PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 4 TERM 3

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

2021

Department of Basic Education 222 Struben Street, Pretoria

Call Centre: 0800 202 933 callcentre@dbe.gov.za

Switchboard: 012 357 3000

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

Read to Lead

NDP 2030

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 4.
2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 3.
3) To assist teachers with guided pacing and sequencing of curriculum content and assessment.
4) To enable teachers to cover the core skills and knowledge in each grade within the available time.
5) To assist teachers with planning for the different forms of assessment.
6) To ensure learners are adequately prepared for the subsequent year/s in terms of skills, knowledge, attitudes and values.

PREAMBLE

It must be emphasized that Term 1 and term 2 content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it has been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

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

1) 2020 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
2) Some learners were not in school for most of 2020 and perhaps part of 2021.
3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

4) Broader stress and trauma related to the pandemic may worsen existing mathematics anxiety in some students, and mathematics anxiety can exacerbate students' other stress while in class.

Awareness of the above challenges and the consequent assumptions that emerge out of it, is crucial for the implementation of the Revised ATPs emphasizing the recovery of skills not yet mastered in mathematics. This Planner and Tracker is in alignment with the theme of recovery of skills not learnt and covers the following:

1) aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.
2) Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.
3) Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning.
4) The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
5) It also aligns curriculum content and assessment to the available teaching time. Entrench assessment for learning as a Pedagogical Approach to address the learning losses.
6) 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 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.

MANAGING TIME ALLOCATED IN THE TRACKER

- The tracker for each term contains details of work to be covered over 60 lessons per term, six per week for ten weeks.
- The CAPS prescribes **six hours** of Mathematics per week in Grade 4.
- Each school will organise its timetable differently, so the programme of lessons is based on work in the Learner's Book and DBE workbook, which should take just over an hour per day to complete.

- You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school.
- Depending on the pace at which your learners work, and how much support is needed,
- you might also have to supplement the set activities by using other resources to ensure that the full six hours allocated to teaching Mathematics is used constructively.
- The breakdown of work to be done each week corresponds to the 'annual teaching plan and programme of assessment' drawn up by the Provincial Department of Education; however, the tracker gives a more detailed outline of what should be taught each day.
- This tracker is designed for a term that is 10 weeks long.
- In most weeks, one lesson is set aside for you to catch up on work not done in the previous five lessons, or to provide remedial support or enrichment.
- The formal teaching programme, the project, some revision, and the term test should be completed by the end of Week 10.

REMEMBER: The teacher should 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 assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

LINKS TO THE DBE WORKBOOKS

The tracker gives links to worksheets in the DBE workbooks relevant to the content described for each day. The worksheets are referred to by worksheet number and page number. These workbooks should be used in conjunction with the Learner's Book activities. You should review the suggested worksheets before each lesson and decide how best to use them – for teaching, revision, extension or consolidation, in class or for homework.

TEACHING TIME

Since there are 6 hours allocated for Mathematics per week, the following is a suggested plan for daily lessons.

WEEK: 6 hours	
Consolidation of Concepts – skills mastery and other New Concept – class activity	 10 min 50 min

CONTENT COVERAGE

TERM 3	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 4 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days		Week 10 5 days	Week 11 4 days
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs		6 hrs.	5 hrs.
Hours per topic	18 hrs.			6 hrs.		6 hrs.	12 hrs.		3 hrs	3 hrs.	3 hrs.	8 hrs.
Topics, concepts and skills	**COMMON FRACTIONS:** **Describing and ordering fractions** • Compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) • Describe and compare common fractions in diagram form. **Calculations with fractions** • Recognize, describe and use the equivalence of division and fractions • Addition of common fractions with same denominators. **Solving problems** • Solve problems in contexts involving fractions, including grouping and equal sharing. **Equivalent forms** • Recognize and use equivalent forms of common fractions (denominators which are			**TIME:** **Reading time and time instruments** • Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: – hours – minutes – seconds • Instruments include clocks and watches **Reading calendars** **Calculations and problem solving time include:** • problems in contexts involving time • calculation of the number of days between any • two dates within the same or consecutive years • calculation of time intervals where time is given in minutes or hours only		**LENGTH:** **Practical measuring** • Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers – metre sticks – tape measures – trundle wheels • Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km) **Calculations and problem-solving** • Solve problems in contexts involving length • Convert between – millimetres (mm) and centimetres (cm), – centimetres (cm) and metres (m) – metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions	**PROPERTIES OF 2D SHAPES:** **Range of shapes** • Recognize, visualize and name 2-D shapes in the environment and geometric setting, focusing on • regular and irregular polygons - triangles, • squares, rectangles, other quadrilaterals, pentagons, hexagons, heptagons • circles • similarities and differences between squares and rectangles **Characteristics of shapes** • Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides **Further activities** • Draw 2-D shapes on grid paper	**SYMMETRY:** • Recognize, draw and describe line(s) of symmetry in 2-D shapes	**TRANSFORMATIONS** **Build composite shapes** • Put 2-D shapes together to make different composite 2-D shapes including some shapes with line symmetry. **Tessellations** • Pack out 2-D shapes to make tessellated patterns including some patterns with line symmetry. **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects and lines of symmetry when describing patterns – in nature – from modern everyday life – our cultural heritage	• **REVISION**	**FORMAL ASSESSMENT TASK** **TEST** All topics

