PLANNER & TRACKER
FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 3 TERM 3

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

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NATIONAL EDUCATION COLLABORATION TRUST

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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 3.
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 employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics. The teacher is also mindful to plan well for effective for assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

GROUP ORGANIZATION: Below is a guide to support the teacher with organising the learners into at least 3 groups, bigger classes will have more groups… based on the need for rotation – noting that all our learners 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**
Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3

(1 x 3, 2 x 4, 3 x 3)

WEEK 2				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2

(1 x 4, 2 x 3, 3 x 3)

WEEK 2				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1

(1 x 3, 2 x 3, 3 x 4)

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

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

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

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

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

CONTENT COVERAGE

GRADE 3		GRADE 3 CONTENT OVERVIEW		
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)
		• Baseline	• Diagnostic 1	• Diagnostic 2
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 200. • Count forwards and backwards between 0 and 200 • Read and write number symbols and number names 0 to 200 • Compare and order numbers to 200. • Place value: Hundreds, Tens and Ones • Addition and subtraction in context up to 100 and context free up to 100 (using 2- digit to a place value of 3digits) • Repeated Addition in context and context free leading to multiplication up to 50 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) • Number bonds to 20 • Grouping and sharing in context and context free leading to division up to 50 400. with remainders • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents. • Mental Maths rapid recall +, -, = facts to 20	• Count concrete objects up to 500 • Count forwards and backwards between 0 and 500 • Read and write number symbols and number names 0 to 500 • Compare and order numbers to 500. • Place value: Hundreds, Tens and Ones up to 500 • Addition and subtraction in context and context free up to 500 (using 3- digit to a place value of 3digits) • Repeated Addition in context and context free leading to multiplication up to 50 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) to 50 • Number bonds to 20 • Grouping and sharing in context and context free leading to division up to 75 with remainders • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents • Mental Maths rapid recall +, -, = facts to 20	• Count concrete objects up to 700 • Count forwards and backwards between 0 and 700 • Read and write number symbols and number names 0 to 700. • Compare and order numbers to 700 • Use ordinal numbers to show order, position up to 31st • Place value: Hundreds, Tens and Ones up to 700 • Addition and subtraction in context and context free up to 700 (using 3- digit to a place value of 3 digits) • Repeated Addition in context and context free leading to multiplication up to 70 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) 100 • Number bonds to 30 • Grouping and sharing in context and context free leading to division up to 75 • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents • Division up to 100 (with and without remainders) • Money problems involving totals and change in rands and cents. Converting Rands and cents.
	PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns (integrated with 3-D objects)	• Geometric patterns (Integrated with 2-D shapes) • Number patterns (Integrated into counting) to at least 500	• Number patterns (integrated into counting) to 700
	SPACE AND SHAPE	• 3-D objects (Integrated with Geometric patterns)	• 2-D shapes • Symmetry	• Position and directions (on an informal map)
	MEASUREMENT	• Time	• Mass (kg, g)	• Time (also dealt with during whole class teaching) • Length (m, cm) • Perimeter
	DATA HANDLING	• Tally tables • Tables / grids • Bar graphs	• (Integrated into other content areas)	• (Integrated into other content areas)
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 3 = 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)		DBE Diagnostic test	
2	Diagnostic: Remediation – error analysis			
3	Numbers 500 to 600	Worksheet 65 (pp. 2 - 3)	Scrap paper/whiteboards, 501–600 number grid (see Printable Resources), counters Term 1 Printable Resources), number cards (560–570, 519, 583, 594: make your own) Written assessment item 1	
4	Numbers 500 – 600 – place value and base 10 blocks	Worksheet 66 (pp. 4 – 5)		
5	Numbers 600 -700	Worksheet 67 (pp. 6 – 7)		

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	17 21 25 29 ___	easy	1	
NOR	Count **Groups/ sets of objects.**		Moderate	1	Note the learner's level of counting. Check on the correct counting' skill.

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Count numbers between 500 to 600 • Place value for hundreds • Apply base ten models • Count numbers 600 to 700	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 600 to 700 – place value focus	Worksheet 69 (pp. 10 – 11)	Scrap paper/whiteboards, base ten blocks, flard cards Written assessment items 2 and 3	
7	Numbers 650 to 750 – ordinal numbers	Worksheet 70 (pp.12 – 13)	Scrap paper/whiteboards, 601–700 number grid, (see Printable Resources), counters, 3 sets of flashcards (first–thirty first; 1st–31st; and a–z: make your own)	
8	Numbers 700 to 750 – place value and base ten blocks	Worksheet 71 (pp. 14 – 15)		
9	Addition and subtraction to 800, building and breaking down	Worksheet 73 (pp. 18 – 19)	Base ten blocks, flard cards	
10	Complete and consolidate the week's assessment and work			

Week 2: Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Numbers, operations and relationships: Ordinal numbers **Activity: Assess the learners' ability to use ordinal numbers to show order, place and position, including abbreviated form up to 31st**	**Mark:** **/7**

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to identify the first and the last item in a collection of ordered items
1	Able to name objects in order from first to fifth place
1	Able to name objects in order from sixth to tenth place
1	Able to name objects in order from tenth to twentieth place
1	Able to name objects in order from twenty-first to thirty-first place
1	Able to write ordinal numbers in numeric format from 1st to 10th
1	Able to write ordinal numbers in numeric format from 11th to 31st

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?
• Place value for hundreds • Ordinal numbers 650 to 750 • Base ten models representing numbers • Addition up to 800 • Subtraction up to 800 • Breaking down numbers • Building up numbers	**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	Addition and subtraction to 800 – focus on number families and approaches	Worksheet 74 (pp. 20 – 21)	Scrap paper/white boards	
12	Addition and subtraction to 800 – focus on number families and approaches	Worksheet 75 (pp. 22 – 23)		
13	Number patterns – tens to 800, number sequences and number lines	Worksheet 76 (pp. 24 – 25)	Scrap paper/ whiteboards	
14	Multiplication: fives up to 75 Number patterns: fives to 800	Worksheet 78 (pp. 28 – 29) Worksheet 79 (pp. 30 – 31)		
	Reflection			
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Add to 800 • Subtract to 800 • Combining family of numbers • Identify number patterns on the number line • Multiply in fives • Identify number patterns five to 800		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	Time: daytime and night-time	Worksheet 80 (pp. 32 – 33)		
16	Sharing leading to fractions	Worksheet 93 (pp. 58 – 59)		
17	More about data	Worksheet 96 (pp. 66 – 67)		
18	Length: Working in centimetres	Worksheet 97 (pp. 68 - 69)		
19	Complete and consolidate the week's assessment and work			
Week 4: Assessment Activity: ORAL – INFORMAL CAPS: Numbers, operations and relationships: Rounding off **Activity: Assess the learners' ability to round off numbers to the nearest 10**			**Mark:** **/7**	
1 (0%–29%)	Does not know what **rounding off** means			
2 (30%–39%)	Knows that **rounding off** means changing the number to simplify things but does not know how to do it			
3 (40%–49%)	Able to round off but only when continually reminded of the rules for rounding – cannot round off unassisted			

