS, FUNCTIONS & ALGEBRA** **Geometric patterns** • Copy, extend and describe simple Geometric patterns in words.
STRATEGIES	Building up and Breaking down;	Building up and Breaking down;	Building up and Breaking down;	Doubling and Halving;	Doubling and Halving;

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 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 3 = 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)

Day	ATP content, concepts, skills	DBE workbook 1	Resources	Date
	Week 1			
1	HOLIDAYS			
2	Baseline: (Revision/consolidation of Term 1 core skills)			
3	Baseline: (Revision/consolidation of Term 1 core skills)			
4	Place value: Numbers 100–300. Counting in 200s. Counting in 300s. Showing and comparing numbers. Write missing numbers.	Worksheet 41 (pp. 96, 97)	Base 10 blocks, flard cards, number cards (see *Printable Resources*) Written assessment items 1, 2, 3 and 4	
5	Place value: Numbers 301–400. Counting in 200s. Counting in 300s. Showing and comparing numbers. Write missing numbers.	Worksheet 43 (pp. 100, 101)	Base 10 blocks, flard cards, number cards (see *Printable Resources*) Written assessment item 5	

Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL
CAPS: Numbers, operations and relationships: Place value
Activity: Assess the learners' ability to recognise concrete representations of hundreds, tens and units in numbers up to 300

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 300
2 (30%–39%)	Can sort flard cards into hundreds, 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 hundreds, tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using flard cards but not an abacus
6 (70%–79%)	Able to recognise and represent place value in concrete displays using flard cards and an abacus
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 300

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Counting numbers 100–300. • Counting in 200s. • Counting in 300s. • Showing and comparing numbers. • Write missing numbers.	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

11 – 14 April 2022 (four-day week)

Day	ATP content, concepts, skills	DBE Workbook 1	Resources	Date
	Week 2			
6	Place value: Numbers 401–500. Counting and writing in 400s. Fill in missing numbers.	Worksheet 45 (pp. 104, 105) Worksheet 49	Base 10 blocks, flard cards, number cards (see *Printable Resources*) Written assessment item 6	

		(pp. 112, 113)		
7	Place value: Numbers up to 500. Counting and writing in 400s. Fill in missing numbers. Complete number of objects per group and multiply.	Worksheet 49 (pp. 112, 113)	Base 10 blocks, flard cards, number cards (see *Printable Resources*)	
8	Building 10s: putting tens together when adding. Taking tens apart when subtracting. Using place value blocks. Show addition with blocks. Show subtraction with blocks	Worksheet 35a (pp. 80, 81) Worksheet 35b (pp. 82, 83)	201–300 Number board (see *Printable Resources*), counters	
9	Problem solving strategies: Building up and breaking down numbers. Use different methods.	Worksheet 37a (pp. 86, 87) Worksheet 37b (pp. 88, 89)	Base 10 blocks (see *Printable Resources*), flard cards (see *Printable Resources*) Written assessment item 7	
10	Public Holiday			

Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL
CAPS: Numbers, operations and relationships: Addition
Activity: Assess the learners' ability to add using a number line and other strategies

Mark: /7

Mark (percent)	Criteria – Rubric
1 (0%–29%)	Unable to add correctly
2 (30%–39%)	Able to add but not using a number line
3 (40%–49%)	Able to add by using a number line with assistance
4 (50%–59%)	Able to add by using a number line and other strategies with much assistance
5 (60%–69%)	Able to add by using a number line and other strategies with a little assistance
6 (70%–79%)	Able to add by using a number line and other strategies with no assistance
7 (80%–100%)	Able to add beyond the number range using a number line and other strategies with no assistance

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Counting and writing numbers 401–500. • Fill in missing numbers. • Counting numbers up to 500. • Counting and writing in 400s. • Complete number of objects per group and multiply. • Building 10s • Putting tens together when adding. • Taking tens apart when subtracting. • Using place value blocks. • Show addition with blocks. • Show subtraction with blocks • Use problem solving strategies • Building up and breaking down numbers	**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	Problem solving strategies: Adding three digits to three digits, breaking down the second number	Worksheet 38 (p. 90, 91)	Base 10 blocks (see *Printable Resources*), flard cards (see *Printable Resources*)	
13	Count and Calculate: Finding missing number that gives 100 or 200. Subtracting back from 200 or 100. Use families of three numbers to give a priority number.	Worksheet 39 (pp. 92, 93)	Number lines 100–200 and 200–300 (see Printable Resources) Written assessment item 8	
14	Number pattern fives: Know the patterns for fives. Multiply by 5. Counting objects in fives. Counting forwards and backwards in 5s. Collect R5 coins and add.	Worksheet 53 (pp. 120, 121)	Counters, number boards 1–100 (see *Printable Resources*), number line blanks (see *Printable Resources*) Written assessment item 9 and 19	
15	Complete and consolidate the week's assessment and work			

Week 3 Assessment Activity: ORAL – FORMAL
CAPS: Numbers, operations and relationships
Activity: Assess the learners' ability to round off numbers to the nearest 10   **Mark: /7**

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to identify the units place in a number
1	Able to identify the tens place in a number
1	Able to recognise round numbers (e.g., 10, 20 30, etc.)
1	Able to round down to the nearest 10 using a number line
1	Able to round up to the nearest 10 using a number line
1	Able to round down to the nearest 10 without aids
1	Able to round up to the nearest 10 without aids

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: • Use problem solving strategies • Adding three digits to three digits • Breaking down the second number • Count and Calculate • Finding the missing number that gives 100 or 200. • Subtracting back from 200 or 100. • Use families of three numbers to give a priority number. • Work with number pattern with fives • Know the patterns for fives. • Multiply by 5. • Counting objects in fives. • Counting forwards and backwards in 5s. • Collect R5 coins and add.	**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	Counting target 200. Count all numbers from 101 to 200. Working with groups of 10s. Complete place	Worksheet 33 (pp. 76, 77)		

	value table. Count boxes with same quantity.	Worksheet 34 (pp. 78, 79)		
17	Double and half numbers: Use sharing strategy. Use number lines to show equal jumps	Worksheet 61 (pp. 136, 137)	Counters, multiplication table grid (see *Printable Resources*) Written assessment item 10, 11 and 12	
18	PUBLIC HOLIDAY			
19	Count in twos. Counting forward and backwards in 2s Double and halving in context. Use flow diagram to apply doubling. Diving by 2s. Multiply by 2s.	Worksheet 51 (pp. 116, 117) Worksheet 62 (pp. 138, 139)	Counters, multiplication table grid (see *Printable Resources*) Written assessment item 13 Written assessment items 20 and 21	
20	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: ORAL – FORMAL