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

BASELINE TERM 3: Implement DBE Baseline assessments or any similar diagnostic – Based on term 1 and term 2 core skills. Meaning teachers can select different items in the diagnostic for their purposes.

WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context. Day 2 is set aside for remediation purposes.

NUMBER OF ITEMS: Grade 4 = 15 - 20 items – depending on your context and ability groups

ITEM BANK: Items can also be drawn from previous:

1) BASELINE/READINESS assessments, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank.

26 – 30 July 2021

Week 1					
Lesson	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
1		Baseline: (Revision, consolidation of term 1 and 2 skills)			
2		Baseline: Remediation – error analysis			
3	Common Fractions: Describe and ordering: • Compare and order different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths)	Dividing shapes into halves, quarters. Identify parts of a whole (Halves, thirds, quarters, fifths, sixths, sevenths and eighths)	Bk 1 Worksheet R8 (pp. xviii & xix) Worksheet R9 (pp. xx & xxi)	Draw shapes and show different options. Use Fraction dice and strips in cut-out 4	
4	Common Fractions: Describe and ordering: Compare and order different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths)	Comparing fractions with different denominators – parts of a whole and visual prompts	Bk 1 No. 36 (pp. 102 & 103) No. 37 (pp. 104 & 105)	Counters, beans or sweets	
5	Common Fractions: Describe and ordering: Compare and order different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths)	Identifying and naming fraction through sharing with visual prompts and worded prompts finding a fraction as a number	Bk 2 No. 118 (pp. 128 & 129) N0. 119 (pp. 130 &131	Can use counters and beans	
6	Common Fractions: Describe and ordering: Describe and compare common fractions in diagram form	Identifying and naming fractions – visual prompts Comparing and ordering fractions	Bk 1 No. 34 (pp. 98 &99) No. 35 pp. 100 & 101)	Use fraction mat or wall. Use cut out 6 – fraction dominoes	

Notes for the teacher.

1. The Baseline 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 Baseline Assessment is being administered.
3. Prepare well - study the Baseline Assessment i.e. familiarise yourself with the apparatus and templates that must be used.

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify parts of a whole • Identify fractions with different denominators • Compare fractions • Order fractions • Grouping and sharing using fractions	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

2 – 6 AUGUST 2021

Week 2					
Lesson	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
7	Calculations with fractions: Recognise, describe and use equivalence of division and fractions	Compare fractions using fraction wall Describe Equivalence of fractions	Bk 1 No 38 (pp. 106 & 107)	Use a fraction wall	
8	Recognize and use equivalent forms of common fractions (denominators which are multiples of each other)	Equivalence of fractions Using a fraction wall Comparing parts of fractions focusing on tenths	Bk 2 No. 69(pp. 14-15) No 120 (pp. 132 & 133)	Fraction wall	
9	Recognize and use equivalent forms of common fractions (denominators which are multiples of each other)	Identify equivalence fractions illustrated with circles, strips and sets of circles	Bk 2 No. 70 (pp. 16-17) No. 121 (pp. 134 & 135)	Fraction wall or mat	
10	Calculations with fractions: Addition of fractions with same denominators	Identify and add fractions using fraction strips and diagrams	Bk 1 No. 39 (pp. 108)		
11	Calculations with fractions: Addition of fractions with same denominators	Addition of fractions: same denominator	Bk 1 No. 39 (pp. 109)		
12	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				
Reflection					
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify fractions as a collection of objects • Apply fractions to understand division • Identify equivalence in fractions • Add fractions with same denominator			What will you change next time? Why? **Struggling Learners Names?** **HOD:** **Date:**		

