PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 1 TERM 3

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

2021

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ABOUT THE PLANNER AND TRACKER

This 2021 Revised Recovery Curriculum and Assessment Planner and Tracker is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE)! We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

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

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

PURPOSE OF PLANNER AND TRACKER

1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 1.
2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 3.
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 Term 1 and term 2 content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it has been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

Curriculum coverage in term 1 and 2, must be viewed and implemented in term 3, in the light of some contextual realities that includes the following:

1) 2020 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 part 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	15 February - 23 April	50(10 weeks)
Term 2	3 May – 9 July	50(10 weeks)
Term 3	**26 July – 01 October**	**50(10 weeks)**
Term 4	11 Oct - 15 Dec	48(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 3 Planner and Tracker will maintain the Rotation process used in terms 1 and 2.
- NECT TERM 3 Planner and Tracker has 48 teaching and learning days (2 public holidays), of which 15 days are used for formative and summative Assessment days.
- NECT Term 3 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 do mat work and 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

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 are expected to attend school from the beginning of term 3

- 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 as in the lesson above is a suggestion.

WEEK: 7 hours PER DAY 1 hr 24 min × 5 = 7 hours	
Counting	5 min
Consolidation of Concepts	10 min
New Concept	20 min
Group work	24 × 2 groups = 48 min

CONTENT COVERAGE

GRADE 1		GRADE 1 CONTENT OVERVIEW		
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)
		• Readiness	• Diagnostic 1	• Diagnostic 2
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 5 • Count forwards and backwards up to 5 • Read number names and symbols up to 10 • Write number names and symbols up to 5 • Compare and order numbers up to 5 • Number bonds to 5 • Practical addition and subtraction in context and context free up to 5 • Grouping and sharing up to 5 • Mental Maths up to 5	• Count concrete objects up to 20 • Count forwards and backwards up to 10 • Read number symbols up to 10 • Write number names and symbols up to 10 • Compare and order numbers up to 10 • Number bonds to 7 • Practical addition and subtraction in context and context free up to 10 • Grouping and sharing up to 10 • Mental Maths up to 10	• Count concrete objects up to 50 • Count forwards and backwards to 50 • Read number symbols up to15 • Write number symbols up to 15 • Write number names and symbols up to 15 • Compare and order numbers up to 15 • Number bonds to 9 • Practical addition and subtraction in context and context free up to 15 • Repeated addition up to 15 • Grouping and sharing up to 15 • Mental Maths up to 15 • Money up to R10
	PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns (integrated into Data handling) • Number patterns up to 20 (integrated into counting)	• Geometric patterns • Number patterns up to 50 (integrated into counting)	• Number patterns up to 80 (integrated into counting))
	SPACE AND SHAPE	• 3-D objects Position, orientation, and views	• 3-D objects 2-D shapes	
	MEASUREMENT	• Time Mass	• Time • Length	• Time • Volume and Capacity
	DATA HANDLING	• Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday Calendar, etc.)	• (Integrated into other content areas)	• (Integrated into other content areas)
	REQUISITE PRE-KNOWLEDGE	• Numbers 1-5 • Count on beads / abacus up to 20 • Maths Vocabulary: ○ Many and fewer ○ Before, after, between ○ Just as many, the same as • Ordinal numbers 1st – 6th • Position in the line/ race/ on the number line	• Days of the week, current month. • Count on beads / abacus/ number line up to 10 • Position in the line/ race/ on the number line up to 10 • Order a collection of objects: most, least • More than, less than; before, after, between • 3-D objects: boxes, balls • Number bonds of 5 and 6 • Grouping and sharing up to 7	• Days of the week, current month. • Count on beads / abacus/ number line up to 20 • Position in the line/ race/ on the number line up to 10 • More than, less than; before, after, between • Number bonds of 10 • Grouping and sharing up to 10 • Number bonds up to 10 • Grouping and sharing up to 10 • Money- ~~awareness~~

CORE QUESTIONS	DID ALL LEARNERS MASTER TERM 1 SKILLS?	DID ALL LEARNERS MASTER TERM 1 AND 2 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 3: Implement DBE Diagnostic – see exemplar – or any similar diagnostic – Based on term 1 and term 2 core skills (counting, place value, number recognition and operations, etc)

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

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

ITEM BANK: Items can be from previous:

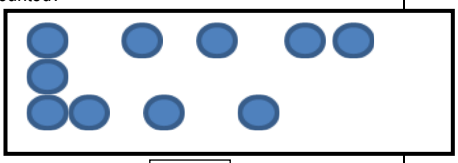
1) BASELINE/READINESS assessment, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank and 4) PREPARATION: Test, Marking Guideline/s, Marksheet and apparatus.

26 – 30 July 2021

Week 1				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
1	Diagnostic:(Revision, consolidation of term 1 and 2 skills)			
2	Diagnostic: Remediation – error analysis			
3	Number 11	Worksheet 65 (pp. 2, 3)	Number symbol 11 and name card eleven (see Term 1 *Printable Resources*), tracing sheet with number symbols 11 (see *Printable Resources*), Unifix blocks, sticks, elastic bands, old magazines/ newspaper. Written assessment items 1 and 2	
4	Number 12	Worksheet 66 (pp. 4, 5)	As for Lesson 1 but for the number 12 Written assessment item 3	
5	Number 13	Worksheet 67 (pp. 6, 7)	As for Lesson 1 but for the number 13	

Notes for the teacher.

1. The Diagnostic Assessment can be administered one-on one or to a group of at least 5 learners at a time – it is an assessment FOR learning.
2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Diagnostic Assessment is being administered.
3. Prepare well - study the Diagnostic Assessment i.e. familiarise yourself with the apparatus and templates that must be used.
4. Below are examples that can be used to administer the Diagnostic Assessment.
5. Teachers must also write comments/ make notes of the learners verbal responses in Learner Response Book(LRB).

EXAMPLES OF DIAGNOSTIC ASSESSMENT					
NOR	Ask the learners to extend the pattern with one more shape		eas y	1	
NOR	Count One to one correspondence number names and number symbols	Teacher places 10 counters randomly on the table, Give the following instructions: Count the counters.how many counters have you counted?  ten 10	moderate	1	*Count one by one / in groups? Note the learner's level of counting.* *Check on the correct 'touch counting' skill – can the learner verbally match the correct number name while counting to counters and give the correct total.* ***NOTE: DBE WORKSHEET 5*** *can also work for one to one correspondence*

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Know number 11 • Know number 12 • Know number 13	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

2 – 6 AUGUST 2021

Week 2				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
6	Number 15	Worksheet 69 (pp. 10, 11)	As for Lesson 1 but for the number 15 Written assessment item 4	
7	Length - consolidate	Worksheet 74 (pp. 20, 21) Worksheet 96 (pp. 64, 65)	Pencils, learners' hands and feet, objects to be measured (e.g. books, suitcases) Written assessment item 17	
8	Place value: decompose numbers 11–15	Worksheet 95 (p. 62)	Counting sticks, elastic bands	
9	Place value: decompose numbers 11–15	Worksheet 95 (p. 63)	Unifix blocks, whiteboards/ scrap paper	
10	Complete and consolidate the week's assessment and work			

