PLANNER & TRACKER
FOR RECOVERY ANNUAL
TEACHING PLAN (ATP)

MATHEMATICS

GRADE 2 TERM 3

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

2021

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL
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CONTENTS

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 2.
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'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 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 is a suggested plan.

WEEK: 7 hrs	
Counting	15 min
Consolidation of Concepts	10 min
New Concept – class activity	15 min
Group work	22 × 2 groups = 44 min

CONTENT COVERAGE

GRADE 2 CONTENT OVERVIEW

GRADE 2		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (10 WEEKS)
		• Baseline	• Diagnostic 1	• Diagnostic 2
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 50. • Count forwards and backwards to 100 • Read and write number symbols up to 100. • Compare and Order numbers to 50. • Place value to Ten and Ones up to 30 • Number bonds to 10 • Addition and subtraction in context and context free up to 20 • Repeated addition leading to multiplication with answer up to 20. • Grouping and Sharing leading to division up to 20 • Money up to R50	• Count concrete objects up to 100. • Count forwards and backwards to 100 • Read and write number symbols up to 100. • Write number symbols up to 100. • Compare and Order numbers to 100. • Place value to Ten and Ones up to 50 • Number bonds to 15 • Addition and subtraction in context and context free up to 50 • Repeated addition leading to multiplication up to with answer up to 30. • Grouping and Sharing leading to division up to 30	• Count concrete objects up to 150. • Count forwards and backwards to 150 • Read number symbols up to 150. • Write number symbols up to 150. • Compere and Order numbers to 150. • Place value Hundred Tens and Ones up to 100 • Number bonds to 20 • Addition and subtraction in context and context free up to 75 • Repeated addition leading to multiplication up to with answer up to 40 • Grouping and Sharing leading to division up to 40 • Money up to R100
	PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns • Number patterns up to 100	• Geometric patterns (integrated into 2-D shapes)	• Number patterns up to 150
	SPACE AND SHAPE	• 3-D objects (integrated into Data handling)	• 2-D shapes (integrated with Data handling) • Symmetry	• Position and directions (around the classroom)
	MEASUREMENT	• Time • Length (cm, metre)	• Time • Mass (g, kilograms)	• Time • Volume and capacity (ml, litre)
	DATA HANDLING	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (pictographs with one-to-one correspondence) • Analyse and interpret data	• (Integrated with other content areas)	• (Integrated with other content areas)
CORE CONCEPTS, SKILLS AND VALUES		• Read and write number symbols up to 100. • Compare and Order numbers up to 50. • Identify Place value to 50. • Repeated addition leading to multiplication. • Copy, extend and describe simple geometric and number patterns. • Identify, recognise and name 3-D objects. • calculate elapsed time and interpret calendar. • Estimate, measure, compare, order, and record length • Analyse and interpret data	• Read and write number symbols up to 100. • Compare and Order numbers up to 100. • Identify Place value to 100. • Add and subtract up to 50 • Repeated addition leading to multiplication. • Copy, extend and describe simple geometric and number patterns • Identify and name 2-D shapes. • Draw and identify symmetry in shapes, • Calculate and elapsed time. • Estimate, measure, compare, order, and record Mass	• Count forwards and backwards up to 200 • Identify Place value up to 150. • Add and subtract up to 75. • Multiply two digits by a single digit • Recognise SA currency • Copy, extend and describe simple geometric and number patterns. • Interpret and answer questions about simple maps. • Calculate elapsed time and interpret calendar. • Estimate, measure, compare, order, and record Capacity
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

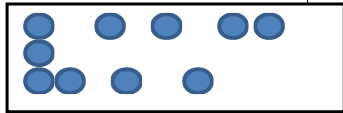# WEEKLY PLANNER AND TRACKER

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 2 = 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	Numbers 50 - 99	Worksheet 65 (pp. 2 - 3)	0–100 number boards (see Term 1 Printable Resources), base ten blocks (see Term 1 Printable Resources)	
4	Numbers 50 – 99 place value	Worksheet 70 (pp. 12)	Flard cards (see Term 1 Printable Resources), base ten blocks (see Term 1 Printable Resources), scrap paper/white boards Unifix blocks	
5	Numbers 60 -70	Worksheet 70 (pp. 13)	Counters, old magazines/ books (ensure they have at least 70 pages), 100 number boards (see Term 1 Printable Resources) Written assessment items 1 to 4	

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	Answer:_____	easy 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: • Count 50 to 99 • Place value models for 50 to 99 • Count 60 to 70	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

2 – 6 AUGUST 2021

Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
6	Numbers 70 – 75 place value.	Worksheet 70 (pp. 12 – 13)	100 number boards, (see Term 1 Printable Resources), sticks/blocks, and base ten blocks (see Term 1 Printable Resources)	
7	Numbers 70 – 75	Worksheet 70 (pp. 12 – 13)	100 number boards, (see Term 1 Printable Resources), sticks/blocks, and base ten blocks (see Term 1 Printable Resources)	
8	Addition – family facts	Worksheet 72 (pp. 16 - 17)	Base ten blocks (see Term 1 *Printable Resources*), Unifix cubes	
9	Building up and breaking down 1 - 75	Worksheet 73 (p. 18 - 19) Worksheet 74 (pp. 20 – 21)	Base ten blocks, (see Term 1 *Printable Resources*), flard cards (see Term 1 *Printable Resources*)	
10	Complete and consolidate the week's assessment and work			

Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL
CAPS: Numbers, operations and relationships: Place value
Activity: Assess the learners' ability to recognise and represent place value in numbers up to 75

Mark:

/7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 75
2 (30%–39%)	Can bundle sticks into tens and ones but cannot say number name correctly using place value
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not on an abacus
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and, on an abacus,
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 75

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Place value models 70 to 75 • Count 70 – 75 • Add using family facts • Building up numbers 1 to 75 • Breaking down number 1 to 75	**Struggling Learners Names?**
	HOD: **Date:**

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

Da y	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
	Week 3			
11	Full, half full, empty - capacity	Worksheet 67 (pp. 6 – 7)		
12	Capacity – measuring cups	Worksheet 68 (pp. 8 – 9)		
13	Data – Collect and sort	Worksheet 71 (pp. 14 – 15)		
14	Money – counting coins and notes.	Worksheet 78 (pp. 28 -29) Worksheet 79 (pp. 30 – 31)		

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify full and half full capacity • Identify empty capacity • Measure in cups • Collect and sort data • Trade in coins and notes	What will you change next time? Why? **Struggling Learners names:**
	HOD:　　　　　　　　　　　**Date:**

16 – 20 August 2021

Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
	Week 4			
15	Number patterns – identify the pattern and pattern of times	Worksheet 89 (pp. 54 – 55)		
16	Geometric patterns – copy and complete patterns	Worksheet 95 (pp. 68 -69)		
17	Fractions - halves	Worksheet 90 (pp. 56 – 57) Worksheet 91 (pp. 58 – 59)		
18	Fractions - quarters	Worksheet 94a (pp. 64 – 65) Worksheet 94b (pp. 66 – 67)		
19	Complete and consolidate the week's assessment and work			

Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL	**Mark:**
Activity: Assess the learners' ability to estimate, measure, compare, order and record the capacity of containers by measuring in litres.	**/7**

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to order items according to capacity in litres from smallest to greatest
1	Able to order items according to capacity in litres from greatest to smallest
1	Uses vocabulary to describe mass – full and empty
1	Able to **estimate** capacity in litres
1	Able to **measure** capacity in litres

| 1 | Able to **record** capacity in litres |
| 1 | Able to **compare** two items according to capacity in litres |

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: • Identify number patterns • Identify time patterns • Copy patterns • Complete patterns • Identify halves • Identify quarters	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	Double up	Worksheet 86 (pp. 48 - 49)	Unifix blocks	
21	Doubling and halving	Worksheet 87 (pp. 50 - 51)		
22	Addition 0 to 50	Worksheet 72 (pp. 16 – 17)		
23	Addition 0 to 75	Worksheet 73 (pp. 18 – 19)		
24	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL
CAPS: Numbers, operations and relationships: Addition and subtraction

Activity: Assess the learners' ability to add using number family facts, building up and breaking down, and using doubles and near doubles.	**Mark:** /7

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to order items according to capacity in litres from smallest to greatest
1	Able to order items according to capacity in litres from greatest to smallest
1	Uses vocabulary to describe mass – full and empty
1	Able to **estimate** capacity in litres
1	Able to **measure** capacity in litres
1	Able to **record** capacity in litres
1	Able to **compare** two items according to capacity in litres

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: • Double numbers • Halving numbers • Add from 0 to 50 • Add from 0 to 75	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	Addition – place value – 0 to 75	Worksheet 74 (pp. 20 – 21)		
26	Addition and subtraction – 0 to 75	Worksheet 77 (pp. 26 – 27)		
27	Time patterns	Worksheet 80 (pp. 32 - 33)		
28	Hours and minutes Minutes and hours	Worksheet 81a (pp. 34 - 35) Worksheet 81b (pp. 36 – 37)		
29	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Space and shape: 3-D shapes **Activity: Assess the learners' ability to recognise, name and sort 3-D objects**			**Mark:** **/7**

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Can **recognise and name** ball shapes [spheres] (real objects/models)
1	Can **recognise and name** box shapes [prisms] (real objects/models)
1	Can **recognise and name** cylinders (real objects/models)
1	Can **sort** 3-D objects in terms of size
1	Can **sort** 3-D objects in terms of shape
1	Can **sort** 3-D objects in terms of position
1	Can **compare** 3-D objects in terms of: size, shape, position

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: • Place value models 0 to 75 • Add from 0 to 75 • Subtract 0 to 75 • Identify time patterns • Convert hours to minutes • Convert minutes to hours	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	Time – telling time	Worksheet 85a (pp. 44 – 45)		
31	Time passes – how long?	Worksheet 85b (pp. 46 – 47)		
32	Data – sort and organise data, draw pictograph	Worksheet 93 (pp. 62 – 63)		
33	Data – sort and organise and draw pictograph	Worksheet 96 (pp. 70 – 71)		
34	Complete and consolidate the week's assessment and work			

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

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to collect data
1	Able to sort the data (e.g. using tallies)
1	Able to describe the sorted data
1	Able to organise data in a table
1	Able to answer questions posed by the teacher about the collected data (e.g. tallies and frequencies)
1	Able to represent data in a pictograph
1	Able to answer questions about the data in the pictograph (graph interpretation)