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

Week 3					
Lesson	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
13	Common Fractions: Describe and ordering: Describe and compare common fractions in diagram form	Comparing and ordering fractions using shapes with different sizes	Bk 2 No. 71(pp. 18-19)		
14	Calculations with fractions: Addition of fractions with same denominators	Filling in fractions on a number line. Adding fractions with the same denominator	Bk 2 No. 72(pp. 20-21)		

15	Calculations with fractions Recognize, describe and use the equivalence of division and fractions Addition of common fractions with same denominators.	Find the sum of the parts of a fraction Add fractions with same denominators	Bk 2 No. 73(pp. 22-23)		
16	Calculations with fractions Recognize, describe and use the equivalence of division and fractions Addition of common fractions with same denominators.	Writing mixed fractions using diagrams Add fractions using same denominator	Bk 2 No. 74(pp. 24-25) No. 75 (pp. 26-27)		
17	Solving problems Solve problems in contexts involving fractions, including grouping and equal sharing.	Use diagrams to solve word problems Solve word problems	Bk 2 No. 122 (pp. 136 &137) No. 123. (pp. 138 & 139)		
18	Assessment Activity – can be cancelled because of four-day week				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Use fraction wall to understand equivalence in fractions • Identify fractions using different prompts • Identifying fractions on a number line • Add fractions with same denominator	What will you change next time? Why? **Struggling Learners names:**
	HOD: **Date:**

16 – 20 August 2021

Week 4					
Day	**ATP Content**	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
19	Reading time and time instruments: Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: – hours– minutes– seconds Instruments include clocks and watches	Read, tell and write time in analogue and digital.	Bk 1 No.18a (pp. 50)	Use physical resources: watches, clocks	
20	Reading time and time instruments: Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: – hours– minutes– seconds Instruments include clocks and watches	Draw in the hands of the clock given the time	Bk 1 No. 18a (pp. 51)	Use physical resources: watches, clocks	

21	Reading time and time instruments: Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: – hours– minutes– seconds Instruments include clocks and watches	Draw in the hands of the clock given the time	Bk 1 No. 18b (pp. 52 -53)	Use physical resources: watches, clocks	
22	Calculations and problem-solving time include: problems in contexts involving time calculation of the number of days between any two dates within the same or consecutive years calculation of time intervals where time is given in minutes or hours only	Calculating time from worded prompts. Complete timetables by comparing minutes and seconds; hours and minutes	Bk 1 No. 19a (pp. 54)		
23	Calculations and problem-solving time include: problems in contexts involving time calculation of the number of days between any two dates within the same or consecutive years calculation of time intervals where time is given in minutes or hours only	Calculating time from worded prompts. Complete timetables by comparing minutes and seconds; hours and minutes	Bk 1 No. 19a (pp. 55)		
24	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Read and tell time • Write time in digital form • Write time in analogue form • Identify time with clocks and other media • Calculate time problems • Identify time, days, weeks and months • Calculate time using a calendar	What will you change next time? Why? **Struggling Learners Names**:
	HOD: **Date:**

23 – 27 AUGUST 2021

Week 5					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
25	Calculations and problem-solving time include: problems in contexts involving time calculation of the number of days between any two dates within the same or consecutive years	Calculate time in days using the calendar Complete a calendar Answer questions off calendars	Bk 1 No. 19b (pp. 56)	Use actual months calendar	