Week 2 Assessment Activity: PRACTICAL – FORMAL

CAPS: Measurement: Length

Activity: Assess the learners' ability to estimate, measure and record lengths using non-standard measures and to use language to talk about ordering and comparing lengths

Mark: /7

Mark	**Criteria – Checklist (1 mark for each criterion achieved)**
1	Able to compare the length of two objects by placing them next to each other
1	Able to compare the length of more than two objects by placing them next to each other
1	Able to order the length of two or more objects by placing them next to each other
1	Able to use language to talk about the comparison of lengths (e.g. longer, shorter, longest shortest)
1	Able to estimate and record length using non-standard measures (e.g. the train is 5 blocks long)
1	Able to measure and record length using non-standard measures
1	Able to compare and order length using non-standard measures

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: • Know number 15 • Identify length • Place value for 11 – 15 • Decompose numbers 11 – 15	What will you change next time? Why? **Struggling Learners Names?**
	HOD: **Date:**

10 – 13 August 2021 - 4-day week (skip the assessment activity at end of the week)

Week 3				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
11	Place value: decompose numbers 11–15		Abacus, flard cards (see *Printable Resources*) Written assessment item 5	
12	Time		Days of the week and the months of the year flashcards (see *Printable Resources*) Written assessment item 18	
13	Addition up to 15: counting on	Worksheet 70 (pp. 12, 13)	Unifix blocks, counters, blank number lines (see *Printable Resources*) Written assessment item 6	
14	Addition: building up and breaking down	Worksheet 71 (p. 14)	Unifix blocks, counters, flard cards (see *Printable Resources*), whiteboards/scrap paper	

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Place value for 10 -15 • Decompose numbers 10 – 15 • Identify time • Add up to 15 • Count on to 15 • Build up numbers up to 15 • Break down numbers up to 15	What will you change next time? Why? **Struggling Learners names:**
	HOD: **Date:**

16 – 20 August 2021

Week 4				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
15	Subtraction – number lines and counting back	Worksheet 71 (p. 15)	Counters, blank number lines (see *Printable Resources*), whiteboards/ scrap paper	
16	Subtraction – counting back	Worksheet 73 (p. 18)	Unifix blocks, counters, whiteboards/scrap paper	
17	Addition and subtraction	Worksheet 73 (p. 19)	Counters, whiteboards/ scrap paper. Written assessment item 7 and 8	
18	Doubles	Worksheet 85 (p. 43)	Pictures of tricycles, dogs, egg boxes (to prepare), counters	

19	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: **ORAL AND PRACTICAL FORMAL** CAPS: Numbers, operations and relationships **Activity: Assess the learners' ability to solve addition and subtraction word problems**	**Mark:** **/7**

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

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Subtract using the number line • Subtract by counting backwards • Add single digits • Subtract single digits • Double numbers and count	What will you change next time? Why? **Struggling Learners Names**: **HOD:** **Date:**

23 – 27 AUGUST 2021

Week 5				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
20	Doubles	Worksheet 85 (p. 43)	Unifix blocks, whiteboards/ scrap paper Written assessment item 9	
21	Halves	Worksheet 86 (p. 44)	Pictures (see Lesson 16), counters	
22	Halves and doubles	Worksheet 86 (p. 45)	Counters	

23	Mass	–	Balance scale (for preparation if necessary), objects found in the classroom to use to compare mass. Written assessment item 19	
24	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity:
ORAL – INFORMAL

CAPS: Numbers, operations and relationships – addition and subtraction strategies

Activity: Assess the learners' ability to calculate doubles and halves and to use doubling and halving as an operational strategy

Mark : /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to double single-digit numbers
1	Able to halve single-digit numbers
1	Able to halve 2-digit numbers
1	Able to use doubling to calculate addition and subtraction
1	Able to use doubling as a technique when solving addition and subtraction problems
1	Able to use appropriate symbols (+, -, =)
1	Able to double 2-digit numbers

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

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Double numbers • Halve numbers • Identify mass	What will you change next time? Why? **Struggling Learner names:**
	HOD: **Date:**

30 AUGUST to 3 SEPTEMBER 2021

Week 6

Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
25	Data	Worksheet 78 (pp. 28, 29)	A full month's calendar (see *Printable Resources*), tally table grid (see *Printable Resources*), weather pictograph (see *Printable Resources*)	
26	Data	Worksheet 79 (pp. 30, 31)	Large blank pictograph (see *Printable Resources*) Written assessment item 20	

27	Money and change	Worksheet 75 (pp. 22, 23)	Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*)	
28	Money and change	Worksheet 76 (pp. 24, 25)	Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*)	
29	Complete and consolidate the week's assessment and work			

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

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Collect data
1	Sort the data
1	Describe the sorted data
1	Organise data in a table
1	Answer questions posed by the teacher
1	Represent data in a pictograph
1	Answer questions about data in pictograph

1 (0%–29%) **1 of 7 criteria**	**2 (30%–39%)** **2 of 7 criteria**	**3 (40%–49%)** **3 of 7 criteria**	**4 (50%–59%)** **4of 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: • Sort data • Count money • Count money and give change	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

6 – 10 SEPTEMBER 2021

Week 7				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
30	Money: addition and subtraction	Worksheet 77 (pp. 26, 27)	Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*) Written assessment item 10	
31	Geometric patterns	Worksheet 89 (pp. 50, 51)	Objects to use to make patterns (e.g. learners' stationery, ball, party hat, chalk, etc.), whiteboards/scrap paper Written assessment item 12	

32	Patterns: tens, fives and twos up to 50	Worksheet 82 (pp. 36, 37) Worksheet 83 (pp. 38, 39)	1–80 number boards (one per group) (see *Printable Resources*), a floor number line, counters	
33	Patterns: fives and tens up to 80	Worksheet 84 (pp. 40, 41)	1–80 number boards (one per group) (see *Printable Resources*), number cards – multiples of 5 (see *Printable Resources*), whiteboards/scrap paper	
34	Complete and consolidate the week's assessment and work			

Week 7 Assessment Activity: ORAL – FORMAL

CAPS: Patterns — **Mark: /7**

Activity: Assess the learners' ability to work with geometric patterns

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

1 (0%–29%)	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:

- Add money
- Subtract money
- Identify geometric patterns
- Identify patterns of twos to 50
- Identify patterns of 5s to 50
- Identify patterns of tens to 50

What will you change next time? Why?