4 (50%–59%)	Able to round off with just a few reminders of the rules for rounding – needs assistance only in a few cases
5 (60%–69%)	Able to round off to the nearest 10 without assistance but makes 3 or 4 careless errors
6 (70%–79%)	Able to round off to the nearest 10 correctly with 1 or 2 careless errors
7 (80%–100%)	Able to round off to the nearest 10 correctly without any careless errors

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Read daytime • Read night-time • Sharing that lead to fractions • Sort data • Measure length in cm	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	Multiplication: twos up to 75	Worksheet 81 (pp. 34 - 35)	Multiplication table grid, counters (optional/ remediation	
21	Number patterns: twos up to 800	Worksheet 82 (pp. 36 - 37)		
22	Multiplication: 2s and 5s up to 75	Worksheet 83 (pp. 38 - 39)		
23	Multiplication: threes up to 75	Worksheet 84 (pp. 40 - 41)	Multiplication table grid, counters (optional/ remediation)	
24	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Space and shape – position and direction **Activity: Assess the learners' ability to find objects on maps and to give and follow directions using an informal map**	Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to find objects on a map. Cannot give/follow directions related to an informal map
2 (30%–39%)	Can find objects on a map but unable to give and follow directions using an informal map
3 (40%–49%)	Can find objects on a map but only able to give and follow directions using an informal map with constant assistance
4 (50%–59%)	Can find objects on a map and can follow directions using an informal map but cannot give directions unless continually assisted
5 (60%–69%)	Can find objects on a map but only able to give and follow directions using an informal map with a little assistance

6 (70%–79%)	Can find objects on a map but only able to give and follow directions using an informal map with no assistance but makes a few mistakes
7 (80%–100%)	Competently finds objects on a map and gives and follows directions using an informal map

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Multiply in twos to 75 • Number patterns in twos • Multiply in fives to 75 • Multiply in threes 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	Multiplication: 2s, 3s and 4s up to 75 – divide to test answers	Worksheet 85 (pp. 42 - 43)		
26	Working with time	Worksheet 54 (pp. 122 - 123)		
27	Distance around objects – finding perimeter	Worksheet 94 (pp.60 - 61)		
28	Trading money Using money in context	Worksheet 95a (pp. 62 -63) Worksheet 95b (pp. 64 – 65)		
29	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity: ORAL – FORMAL
CAPS: Numbers, operations and relationships
Activity: Assess the learners' ability to solve multiplication and division problems involving 2s, 3s and 5s

Mark: /7

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Knows basic multiples of 2, 3 and 5 (from 1 x to 10 x)
1	Able to use basic multiples to calculate multiplication or division with bigger numbers
1	Able to solve multiplication problems involving rectangular arrays
1	Able to solve multiplication problems involving multiplicative comparisons
1	Able to solve multiplication problems involving equivalent groups
1	Able to solve division problems involving grouping
1	Able to solve division problems involving sharing

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: • Multiply in 2s, 3s and 5s, and check answers using division • Solve time problems • Find perimeters • Trade money	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	Number patterns	Worksheet 86 (pp. 44 – 45)		
31	Multiplication: fours up to 75	Worksheet 87 (pp. 46 – 47)		
32	Number patterns: four up to 800	Worksheet 88 (pp. 48 - 49)		
33	Multiplication and division: 2s, 3s, 4s and 5s up to 75	Worksheet 89 (pp. 50 - 51)		
34	Complete and consolidate the week's assessment and work			

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

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

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

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Identify number patterns • Multiply in fours up to 75 • Identify number patterns in fours to 800 • Multiply in 2s, 3s, 4s and 5s • Divide by 2s, 3s, 4s and 5s	**Struggling Learners Names:**
	HOD: **Date:**

13 – 17 SEPTEMBER 2021

Week 8				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
35	Rounding off in tens	Worksheet 77 (pp.26 - 27)		
36	Fraction Strip kits	Worksheet 91 (pp. 54 - 55)		
37	Sharing leading to fractions in real contexts	Worksheet 92 (pp. 56 - 57)		
38	Numbers 700 to 800	Worksheet 88 (pp. 70 - 71)		
39	Complete and consolidate the week's assessment and work			

Week 8 Assessment Activity: PRACTICAL – FORMAL
CAPS: Data handling

Activity: Assess the learners' ability to collect, organise, represent and interpret data

Mark:
/7

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to sort data into given categories
1	Able to tally data items in a frequency table
1	Able to find data totals and record in the frequency table
1	Able to answer questions posed by the teacher about the collected data, (e.g. tallies and frequencies)
1	Able to use a scale to draw a bar graph
1	Able to label the bars on a bar graph
1	Able to answer questions about the data on a bar graph

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: • Round off in tens • Use fraction strips to identify fractions • Sharing leading to fractions • Count numbers from 700 to 800 •	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	Naming fractions	Workshop 125 (pp. 126 – 127)		
41	Grouping and sharing	Worksheet 126 (pp. 128 - 129)		
42	Working with money	Worksheet 107 (pp. 90 – 91)	Cut out 8 and 9	
43	Measurement puzzle	Worksheet 110 (pp. 96 – 97)		
	PUBLIC HOLIDAY: could change lesson 43 with assessment below			

Week 9: Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Measurement: Time **Activity: Assess the learners' ability to tell the time in hours, half hours and quarter hours on analogue and digital clocks**	**Mark:** **/7**