CAPS: Numbers, operations and relationships

Activity: Assess the learners' ability to solve multiplication and division problems by applying knowledge of number patterns

Mark: /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to count in 2s, 3s and 5s
1	Able to extend patterns of 2
1	Able to extend patterns of 3
1	Able to extend patterns of 5
1	Able to use 2s, 3s and 5s in multiplication problems
1	Able to use 2s, 3s and 5s in sharing problems
1	Able to use 2s, 3s and 5s in grouping problems

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: • Counting target 200. • Count all numbers from 101 to 200. • Working with groups of 10s. • Complete place value table. • Count boxes with same quantity. • Double and half numbers: • Use sharing strategy. • Use number lines to show equal jumps • Count in twos. • Counting forward and backwards in 2s • Double and halving in context. • Use flow diagram to apply doubling. • Diving by 2s. Multiply by 2s.	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 threes and fours: Counting in context.	Worksheet 55 (pp. 124, 125)	Counters, number boards 1–100 (see Printable Resources), number line blanks (see Printable Resources) Written assessment item 14 Written assessment item 22	
23	Extend patterns	Worksheet 9 (pp. 20, 21)	Shape cut-outs (see Printable Resources) Written assessment items 23 and 24	
24	Adding and subtracting with 100s. Use place value cards.	Worksheet 42 (pp. 98, 99)		
25	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL	Mark: /7
CAPS: Patterns and algebra: Geometric patterns	
Activity: Assess the learners' ability to describe and extend geometric patterns	

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Describe a pattern in terms of colour
1	Describe a pattern in terms of positions of shapes
1	Describe a pattern in terms of sizes of shapes
1	Extend patterns with one shape/object where the **colours** of the shape/object changes in a regular way
1	Extend patterns with one shape/object where the **position** of the shape/object changes in a regular way
1	Extend patterns with a single kind of shape that **decreases in size**
1	Extend patterns with a single kind of shape that **increases in size**

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: • Counting in threes and fours: • Counting in context. • Extend patterns • Adding and subtracting with 100s. • Use place value cards.	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	Data: Sort data. Draw pictograph. Count frequency of items.	Worksheet 22 (pp. 50, 51) Worksheet 36 (pp. 84, 85)	Pictures of T-shirts cut from old magazines/ adverts (6 green, 10 yellow, 8 blue, 12 pink) Written assessment item 30	
27	Sharpen skills: Adding and subtracting numbers. Using number codes for symbols to solve problems.	Worksheet 47 (pp. 108, 109)		
28	Multiplication and division by 10s: Complete table showing groups of	Worksheet 50 (pp. 114, 115)		

	10. Divide objects equally. Write Multiplication and division sums to check answers.			
29	Group and combine: Divide into equal groups. Solve in context problems.	Worksheet 63 (pp. 140, 141)		
30	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: PRACTICAL – FORMAL **CAPS: Data handling** **Activity: Assess the learners' ability to collect, sort, organise, describe, represent and interpret data**	**Mark:** **/7**

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

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Sort data. • Draw pictograph. • Count frequency of items. • Sharpen skills in Adding and subtracting numbers. • Using number codes for symbols to solve problems. • Multiplication and division by 10s • Complete table showing groups of 10. • Divide objects equally. • Write Multiplication and division sums to check answers. • Group and combine numbers. • Divide into equal groups. • Solve in context problems.	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	Mass: Working with mass. Measure to check heavy or light. Use a balance scale to measure	Worksheet 15 (pp. 32, 33)	Balancing scale (make use of a hanger and two packets if you need to), objects to measure mass (e.g. book, cup, ruler, match box, watch, etc.)	

32	Mass: Add kilograms. Round off the mass to nearest ten. Write mass in order from light to heavy. Estimate the mass of objects. Estimate first, then calculate and give the difference.	Worksheet 44 (pp. 102, 103)	Bathroom scale, kitchen scale, objects that can be used to determine mass (e.g., brick, 2 l water bottles, etc.)	
33	Time: Reading time. Give the times of watches, Jump around the clock. Count the minutes. Count the hours. Write down time. Draw the hands of a clock.	Worksheet 12 (pp. 26, 27)	Clocks (analogue and digital), pictures of clocks (cut out from magazines/etc.) Written assessment items 28 and 29	
34	Time: Working with time in context. Solve time problems.	Worksheet 54 (pp. 122, 123)	2014 calendars – 1 per learner (see *Printable Resources*), this year's calendar (find your own)	
35	Complete and consolidate the week's assessment and work			

Week 7 Assessment Activity: PRACTICAL – INFORMAL	Mark:
CAPS: Measurement: Mass	/7
Activity: Assess the learners' ability to estimate, measure, compare, order and record mass using a balancing scale and non-standard measures (e.g., blocks, bricks, etc.); and to use language to talk about comparisons (e.g., light, heavy, lighter, heavier)	

Mark (percentage)	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:	What will you change next time? Why?
• Working with mass. • Measure to check heavy or light. • Use a balance scale to measure • Add kilograms. • Round off the mass to nearest ten. • Write mass in order from light to heavy. • Estimate the mass of objects. • Estimate first, then calculate and give the difference. • Reading time. • Give the times of watches. • Jump around the clock. • Count the minutes. • Count the hours. • Draw the hands of a clock. • Working with time in context. Solve time problems.	**Struggling Learners Names:** **HOD:** **Date:**

23 – 27 May 2022

Day	CAPS content, concepts, skills	DBE workbook 1	Resources	Date
	Week 8			
36	Symmetry: give the line(s) of symmetry of 2-D shapes. Identify if given lines are lines of symmetry.	Worksheet 48a (p. 110)	Symmetrical shapes (see *Printable Resources*), scrap paper (cut into triangles, squares, hearts, for learners per group) Written assessment item 27	
37	Symmetry: Draw shapes to make a picture symmetrical. Create your own symmetrical carpet.	Worksheet 48b (p. 111)	Symmetrical shapes (see *Printable Resources*), shape cut-outs made from scrap paper (rectangles, squares)	
38	2-D Shapes: Draw, name and compare 2-D shapes. Identify and count same figures. Identify figures with straight or curved edges.	Worksheet 11 (pp. 24)		
39	2-D Shapes: Draw, name and compare 2-D shapes. Identify and count same figures. Identify figures with straight or curved edges.	Worksheet 11 (pp. 25)		
40	Consolidation assessment 3 plus remediation			