Struggling Learners Names:

HOD: **Date:**

13 – 17 SEPTEMBER 2021

Week 8

Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
35	Patterns: twos and tens up to 80	Worksheet 93 (pp. 58, 59)	1–80 number boards (one per group) (see *Printable Resources*), counters, whiteboards/scrap paper Written assessment item 13	
36	Groups of five, repeated addition up to 15	Worksheet 81 (pp. 34, 35)	Drawings of items in groups of 5 (prepare), Unifix blocks	
37	Groups of two, repeated addition up to 15	Worksheet 91 (pp. 54, 55)	1–80 number boards (one per group) (see *Printable*	

			Resources), a floor number line, cards with drawings of twos (see Lesson 30), counters	
38	Symmetry	Worksheet 94 (pp. 60, 61)	Cut-out cardboard shapes, symmetrical pictures (to prepare) Written assessment item 14	
39	Complete and consolidate the week's assessment and work			

Week 8 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Space and shape **Mark: /7**

Activity: Assess the learners' ability to recognise symmetry and draw in lines of symmetry

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to recognise symmetry in non-geometric shapes
1	Able to recognise symmetry in geometric shapes
1	Able to identify a line of symmetry in a non-geometric shape.
1	Able to identify a line of symmetry in a geometric shape
1	Able to draw a line of symmetry in a non-geometric shape
1	Able to draw a line of symmetry in a geometric shape
1	Able to draw a symmetrical shape with a line of symmetry independently

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 patterns of tens to 80
- Identify patterns of twos to 80
- Repeated addition in 5s
- Repeated addition in 2s
- Identify symmetry

What will you change next time? Why?

Struggling Learners Names:

HOD: **Date:**

20 -23 SEPTEMBER 2021- 4-DAY WEEK THEREFORE NO ASSESSMENT

Week 9

Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
40	Grouping	Worksheet 80 (pp. 32, 33)	Counters Written assessment item 11	
41	Sharing	–	Counters	

42	Grouping and sharing	Worksheet 90 (pp. 52, 53) Worksheet 92 (pp. 56, 57)	Counters	
43	3-D Slide and roll	Worksheet 88 (pp. 48, 49)	Boxes and balls of various shapes and sizes Written assessment item 15	
	PUBLIC HOLIDAY			

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Grouping objects and numbers • Sharing objects • identify sliding objects • identify rolling objects	What will you change next time? Why?
	HOD: **Date:**

27 SEPTEMBER – 1 OCTOBER 2021

Week 10				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
44	3-D objects: size	Worksheet 87 (pp. 46, 47)	Box shapes, ball shapes (various sizes and colours), pictures of boxes and balls of various sizes and colours (collect from magazines and make a poster of these)	
45	3-D: building with objects	–	Box shapes, ball shapes (see Lesson 40), old magazines and scissors. Optional: play dough or home-made salt dough. Written assessment item 16	
46	Capacity	Worksheet 126 (pp. 124)	Bring from home: a variety of 1 litre, 2 litre and 500ml containers, some large jugs, sand or water, cups, old magazines/ newspaper, three containers with the same volume but different sizes	
47	Views		Car view cards (make your own), flashcards (side, front, back, top and bottom) (see *Printable Resources*), variety of objects/toys	
48	Complete and consolidate the week's assessment and work			
Week 10 Assessment Activity: PRACTICAL – INFORMAL CAPS: Space and shape: Views				**Mark: /7**

Activity: Assess the learners' ability to match different views of the same everyday object	

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to name everyday shapes according to the 2-D shapes they resemble
1	Able to name everyday shapes according to the 3-D shapes they resemble
1	Able to match the front view of a shape with the appropriate everyday object
1	Able to match the top view of a shape with the appropriate everyday object
1	Able to match the back view of a shape with the appropriate everyday object
1	Able to match the side view of a shape with the appropriate everyday object
1	Able to match the bottom view of a shape with the appropriate everyday object

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 3-D objects • create 3-D figures by building with objects • solve capacity problems • view objects from different positions	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	Diagnostic Assessment	Diagnostic Assessment
2	**Practical: Activity 1** Numbers, operations and relationships: Number concept **Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Practical: Activity 2** Measurement: Length **Written: Item bank questions 1, 2 and 3** Numbers, operations and relationships **Written: Item bank questions 4 and 17** Numbers, operations and relationships; Measurement
3	No Informal Assessment – 4-day week **Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	No Formal Assessment – 4-day week
4	**Oral: Activity 3** Measurement: Time **Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Oral and Practical: Activity 4 - (DOUBLE UP IF TIME PERMITS)** Numbers, operations and relationships: Addition and subtraction **Written: Item bank questions 5, 6 and 18** Numbers, operations and relationships; Measurement **Written: Item bank questions 7 and 8** Numbers, operations and relationships
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral and practical: Activity 5** Numbers, operations and relationships: Doubling and halving. **Written: Item bank questions 9 and 19** Numbers, operations and relationships; Measurement
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral: Activity 6** Data handling – the data cycle **Written: Item bank question 20** Data handling
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Oral: Activity 7** Patterns: Geometric pattern **Written: Item bank questions 10 and 12** Numbers, operations and relationships; Patterns
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Oral and practical: Activity 8** Space and shape: Symmetry **Written: Item bank questions 13 and 14** Patterns; Space and shape
9	No Assessment – 4-day week **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	No Assessment – 4-day week

10	**Oral and Practical: Activity 9** Numbers, operations and relationships: Grouping and sharing. **Practical: Activity 10** Space and Shape Views **Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	**Written: Item bank questions 11 and 15** Numbers, operations and relationships; Space and shape **Written: Item bank question 16** **Space and Shape**

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 suggested 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 40 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.
There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. Written assessment items for Pattern.

Questions 12 and 13 – Marks 2 + 3 = 5

3. Written assessment items for Space and shape.
Questions 14, 15 and 16 – Marks 1 + 2 + 1 = 4

4. Written assessment items for Measurement.
Questions 17, 18 and 19 – Marks 2 + 2 + 1 = 5

5. Written assessment items for Data handling.
Questions 20 – 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.

written assessment items for numbers, operations and 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**	**Total**
Mark	2	2	1	6	4	2	10	3	2	5	3	40
Learner name and surname												

Recording sheet

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET GRADE 1 MATHEMATICS TERM 3

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME										
Number	4: Oral and practical	7											
Number	5: Oral and practical	7											
Number	Written	40											
TOTAL FOR NUMBER		54											
Patterns	7: Oral	7											
Patterns	Written	5											
TOTAL FOR PATTERNS		12											
Space and shape	6: Oral and Practical	7											
Space and shape	Written	4											
TOTAL FOR SPACE AND SHAPE		11											
Measurement	2: Practical	7											
Measurement	Written	5											
TOTAL FOR MEASUREMENT		12											
Data handling	6: Oral	7											
Data handling	Written	6											
TOTAL FOR DATA HANDLING		13											

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(2)

Colour the number that comes after:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

Question 2

(2)

Colour the number that comes after:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

Question 3

(1)

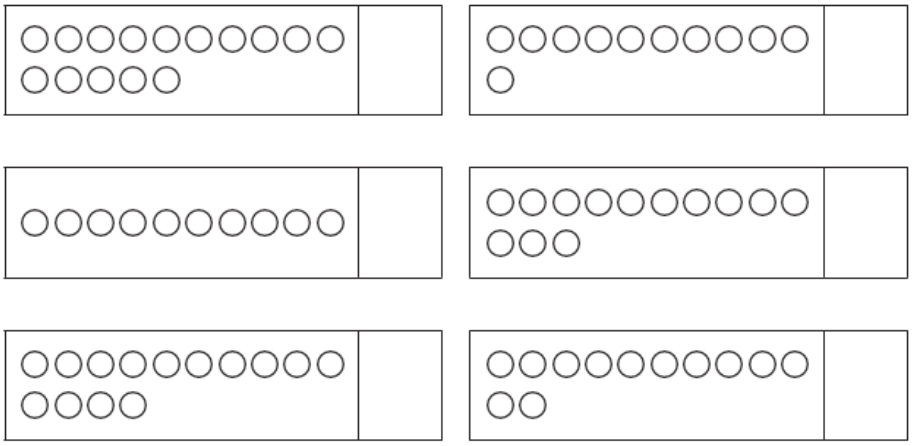
Colour the number that is equal to:

11 | 10 | 11 | 12

***Question** 4*

(6)

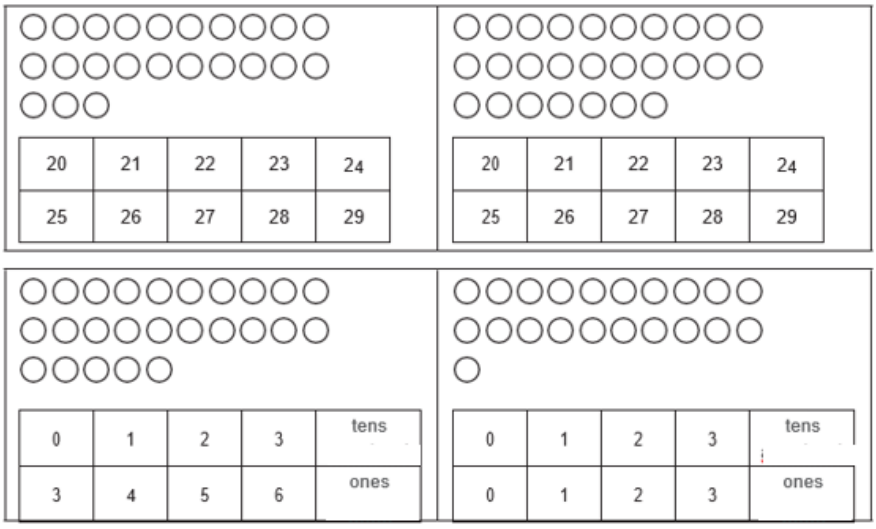
Count the counters and write the number symbol.



Question 5

(4)

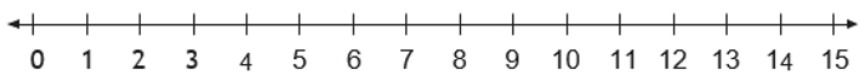
Count the counters and colour the correct answer.



Question 6

(2)

Use the number line to show how you would calculate 6 + 5 =



Question 7

(10)

Use your counters and write the answer.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

Question 8 (3)

Calculate the following:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

Question 9

(2)

Double the given number:

Number	Double
3	
6	

Question 10

a) Circle the coins that will make up R10.

(1)

b) Calculate the following:

(2)

i. 10c + 10c = ☐ ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

(2)

Question 11

(3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group. Draw the grouped balls.

How many groups will she make?_____groups.

Solutions and mark allocation

1. (1 mark per correct answer) 4 8	(2)
2. (1 mark per correct answer) 9 4	(2)
3. (1 mark per correct answer) 11	(1)
4. (1 mark per correct answer) 15 11 10 13 14 12	(6)
5. (1 mark per correct answer) 23 27 2 tens and 5 ones / 2 tens and 1 one	(4)
6. (1 mark – jumps on the number line, 1 mark – correct answer) 11	(2)
7. (1 mark per correct answer) 15 14 13 15 11 14 4 12 9 10	(10)

8. (1 mark per correct answer) 23 26 23	(3)
9. (1 mark per correct answer) 6 12	(2)
10. a) (1 mark per correct answer; multiple answers – only ONE answer required) R5 + R5 R5 + R2 + R2 + R1 R5 + R2 + R1 + R1 + R1 R2 + R2 + R2 + R2 + R1 + R1	(1)
10. b) (1 mark per correct answer) (i) 20c (ii) 10c	(2)
10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer) R9 + R_4 = R13	(2)
11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups) ● ● ● ● ● ● ● ● ● ● ● ● 4 groups	(3)

Written assessment items for Patterns.

Question 12

(2)

Draw the next two shapes to extend the pattern:

Question 13

(3)

Complete the pattern:

a)

14	16	18		22		26

b)

5	10		20		30	35

c)

10		30		50	60	70

Solutions and Mark Allocation

12. (1 mark per correct shape in this order)	(2)
13. (1 mark per correct answer) a) 20, 24 b) 15, 25 c) 20, 40	(3)

Written Assessment Items for Shape and Space

Question 14

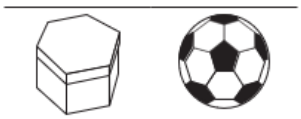
(1)

Draw a line of symmetry.

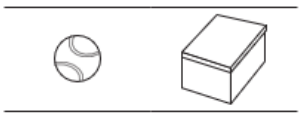
Question 15

(2)

a) Circle the object that can roll.



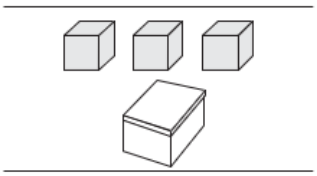
b) Circle the object that can slide.



Question 16

(2)

Can you build a tower with all the following objects? Write **yes** or *no*.



Solutions and Mark Allocation

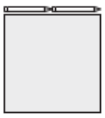
14. (1 mark per correct answer) 	(1)
15. (1 mark per correct answer; learners circle the correct shape) a) The ball can roll. b) The box can slide.	(2)
16. (1 mark per correct answer) Yes	(1)

Written Assessment Items for Measurement

Question 17

a) **Put a cross on the shortest line.**

(2)

b) What is the width of this square?  _____pencils

Question 18

(2)

These are the days of the week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Which days are weekend days?

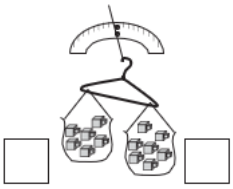
_____

Question 19

(1)

Which is the heaviest? Tick the block.

.



Solutions and Mark Allocation

17. (1 mark for the drawing and one for the number) The last line is the shortest 2 pencils	(2)
18. (1 mark per correct answer) Saturday Sunday	(2)
19. (1 mark per correct answer) The block with 7 unifix cubes. .	(1)

Written Assessment items for Data Handling.

Question 20

(4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

.

7		
6		
5		
4		
3		
2		
1		
	Balls	Boxes

b) Which shape has most?

Balls	Boxes

(1)

c) Which shape has least?

Balls	Boxes

(1)

Solutions and Mark Allocation

20. (1 mark per correct answer) a) Balls =1 b) Boxes = 7 c) Boxes are the most. Balls are the least. /	(4) + (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.