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:	What will you change next time? Why?
• Tell time • Solve "how long" time problems • Sort and organise data • Draw pictographs	**Struggling Learners Names:**
	HOD: **Date:**

13 – 17 SEPTEMBER 2021

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
35	Repeated addition – threes up to 40	Worksheet 82 (pp.38 -39)	Counters, paper	
36	Multiply by 5	Worksheet 83 (pp. 40 – 41)		
37	Multiply by 2	Worksheet 84 (pp. 42 – 43)		
38	Multiplication in real contexts	Worksheet 88 (pp. 52 – 53)		
39	Complete and consolidate the week's assessment and work			

Week 8 Assessment Activity: ORAL and PRACTICAL – INFORMAL	
CAPS: Patterns	**Mark:**
Activity: Assess the learners' ability to copy, extend and describe geometric patterns	**/7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to copy, extend or describe geometric patterns
2 (30%–39%)	Able to copy geometric patterns
3 (40%–49%)	Able to extend geometric patterns when assisted but makes many mistakes
4 (50%–59%)	Able to extend geometric patterns when assisted but makes a few mistakes
5 (60%–69%)	Able to extend geometric patterns without assistance but makes a few mistakes
6 (70%–79%)	Able to extend geometric patterns without assistance correctly always
7 (80%–100%)	Able to extend geometric patterns confidently and correctly

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: • Apply repeated addition of threes • Multiply by 5 • Multiply by 2	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	Position and views – front, side and top views	Worksheet 92 (pp. 60 – 61)		
41	Numbers 50 to 99	Worksheet 99 (pp.2 – 3)		
42	Numbers 100 to 150	Worksheet 66 (pp. 4 – 5)		
43	Numbers 150 to 170	Worksheet 69 (pp. 10 – 11)		
	PUBLIC HOLIDAY			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Observe objects from the front • Observe objects from the side • Observe objects from the top • Count 50 to 99 • Count 100 to 150 • Count 150 to 170		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	Revision – double again	Worksheet 46 & 47 (pp. 98 – 101)		
45	Revision - Containers and capacity	Worksheet 49 (pp. 104 – 105)		
46	Number patterns 5	Worksheet 56 (pp. 118 – 119)		
47	Grouping and sharing	Worksheet 58 (pp. 124 – 125)		
48	Complete and consolidate the week's assessment and work			
Week 10 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Numbers, operations and relationships: multiplication and division **Activity: Assess the learners' ability to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40 with answers that can include remainders**				**Mark:** **/7**
Mark	Criteria – Checklist: (1 mark for each criterion achieved)			

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1	Able to work with the multiples of 5 and 10
1	Able to work with the multiples of 2, 3 and 4
1	Able to solve problems involving the multiples of 5s, 10s, 2s, 4s and 3s
1	Able to group up to 40 items as required (any of 5s, 10s, 2s, 4s and 3s)
1	Able to share up to 40 items as required (any of 5s, 10s, 2s, 4s and 3s)
1	Able to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40
1	Able to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40 with answers that can include remainders

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: • Double numbers • Number patterns of five • Grouping objects and numbers • Sharing objects	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	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Written: Item bank questions 1, 2, 3 and 4** Numbers, operations and relationships ACTIVITY 1

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 2** Measurement: Time **Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Written: Item bank questions 5, 6, 7, 8** Numbers, operations and relationships ACTIVITY 3
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Written: Item bank questions 10-11** Numbers, operations and relationships ACTIVITY 4
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Oral and practical: Activity 4 -5** Space and shape and Data Handling **Written: Item bank questions 19 and 26** Space and shape, Data handling
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Oral and practical: Activity 6** CAPS: Patterns: Geometric patterns **Written: Item bank questions 15, 16, 17 and 18** Patterns
9	No Assessment – 4-day week **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	No Assessment – 4-day week
10	**Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	**Oral: Activity 7 -8** Numbers, operations and relationships: Grouping and sharing. **Written: Item bank questions 12, -, 14** and **22 -24** Numbers, operations and relationships, Measurement

Exemplar Written Assessment ITEMS with marking memos.

These are **Resources** that can be used for written assessment of each curriculum content strand and their memos are given in the following section.
 • Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

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

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships.**

There are several assessment items for Numbers, Operations and Relationships. These are linked in the Resources column of the tracker. You could use the sheet on the next page to record the written assessment marks for numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 34 for each learner. This mark can then be inserted into the column for the total mark for written assessment of numbers, operations and relationships in the suggested overall exemplar mark sheet.
There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern.**
   Questions 15, 16, 17 and 18 – Marks 4 + 1 + 4 + 1 = 10

3. **Written assessment items for Space and shape.**
   Questions 19 and 20 – Marks 3 + 1 = 4

4. **Written assessment items for Measurement.**
   Questions 21, 22, 23, 24 and 25 – Marks 1 + 2 + 2 + 2 + 1 = 8

5. **Written assessment items for Data handling.**
   Question 26 – Marks 3

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	Total
Mark	4	2	4	1	1	1	1	3	1	1	8	2	3	2	34
Learner name and surname															

Recording sheet

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

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME											
Number	2: Oral	7												
Number	5: Oral	7												
Number	Written	34												
TOTAL FOR NUMBER		48												
Patterns	8: Oral	7												
Patterns	Written	10												
TOTAL FOR PATTERNS		17												
Space and shape	6: Oral and Practical	7												
Space and shape	Written	4												
TOTAL FOR SPACE AND SHAPE		11												
Measurement	4: Practical	7												
Measurement	Written	8												
TOTAL FOR MEASUREMENT		15												
Data handling	7: Practical	7												
Data handling	Written	3												
TOTAL FOR DATA HANDLING		10												

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(4)

Write these numbers from the smallest to the biggest.