Week 8 Assessment Activity: ORAL – INFORMAL	Mark: /7

CAPS: Measurement: Time
Activity: Assess the learners' ability to tell 12-hour time in hours, half hours, quarter hours and minutes on analogue and digital clocks and instruments that show time (e.g., cell phones); and use clocks to calculate length of time in hours or half hours

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to tell the time using an analogue or digital clock
2 (30%–39%)	Able to tell the time shown on an analogue and digital clock with lots of assistance
3 (40%–49%)	Able to tell and show the time shown on an analogue and digital clock with lots of assistance
4 (50%–59%)	Able to tell the time shown on an analogue and digital clock but cannot use clocks to calculate length of time
5 (60%–69%)	Able to tell the time shown on an analogue and digital clock and can use clocks to calculate length of time with lots of assistance
6 (70%–79%)	Able to tell the time shown on an analogue and digital clock and can use clocks to calculate length of time with little assistance
7 (80%–100%)	Able to tell the time shown on an analogue and digital clock and can use clocks to calculate length of time with no assistance

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Give the line(s) of symmetry of 2-D shapes. • Identify if given lines are lines of symmetry. • Draw shapes to make a picture symmetrical. • Create your own symmetrical carpet. • Draw, name and compare 2-D shapes. • Identify and count same figures. • Identify figures with straight or curved edges.	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	Sharing leading to fractions: Making halves and quarters. Colour the required fraction. Use the fraction strips.	Worksheet 57 (pp. 128, 129)	Unifix cubes, counters, scrap paper. Written assessment item 15.	
42	Fractions: making halves, thirds and sixths. Divide objects equally. Use the pictures to solve the question. Identify bigger or smaller fractions	Worksheet 58 (pp. 130, 131)	Counters, Cuisenaire rods (if you have them)	
43	Fractions: making fifths. Divide objects equally. Use the pictures to solve the question. Identify bigger or smaller fractions	Worksheet 59 (pp. 132, 133)	Counters, Cuisenaire rods (if you have them) Written assessment item 16	
44	Money: Sort money in denominations. Estimate totals. Count money and compare with estimate. Saving money.	Worksheet 8 (pp. 18, 19) Worksheet 26 (pp. 60, 61)	Money cut-outs (coins and notes) (see Printable Resources)	
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: • Sharing leading to fractions • Making halves and quarters. • Colour the required fraction. • Use the fraction strips. • Making halves, thirds and sixths. • Divide objects equally. • Use the pictures to solve the question. • Identify bigger or smaller fractions	What will you change next time? Why? STRUGGLING LEARNERS:
	HOD:
	Date:

- Making fifths.
- Sort money in denominations.
- Estimate totals of money.
- Count money and compare with estimate.
- Saving money.

6 – 10 June 2022

Week 10				
Day	**CAPS content, concepts, skills**	**DBE Workbook 1**	**Resources**	**Date**
46	Look for the rule for the pattern. Use the rule to find the missing numbers.	Worksheet 64 (pp. 142)		
47	Look for the rule for the pattern. Use the rule to find the missing numbers.	Worksheet 64 (pp. 143)		
48	Patterns in numbers: Identify pattern of numbers in a 100 grid. Write a name for each pattern. Make your own patterns.	Worksheet 29 (pp.66, 67)		
49	Division: share objects between different numbers of children. Use number blocks for division.	Worksheet 30a (pp. 68, 69)		
50	Complete and consolidate the week's assessment and work			
Reflection				

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
- Look for the rule for the pattern. - Use the rule to find the missing numbers. - Find patterns in numbers - Identify pattern of numbers in a 100 grid. - Write a name for each pattern. - Make your own patterns. - Use sharing for division sums. - Share objects between different numbers of children. - Use number blocks for division.	**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	Division: Use number lines to write subtraction and division number sentences. Draw a number line to solve division sums	Worksheet 30b (pp. 70, 71)		
52	Fractions: Draw lines to match fractions with the shape. Divide and colour shapes to show the required fraction. Share objects equally.	Worksheet 31 (pp. 72, 73)		
53	Count in 50s: Estimate, count and compare. Calculate items at R50.	Worksheet 56 (pp. 126, 127)		

54	PUBLIC HOLIDAY			
55	PUBLIC HOLIDAY			

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Use number lines to write subtraction and division number sentences. • Draw a number line to solve division sums • Draw lines to match fractions with the shape. • Divide and colour shapes to show the required fraction. • Share objects equally. • Count in 50s • Estimate, count and compare large numbers. • Calculate items at R50.	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 and Practical: Activity 1 Numbers, operations and relationships: Place-value	**Baseline assessment or the revision activities** **Written: Item bank questions 1, 2, 3, 4, 5 and 6** Numbers, operations and relationships
2	**Oral and Practical: Activity 2** Number, operations and relationships – Addition **Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Written: Item bank question 7** Numbers, operations and relationships
3	**Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	**Oral: Activity 3** Numbers, operations and relationships: Rounding off **Written: Item bank questions 8, 9 and 19** Numbers, operations and relationships; Patterns
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Oral and Practical: Activity 4** Patterns of multiplication and division **Written: Item bank questions 10, 11, 12, 20, 21 and 22** Numbers, operations and relationships; Patterns
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral and Practical: Activity 5** Patterns and algebra: Geometric patterns **Written: Item bank questions 14, 23 and 24** Numbers, operations and relationships; Patterns
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Practical: Activity 6** Data handling **Written: Item bank questions 15, 16 and 30** Numbers, operations and relationships; Data handling
7	**Practical: Activity 7** Measurement: Mass **Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	

8	**Oral: Activity 8** Measurement: Time **Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Written: Item bank questions 27, 28 and 29** Space and shape; Measurement
9	PRACTICAL – INFORMAL-Activity 9 **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	**Written assessment items 17 and 18** **Written assessment item 15.** **Written assessment item 16**
10	**Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	
11	**Tuesday** Skills mastery Assessment 19	
12	Formal Assessment tasks	**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 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 47 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.

2.   Written assessment items for Pattern.
Questions 19-24 – Marks 3 + 3 + 1 + 2 + 3 + 3 = 15

3.   Written assessment items for Space and shape.
Questions 25, 26, and 27 – Marks 2 + 3 + 1 = 6

4.   Written assessment items for Measurement.
Questions 28 and 29 – Marks 1 + 2 = 3

5.   Written assessment items for Data handling.
Question 30 – Marks 4 + 2 = 6

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

Written assessment items for numbers, operations & relationships.