	calculation of time intervals where time is given in minutes or hours only				
26	Calculations and problem-solving time include: problems in contexts involving time calculation of the number of days between any two dates within the same or consecutive years calculation of time intervals where time is given in minutes or hours only	Calculate time in days using the calendar Complete a calendar Answer questions off calendars	Bk 1 No. 19b (pp. 57)	Use actual months calendar	
27	Practical measuring Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers– metre sticks– tape measures– trundle wheels	Reading your ruler. Estimating different lengths	Bk 1 No. R11 (pp. xxiv) No. 40 (pp. 110)	Length game on (pp xxv)	
28	Practical measuring Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers– metre sticks– tape measures– trundle wheels	Estimate objects Measure objects accurately Find differences between estimation and measurement	Bk 1 No 40 (pp. 111)		
29	Practical measuring Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers– metre sticks– tape measures– trundle wheels	Estimating lengths in mm, cm and metres	Bk 1 No.41 (pp. 112)		
30	Complete and consolidate the week's assessment and work. **FORMAL ASSESSMENT- PROJECT**				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Calculate time intervals • Calculate time in days • Read lengths using a ruler • Convert length cm to m • Convert length cm to mm • Estimate length in different units	What will you change next time? Why? **Struggling Learner names:**
	HOD: **Date:**

30 AUGUST to 3 SEPTEMBER 2021

Week 6					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
31	Practical measuring Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as:	Estimating lengths in mm, cm and metres	Bk 1 No. 41 (pp. 113)		

	– rulers– metre sticks– tape measures– trundle wheels				
32	Calculations and problem-solving Convert between – (mm) and (cm),– (cm) and (m) – (m) and (km) Conversions limited to whole numbers and common fractions	Convert between different units of measure	Bk 1 No 42 (pp. 114)		
33	Calculations and problem-solving Solve problems in contexts involving length Convert between –(mm) and (cm),– (cm) and (m) – (m) and (km) Conversions limited to whole numbers and common fractions	Solving problems in context; distance and time measurement	Bk 1 No 42 (pp. 115)		
34	PROPERTIES OF 2D SHAPES: Range of shapes Recognize, visualize and name 2-D shapes in the environment and geometric setting, focusing on - regular and irregular polygons - triangles, -squares, rectangles, other quads, pentagons, hexagons, heptagons -circles -similarities and differences between squares and rectangles	Name shapes & objects Identify straight & curved edges.	Bk 1 No. R14 (pp. xxx) No.22a. (pp. 64)		
35	PROPERTIES OF 2D SHAPES: Range of shapes Recognize, visualize and name 2-D shapes in the environment and geometric setting, focusing on - regular and irregular polygons - triangles, -squares, rectangles, other quads, pentagons, hexagons, heptagons -circles -similarities and differences between squares and rectangles	Identify regular & irregular polygons. Identify straight, curved sides. Draw 2-D shapes from given info.	Bk 1 No. 22a (pp.65)		
36	Assessment activity: Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track				
Reflection					

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Order lengths of different sizes • Calculate distances in km • Solve time problems • Identify and name polygons • Draw 2-D shapes	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

6 – 10 SEPTEMBER 2021

Week 7					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
37	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides	drawing shapes with equal sides of regular shapes. Drawing shapes with unequal sides	Bk 1 No. R14 (pp. xxxi) No. 22b (pp.66)		
38	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides	drawing shapes with unequal sides of irregular shapes.	Bk 1 No. 22b (pp.67)		
39	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides	Draw and Identify shapes from pictures focusing on sides or curved sides.	Bk 2 No. 84 (pp. 46)		
40	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides	Identify shapes from pictures focusing on sides or curved sides	Bk 2 No. 84 (pp. 47)		
41	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of:	Completing incomplete shapes	Bk 2 No. 85a (pp.48)		

	– straight and curved sides – number of sides				
42	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify regular shapes • Identify irregular shapes • Drawing and naming shapes • Identify shapes according to sides and curved sides • Complete incomplete shapes	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

13 – 17 SEPTEMBER 2021

Week 8					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
43	PROPERTIES OF 2D SHAPES: Range of shapes Characteristics of shapes Describe, sort and compare 2-D shapes in terms of: – straight and curved sides – number of sides	Identifying and drawing octagons and pentagons	Bk 2 No. 85a (pp. 49)		
44	PROPERTIES OF 2D SHAPES: Range of shapes Draw 2-D shapes on grid paper	Draw 2-D shapes on grid paper	Bk 2 No. 85b (pp. 50)		
45	PROPERTIES OF 2D SHAPES: Range of shapes: Draw 2-D shapes on grid paper	drawing shapes that are open, closed and curved	Bk 2 No. 85b (pp.51)		
46	Symmetry: Recognise, draw and describe line(s) of symmetry in 2-D shapes	Recognise and draw lines of symmetry	Bk 1 No. R14 (pp. xxxi)		
47	Symmetry: Recognise, draw and describe line(s) of symmetry in 2-D shapes	Practical activities using lines of symmetry	Bk 1 No. 53 (pp. 140)		
48	Complete and consolidate the week's assessment and work				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Identify octagons and pentagons • Draw octagons and pentagons • Draw 2-D shapes on grid paper • Identify shapes with straight sides • Draw shapes that are open, closed and curved • Recognise symmetry • Draw lines of symmetry	What will you change next time? Why? Struggling Learners Names:

	HOD: **Date:**

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

Week 9					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
49	Symmetry: Recognise, draw and describe line(s) of symmetry in 2-D shapes	Draw more than one line of symmetry	Bk 1 No. 54 (pp. 142-143)		
50	TRANSFORMATIONS Build composite shapes Put 2-D shapes together to make different composite 2-D shapes including some shapes with line symmetry.	Transformations: viewing different shapes and making conclusions about observations	Bk 2 No. 104a (pp. 96-97))		
51	Transformations Tessellations Pack out 2-D shapes to make tessellated patterns including some patterns with line symmetry.	Understanding tessellations and shapes	Bk 2 No. 104b (p 98-99) No. 135 (pp. 162-163)		
52	Transformations Describe patterns: Refer to lines, 2-D shapes, 3-D objects and lines of symmetry when describing patterns – in nature – from modern everyday life – our cultural heritage	Describe patterns using 2-D and 3-D shapes	Bk 2 No.136 (pp. 164-165)		
53	Transformations Describe patterns: Refer to lines, 2-D shapes, 3-D objects and lines of symmetry when describing patterns – in nature – from modern everyday life – our cultural heritage	Describe patterns	Bk 2 No. 137 (pp. 166 -167)		
54	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Draw multiple lines of symmetry • View and describe different shapes • Identifying patterns that tessellate • Describe patterns using 2-D shapes • Describe patterns using 3-D shapes	What will you change next time? Why?
	HOD: **Date:**

27 SEPTEMBER – 1 OCTOBER 2021

Week 10					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
55	Teacher selects content	Revision and consolidation (Skills mastery activities)			
56		FORMAL ASSESSMENT TASK: TEST – All topics			
57	Teacher selects content	Revision and consolidation (Skills mastery activities)			
58	Teacher selects content	Revision and consolidation (Skills mastery activities)			
59	Teacher selects content	Revision and consolidation (Skills mastery activities)			
60	Complete and consolidate the week's assessment and work				

Reflection	
Identify some skills that need revising during the next term:	What will you change next time? Why? **Struggling Learners Names:**

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:

- There are two FORMAL Assessment tasks: 1) Project and 2) Test.
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the document.

Week	**Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)**	**Formal Assessment Activities (End of week) – 2 FORMAL ASSESSMENTS: 1) Project 2) Test**
1	Baseline Assessment	Baseline Assessment
2	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	

3	No Informal Assessment – 4-day week **Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Formal Assessment 1 - Project**
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	
7	**Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	
8	**Tuesday** Skills mastery Assessment 13 **Thursday** Skills mastery Assessment 14	
9	No Assessment – 4-day week **Tuesday** Skills mastery Assessment 15 **Thursday** Skills mastery Assessment 16	
10	**Tuesday** Skills mastery Assessment 17 **Thursday** Skills mastery Assessment 18	**FORMAL ASSESSMENT 2 – Test (All Topics)**

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.

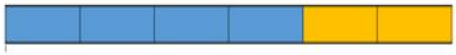
Implementation

- 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 PER 5-ITEM ASSESSMENT EXEMPLARS

SKILLS MASTERY (SM) ASSESSMENT 1

Number	Assessment
1.	What fraction of the strip is blue?



2. Fill in the missing numbers.

200, 190, 180, ___, ___, 150, 140,...

A. 170, 160

B. 181, 182

C. 170, 171

D. 182, 184

3. Find this sequence in the multiplication table above.

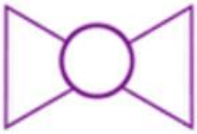
1, 4, 9, 16, 25, 36, 49, ...

4. **Sequence A: 4, 8, 12, 16, 20, 24, 28, ...**

Sequence B: 5, 9, 13, 17, 21, 25, 29, ...