55	45	54	44

Question 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70.

60	62	64	66	68	70

Question 3

a) Write the number name for 58.

(2)

_____

b) Write the number 68 in words.

(2)

_____

Question 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

6		60

Question 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

3		30

Question 6

Put a cross over the smallest number.

49	35	67	38	74	22	52

Question 7

Circle the biggest number.

49	35	67	38	74	22	52

Question 8

Complete the following sums:

6 tens + 3 units =	
7 units + 6 tens =	
5 tens + 0 units =	

Question 9

Colour the correct answer to show one of the family facts for 54.

47 + 7 =	48 + 7 =	42 + 7 =

Question 10

Circle the number that is 2 bigger than

58	49	61	55	64

21

Question 11

Calculate the following:

a) 16 + 8 = ☐	b) 32 + 33 = ☐
c) 25 − 4 = ☐	d) 56 − 33 = ☐

Question 12

Share 39 suckers equally amongst 5 children.

_____

_____

Each child will get: ☐

There are ☐ suckers left.

Question 13

(3)

5 friends share 6 chocolate bars equally.

a) Draw a picture that shows how they share it.

_____

_____

b) How much will each friend get?

Question 14
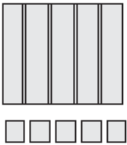
(2)

Divide the circle into quarters and colour three quarters.
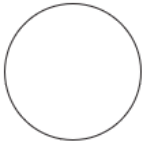
Written assessment items for Numbers, Operations and Relationships: Solutions and mark allocations.

1. (2 marks if partially sorted; 4 marks if fully sorted) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) 66, 68	(2)

3. (2 marks per correct answer)
   a) fifty-eight
   b) sixty-eight
	(4)

4 (1 mark per correct answer) Learners must circle 60.	(1)

23

5. (1 mark per correct answer) Learners must circle 3	(1)
6. (1 mark per correct answer) 22	(1)
7. (1 mark per correct answer) 74	(1)
8. (1 mark per correct answer; answer can be numeric/expanded form) 63 67 50	(3)
8. (2 marks for the correct answer) 61	(1)
9. (1 mark per correct answer) Learners must select 47 + 7 = 54	(1)
11. (2 marks per question – 1 for the answer and 1 for the working) a) 24 b) 65 c) 21 d) 23	(8)
12. (1 mark per correct answer; no drawing is needed but it may be done) Each child will get 7. There will be 4 left.	(2)
13. (2 marks for the drawing and 1 mark for the correct answer) a) b) They each get one and one fifth of a chocolate bar.	(3)

14. (2 marks per correct answer; any 3 quarters may be shaded)	(2)

Written Assessment Items for Patterns

Question 15

(4)

Complete the table:

X	3	5	7	9
3				

Question 16

(1)

Complete the number line.

41				49		53	55

Question 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him. The first one has been done.

Number of hours	1	2	5	8	10
Cost in rands	4				

Question 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

							45
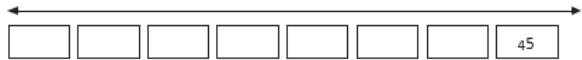
Solutions and Mark Allocation

15. (1 mark for the correct answer) 9, 15, 21, 27	(4)

25

16. (2 marks for the correctly completed number line labels) 43, 45, 47, …., 51,	(1)
17. (1 mark per correct answer; working not required) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) 10, 15, 20, 25, 30, 35, 40	(1)

Written Assessment Items for Space and Shape

Question 19   (3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

	Roll	Slide	Roll and slide
	Roll	Slide	Roll and slide
	Roll	Slide	Roll and slide

Question 20   (1)

Draw the line of symmetry.

Solutions and Mark Allocation

19. (1 mark per correct answer) – circle each of the following:
 	
   1. Roll   2.   Roll and slide
                          3. Slide
	(3)

20. (1 mark per correct answer; line could be in various places) 	(1)

Commented [CC1]: There are more lines of symmetry

Written Assessment items for Measurement.

Question 21

(1)

This bottle has 1 teaspoon of water in it.

How many teaspoons of water are there in the following bottle?

Question 22

(2)

Draw the arms on the clock to show quarter past six.

Question 23

(2)

What is the time?

_____

Question 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

_____

Question 25

(2)

Circle the stick that is the longest..

Solutions and Mark Allocation

21. (2 marks for the correct answer; learners answers may be different, but they should be close to these) 3 teaspoons	(1)
22. (1 mark per correct answer – both clock arms must be in the correct place) 	(2)
23. (1 mark per correct answer) Quarter to 4	(2)
24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) 5 hours	(2)
25. (1 mark per correct answer) The fourth stick	(1)

Written Assessment items for Data Handling.