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	Q.18	Total
Mark	2	1	2	1	3	3	3	3	2	5	2	3	2	2	2	2	4	5	47
Learner name and surname																			

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

Question 1
(2)

Write a number sentence and the answer for: 100 and 1 and 80.

_____

Question 2
(1)

Write 231 in words.

_____

Question 3
(2)

Show where you would find the numbers 207 and 282 on the number line below:

| | | | | | | | | | | |
|200|210|220|230|240|250|260|270|280|290|300|

Question 4
(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

_____

Question 5
(3)

Colour any three numbers that are smaller than 276 in red.

| 222 | 277 | 269 | 276 | 297 | 300 | 212 | 247 | 279 | 218 |

Question 6
(3)

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

402, 417, 424

| | | | | | |
|400|405|410|415|420|425|

Question 7
(3)

Show your working. 195 + 16= ____

Question 8

(3)

Calculate 52 – 37 = _____

Question 9

(2)

Use the number line below to show how many 5s there are from 405 to 420.

| | | | | | |
|400|405|410|415|420|425|
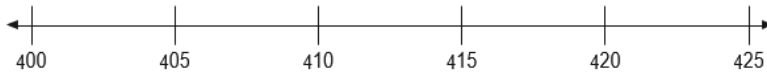
Question 10

(5)

Complete the spider diagrams.
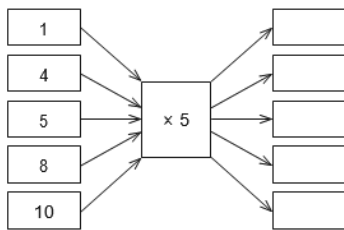
Question 11

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?

Number sentence: _____

I will give her_____roses.

Question 12

Count the flowers.

a) Share them equally among the five groups.

(1)
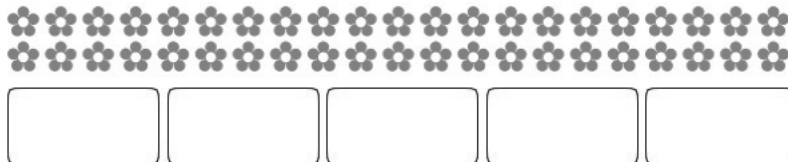
b) How many flowers are there in each group? _____

(1)

c) How many flowers are left over? _____

(1)

Question 13

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Question 14

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

_____

Question 15

(2)

Draw 20 circles. Cross out one quarter of the circles.

Question 16

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Question 17

Add the following and write the answer in the block. What will my change be if I pay with R20?

a)   (2) b)   (2)
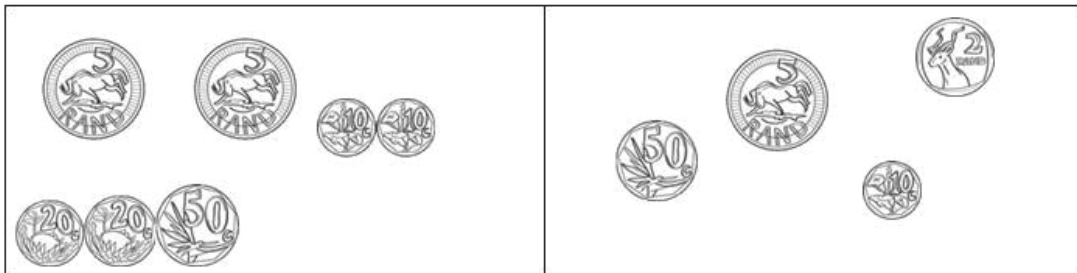
a) You have R5. Tick 3 sweets that you can buy.

(1)

Choc chuckle	Gums	Sour worms	Peach treats	Magic mints	Toffees
R2,70	R1,80	R1,40	R1,60	R2,20	R1,20
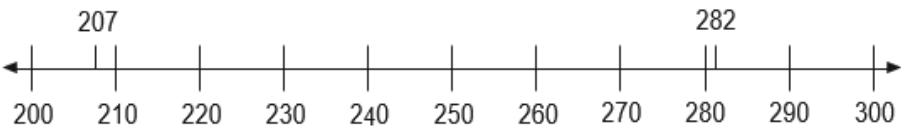
b) Write a number sentence to show how much you will spend. Calculate.
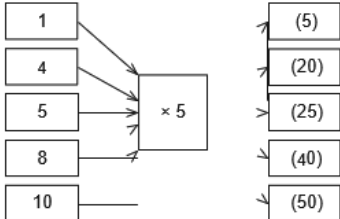
(2)

_____

c) Write a number sentence to show how much change you will get. Calculate.

(2)

_____

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

1. 100 + 80 + 1 = 181 1 mark number sentence; 1 mark correct answer.	(2)
2. Two hundred and thirty one (1 mark correct wording)	(1)
3. Learners must indicate the position of the two numbers. 	(2)
4. (1 mark for the correct answer.) 100 + 30 + 5 = 135	(1)
5. 1 mark per correct shaded block (max 3) blocks: 	(3)

6. Must indicate position on the line. 402 400 405 410 417 420 424 425	(3)
7. 195 + 16 = 211 Any correct working is accepted. If only the answer is given, also ok.	(3)
8. 52 – 37 = 15 (accept alternative methods)	(3)
9. 1 mark – shows three hops; 1 mark – direction arrows shown. 400 405 410 415 420 425	(2)
10. (1 mark per correct entry in the blocks. 1 4 5 × 5 8 10 (5) (20) (25) (40) (50)	(5)
11. (1 mark for working, 1 mark for the answer. Accept alternatives.) 10 × 5 = 50 I will give her 50 roses.	(2)

12. a) Shared flowers drawing.
 	
   b) 8 in a group.
 	
   c) 2 left over.
	(3)

13. 75 ÷ 2 = 37 remainder 1. They each get 37 and there is 1 sucker left over.	(2)
14. (1 mark for working, 1 mark for the answer. Accept alternatives.) 10 x 3 = 30 I will give her 30 roses	(2)
15. (Any 5 of the 20 may be crossed out.) ⊘ ⊘ ⊘ ⊘ ⊘ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	(2)

16. $(60 \div 5 = 12 \therefore \frac{1}{5}$ of $60 = 12 \therefore \frac{2}{5}$ of $60 = 12 \times 2 = 24)$ 24 adults.	(2)
17. 1 mark per correct answer. Block 1: R11,10 My change is R8,90 Block 2: R7,60 My change is R12,40	(4)
18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation. a) Sweets ticked. (1) b) Learner's own number sentence and calculation. (2) c) Learner's own number sentence and calculation. (2)	(5)

Written Assessment Items for Patterns

Question 19

(3)

Complete the number line below:

240 _____ 250 255 _____ 265 _____
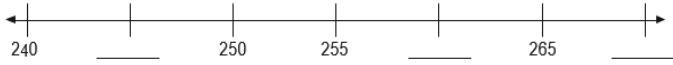
Question 20

(3)

Complete the number line below:

196 198 _____ _____ 204 _____ 208

Question 21

(1)

What are the next three terms in this number pattern?