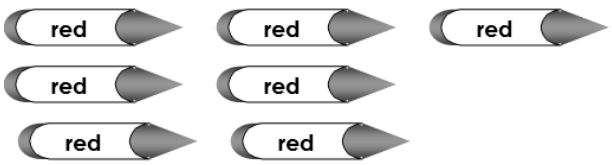
SKILLS MASTERY SKILLS PER5-ITEM ASSESSMENT

SM Assessment 1	**Counting review - up to 10** **Counting by twos, fives and tens with pictures** **Counting forward and backward** **Learning bonds** **Subtract with pictures - numbers up to 10**
SM Assessment 2	**Add with pictures - sums up to 10** **Repeating patterns**
SM Assessment 3	**Addition with pictures - sums to 20**
SM Assessment 4	**Addition sentences - sums up to 10.** **Ways to subtract from a number - subtraction sentences.** **Filling in missing numbers** **Comparing numbers up to 10** **Add with pictures - sums up to 10**
SM Assessment 5	**Subtraction word problems - up to three digits** **Multiplication sentences**
SM Assessment 6	**Add with pictures - sums up to 10.** **Count forward in 1s.** **Add 3 more and then count the total.** **Subtract 4 from the pictures and count the total.** **Write the number sentence.**
SM Assessment 7	**Write from smallest to largest.** **Fill in numbers 1 to 4 to show how a person grows.** **Equal Sharing** **Write the number and number name.** **Problem Solving**
SM Assessment 8	**Count to fill a ten frame.** **Bonds: Fill in the missing number for the bonds** **Number Bonds of 8** **Add with pictures - sums up to 10.** **Show your answer on the number line.**
SM Assessment 9	**Addition facts - sums up to 20.** **Introducing 10. Write the number sentence.** **Complete. Addition and Subtraction** **Problem Solving** **Counting review - up to 20**
SM Assessment 10	**Record data with tally charts, picture graphs, tables** **Draw a line to match the objects to the shapes.** **Relate addition and subtraction sentences.** **Draw the next shapes in the repeating pattern.** **Addition sentences using number lines - sums up to 18**
SM Assessment 11	**Write down the numbers from the smallest to the greatest.** **Add three numbers - word problems.** **Write the time in two ways: using *o'clock* and with numbers.** **Write the time for a half-hour and an hour later from the given time**
SM Assessment 12	**Addition sentences using number lines - sums up to 18.** **Addition sentences for word problems - sums up to 20.**

	Bonds: Fill in the missing number for the bond activity **Number lines**
SM Assessment 13	**Subtraction sentences on the number line** **Show the number on the ten frames.** **Counting forward and backward** **Write the number sentence shown on the number**
SM Assessment 14	**Word Problem:** **Addition** **Subtraction** **Dividing** **Problem Solving**
SM Assessment 15	**Record data with tally charts, picture graphs, tables**
SM Assessment 16	**Two-dimensional and three-dimensional shapes** **Name the three-dimensional shape.** **Cubes and rectangular prisms**
SM Assessment 17	**Draw lines from the word sentence to the picture.** **Halve the numbers**
SM Assessment 18	**In each box write the number symbol to match the underlined word**
SM Assessment 19	**Addition facts - sums up to 10.** **Ways to make a number - addition sentences.** **Make a number using addition - sums up to 10**
SM Assessment 20	**Repeated Addition** **Halving. Share between 2. Making two equal groups.** **Counting review - up to 20** **Counting tens and units - up to 30**

SKILLS MASTERY EXEMPLARS

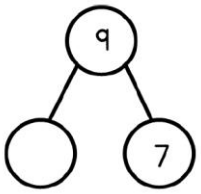
Skills Mastery (SM) Assessment 1

Number	Assessment
1.	How many teddy bears are there? 
2.	Cally has 7 red crayons. She gives 3 crayons to Lundi. How many crayons does she have left? 

3. Fill in the missing numbers:

8 9 10 11 ___ ___ 14 ___ ___ 17 ___ ___ 20

4. Complete the part-whole model.



5. Use the picture to complete the number sentence.

7 − ☐ = ☐

SM ASSESSMENT 2

Count the stars. Write the numbers in the boxes.

1. ☆☆☆☆☆☆☆ ☐

2. ☆☆☆☆☆☆☆☆☆☆☆ ☐

3. ☆☆☆ ☐

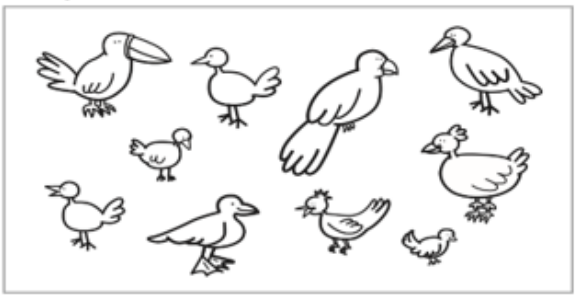
4. Look at the houses.

4.1 Colour the first house red. 4.2 Colour the third house blue.

4.3 Colour the last house green. 4.4 Colour the fifth house yellow.

5. Count the birds in the picture.

5.1 Circle 8 birds.

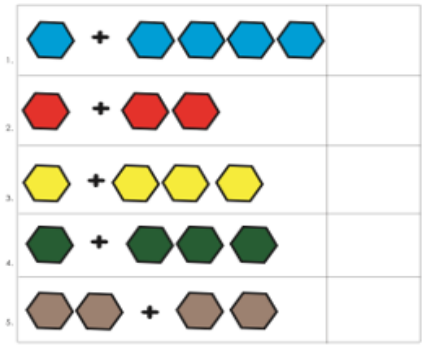


5.2 How many birds are left? ☐

SM ASSESSMENT 3

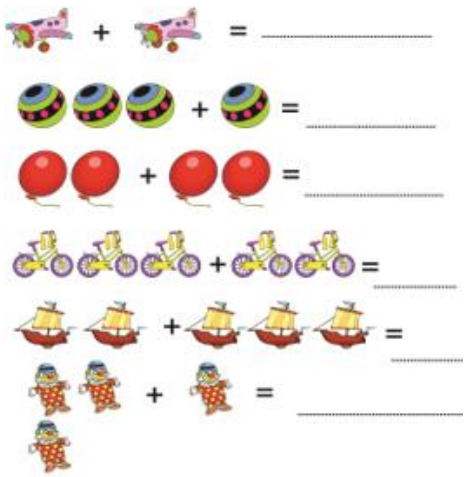
1. **Addition expressions**

Write out addition expressions for the pictures



2. **Addition**

Addition of toys exercise



SM ASSESSMENT 4

1. Write a subtraction sentence that matches with the addition 6 + 8 = 14.

_____ – _____ = _____

2. How many more is 70 than 50? _____ more

3. Hannes owns four more toy cars than Thando, and Thando owns six toy cars. Draw Thando's cars and Hannes' cars.

_____

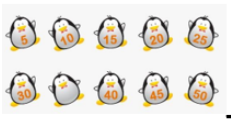
4. Ten children are playing in the yard. There are 6 boys. How many girls are there?

_____

5. Andrew had R20. He bought a sandwich for R10 and drink for R5.
How much money does he have left?

SM ASSESSMENT 5

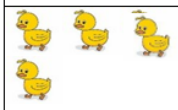
1. Fill in the missing number...