Mark (percentage)	Criteria
1 (0%–29%)	Able to tell the time in hours
2 (30%–39%)	Able to tell the time in half hours
3 (40%–49%)	Able to tell the time in quarter hours – quarter **to** times
4 (50%–59%)	Able to tell the time in quarter hours – quarter **past** times.
5 (60%–69%)	Able to write times in analogue format in hours, half hours and quarter hours
6 (70%–79%)	Able to write times in digital format in hours, half hours and quarter hours
7 (80%–100%)	Able to identify an analogue and a digital clock

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Name fractions • Group fractions • Order fractions • Trade with money • Solve measurement problems	What will you change next time? Why? **STRUGGLING LEARNERS:** **HOD:** **Date:**

27 SEPTEMBER – 1 OCTOBER 2021

Week 10				
Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
44	Map work – position and direction	Worksheet 68 (pp. 8 - 9)		

45	Data Handling revision	Worksheet 16 (pp. 34 - 35)		
46	Writing number sentences – focus place value	Worksheet 99 (pp. 72 - 73)		
47	Numbers 800 to 900	Worksheet 100 (pp. 74 - 75)		
48	Complete and consolidate the week's assessment and work			

Week 10: Assessment Activity: ORAL and PRACTICAL – FORMAL
CAPS: Numbers, operations and relationships: Fractions

Activity: Assess the learners' ability to work with fractions – answer questions about parts of the whole and grouping and sharing	**Mark: /7**

Mark	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to write fraction names and numerals
1	Able to identify and find halves of given unit wholes
1	Able to identify and find thirds and quarters of given unit wholes
1	Able to find fifths, sixths, and eighths of given unit wholes
1	Able to identify and find halves of given wholes by sharing/grouping
1	Able to identify and find thirds and quarters of given wholes by sharing/grouping
1	Able to find fifths, sixths, and eighths of given wholes by sharing/grouping

Reflection	
Identify some skills that need revising during the next term:	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	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Written: Item bank questions 5, 6, 7 and 8** Numbers, operations and relationships. **ACTIVITY 2**
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral and Practical: Activity 3** Space and shape: Position and direction
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Oral and Practical: Activity 4** Numbers, operations and relationships: Multiplication and division **Written: Item bank questions 9 and 10** Numbers, operations and relationships
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Oral and Practical: Activity 5** Patterns and algebra: Geometric patterns **Written: Item bank questions 11 and 15** Numbers, operations and relationships; and Patterns
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	**Practical: Activity 6** Data handling **Written: Item bank questions 16 and 25** Patterns; and Data handling
9	No Assessment – 4-day week **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	**Oral and Practical: Activity 7** Measurement: Time **Written: Item bank questions 17, 18, 21 and 22** Space and shape; and Measurement
10	**Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	**Oral and Practical: Activity 8** Numbers, operations and relationships: Fractions **Written: Item bank question 14** Numbers, operations and relationships

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 55 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 and 16 – Marks 3 + 3 = 6

3. **Written assessment items for Space and shape.**
    Questions 17, 18, 19 and 20 – Marks 3 + 2 + 2 + 1 = 8

4. **Written assessment items for Measurement.**
    Questions 21, 22, 23 and 24 – Marks 2 + 2 + 2 + 3 = 9

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

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

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	Q.12	Q.13	Q.14	Total
Mark	3	4	6	3	3	2	9	6	2	2	3	2	3	7	55
Learner name and surname															

Recording sheet

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET

Grade 3 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	55												
TOTAL FOR NUMBER		69												
Patterns	8: Oral	7												
Patterns	Written	6												
TOTAL FOR PATTERNS		13												
Space and shape	6: Oral and Practical	7												
Space and shape	Written	8												
TOTAL FOR SPACE AND SHAPE		15												
Measurement	4: Practical	7												
Measurement	Written	9												
TOTAL FOR MEASUREMENT		16												
Data handling	7: Practical	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

a) Write 499 in words.

(1)

_____

b) Write a number sentence and answer for the following:

(2)

_____
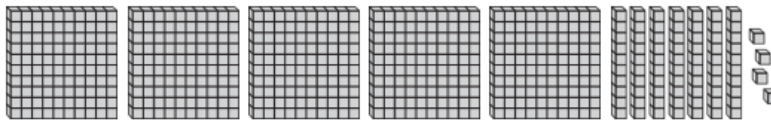
Question 2

(4)

Write a number sentence and answer for the following:

a) 6 tens + 3 units + 2 <u>hundreds</u> = _____

b) 4 hundreds + 5 units + 0 ten = _____

Question 3

a) Colour any 4 numbers that are greater than 576.

(4)

576	584	577	675	567	745	547	677

b) Put these numbers in order from the biggest to the smallest.

(2)

599	509	519	590	501	591	559

Question 4

(3)

Use the number grid to help you with the following questions:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

a) Write down a number that is bigger than 665, but smaller than 668. _____

_____

b) Write down the number name for the twenty ninth number.

_____

c) The number_____comes after the 30th number.

Question 5

Round off to the nearest ten.
a) 26 _____
b) 305 _____
c) 299 _____

Question 6

I had 530 marbles. I won 150 marbles.
Use a number line to work out how many marbles I have now.
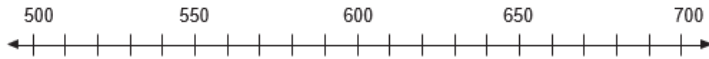
Question 7

Calculate the following:

a) 213 + 34 =	b) 539 – 24 =
c) 532 + 72 =	

Question 8

Use doubling to calculate:

a) 14 + 14 =	b) 30 + 31 =
c) 20 + 19 =	

21

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden? Draw a picture and write a number sentence.

.

There are_____plants in the garden.

_____   _____

Question 10

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?
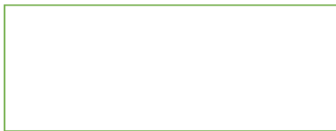
Tony can eat sweets for_____days.

Question 11

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

.

    a) What fraction will each friend get?

    _____

    b) How many chocolate bars will each friend get?

    _____

Question 12

(2)

How much money do I have?

a)

b)

_____   _____
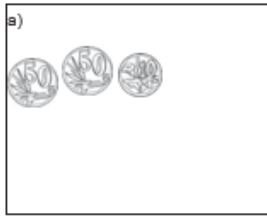
Question 13

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

_____

_____

Travis will get_____change.