367, 365, 363,_____,_____,_____.

Question 22

(2)

Complete the number line below:

396 393 _____ 387 _____ 381 378
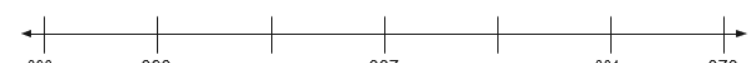
Question 23

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Question 24

(3)

Make your own pattern using circles and squares.

Solutions and Mark Allocation

19. All the correct numbers must be marked on the number line. **245, 260, 270**	(3)
20. All the correct numbers must be marked on the number line. **200, 202, 206**	(3)
21. (1 mark for the correct answer) **367, 365, 363, 361, 359, 357**	(1)
22. All the correct numbers must be marked on the number line. **390, 384**	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary)	(3)

Written Assessment Items for Space and Shape
Question 27

(1)

Draw the line of symmetry into the shape below:

Solutions and Mark Allocation

27. (1 mark for the correct answer)	(1)

Written Assessment items for Measurement.

Question 28

(1)

Tick the clock that shows quarter past two.

Question 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Solutions and Mark Allocation

28. (1 mark for the correct answer.)	(1)
29. (2 marks if both the long and the shorthand are shown correctly.)	(2)

Written Assessment for Data Handling

Question 30

(4)

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

Clown fish	Seahorse	Octopus	Crab

b) Answer the following questions by looking at the information in the pictograph.
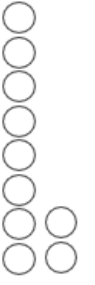
i) Which picture are there the most of? _____

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

(1)

(1)

Solutions and Mark Allocation

30. a. (1 mark for each column correctly completed.)	(4)

Clown fish – 10

Seahorse – 6

Octopus – 8

Crab – 16

Clown fish	Seahorse	Octopus	Crab

30. b. i) Crabs	(2)
ii) Seahorses	

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	**Estimate the capacity of each object.** **Capacity** **Measurement** **Weight/Mass** **Doubling**
SM Assessment 2	**Expanded notation in expanded notation.** **Addition: 3-digit number in columns** **Counting on a number line** **Division** **Adding/subtracting**
SM Assessment 3	**Identify fractions** **Metric units: millimetres and centimetres** **Time** **Multiplication**
SM Assessment 4	**Place value** **Multiplication and division** **Add/subtract/multiply with parenthesis** **Proper and improper fractions**
SM Assessment 5	**Counting: Subtraction** **Showing and comparing** **Addition** **Kilograms** **Subtraction**
SM Assessment 6	**Round numbers to the nearest 1000** **Subtracting mixed numbers**

	Time word problems Multiply in columns Comparing fractions
SM Assessment 7	Perimeters of rectangular shapes Symmetry Subtracting Convert fractions to mixed numbers
SM Assessment 8	Reading a measuring cup Metric units: m, cm and mm Round numbers to the nearest 1000 Word problem
SM Assessment 9	Multiplying by whole tens Build a 3-digit number Skip counting by 150s Subtracting from whole thousands
SM Assessment 10	Word problem Subtraction Grouping Addition sum and multiplication sum
SM Assessment 11	Number names and number symbols Time: analogue clock Money
SM Assessment 12	Complete the following number patterns Sharing Problem solving Geometric pattern Addition
SM Assessment 13	Complete the pattern 3-digit addition Matching numbers with codes Money: Word problem
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	Bigger, smaller or equal Use the numbers given and make a number sentence Patterns
SM Assessment 16	Number line: Subtraction jumps Convert decimals to mixed numbers Add/subtract with brackets Reading skills: Looking at information given
SM Assessment 17	Comparing fractions with same denominator Division facts Multiplication equations
SM Assessment 18	Identify proper unit Factor diagram Addition Multiplication: find the product Rounding off
SM Assessment 19	Subtraction – borrowing method

	Subtracting whole hundreds from 4 – digit numbers Expanded notation Simplifying fractions
SM Assessment 20	Long division Symmetry Mixed arithmetic Subtracting Addition

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number   Assessment

1.
Estimate the capacity of each object. Circle the correct answer.

1)

grape juice

• 2 L   • 200 mL   • 20 mL

2.
How much of water is in each jug?

1)   2)   3)

_____ mL   _____ mL   _____ mL
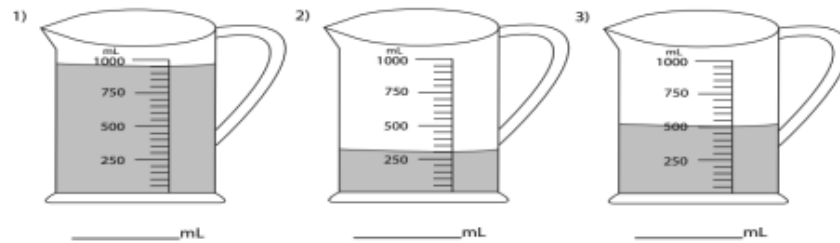
3.
Measure each object to the nearest centimetre.

cm

_____

4.
Estimate the weight of each object.

4)

Tomato Puree

• 5 g   • 50 g   • 500 g

5.
Double these numbers. The first one is done for you.

84	
42	42

	55

Number	Assessment

1. **Write a 4-digit number in expanded form.**

5,057 _____

7,684 _____

2. **Adding four 3-digit numbers in columns**

```
    21
   460
   806
 + 849
 _____

 _____
```

3. **Multiply by skip counting on a number line**

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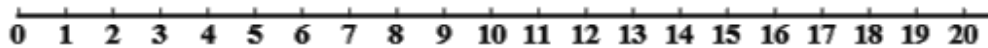
$3 \times 3 = $ ___

$4 \times 5 = $ ___

4. **Meaning of division**

$5 \times 2 = $ $12 \div 4 = $

$8 \div 4 = $ $8 - 4 = $

How many bananas
does each kid get? ___

5. **Add / Subtract with parenthesis - 5 numbers**

$33 - (3 + 4 + 1 + 19) = $ _____

$33 - 3 + 4 + 1 + 19 = $ _____

Number	Assessment

1.