Write a flow diagram for each of the sequences.

5. Draw the lines of symmetry on the following shapes



SM ASSESSMENT 2

3. Write the numbers in digits.

seventy-four _____

two hundred and sixty-seven _____

4. Write the numbers in words.

305 _____

578 _____

5. Arrange the numbers from biggest to smallest.

051 505 55 550 050 500 515 555

_____

SM ASSESSMENT 3

Number Assessment

1.

67	90	55	716	221	294
11	513	876	910	728	

Highlight the even numbers.

What do you know about even numbers?

_____

2. Complete the number pattern.

582 587 592 _____ _____ _____ _____

840 837 834 _____ _____ _____ _____

3. Draw the next shape in the pattern.

_____

_____

4. Measure the lines in **mm.**

_____ Length = _____

Length = _____

SM Assessment 4

Number Assessment

1. Which unit of measurement is used to determine the distance between Johannesburg and Cape Town?

A km

B m

C mm

D cm

3. Fill in > ; < or = to make a correct statement.

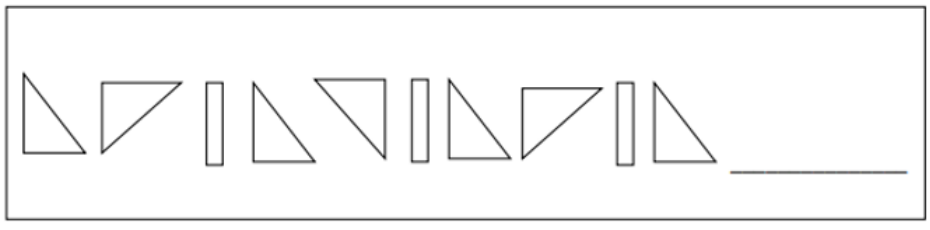
(16 + 4) – 20 _____ (20 + 4) – 16

4. Rewrite the given numbers from the biggest to the smallest.

5 342 , 5 234 , 5 432 , 5 243

_____

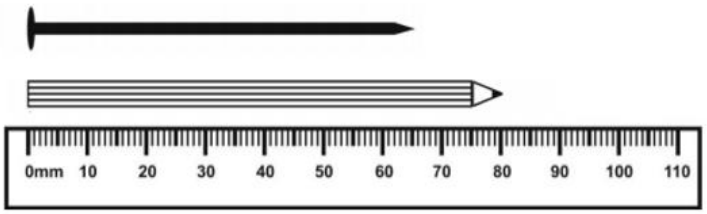
5. Draw the next shape.



SM Assessment 5

Number	Assessment
1.	7 224 + 1 297

2.



The length of the pencil is _____mm.

3. What is the difference between the length of the pencil and the length of the nail?

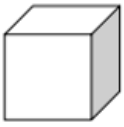
_____

4. Look at the picture of the clock face below.

Complete: The time shown on the clock face in the morning is

_____.

5.



Write down the name of the 3-D object.

_____

SM ASSESSMENT 6

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. Use the fraction walls to answer the questions that follow.

1 whole			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{2}$ = $\frac{\quad}{4}$

3.

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

Shade $\frac{2}{3}$ of the above diagram.

4. Fill in the lines of symmetry.

5. The letter B has a [diagonal] [vertical] [horizontal] line of symmetry.

SM ASSESSMENT 7

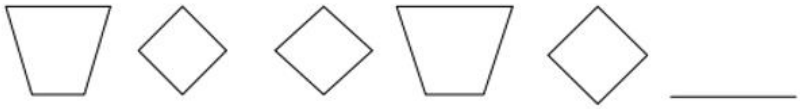
Number Assessment

1. Complete:

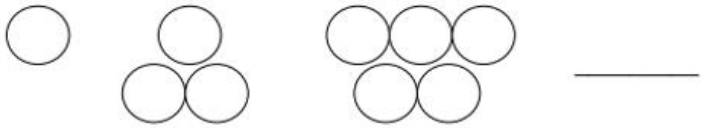
(32 + 25) + 16 = 32 + (25 + ___)

2. Complete each of the following patterns.

8 000; 4 000; 2 000; _____; 500.