Question 14

(7)
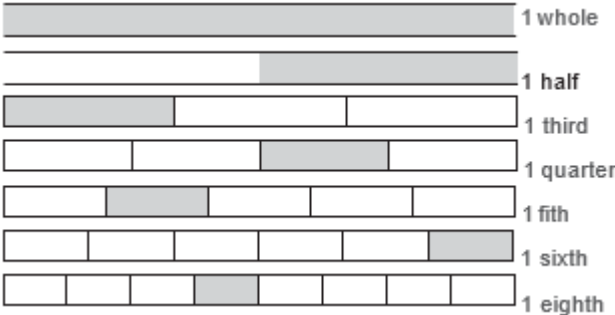
Label the parts that are shaded in each line.

These words might help you: third, fifth, whole, quarter, sixth, half, eighth.
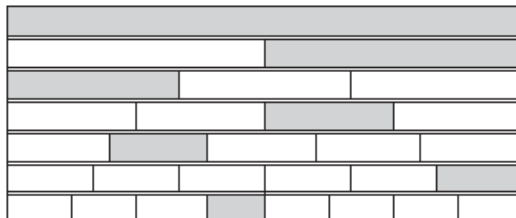
Written assessment items for Numbers, Operations and Relationships: Solutions and mark allocations.

1a. (1 mark per correct answer) four hundred and ninety-nine	(3)
1b. (1 mark for expanded notation and 1 mark for final correct answer) 500 + 70 + 4 = 574	

2. (1 mark for expanded notation and 1 mark for final correct answer) a) 200 + 60 + 3 = 263 b) 400 + 0 + 5 = 405	(4)
3a. (1 mark per correct answer; any FOUR of these need to be shaded) 584, 577, 675, 745, 647 3b. (1 mark partially sorted, 2 marks fully sorted) 599, 591, 590, 559, 519, 509, 501	(6)

4.   (1 mark per correct line)
    a) 666 or 667
    b) Six hundred and twenty-nine
    c) 631
	(3)

5. (1 mark per correct answer) a) 30 b) 310 c) 300	(3)
6. Learners must label number line and show hops on number line (1) correct answer (1) 530 + 150 = 680	(2)
7. (3 marks per correct answer with working – accept alternative methods) a) 247 b) 515 c) 604	(9)

8.   (1 mark for using doubling, 1 mark for correct answer)
    a) 14 + 14 = 28   b) 30 + 31 = 30 + 30 + 1 = 61
    c) 20 + 19 = 19 + 19 + 1 = 39
	(6)

9. (1 mark for the picture and 1 mark for the correct answer) There are 27 plants in the garden.	(2)
10. (1 mark for method, 1 mark for the correct answer) Tony can eat sweets for 12 days.	(2)

11. a) one quarter (2) b) they each get 9 chocolate bars (1)	(3)

12. (1 mark for each correct answer)
 	
  a) R2,40
  b) R115,40
	(2)

13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if
  no drawing)
 	
  10c
	(3)

14. (1 mark per correct answer) (the shaded parts must be labelled)
 	
  1 whole
  1 half
  1 third
  1 quarter
  1 fith
  1 sixth
  1 eighth
	(7)

Written Assessment Items for Patterns

Question 15

(3)

Use three squares to draw a pattern. The size of the squares needs to change in a regular way.
Draw the pattern 2 times.
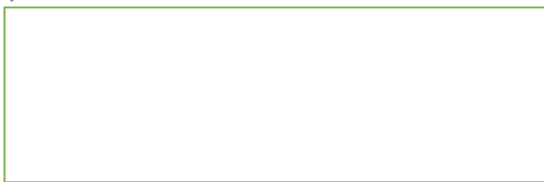
Question 16

(3)

Write the next three numbers:

a) 800, 750, 700,_____,_____, _____

b) 625, 600, 575,_____,_____, _____

c) 475, 500, 525,_____,_____, _____

Solutions and Mark Allocation

15. (1 mark per correct answer) Any picture where squares were used (1) size changing in a regular way (2)	(3)
16. (1 mark for the correct answer) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

Written Assessment Items for Space and Shape

Question 17

(3)

Draw 3 triangles. Each one must look different.

Question 18

(2)

Draw one object with a flat surface and one with a curved surface.

Flat surface	Curved surface

Question 19

(2)

Look at this cone:

a) Does it roll?

_____

b) Does it slide?

_____

Question 20

(1)

What do you call this shape? Circle the correct answer below.
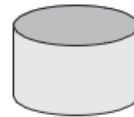
cylinder	cone	sphere	pyramid

Solutions and Mark Allocation

17. (1 mark per correct drawing – triangles must be different)	(3)
18. (1 mark per correct answer; answers may vary) Flat surface (a box shape) Round surface/curved surface (a ball shape)	(2)

19. (1 mark per correct answer)
    a) yes (1)
    b) yes (1)
	(2)

20. (1 mark for the correct answer) Cylinder	(1)

Written Assessment items for Measurement.

Question 21

What is the time on the analogue clock?

_____

(2)

Question 22

Write the time on the digital clock:

Quarter to 12.

(2)

Question 23

(2)
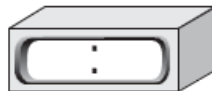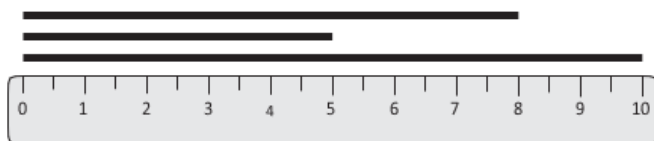
a) How long is the shortest line?_____cm

b) How long is the longest line?_____cm

Question 24

(3)

Calculate the perimeter of this rectangle.

8
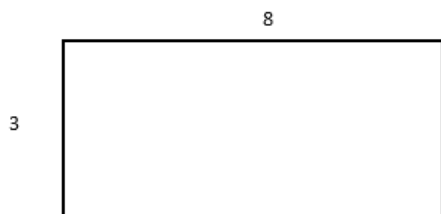
3

Solutions and Mark Allocation

19. (2 marks for the correct answer) quarter past ten	(2)
22. (2 marks for the correct answer)/ 11:45	(2)
23. (1 mark per correct answer) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) 8 + 8 + 3 + 3 = 22 cm	(3)

28

Written Assessment items for Data Handling.