_____

2. Count forward in 1s

1		3		5	6			9	10
	12	13			16	17			
21	22		24		26			29	

3. Add 3 more and then count the total.	Answer
	
	
4.Subtract 4 from the pictures and count the total	
	
	

5. Peter has 8 cars. He gave some to Tim. Now he has 5 cars left. How many did he give Tim? Show your answer on the number line. **Write the number sentence.**

_____

SM ASSESSMENT 6

1. Complete the following

a. Write from smallest to largest

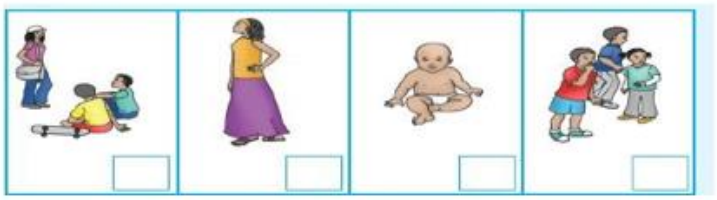
10	9	8	7	6

9	2	8	5	1

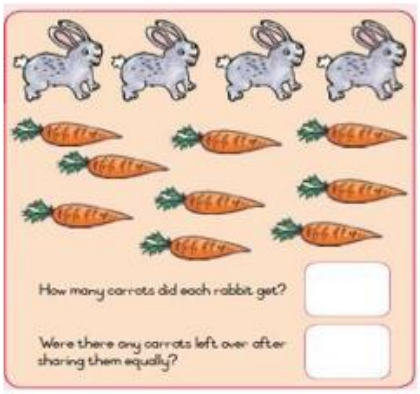
b. Write from largest to smallest

2	10	8	6	4

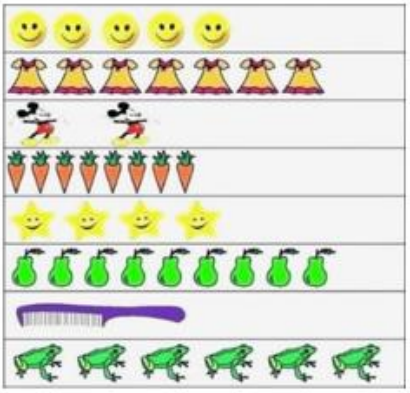
2. Fill in numbers 1 to 4 to show how a person grows.



3. Equal Sharing



4. Write the number and number name.



5. Sally picked 3 flowers. Bella picked 9 flowers. How many more would Sally have to pick to have the same number of flowers as Bella? Show how you worked out your answer. Write the number sentence.

SM ASSESSMENT 7

1. Answer below

★	Knows most
★	Knows half
★	Needs help

2.

Bonds: Fill in the missing number for the bonds

9	
3	

8	
2	

9	
1	

8	
	4

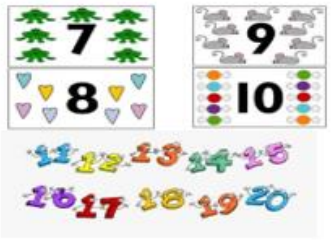
3.

Number Bonds of 8	
2 + □ = 8	0 + 8 =
8– 2 =	3 + □ = 8
3 + 5 =	2 + □ = 8

4. I have 7  I get 3 more  . Now I have ____ 

5. Thembi has 9 marbles. She gave some to Tim. Now she has 5 marbles left. How many did she give Tim? Show your answer on the numberline. Write the number sentence.

SM ASSESSMENT 8



1. How many groups can you make?


How many groups of 3? _____


How many groups of 2? _____

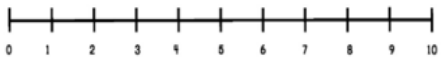

How many groups of 1? _____

2. Circle

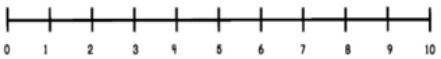

Half of 6 is _____

3. **Introducing 10. Write the number sentence.**
Use the number line to show your workings.

4. There are 6 ducks. Four more join. How many ducks are there now? _____+ _____ =

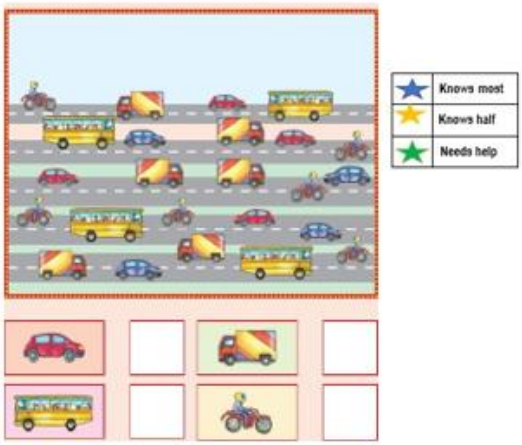


5. There are 10 ducks. Six swim away. How many remained? Use the illustration of the ducks above.
_____ - ____ =



SM ASSESSMENT 9

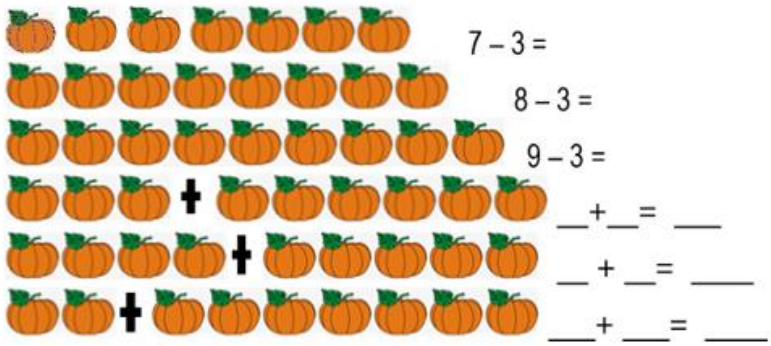
1. How many cars do you see?



2.

Complete. Addition and Subtraction	
2 + 2 + 2 + 2 + 2 =	5 - 1 - 1 - 1 - 1 - 1 =
3 + 3 + 3 + 3 =	6 - 3 - 3 =
1 + 1 + 1 + 1 + 1 + 1 =	4 - 2 - 2 =

3.



SM ASSESSMENT 10

1. The cat has 9 kittens, 3 are brown, 3 are white and the rest are grey. How many grey kittens are there? Show how you worked out your answer. Write the number sentence.

2. Mum sells hotdogs. The hotdogs are R5 each. Fill in the table to find the cost of 6 hotdogs. Try to see the pattern.

Number of hotdogs	1 costs R5	2	3	4	5	6
Cost in Rands	5	10				

3. .Add

a.	b.	c.	d.
2 + 3 = _____	7 + 3 = _____	6 + 2 = _____	5 + 5 = _____

4. . Subtract.

a.	b.	c.	d.
8 – 3 = _____	5 – 3 = _____	7 – 3 = _____	10 – 3 = _____

5. Find the missing numbers.

a. 2 + _____ = 7 3 + _____ = 8	b. 1 + _____ = 8 2 + _____ = 10

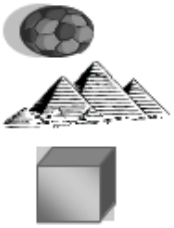
SM ASSESSMENT 11

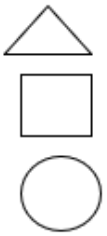
1. Write down the word "morning" or "night" to give the time of day.