Question 26 (3)

Look at this pictograph about weather conditions for a month. Answer the questions.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
	🌧	☀	☁	☁

Key X = 1 day

a) How many rainy days were there during this month?

_____

b) How many sunny days were there in this month?

_____

c) Which were the most? Sunny days or rainy days?

_____

Solutions and Mark Allocation

26. (1 mark per correct answer)	(3)
a) 5 rainy days b) 8 sunny days c) Sunny days were most	

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 ASSESSMENT

SM Assessment 1	**Skip-counting** **Skip-counting sequences** **Counting patterns - up to 100** **Identify numbers as even or odd.** **Number lines - up to 100**
SM Assessment 2	**Number Bonds of 15** **Multiplication 1-10 by 2 the same as Doubling** **Equal sharing within a context** **Repeated + leading to Multiplication.**
SM Assessment 3	**Activities to consolidate the Bonds of 15.** **Focus: Repeated addition, leading to multiplication.** **Multiplication, Doubling (the same as multiplying by 2)** **Doubling as Repeated Addition**
SM Assessment 4	**Addition sentences - sums up to 100.** **Filling in missing numbers** **Comparing numbers up to 100** **Subtraction word problems - up to three digits** **Add with pictures - sums up to 100**
SM Assessment 5	**Multiplication sentences** **Multiplication sentences** **Multiplication tables for 2, 3 and 4** **Repeating patterns** **Growing patterns**
SM Assessment 6	**Addition, subtraction, multiplication and division terms** **Addition with pictures - sums to 20**
SM Assessment 7	**Fill in the missing numbers in each of the following sequences.** **Problem Solving** **Write the number names in words.** **Arrange the numbers from the smallest to the greatest.**
SM Assessment 8	**Halve the given number.** **Double the given number.** **Look at each arrow and write down whether it is pointing up, down, to the left or to the right.** **Flow Diagram**
SM Assessment 9	**Problem Solving: learners must show their workings/ methods.**
SM Assessment 10	**Add a two-digit and a one-digit number - without regrouping.** **Subtract two two-digit numbers - with regrouping.** **Coin values** **Count money - up to R10**
SM Assessment 11	**Write the number symbols for the number names.** **Fill in =, > or < to make the statements correct** **Name the two-dimensional shape.** **Find the next shape in a pattern**
SM Assessment 12	**Left, middle and right.** **Top, middle and bottom**

	Name the two-dimensional shape. Measure the height of the house
SM Assessment 13	Objects on a coordinate plane Interpret bar graphs
SM Assessment 14	Write down the given numbers from the smallest to the biggest. Complete the following number patterns. Place value models - tens and units Place value models - up to hundreds Multiplication tables for 2, 3 and 4
SM Assessment 15	Interpret pictographs I
SM Assessment 16	Do the following Subtraction sums using a number line. Problem solving: Word sums
SM Assessment 17	Write each of the given two- digit numbers in expanded form. Draw other parts of the figure to make a symmetrical picture. Shade the shape that is the same as the one in the first box
SM Assessment 18	Count money - up to R10 Name the two-dimensional shape. Find the next row in a growing pattern
SM Assessment 19	Input/output tables - write the rule - up to 20
SM Assessment 20	Activity: Repeated Subtraction Input/Output Flow Diagrams

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1
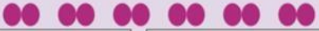
Number   Assessment

1.
Which number is between 14 and 16?

2.
What is 2 less than 15?

What is 10 more than 15?

3.   **Which numbers are even numbers (1 – 20)?**

4.

4 groups of 2	2 + 2 + 2 + 2 = 8	4 × 2 = 8
5 groups of 2	2 + 2 + 2 + 2 + 2 =	5 × 2 =
6 groups of 2	2 + 2 + 2 + 2 + 2 + 2 =	6 × 2 =
7 groups of 2	2 + 2 + 2 + 2 + 2 + 2 + 2 =	7 × 2 =
8 groups of 2	2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =	8 × 2 =

5.

5 6 7 8 9 10 11 12 13 14 15

_____ + 7= 15

1. Number Bonds of 15

Try and see how many bonds of 15 you know.

★	Knows most
★	Knows half
★	Needs help

15
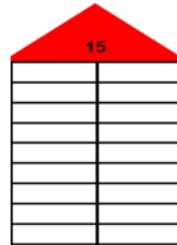
2. Multiplication 1-10 by 2 the same as Doubling

✞ Doubling (Adding the same number)

✞ Pack out 5 counters. ●●●●●

Add the same number of counters
●●●●● How many are there together?

Write the number sentence. 5 + 5 = 10   5 × 2 =

33

3. Equal sharing within a context

Peter shares 7 chocolate bars between 2 friends. How many chocolates will each friend get? Draw a

picture to show the answer.

4. Activity 2: Repeated + leading to Multiplication. Complete.

Show it on a number line.

☐ + ☐ + ☐ + ☐ = ☐   ☐ × ☐ = ☐

2 + 2 + 2 + 2 = 8

☐ + ☐ + ☐ + ☐ + ☐ =

☐ + ☐ + ☐ + ☐ + ☐ =

2   4   6   8   10

1. Activities to consolidate the Bonds of 15. Complete.

8 + 7 = 15

8 + 2 + 5 =

9 + 6 =

9 + ☐ + ☐ =

2. Focus: Repeated Addition, leading to Multiplication

✤ Pack out 5 groups of 2,

     2,   4,   6,   8,   10

It is the same as counting in <u>2s</u>

Write a <u>number</u> sentences: 2 + 2 + 2 + 2 + 2 = 10   5 × 2 = 10 How many 2s do you see?