Identifying fractions - using blocks

$\frac{1}{3}$ = ▢▢▢

$\frac{2}{6}$ = ▢▢▢▢▢▢

$\frac{2}{5}$ = ▢▢▢▢▢

2.

Metric Units: millimeters and centimeters

Convert the given measures to new units.

1. 70 cm = _____ mm   2. 30 cm = _____ mm

3.

Telling time - 5 minute intervals
(draw the clock)

1.

2:05

2.

9:20

4.

Write the correct names for each of the following shapes.

Square	Rectangle	Trapezoid
Parallelogram	Kite	Rhombus

5.

Multiplication word problems

Andrew is having his friends over for game night. So, he decided to prepare snacks and games.

He started by making mini sandwiches. If he has 4 friends coming over and he made 3 sandwiches for each one of them, how many sandwiches did he make?

Number	Assessment
1.	

Thousands, hundreds, tens & ones

7,8<u>3</u>8 = _____

2,<u>9</u>58 = _____

2.

Multiplication & division fact families

□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □
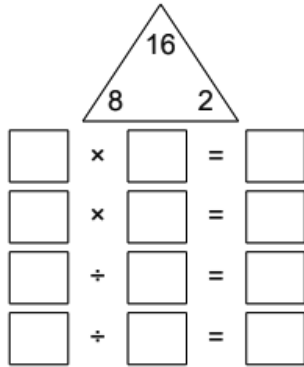
3.

Add/Subtract/Multiply w/ parenthesis - 6 numbers

$3 \times (8 \times 1 \times 10) + 31 \times 8 =$ _____

$6 \times 4 \times (8 + 28 \times 2) \times 7 =$ _____

4.

Comparing proper & improper fractions

$\dfrac{5}{4}$ < $\dfrac{3}{2}$

$\dfrac{5}{3}$ $\dfrac{13}{12}$

5.
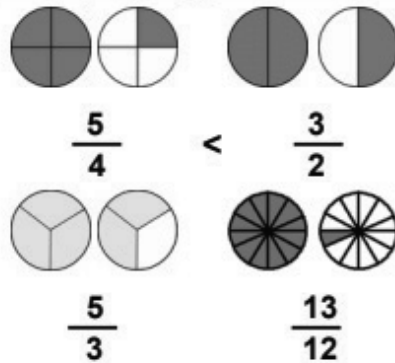
Subtracting from whole thousands, missing number

_____ - 994 = 6

3,000 - _____ = 2,812

SM Assessment 5

Number	Assessment
1.	**What's the jump?**

301		281					

	171				211

				101	

2. **Showing and comparing**

a. Write the numbers that go in each card.

298:    208:   301:   276:   227:   269:   311

```
2 0 0
  9 0
    8
```

3. c. $276 + 148$

4. **Add some kilograms.**

Add and write the answers.

| 78 kg |
| 96 kg |
| 84 kg |
| 66 kg |
| 94 kg |

+ 14 kg   + 5 kg

| 97 kg |
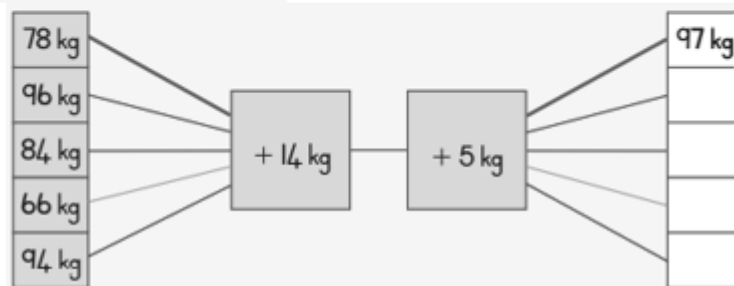
5. $3,000 - 489 =$ _____

Number	Assessment
1.	**Round numbers 0-10,000 to the nearest 1000**

3,241 = _____

8,565 = _____

2. **Subtracting mixed numbers**

$8\frac{1}{2} - 2\frac{1}{2} =$ _____

$8\frac{5}{11} - 2\frac{8}{11} =$ _____

3. **Time word problems**

Dannie, who is a teacher, had a busy day at school last Monday.

He woke up early at 5:00 in the morning to prepare everything for the day. At 6:27 in the morning, he left for school. How many hours did he spend preparing?

4. **Multiply in columns - 1 digit by 4 digit**

Find the product.

$$\begin{array}{r} 5,000 \\ \times 4 \\ \hline \end{array}$$

5. **Comparing proper & improper fractions**

$$\frac{5}{4} \quad < \quad \frac{3}{2}$$

$$\frac{5}{3} \qquad \frac{9}{8}$$

Number	Assessment
1.	

Classifying triangles by their angles

Write acute, obtuse or right beside each triangle.

2.

Perimeters of rectangular shapes

If each of the square is 1 unit by 1 unit (shown below), find the perimeter for the shapes shown below.

1 unit

1 unit

_____   _____
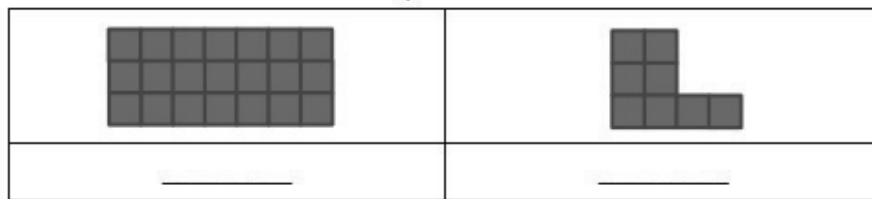
3.

Lines of symmetry

4.

Subtracting 4-digit numbers, with regrouping

Find the difference.

$$\begin{array}{r} 1,513 \\ -992 \\ \hline \end{array}$$

5.

Convert improper fractions to mixed numbers

Convert.

1. $\frac{44}{12} =$ _____

2. $\frac{14}{10} =$ _____

3. $\frac{14}{6} =$ _____

Number	Assessment
1.	

Reading a measuring cup (metric)

Find the volume of the juice in milliliters (mL) in the following measuring cups.