3. How many circles will be there in the next diagram if the pattern is continued?



4. Fill in < ; > or = to make a correct number statement.

1 582 _____ 1 852

5. Draw the hands on the given clock face to show that the time is twenty minutes to ten.

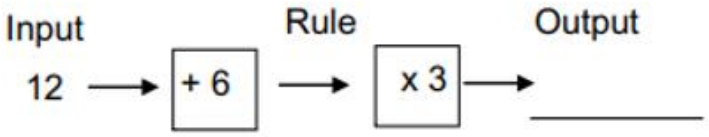
SM Assessment 8

Number Assessment

1. Complete:

$1\frac{1}{2}$ days = _____ hours

2. Complete the following flow diagram.



3. 1. George's mother often sends him to buy candles for their home. The candles cost R6 each.
(a) Copy and complete this table to calculate the cost of different numbers of candles.
(b) Describe your method.

No. of candles	1	2	3	4	5		10	20	
Cost of candles (R)	6	12	18	24					300

4. Write the Roman numerals XXXVII in figures.

5. Write all down the factors of 15.

____ ____ ____ ____

SM Assessment 9

Number Assessment

1. Which two of the numbers below are prime?

17 14 15 18 19 10

2. Round 3.48 to the nearest whole number.

4. **How many fives are there in 165?**

5. Write the next two number.

262, 264, 266, ___, ___	305, 310, 315, ____, ____	105, 109,113, ____, ____

SM Assessment 10

Number Assessment

1. **Count in 20s Write the next 6 numbers.**

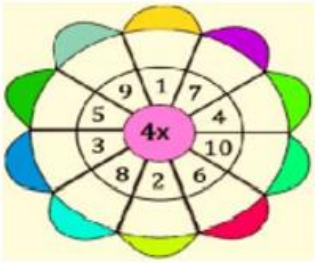
   70, 90, 110, _____, _____, _____, _____, _____, _____

2. Subtract

-25	250	150	275	75	200	125	50	300
	225							

3. **Write the numbers in ascending order.**

229	295	229	295	229

4. 

5. Ella puts a pie into the oven at 6:30 pm. The pie baked for 2 hours and 30 minutes. At what time did she take the pie out?

SM Assessment 11

Number Assessment

1. **Fill in < or > below.**

   60 + 7 ____ 48 19 - 4 ____ 85
   31 + 1 ____ 27 70 - 7 ____ 66
   46 + 2 ____ 52 50 - 5 ____ 50

2. 

   What number comes before 90? After 99?
   ½ the number that comes after 99?

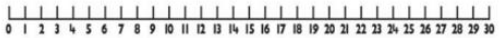
3. 

   Remember to make use of brackets ( ) .

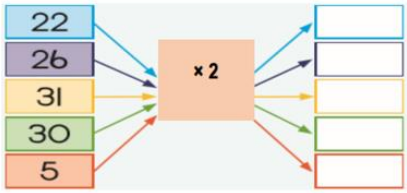
   31 × 3
   =

4. **Complete the following multiplication sums on the number lines provided.**

a. $6 \times 5 =$ ____



5.



SM Assessment 12

Number Assessment

1. Which of these **quadrilaterals** is a kite?

2. How many sides does a heptagon have?

3. **Sort the shapes below into 2 groups**

Shapes that can roll	Shapes that can slide

4. **Write in the missing number on the wing of the butterfly to make 30.**

5. **Only write the number sentences which have the answer that equal to 40. (Do these number sentences in your note book)**

SM Assessment 13

Number Assessment

1. 1. Jacky collected 237 stickers for her sticker book and Kelly gave her another 103. How many stickers does she have? **Calculate using the breaking up method.**

	Knows most
	Knows half
	Needs help

2. Alex works for 2 hours everyday. His dad pays him R5 an hour.
How many hours will he work in a full week? How much money does he earn for the week?

3. Musa wants to buy a shirt that cost R135 but he only has half the amount. How much money does he still need?

R135

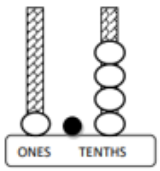
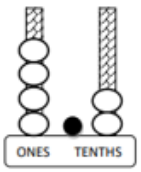
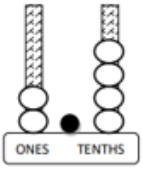
4. The Grade 1s have a collection of 363 gem stones. The Grade 3s have 102 fewer gem stones than the Grade 1s.
How many gem stones do the Grade 3s have? **Calculate using the break down method.**

5. Thandi's party is over. This is the left over cooldrinks.
   - How many litres of pineapple juice are there? _____
     liters of pineapple and strawberry
   - How many litres of strawberry juice are there? _____
   - There are _____litres **pineapple** and **strawberry juice** altogether.