_____

_____

2. Draw a line to match the objects to the shapes.





3. Look at the picture of the ice-creams.

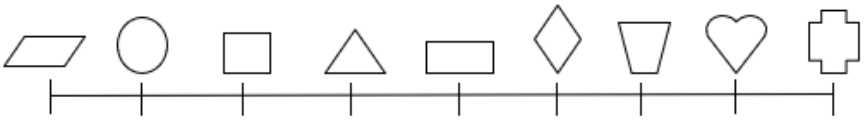
Share the above ice creams equally between Silla and Thokozile.

How many does each one get? _____

4. Draw the next shapes in the repeating pattern.

_____

5. Look at the number line. Then answer the question below.

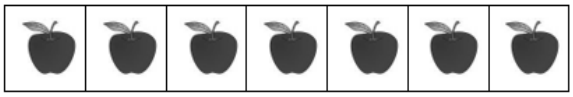


1 2 3 5 9

The  is above number _____.

SM ASSESSMENT 12

1. Thabo bought apples and bananas at the shop. Write down the correct number of each kind of fruit .

apples 

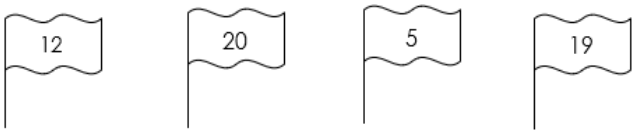
bananas 

Thabo bought.

a. _____ apples.

b. _____ bananas.

2. Write down the numbers from the smallest to the greatest.



_____ _____ _____ _____

3. Write the time in two ways: using *o'clock* and with numbers.

a._____

_____

b._____

_____

c._____

_____

4. Write the time for a half-hour and an hour later from the given time. Use numbers.

Now it is:	**a.** 5:30	**b.** 7:00	**c.** 11:30	**d.** 12:00
a half-hour later, it is:				
an hour later, it is:				

5. Ten children are playing in the yard. There are 6 boys. How many girls are there?

_____

SM ASSESSMENT 13

1.Add

a.

$2 + 3 =$ _____

$4 + 4 =$ _____

$1 + 6 =$ _____

$2 + 7 =$ _____

2. Subtract.

a.

$8 - 3 =$ _____

$6 - 4 =$ _____

$10 - 6 =$ _____

$8 - 7 =$

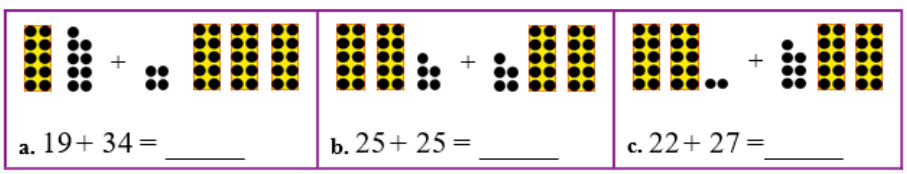
3. Find the missing numbers.

c. 4 + _____ = 6	d. _____ + 3 = 8

4.Compare the expressions and write $<$, $>$ or $=$

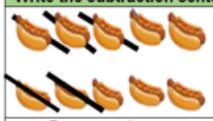
$40 + 8$ ☐ $4 + 80$

5. Add. The images will help you.

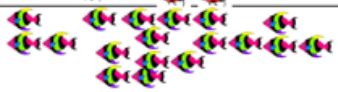


a. 19+ 34 = _____	b. 25+ 25 = _____	c. 22+ 27 =_____

SM ASSESSMENT 14

	Write the subtraction sentence on the line provided.	Mixed Bonds	Show the number sentence on the number line.
1.	 _____	7 + 3 = 6 + 4 = 10 – 6 = 10 – 3 =	6 + 4 = 0 1 2 3 4 5 6 7 8 9 10
2.	 _____	2 + 3 = 5 + 5 = 5 – 3 = 10 – 5 =	2 + 2 + 2 = 0 1 2 3 4 5 6 7 8 9 10
3.	 _____	4 + 4 = 9 + 1 = 8 – 4 = 10 - 9 =	9 – 6 = 0 1 2 3 4 5 6 7 8 9 10
4.	 _____	3 + 3 = 2 + 6 = 6 – 3 = 8 – 2 =	3 + 3 + 3 = 0 1 2 3 4 5 6 7 8 9 10
5.	 _____	5 + 3 = 2 + 7 = 9 – 3 = 10 – 2 =	10 -1 = 0 1 2 3 4 5 6 7 8 9 10

SM ASSESSMENT 15

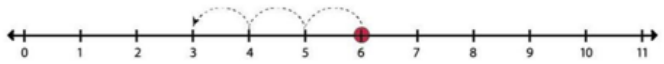
	Make groups of...	Number of groups	Write the repeated addition number sentence.
1. a)	2 		
b)	3 		
2.	2 		
3.	2 		
4.	3 		
5.	2 		

➢ Count in 2s on the number line.

SM ASSESSMENT 16

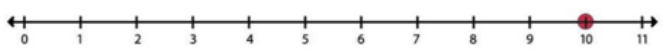
Show the Subtraction sentences on the number line.

1. $6 - 3 = \square$



2. $8 - 5 = \square$

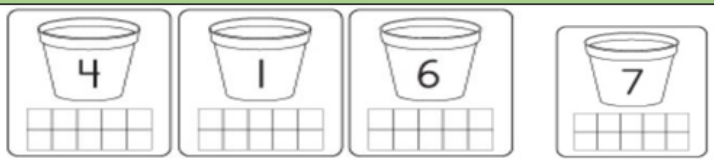
3. $10 - 2 = \square$



4. $7 - 5 = \square$

Show the number on the ten frames.

5.



SM ASSESSMENT 17

Word Problems

1. Gran baked 7 cakes. Mum baked double 7 cakes. How many cakes did Mum bake? Write the number sentence.

2. Tammy has 6 dolls. Each doll has two eyes. How many eyes are there combined? How many legs would there be too?

eyes		legs	

Show your answer on the number line. Write the number sentence.

3. Biff wants to take 12 eggs to his grandmother. How many egg boxes does he need that can take six eggs each? Show how you got to your answer. Write the number sentence.

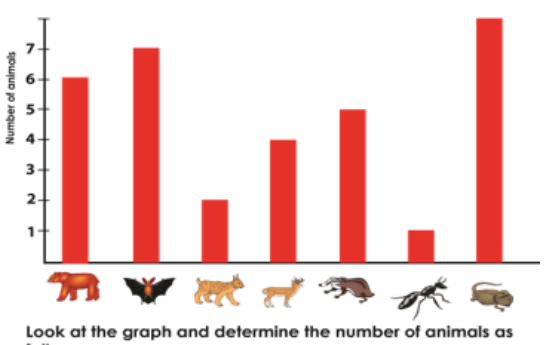
4. Anna has 10 flowers? She gives some to Pat. She has 5 left. How many did she give Pat? Show how you got to your answer.