500 mL
400 mL
300 mL
200 mL
100 mL

500 mL
400 mL
300 mL
200 mL
100 mL
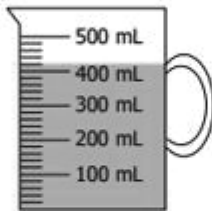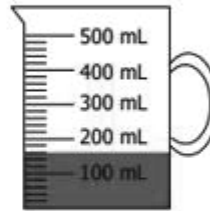
1) _____ mL   2) _____ mL

2.

Metric Units: meters, centimeters and millimeters

Note: 1 meter (m) = 100 centimeters (cm) = 1,000 millimeters (mm)

Convert to the units shown:

1. 61 m = _____ cm   2. 63 cm = _____ mm

3. 48 m = _____ mm   4. 44 m = _____ cm

3.

Round numbers 0-10,000 to the nearest 1000
Round to the nearest thousand.

1. 3,241 = _____   2. 9,868 = _____   3. 1,142 = _____

4.

Tyrone bought 50 liters of white paint and 12 liters of paint thinner. He used 36 liters of white paint in renovating a building. How many liters of white paint were left?
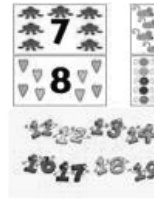
5.

Perimeter and area of rectangles

Find the perimeter and area of each rectangle.

1.
16 in
4 in

2.
11 ft
3 ft

_____   _____
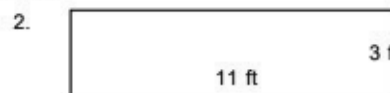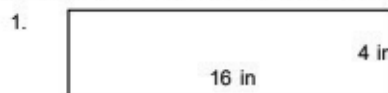
Number	Assessment
1.	

Multiplying by whole tens (missing factor)

80 × _____ = 800

40 × _____ = 2400

2.

Build a 3-digit number from the parts

Write the 3-digit numbers

1. ____ 200 + 50 + 7   2. ____ 800 + 20 + 4

3.

Round numbers 0-10,000 to the nearest 1000

Round to the nearest thousand.

1. 3,241 = _____   2. 9,868 = _____   3. 1,142 = _____

4.

Skip counting by 150's

0		300			
			1,350	1,500	1,650

5.

Subtracting from whole thousands, missing number

Find the missing number.

1. _____ - 994 = 6   2. 1,000 - _____ = 104

3. 3,000 - _____ = 2,812   4. 6,000 - 752 = _____

Number	Assessment
1.	

Do these calculations: Use your number charts in the Dbe Books.

Example: 176 – 5 = _____

2.

98 – 54 = _____

3.

a) 3 + 3 + 3 + 3 = _____   4 groups of 3 = _____   4 x 3 = _____

4. Make the addition sum and the multiplication sum for these pictures:
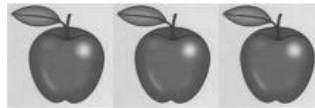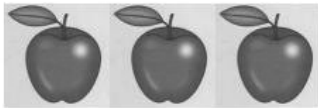
5. Write the name of the 3-D shape each object looks like.

_____   _____   _____

Number	Assessment
1.	Complete:

number name	number symbol	tens	ones	number sentence
seventy-eight				
forty -four				

2. **Time**

Write down the time shown on each clock.

a. _____

b. _____

c. _____

3. the table by writing the time shown on the clocks and filling in the elapsed time.

Start time	End time	Elapsed time

4. **Count the money on each line and write the total in Rands.**

43

5. These are the prices of sweets in the tuck shop.

sweets	price
chocolate	R2,70
Gum drops	R1,80
sour worms	R1,40
toffee	R1,20
Peach treats	R1,60
Magic mints	R2,20

Jordan's granny gave him R5. Which 3 sweets can he buy with his money and will he have change afterwards?

SM Assessment 12

Number	Assessment
1.	**Complete the following number patterns by colouring in the number patterns in the block.**

121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140

a. 122, 124, 126, _____, _____, _____, _____ , _____, _____.

2.

1. Share 9 Astros amongst 3 children. Each child will get _____ Astros.

O O O O O O O O O   9 divided by 3 = _____ Astros.

3. **Problem solving**
Solve the following word problems. Please show your working. Use any method to get your answer.

a. Craig has a R20 note. He buys six water guns for R2 each. How much money does Craig have left?

Craig has R____ left.

4. **Basic pattern - Look at the patterns in each row. Fill in the blanks by drawing the shapes that continue the pattern.**

□ O □ O □ O □ O □ O □

△ ▽ ▽ △ ▽ ▽ △ __ __ __

5. Find the totals. Use your number cards to show each total.

405 + 10	415	400 + 10 + 5	398 + 10		

SM Assessment 13

Number	Assessment
1.	What are the next numbers?

       (a) 145, 144, 143, _____, _____, _____

       (b) 135, 145, 155, _____, _____, _____

2.

     b. $278 + 136$

3.   Match each answer in the table to a letter in the code.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Example: $2 \times 3 \times 3 \times 1 = \square$	18	R
$50 + 50 + 50 + 100 - 200 - 45 = \square$		
$1 + 2 + 7 + 10 + 7 + 1 - 14 = \square$		

4. **Which is more?**

To get R2,50 a day pocket money
for June and July.

Or to get R150 total pocket money for
the two months?

Show how you worked it out.

5.

Counting the apples.
Fill in the table.

How many baskets hold the apples?

Apples	10	20	30	40	50
Baskets	1	2			

Number	Assessment

1.

Use the >, < or = sign to complete each number sentence.

630 [ ] 630

12 [ ] 15

2.

Use the numbers to make your own number sentences.

Example ÷ | $40 ÷ 10 = 4$ × | $4 × 10 = 40$

a.

÷ [ ]   × [ ]

3.

How many gloves?

Write in the tables.

a.

Pair of gloves		1	10	5	50	4	40	3	30	100
Number of gloves		2								

4.

Count in twos

a. Which number comes in between?

264, ____, 268	391, ____, 395	414, ____, 410

5.

Compare the capacity and fill in the box with the appropriate symbol < ,> or = in each problem.