✤ Pack out 3 groups of 2

     Write a <u>number</u> sentences: 2 + 2 + 2 = 6   / 3 × 2 = 6. In your <u>note book</u>: Practise packing out and write the sentences for:

○ 4 groups of 2   6 groups of 2   5 groups of 2   7 groups of 2.

3. Multiplication, Doubling (the same as <u>multipying</u> by 2)

x 2 = 4   4 x 2 = 8

Do the following in your notebook:

x 2 = ___   4 x 2 = ___   5 x 2 = ___   6 x 2 = ___

7 × 2 = ____   8 x 2 = ___   10 x 2 = ___

4. Doubling as Repeated Addition: Complete:

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

SM Assessment 4

Number	Assessment
1.	Last week I paid R15 for a pizza. This week I paid R10 more. The price increased by R__ What amount did I pay?

2.   **3 equal slices**   **4 equal slices**

Which pizza slice would you like, a third or a quarter? Why?

3.   How many fingers will: 5; 6; 3; 4; 2 children have?

4.

Problem Solving:
1. The baker puts 3 doughnuts in a bag. I buy 2 bags of doughnuts. Each doughnuts costs R5. How much do I have to pay?

5.   2. Kate has 40 sweets. She shares them equally amongst 5 children. How many sweets will each one receive?

SM Assessment 5

1. Five and five is.   (1)

```
 0  1  2  3  4  5  6  7  8  9  10 11 12 13 14 15 16 17 18 19 20
```
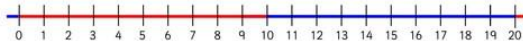
a.   20   b. 9   c.   10   d. 11

---

2. How many bottle tops are there altogether?   (1)

a.   14   b. 12   c.   11   d. 13

3. How many bottle tops will I need to complete the 8th pattern?   (1)

   a. 9   b. 7   c.   6   d. 8

4. What is the missing number in the box?   (1)

   8 + 3 = ☐

   a. 11   b. 8   c.   0   d. 4

5. What is the missing number in the circle?   (1)
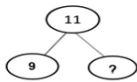
   a.   1   b. 3   c.   4   d. 2

SM Assessment 6

   1. Look at the shapes below.

         Answer: There are _____ more triangles than squares?

   2. What is the missing number?
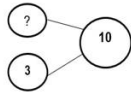
                                            Answer: _____

3. Write a number sentence.
    (1)
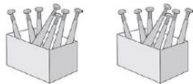
                                     Answer:_____
4. Which does not show halves?
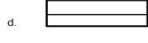
5. Circle groups of 5. How many are left ?

                                     Answer: _____

36

1.   Fill in the missing numbers.

    a. 131; _____; 133; _____; _____; 136.

    b. 120; _____; _____; _____; 140

2.   Complete the following number patterns.

    a. _____; 70; 72;_____; _____; 78

    b. 110; _____; _____; 95; _____; 85

3.   Fill in the missing numbers in each of the following sequences.

    a. 36; 37; _____; _____; 40

    b. 66; 68;_____; _____; 74

4.   Write the number names in words.

    a. 36 _____

    b. 52 _____

5.   Arrange the numbers from the smallest to the greatest.

    a. 100 110 95 90 105

    _____

Number	Assessment
1.	Halve the given number.

    a. 24 _____
    b. 36 _____
    c. 18 _____

2.

    Double the given number.

    a. 18 _____
    b. 10 _____
    c. 14 _____

3.   Lebo had 45 marbles. He lost 20 marbles. How many marbles does he have left? Number of marbles left =_____

4. Look at each arrow and write down whether it is pointing up, down, to the left or to the right.

a. _____   b. _____   c. _____   d. _____

5.

18
22

$+ 3$ -5

24
26
37
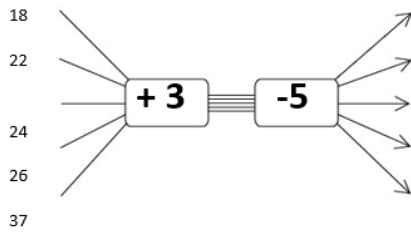
SM Assessment 8

Problem Solving: learners must show their workings/ methods.

1. I have two R20 notes and two R5 coins in my purse. I bought two pencils of R2 and a ruler of R4. How much money do I have left?

2. Jerry has 15 blue fish and 12 yellow fish in his fish tank. He gave 3 fish to each of his two friends. How many fish is left in the tank?

3. Mr Windowlene washes the windows of our school building every day. On Monday he washes 13 windows, on Tuesday he washes 26 windows and on Wednesday he washes 9 windows. If there are 68 windows and he washes 10 on Thursday how many will he wash on Friday?

4. A pair of gloves cost R20. How much will I pay for 4 pairs of gloves?

5. The movie started at 5 o'clock. They showed advertisements for 30 minutes. The movie was an hour and a half. After the movie we went to eat a pizza that took another hour. At which time did we go home?

1.