Question 25

(4)

a) Use the information in this table to show the shapes in a bar graph.

Types of shapes	Number of shapes
Triangles	4
Cones	6
Squares	3
Pyramids	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles	Cones	Squares	Pyramids

a) Which shape is there the least of? _____ (1)

b) How many cones are there than squares? _____ (1)

Solutions and Mark Allocation

25. (1 mark per correct answer)	(6)
a) Bars completed in graph to correct height – (1) per bar (4)	
b) Pyramids (1)	
c) There are 3 more cones than squares (1)	

SKILLS MASTERY ASSESSMENTS

Rationale

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

Implementation

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

SKILLS MASTERY SKILLS FOR 5-ITEM ASSESSMENTS

SM Assessment 1	**Read clocks and write times.** **Place value models up to thousands** **Put numbers in order.** **Problem Solving**
SM Assessment 2	**Put numbers in order.** **Elapsed time word problems** **Write the number symbol up to two-digit numbers.** **Understand fractions: fraction bars**
SM Assessment 3	**Add 10 more to the missing numbers on the number line.** **Multiplication - facts to 12** **Multiply three or more numbers** **Add money amounts - word problems**
SM Assessment 4	**Growing patterns** **Even or odd: arithmetic rules** **Identify three-dimensional shapes** **Identify faces of three-dimensional shapes** **Rounding off**
SM Assessment 5	**Show fractions: fraction bars.** **Fill in missing numbers in this clockwise pattern.** **Make largest number with one-digit number series.** **Division** **Write a figure using numbers**
SM Assessment 6	**Repeating patterns** **Convert between standard and expanded form.** **9. J.9Interpret line graphs** **Draw an arrow to match to the nearest 100.** **Line of Symmetry**
SM Assessment 7	**Fractions of a number - unit fractions: word problems** **Add and subtract money amounts.** **Add money amounts - word problems.** **Write times.** **Capacity**
SM Assessment 8	**Understand fractions: area models.** **Identify three-dimensional shapes.** **Input and Output Flow Diagrams of Addition**
SM Assessment 9	**Number symbol table** **Ascending and descending of three-digit numbers** **Add two numbers up to three digits - word problems.** **Round off to the nearest 10 and halving the numbers.**
SM Assessment 10	**Multiply three or more numbers - word problems** **Make a repeating pattern.** **Counting patterns - up to 100**
SM Assessment 11	**Breaking down numbers up to three-digits** **Extend the growing pattern.** **Counting patterns by ascending order**

	Write numbers in words. Write a number sentence for a growing number line
SM Assessment 12	**Grouping and multiplying in a table** **Flow diagram of multiplication** **Fill in the missing numbers in bonds up to three-digit numbers.** **Bigger smaller or equal - Addition**
SM Assessment 13	**Breaking down three-digit numbers** **Identify three-dimensional shapes.** **Add two numbers up to three digits.** **Subtraction input/output tables - up to three digits** **Multiply a one-digit number by a larger number.**
SM Assessment 14	**Interpret bar graphs.**
SM Assessment 15	**Read clocks and write times.** **Adding fractions with same denominators** **Write a number sentence on a number line to show answer of word problem.** **Multiplication by making use of a flow diagram**
SM Assessment 16	**Find the next row in a growing pattern.** **Counting: Write the next two numbers.** **Capacity** **Halving numbers up to three-digits** **Round off to the nearest 10 with three-digit numbers**
SM Assessment 17	**Bigger/smaller or equal: Addition** **Doubling** **Repeating the pattern** **Problem solving** **Number line: Complete the word problem on number line.**
SM Assessment 18	**Comparing fractions** **Creating multiplication and division number sentences** **Multiplication** **Addition** **BODMAS**
SM Assessment 19	**Input/output tables - write the rule - up to 20.** **Number Symbols** **Missing numbers in a pattern.** **Place Value up to three-digit numbers**
SM Assessment 20	**Continue the pattern.** **Bar Graph** **Interpret bar graphs.** **Estimate differences: word problems.** **Find two numbers based on sum and difference**

SKILLS MASTERY EXEMPLARS

SKILLS MASTERY (SM) ASSESSMENT 1

Number   Assessment

1.

          What time is it?

_____

2.

132

Use the numbers above, answer the questions:
What is the value of the middle digit in 132?

3.   *Solve the riddle:*

I am a three digit number.
My first number is the half of 4, my second number is 30 and the last number is the first odd number on the number line.
What number am I?

4.   **Write a number sentence and then write the answer.**

1 0 0	3 0
	8

100+30+8=138

7 0
4

_____

5.   After selling 68 toys at the market, Vusi had 102 toys left.
How many toys did Vusi have at the start? Show
your workings and write the number sentence.

_____

⭐	Knows most
⭐	Knows half
⭐	Needs help

33

SM Assessment 2

Number	Assessment
1.	What number does not belong?

15	25	35	45	54

_____

10	20	30	11	40

_____

2. **The time is half past 4. Mom says supper will be served in one and a half hours. What time will we eat?**

3.

Number	Hundreds	tens	units	Add 20
245	2	4	5	265
126				
67				

4.

Write the number symbol for:

Two hundred and sixteen   _____

One hundred and eight   _____

5.   What Fraction is shaded?

SM Assessment 3

Number	Assessment
1.	Add 10 more to the missing number on the number line below. The first one has been done for you.
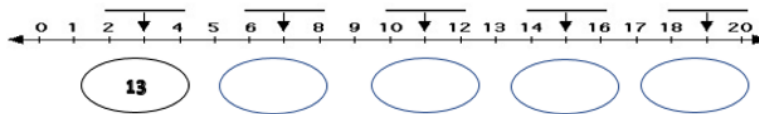
2.

Complete the tables below.

Gloves ×2	4	2	6	10	3	5	8
	8						

×3	2	3	4	5	6	7	8
	6						

3.

Complete the table below. Read carefully.			
Number	45	25	84
Double it.	90		
Half it.	22½		

4.