SM Assessment 14

Number Assessment

1.

		
How many?	How many?	How many?

2. Which view of the bus is shown below?

_____

3. 2.5 - ____ = 1.8

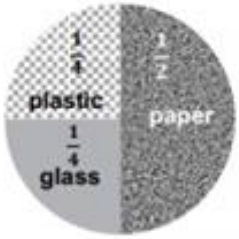
4. Find two numbers with a sum of 16 and a difference of 4.

5. $\frac{3}{10} + \frac{2}{5}$

SM Assessment 15

Number Assessment

1. **Recycling items collected by Grade 4 learners.**



What type of item was collected the most?

_____

2. What types of items had equal amounts collected?

_____

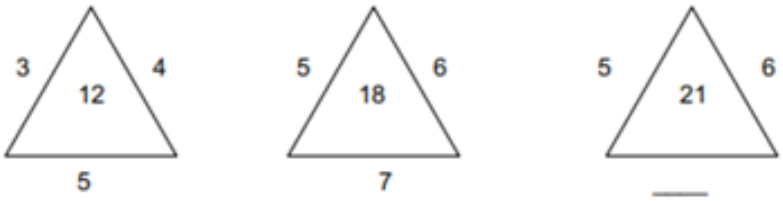
2. What types of items had equal amounts collected?

_____

3. What fraction of the pie chart do the glass and the plastic items represent altogether?

_____

5. Fill in the missing number in the third diagram.



SM Assessment 16

Number Assessment

1. Write down the factors of 18.

____ ____ ____ ____ ____ ____

2. Look at the following 2-D shapes and then complete the sentences that follow.

The shape marked _____ is a pentagon.

The shape marked _____ is a trapezium.

3.

	One quarter	Four equal parts, but one part is shaded	$\frac{1}{4}$
	.....	.....	

4. Shade each one

(a) $\frac{3}{4}$

b) $\frac{5}{6}$

5. Fill in the correct symbol, <, > or = in the following number sentences:

a) $\frac{3}{5}$ ____ $\frac{5}{6}$

b) $\frac{2}{5}$ ____ $\frac{3}{7}$

c) $\frac{5}{8}$ ____ $\frac{6}{7}$

d) $\frac{2}{8}$ ____ $\frac{3}{5}$

SM Assessment 17

Number Assessment

1.

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

2. 37 doubled =

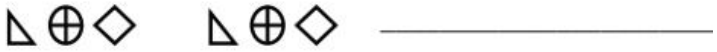
A 78

B 67

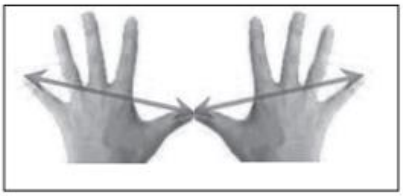
C 74

D 66

3. Repeat the pattern once.

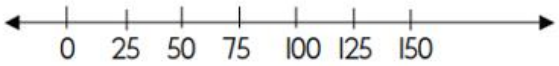


4. The hand span of each hand is 10 cm.



Together the hand spans are _____cm.

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



SM Assessment 18

Number Assessment

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

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

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 × 3	b. 2 + (5 + 4) × 2	c. 66 – 5 × 5

5. . 414 +  = 708

 is _____

SM Assessment 19

Number Assessment

1. Which fraction is greater ?

2. Which fraction is less ?

3. Which fraction is greater ?

4. Which fraction is less ?

5.

SM Assessment 20

Number Assessment

1.

1) 700 + 50 + 8 = ☐ 2) 100 + 60 + 2 = ☐

3) 400 + 90 + = ☐ 4) 80 + 5 = ☐

2.

819 = _____hundreds + _____ tens + _____ ones

407 = _____hundreds + _____ tens + _____ ones

539 = _____hundreds + _____ tens + _____ ones

3.

573 = 500 + ☐ + 3

219 = 200 + 10 + ☐

4.

5.