5. Themba sells pencil bags. The pencil bag costs R10 each. How much money will he make if he sells 4 pencill bags?

Number of bags	1	2	3	4
Cost in Rands	10	20		

SM ASSESSMENT 18

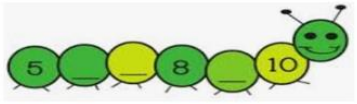
1.



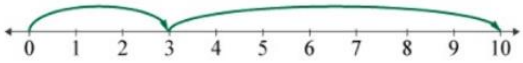
Look at the graph and determine the number of animals as follows:

	Number of animals

2. Fill in the missing numbers



3. Write the number sentence shown on the number line below_____



SM ASSESSMENT 19

1. In each box write the number symbol to match the underlined word.

Four cupcakes  ☐

Three flowers  ☐

One bicycle  ☐

2. What day is today?

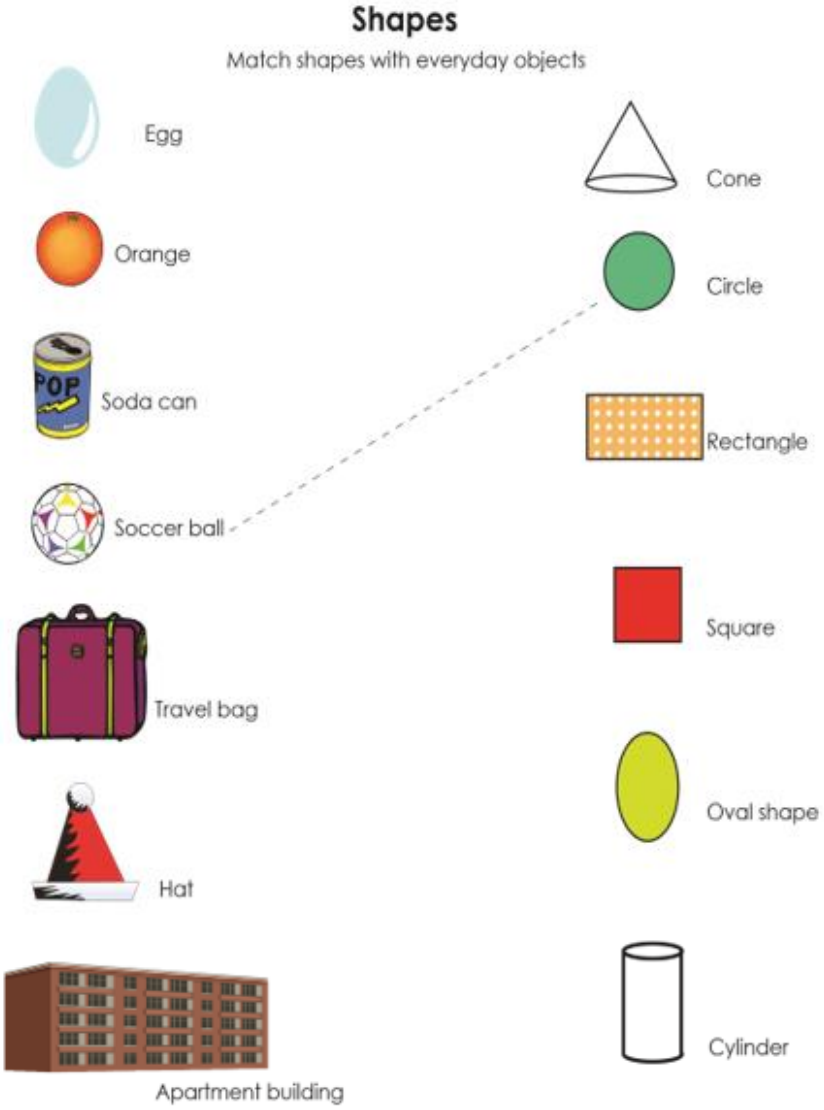
3. How many days in a school week?

4. How many fingers do 2 children have altogether?

5.

+	-
0+7=	7-7=
1+6=	7-6=
2+5=	7-5=
3+4=	7-4=
4+3=	7-3=

SM ASSESSMENT 20



SM ASSESSMENT 21

Draw lines to match the sentences with the pictures.

1. Stinky is next to his kennel.

2. Stinky is behind his kennel.

3.Stinky is inside his kennel.

4.Stinky is in front of his kennel.

A.

B.

C.

D.

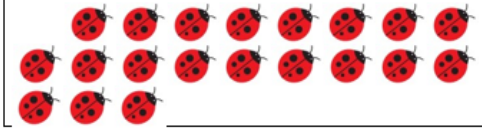
5.Halve the numbers.

5.1 Half of 6 is ☐.

5.2 Half of 8 is ☐.

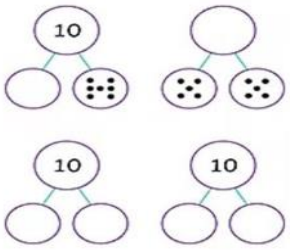
5.3 Half of 10 is ☐ .

SM ASSESSMENT 22

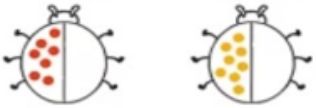
1. Count the objects then write the number symbol and write the number that comes next.			
Counting.	Number	What number comes next?	One more
	21	22	23
			
			
			

SM ASSESSMENT 23

1. Practise the bonds of 10.



2. Double each



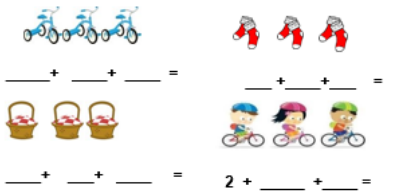
double 7 is 14 double 8 is ___

3. Fill in the missing numbers:

43	42		40		38

4. Circle the biggest number.
70 52 65 35 19 20

5. Repeated Addition groups.



____+ ____+ ____ =

___+___+___ =

___+ ___+ ____ =

2 + _____ +____=

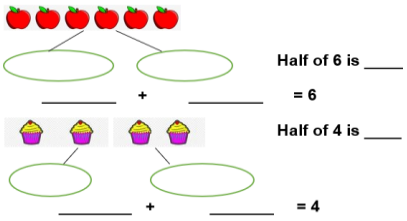
SM ASSESSMENT 24

1. 2.

3.  and 3 and 2 more is _____

4.  3 groups of 2 is _____

5. Halving. Share between 2. Making two equals.



Half of 6 is ____

_____ + _____ = 6

Half of 4 is ____

_____ + _____ = 4

SM ASSESSMENT 25

1. Position

1.1 Number the first 3 children above their heads.
1.2 Circle the legs of the 5th child.

2.Tick (√) the heavy side of the balancing scale.

. Meg has 9 balloons. 3 Fly away. How many balloons does she have now?

. Dad went fishing. He caught 8 big sardines. His brother caught 2 less than him. How many sardines did is brother catch?

. There are 4 pencil bags. Each bag has 2 pencils. How many pencils are there altogether?