Zuma collects rugby cards that are R5 each. He has R60. How many cards can he buy? Write the number sentence _____

5.   Justin has 8 pages with 9 stickers on each page. How many stickers does he have in total?

SM Assessment 4

Number   Assessment

1.   **Complete the number patterns below:**

21   23   ○   27   29   ○   33   35   ○

____   ____   ____

2.   **Fill in the missing multiples of ____ below.**

○   44   40   ○   32   28   ○   20   16

____   ____   ____

3.   **Complete the following:**
255 is 10 more than _____
The even number after 87 is _____
The multiple of 3 before 54 is ____

4.   **Complete the table below.**

Shape	How many surfaces?	Are the surfaces flat or curved?
cube		
cylinder		

5.   **Round off to the nearest 10 then half the number**

0 1 2 3 4 5 6 7 8 9 10
4 and below round DOWN   5 and above round UP

★	Knows most
★	Knows half
★	Needs help

182	180	90
156		

SM Assessment 5

Number   Assessment

1.

Shade the fraction $\frac{1}{5}$ in one of these diagrams.

(a) [grid of 3 squares]   (b) [grid of 2×2 squares]

(c) [grid of 5 squares]

2.

Fill in the missing numbers in this clockwise pattern.

[circular pattern with numbers 6, 24, 30, 42]
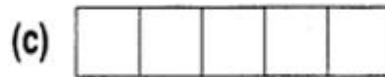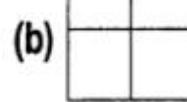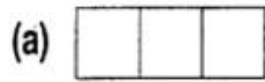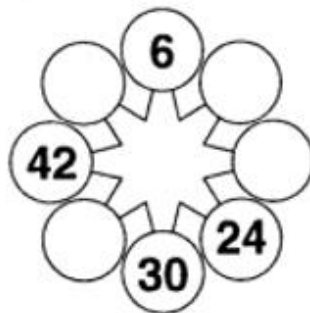
3.

Write the largest number you can with the figures 2, 1, 3 and 5.

___ ___ ___ ___

4.

[ ] $\div 4 = 5$

5.

Write in figures five thousand and twelve.

___ ___ ___ ___

Number   Assessment

1.

▼ ▼ ☐ ▲ ▲ ☐ ▼ ____ ____ ____

Complete the pattern of shapes.

2.

MARBLE GRAPH

KATE
JUNE
ROY
TOM
AMY

0 10 20 30 40 50 60 70 80
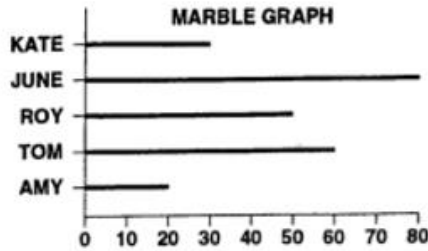
Tom has _____ times as many marbles as Amy but only 10 more than _____ on this bar graph.

3.

A digit's place value tells us how much each digit is worth.

| 3 | 5 | 8 | 4 |

thousands place   hundreds place   tens place   ones place
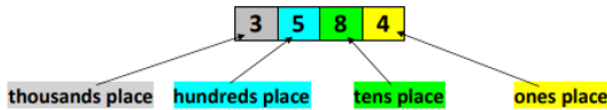
1) Write down which digit is in the **ones** place:

| 1267 → 7 | 4235 → | 3190 → | 8302 → |

4.

Draw an arrow to match each number to its nearest 100.

1181   853

| 700 |
| 800 |
837 | 900 | 738
| 1000 |
1426 | 1100 |
| 1200 | 1454
1291 | 1300 |
| 1400 |
| 1500 | 1308

964

5.

Draw only one line of symmetry on the following shape.
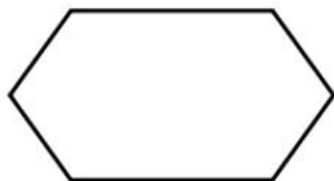
SM Assessment 7

Number   Assessment

1.
Nelson eats 2 pieces of the chocolate shown below.

What fraction of the chocolate did Nelson eat? _____

2.
Jack buys a trumpet and pays with a R50 note. How much change will he get?

He will get R _____ , _____

3.
Read the price list below and answer the questions that follow.

Drum R25,00	Guitar R13,50	Trumpet R18,25

Which two musical instruments can you buy for exactly R38,50?

_____

4.
Draw the hands on the analogue clock to show that the time is 05:15.
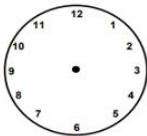
5.
The capacity of the above bottle is measured in _____

Number   Assessment

1.   What fraction is shaded?

_____
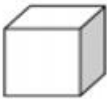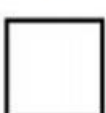
2.   What is the name of this shape?
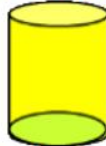
cube   cone   cylinder   sphere   pyramid
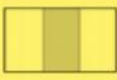
3.   Identify and colour in the 2D shapes with a red pencil crayon.
Identify and colour in the 3D objects with a green pencil crayon.

cube	triangle	pyramid	rectangle	circle
cylinder	square	sphere	cone	pentagon

4.
What goes in? What comes out.? Follow the example.

50			110
90	double	+ 10	
75			
88			
			62
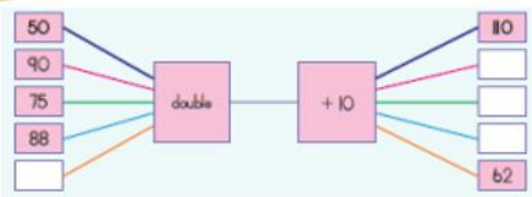
5.   Circle the shaded fraction.

$\frac{2}{3}$ $\frac{2}{4}$ $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{3}$

Arrange the fractions circled from the smallest to the biggest

_____

39

SM Assessment 9

Number   Assessment
1.   **Show Addition on the numberlines   83 + 16 =   178 + 22 =**

176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
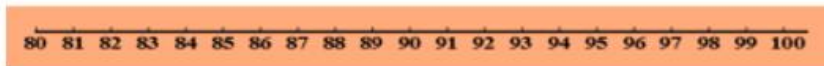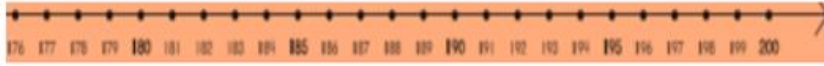
2.   **Complete: The Number symbol table.**

	Number names	H	T	U
150	One hundred and fifty			
205				
98				
214				
146				

Arrange the numbers in the table above in ascending order.