Activity 2. Complete the table in your notebook:			
a) 1 + 19 = 20	19 + 1 = 20	20 = 1 +19	20 = 19 + 1
b) 2 +			
c) 3 +			

2.

Activity 3. Complete the Subtraction table below:		
20 – 1 = 19		20 – 19 = 1
20 - 2		20 -
20 - 3		20 -

3. If I cut three pears into halves, I have _____ halves;

4.

Price	Paid with	Change
R 1,20	R 2	
R 10	R 20	
R 3	R 5	

5. Calculate.

a. 5c + 10c + 10c = _____

b. 5c + 5c + 10c = _____

1. **Write the number symbols for the number names.**

    a. one hundred and sixty-four   _____

    b. one hundred and sixty   _____

2. **Fill in =, > or < to make the statements correct.**

    a. 135 _____ 125

    b. 167 _____ 187

3. **Look at the rectangle and answer the questions.**   (3)
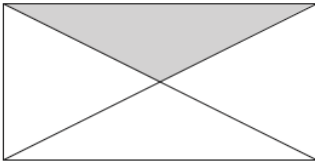
    3.1   How many pieces is the rectangle divided into? _____

    3.2   What do we call each piece? _____

4. **Complete the pattern.**
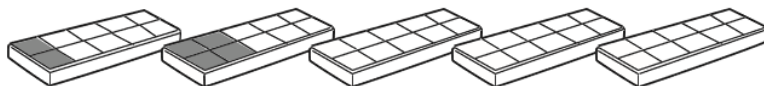
5. **What comes next?**

1. There are the balls in relation to the boxes? Choose the correct answers and write them below the pictures.

next to	under	inside	on top

_____ _____ _____ _____
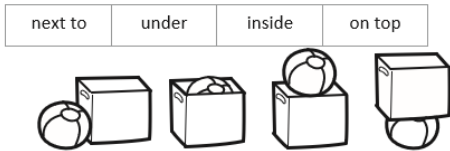
2. Use your ruler to measure the height of the house from floor to roof. (1)
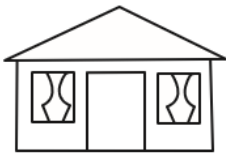
The house is _____ cm high.

3. Fill in =, > or < to make the statements correct.

   a. 135 _____ 125

   b. 167 _____ 187

4. Name the shapes. (1)
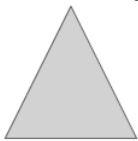
1. Jody likes to collect bugs. She has had a busy week of bug collecting! Look at the pictograph and answer the questions.

Key: = 1 bug

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					🐝	
					🐝	
					🐝	🐝
					🐝	🐝
	🐝				🐝	🐝
	🐝		🐝		🐝	🐝
🐝	🐝		🐝		🐝	🐝
🐝	🐝		🐝	🐝	🐝	🐝
🐝	🐝	🐝	🐝	🐝	🐝	🐝
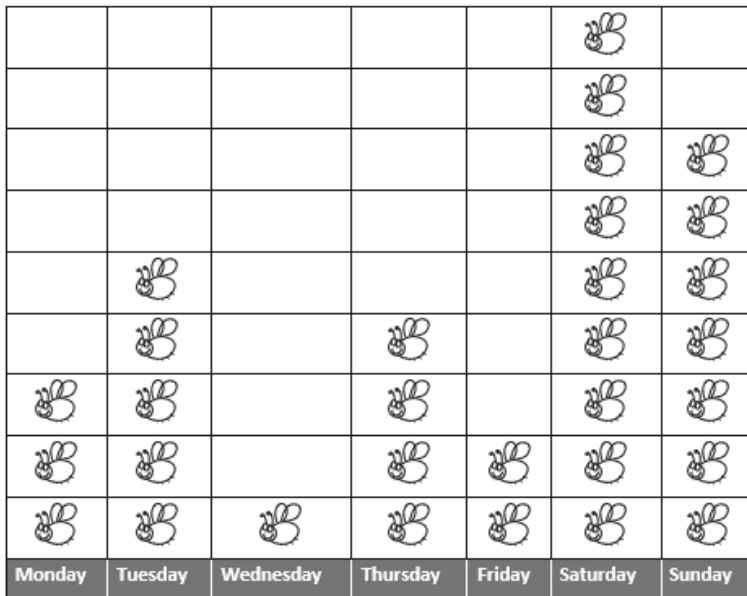
2.   How many bugs did Jody find on Thursday? _____

3.   How many bugs did she find on Saturday? _____

4.   On which day did she find the most bugs? _____

5.   How many more bugs did she find on Sunday than on Wednesday?

1. Write down the given numbers from the smallest to the greatest .

   53   50

   13   35

   37   73

   _____   _____   _____   _____   _____   _____
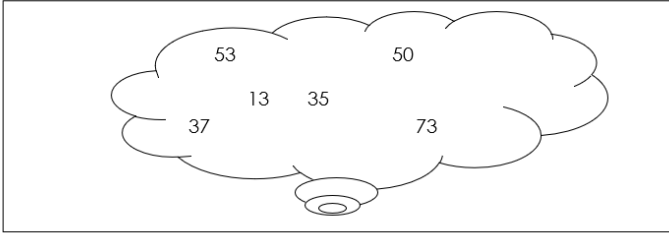
2. Complete the following number patterns:

   a.   58; 55; 52;   _____; _____; _____.

   b.   127; 131; 135;   _____ ; _____; _____.