Number	Assessment
1.	3. Tino went shopping. He had R100. He spent half the amount of money. Show this in the diagram.
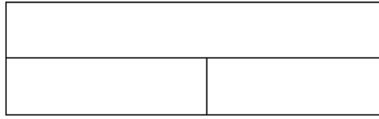
| 2. | $67 - 23 = $ _____ |

3. Draw the mirror image of each item below to complete the shape.

4. Share 15 sweets to 3 children. Each child will get _____ sweets.
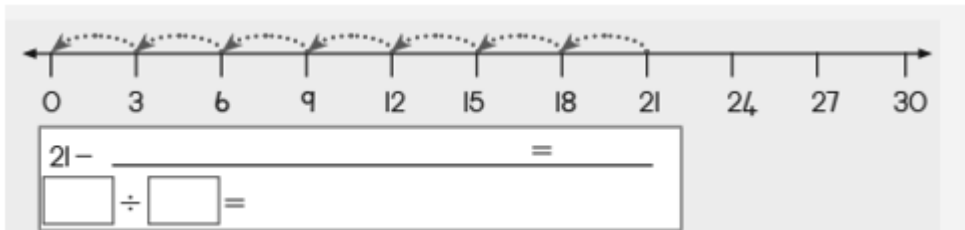15 divided by 3 = _____ sweets.

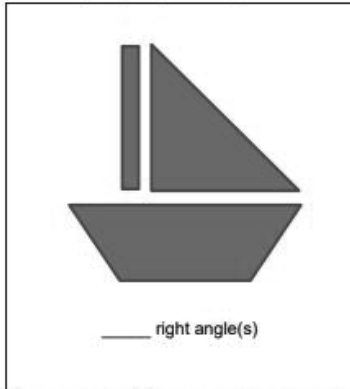5. Make the addition sum and the multiplication sum for these pictures:

_____   _____   _____
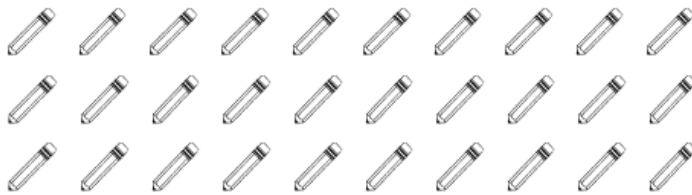
SM Assessment 16

Numbe r	Assessment
1.	

$21 - $ _____ $=$ _____

☐ ÷ ☐ =

2.

Identifying right angles

_____ right angle(s)

3. **Convert decimals to mixed numbers**

1. 7.3 = _____   2. 2.6 = _____   3. 3.5 = _____

4. **Add/subtract with brackets**

1. 20 - (12 - 7) = _____   2. 20 - 8 - 6 = _____

5. **Reading a calendar**

Answer the questions according to the calendar.

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

1. The bill is due on the first Friday of March. What is the due date of the bill?

_____

SM Assessment 17

Number Assessment

1.

Comparing fractions with same denominator

Write ">", "=" or "<" to compare the fractions.

1. $\dfrac{3}{15}$ ___ $\dfrac{9}{15}$ 2. $\dfrac{1}{3}$ ___ $\dfrac{1}{3}$ 3. $\dfrac{1}{2}$ ___ $\dfrac{1}{2}$

48
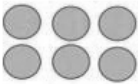
2.
Division Facts: Dividing by 1 - 12
Convert the decimal to a fraction and simplify.

1. $7.3 =$ _____   2. $2.6 =$ _____   3. $3.5 =$ _____

3.
Write a multiplication equation to find the number of shapes.

☐ x ☐ = ☐   ☐ x ☐ = ☐

4.
Metric units of length: centimeters, meters and kilometers

Distance between two continents	Distance of a marathon race	Length of a baby's feet
cm / m / km	cm / m / km	cm / m / km

5.
Circle the right words for each of the following:

1. 1 m   is   longer than / shorter than / the same as 10 cm.

2. 2 m   is   longer than / shorter than / the same as 1 km.
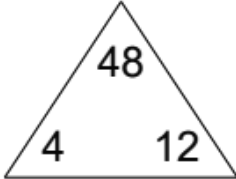
SM Assessment 18

Number   Assessment
1.
Circle the proper unit for each of the following.

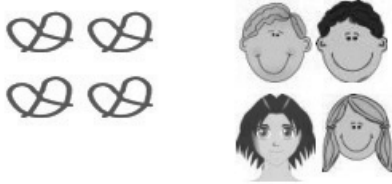| Length of a calendar	Length of track	Distance travelled by a plane
cm / m / km	cm / m / km	cm / m / km

2.
Complete each family of facts.

1.
48
4   12

☐ × ☐ = ☐

49

3.

___ ÷ ___ = ___

How many pretzels
does each kid get? ____

4. Find the product.

1. 4 × 900 = _____   2. 8 × 600 = _____   3. 9 × 800 = _____

5. Round to the accuracy of the underlined digit.

1. 3,<u>7</u>66 = _____   2. <u>4</u>,722 = _____   3. 4,<u>4</u>24 = _____

SM Assessment 19

Number	Assessment
1.	### Subtracting - borrowing across two zeros Find the difference. 1. $\begin{array}{r} 400 \\ -\ 170 \\ \hline \end{array}$ 2. $\begin{array}{r} 600 \\ -\ 327 \\ \hline \end{array}$
2.	### Subtracting whole hundreds from 4-digit numbers Find the difference. 1. 6,879 - 400 = _____ 2. 2,879 - 700 = _____
3.	### Write a 4-digit number in expanded form. 5,866 _____ 2,711 _____
4.	### Simplifying fractions (including improper fractions) Simplify the fractions. 1. $\frac{2}{6}$ = _____ 2. $\frac{20}{8}$ = _____ 3. $\frac{6}{8}$ = _____
5.	### Properties of Polygons Circle the number of sides each type of polygon has.

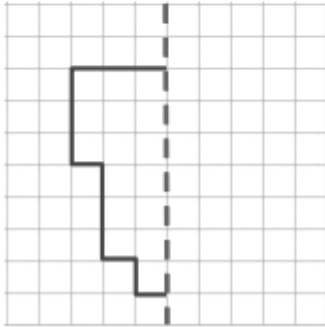| Heptagon	2 3 4 5 6 7 8
Triangle	2 3 4 5 6 7 8

50

Number   Assessment

1.

$$5 \overline{\smash{)}3\ 5}$$

2.

Symmetry – Completing symmetrical shapes

3.

Mixed arithmetic (2-3 digits)

In the school library, there are 52 reference books, 150 non-fiction books and 329 fiction books. Each student can borrow up to 3 fiction books and 2 non-fictions books at the same time.

There are 4 shelves for reference books. To place the reference books equally among the shelves, how many reference books should be put on each shelf?

4.

Subtracting fractions from whole numbers

1. $7 - \frac{4}{5} =$ _____   2. $1 - \frac{9}{10} =$ _____   3. $1 - \frac{7}{8} =$ _____

5.

Adding whole thousands to a number

$7,000 + 174 =$ _____

51