_____, _____, _____, _____, _____

3.   **Complete the following. Think carefully.**

Start   200 — +25 → 225 — ☐ → 237 — ☐ → 249 — ☐

End   300 ← ☐ — 286 ← ☐ — 278 ← ☐ — 261
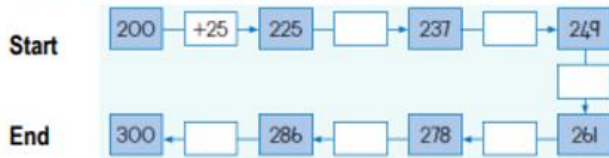
4.   **Shade in the fraction. Arrange the fractions from biggest to the smallest.**
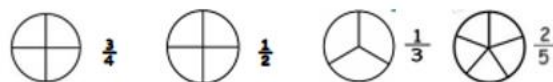
$\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{3}$ $\frac{2}{5}$

_____, _____, _____, _____

5.   **Round off to the nearest 10 then half the number**

0 1 2 3 4 5 6 7 8 9 10
4 and below round DOWN   5 and above round UP

182	180	90
156		
243		
199		
106		

Number   Assessment

1.
    1.   There are 284 pages in a book. I've read 117 pages. How many pages must I still read?

2.
Wendy bought 30 packs of gum. Each pack had 5 pieces. She multiplied 30 × 5 to find the number of pieces of gum she bought. **How many pieces of gum did Wendy buy?**

   A.   15

   B.   35

   C.   150

   D.   305

3.
Gwen wrote the number pattern below on a piece of paper.

1, 5, 9, 13

What are the next two terms in Gwen's pattern?

   A.   15, 17

   B.   15, 19

   C.   17, 19

   D.   17, 21

4.
The items shown are in Walter's desk.

ruler   pencil   scissors

glue   pencil
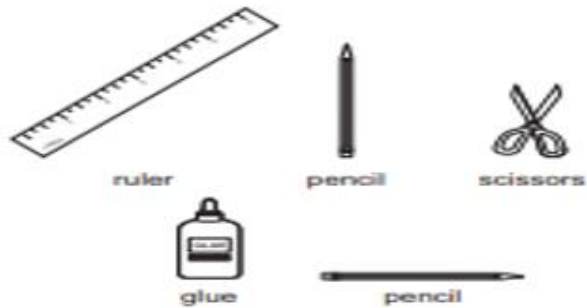
What fraction of the items in Walter's desk are pencils?

   A. $\frac{1}{4}$

   B. $\frac{2}{5}$

   C. $\frac{1}{2}$

   D. $\frac{2}{3}$

5.
Count backwards in 100s from 632 to 232.

632; _____; _____; _____; 232

41

Number   Assessment

1.
Break down the number 621 into hundreds, tens and units.

A   600 + 20 + 6

B   600 + 20 + 0

C   600 + 2 + 10

D   600 + 20 + 1

2.   Extend the growing pattern once more.

△⇧   △△⇧⇧   △△△⇧⇧⇧ _____

3.   Count backwards in 25s.

625; 600; _____; _____; _____

4.   Write the number name for 275.

_____

5.   Write a number sentence for the jumps shown on the number line.
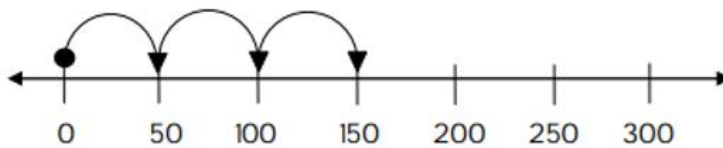
0   50   100   150   200   250   300

_____

Number Assessment

1.

Grouping	Multiply
2 groups of 3	2 × 3=6
3 groups of 3	
4 groups of 3	
5 groups of 3	
6 groups of 3	

2.
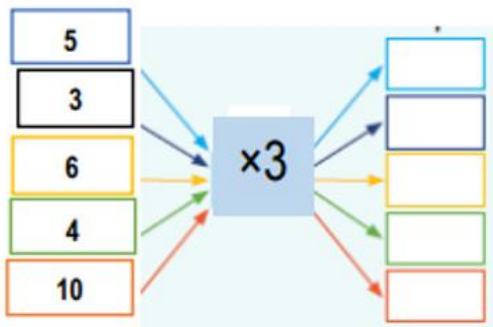
3.

Complete the diagram
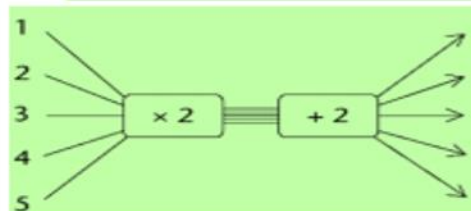
4.

Find the missing halves.
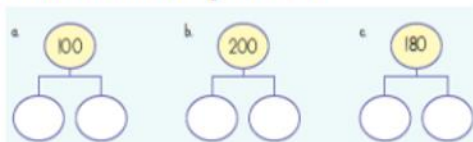
5.

Fill in >, < or =
a. 20 + 10 + 22 _____30 + 10 + 12   b. 388 _____399   c. 2×3 ____ 9

Number   Assessment
1.

Double each number then decompose / break down.
The first one has been done for you.

Double			Decompose	H	T	O
double	112 =	224	→	200	20	4
double	124 =		→			
double	152 =		→			

2.   **Find the shapes and objects in the table below.**

1. B1 _____ and A2 _____

2. C3 _____ and D2 _____

3. A1 _____ and A3 _____

4. D3 _____ and D1 _____

3.   Add

$$617 + 68 = \_\_\_$$

4.   Subtract

$$532 - 123 = \_\_\_$$

5.   Multiply

$$50 \times 50 = \_\_\_$$

Number   Assessment

1.
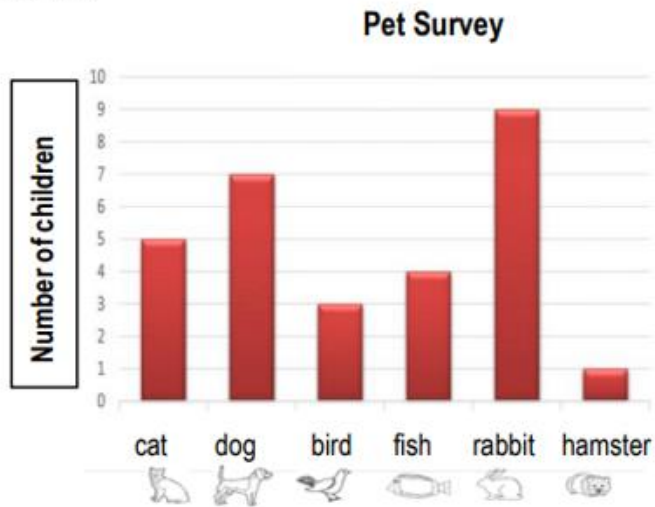
Pet Survey

Answer the following questions on a pet survey conducted in Grade 3.
- What animal is liked by most children? _____