3. The value of the underlined digit in 53 is _____

4. I have 19 sausages. I share it equally amongst 3 children. How much does each one receive?

5. Write the multiple of 2 that comes before 11.   Answer: _____

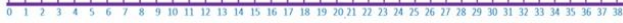0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Favourit e Animals

Number of learners	Giraffe	Springbuck	Rhino	Elephant	Lion
10	🦒				
9	🦒				🦁
8	🦒	🦌			🦁
7	🦒	🦌			🦁
6	🦒	🦌			🦁
5	🦒	🦌	🦏		🦁
4	🦒	🦌	🦏	🐘	🦁
3	🦒	🦌	🦏	🐘	🦁
2	🦒	🦌	🦏	🐘	🦁
1	🦒	🦌	🦏	🐘	🦁

1. The least favourite animal is the _____

2. There are 5 more _____ than rhinos.

3. How many Springbuck is there? _____

4. How many more Lions are there than Elephants? _____

5. There are _____ giraffes. If 5 more giraffes are added, how many in total? _____

Activity 1. Do the following Subtraction sums using a number line:

1. 31 - 12

   0 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 32 33 34 35 36 37 38

2. 34 – 15

   0 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 32 33 34 35 36 37 38

3. 39 - 14

   0 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 32 33 34 35 36 37 38

4. Mr Windowlene washes the windows of our school building everyday. On Monday he washes 13 windows, on Tuesday he washes 26 windows and on Wednesday he washes 9 windows. If there are 68 windows and he washes 10 on Thursday how manywill he wash on Friday?

5. A pair of gloves cost R20. How much will I pay for 4 pairs of gloves?

SM Assessment 16

1. Write each of the given two- digit numbers in expanded form.

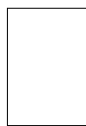   For example :   37 = 30 + 7 = 3 tens + 7 units .

   a. 27 = _____

   b. 14 = _____

2. In the number **28 ,** the value of the digit 8 is _____and the value of the digit 2 is _____ .

3. Tokiso must put 36 cards into packs of 6 each.

   a. How many of the packs can he make?
      _____

4. Draw the other part of the figure to make a symmetrical picture.

5. Shade the shape that is the same as the one in the first box.

1.

Circle the lightest
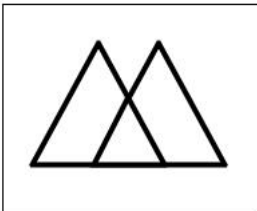

2. Complete the table

I have ...	I buy a ...	My change is ...
R5,00	f or R2,00	R _____
R20,00	for R5,00	R _____

3. Complete: There are _____ triangles in the diagram below.

4. Extend the pattern once.
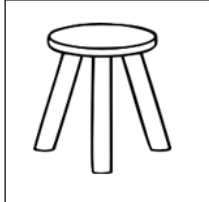

Answer:_____

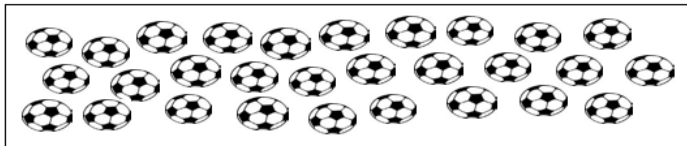5. There are 5 teams of players. In each team there are 5 players. How many players are there altogether?

_____

1. This chair has 3 legs.

Complete: 7 of these tables will have _____ legs.

2. Share the balls drawn below equally amongst 3 girls and write down how many are left.

Each girl gets _____ balls and _____ balls are left .

3.

Zurina's taxi fare costs R25. She only R5 has coins in her purse, how many R5 coins does she need to pay the taxi fare?

4.

John goes home at 2 o'clock. He played for 1 hour, did homework for 2 hours, washed the dog for 1 hour and cleaned his room for an half an hour. After that mother called him for supper. What time was supper served?

5.

Kate has 35 sweets. She shares the sweets equally amongst 5 children. How many sweets will each one receive?

1. Complete and write the matching bond.			
● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ● ●
3 + ___ = 10	+3 = 10 4 + ___ = 10	5 + ___ = 10	6 + ___ = 10

2. Breakdown the **second** number.

34 + 21 = 34 + __ + __ =	76 +14 = 76 + __ + __ =
45 + 23 = 45 + __ + __ =	76 + 42 = 76 + __ + __ =
35 + 23 = 35 + __ + __ =	18 + 13 = 18 + __ + __ =

3. There are 4 biscuits in a packet. I sold 9 packets. How many biscuits did I sell?

4. We go to church at 9 o'clock. We sing for 30 minutes and the pastor preaches for another 30 minutes. After church we have tea for an hour. How late do we go home?

5. Last week I paid R10 for a pizza. This week I pay R5 more for a pizza. How much will I pay if I buy two pizzas?

SM Assessment 20

Activity: Repeated Subtraction – Do the following in your notebook.	
1. 18 22 24 19 -3 -3 20	2. 20 21 19 15 17 -4 -4
3. 25 29 31 34 38 -10 -10	4. 45 49 51 53 - 20 -20 55

5. Riddle: I am smaller than 25, bigger than 18 and half of 40. Who am I?