2.   How many more children like dogs than cats? _____
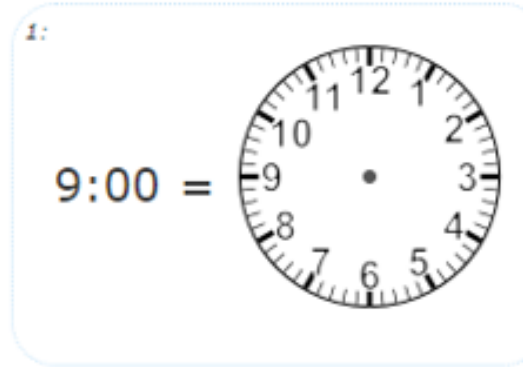
3.   What animal is the least liked? _____

4.   How many children like rabbits? ___
      Double the number?_____
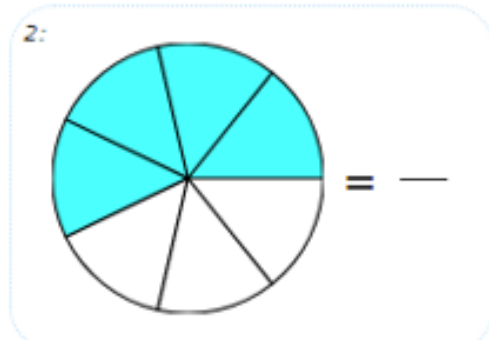
5.   Arrange the animals from most liked to least liked.

      _____

SM Assessment 15

Number   Assessment
1.   Draw the hands on the clock.

$$9{:}00 =$$

2.   Write down the fraction.

$$= \frac{\quad}{\quad}$$

3.

$$\frac{1}{7} + \frac{9}{7} = \frac{\quad}{\quad}$$

4.   Anna makes 4 sweaters a day. She sews 4 buttons onto each sweater she makes. How many buttons will she sew in 3 days? Show your answer on the number line. Write the number sentence.

5.   Multiply

46

SM Assessment 16

Number   Assessment
1.

Complete the following tables. Write the answers in the 2nd row.								
+7	12	20	14	10	52	31	47	65
	19							

2.

Activity 2: Counting: Write the next two numbers.

203, 206, 209, 212, 215 | 262, 264, 266, ____ , ____

3.

Half each number.				
50	120	90	128	62

4.

a) According to the capacity from most to least number 1-5				
250ml	25 litres	1 litre	500ml	5ml

5.

Round off to the nearest 10.		
114 ≈	64 ≈	17 ≈
129 ≈	76 ≈	32 ≈

SM Assessment 17

Number   Assessment
1.

Fill in <; > or =	
236 _____ 200 + 30 + 6	357 _____ 375
123 _____ 312	209 + 20 ___ 309 + 20

2.

37 doubled =

A   78

B   67

C   74

D   66

3. Repeat the pattern once.

$\triangle \oplus \diamondsuit \qquad \triangle \oplus \diamondsuit$ _____

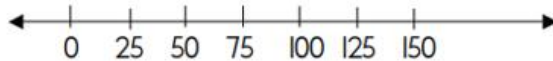**4.** The hand span of each hand is 10 cm.

Together the hand spans are _____cm.

5. Draw jumps on the number line to show that 25 + 25 = 50.


```
◄──┼───┼───┼───┼───┼───┼───┼──►
   0   25  50  75  100 125 150
```

SM Assessment 18

| Number | Assessment |

1. Compare the fractions, and write > , < , or = in the box.

a. $\dfrac{2}{7}$ ☐ $\dfrac{2}{3}$ b. $\dfrac{5}{11}$ ☐ $\dfrac{7}{11}$ c. $\dfrac{1}{2}$ ☐ $\dfrac{9}{10}$

2. Write two multiplications and two divisions for the same picture.

____ × ____ = ____   ____ ÷ ____ = ____

____ × ____ = ____   ____ ÷ ____ = ____

3. Round off to the nearest 10.

| a. 743 ≈ _____ | b. 987 ≈ _____ | c. 251 ≈ _____ | d. 665 ≈ _____ |

4.

a. $24 + 8 \times 3$	b. $2 + (5 + 4) \times 2$	c. $66 - 5 \times 5$

5.

. $414 + \triangle = 708$

$\triangle$ is _____

Number	Assessment
1.	Multiply

a.

$2 \times 7 =$ _____

$8 \times 3 =$ _____

$5 \times 5 =$ _____

$9 \times 4 =$ _____

2. Fill in the missing number.

310; 320; _____; 340; _____; 360; _____; _____; 390

3.

Number in symbols	Number in words
443	
	three hundred and two
251	
	seventy-six

4. Write the values of the underlined numbers.

6̲43 _____

34̲8̲ _____

5. **Jody has 5 packets of bubble gum. She has 23 pieces of bubble gum in each packet. How many pieces does she have altogether?**

_____

SM Assessment 20

Number   Assessment

1.

Continue the pattern.

2.

There are _____ days in 5 weeks.

14 days is _____ weeks.

36 months is _____ years.

3.

Place the following information in the graph below.   **(2)**

- 6 children have green eyes
- 2 children have blue eyes
- 8 children have brown eyes
- 1 child has grey eyes
- 3 children have eyes that are another colour

Number of children	Green	Blue	Brown	Grey	Other
8					
7					
6					
5					
4					
3					
2					
1					

Eye colour

4.   Name the shape

_____

5.

$89 - 24 =$ [   ]

_____

_____

_____

50