

# PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



**MATHEMATICS**

**GRADE 1 TERM 4**

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



# 2021

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# CONTENTS

<b>ABOUT THE PLANNER AND TRACKER</b>	<b>3</b>
<b>ADJUSTED SCHOOL CALENDER</b>	<b>4</b>
<b>CONTENT COVERAGE</b>	<b>6</b>
<b>WEEKLY PLANNER AND TRACKER</b>	<b>6</b>
<b>ASSESSMENT RATIONALE AND RESOURCES</b>	<b>17</b>
<b>ITEM BANK FOR WRITTEN ASSESSMENTS: EXEMPLARS</b>	<b>21</b>
<b>SKILLS MASTERY ASSESSMENTS</b>	<b>25</b>
<b>SKILLS MASTERY EXEMPLARS</b>	<b>27</b>
<b>CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM</b>	<b>39</b>

## ABOUT THE PLANNER AND TRACKER

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

### WHAT IS NECT?

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

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

### PURPOSE OF PLANNER AND TRACKER

- 1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 1.
- 2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 4.
- 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, term 2 and term 3 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, 2 and 3 must be viewed and implemented in term 4, 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)
<b>Term 4</b>	<b>11 Oct - 15 Dec</b>	<b>48(10 weeks)</b>

### 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 4 Planner and Tracker will maintain the Rotation process used in terms 1, 2 and 3.
- NECT TERM 4 Planner and Tracker has 48 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 4 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

### ROTATION ROUTINE

**REMEMBER:** The teacher must do mat work and employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics

**GROUP ORGANIZATION:** Below is a guide to support the teacher with organising the learners into at least 3 groups, bigger classes will have more groups... based on the need for rotation – noting that all our learners are expected to attend school from the beginning of term 3

- if the class size is approx. 36.
- divide the class into 3 groups – to facilitate teaching, this also helps the teacher to recognise the learning potential of her 36 learners.
- groups can be differentiated/ ability groups or mixed groups – decide which will suit effective teaching and learning best for your context.
- practice one of the 2 rotation of group methods below.
- be mindful that effective teaching and learning aims to lay solid foundations for learning hence the teacher must be well organised and plan every day to deliver nothing but the best!

BELOW IS THE 3 WEEK CYCLE FOR ROTATION OF GROUPS

WEEK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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 manages to teach the third group daily and the other groups will be able to complete more written work independently at the tables.

### TEACHING TIME

Since there are 7 hours allocated for Mathematics the following as in the lesson above is a suggestion.

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

# CONTENT COVERAGE

GRADE 1		GRADE 1 CONTENT OVERVIEW			
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)	TERM 4 (10 WEEKS)
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> <li>Readiness</li> <li>Count concrete objects up to 5</li> <li>Count forwards and backwards up to 5</li> <li>Read number names and symbols up to 10</li> <li>Write number names and symbols up to 5</li> <li>Compare and order numbers up to 5</li> <li>Number bonds to 5</li> <li>Practical addition and subtraction in context and context free up to 5</li> <li>Grouping and sharing up to 5</li> <li>Mental Maths up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic 1</li> <li>Count concrete objects up to 20</li> <li>Count forwards and backwards up to 10</li> <li>Read number symbols up to 10</li> <li>Write number names and symbols up to 10</li> <li>Compare and order numbers up to 10</li> <li>Number bonds to 7</li> <li>Practical addition and subtraction in context and context free up to 10</li> <li>Grouping and sharing up to 10</li> <li>Mental Maths up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic 2</li> <li>Count concrete objects up to 50</li> <li>Count forwards and backwards to 50</li> <li>Read number symbols up to 15</li> <li>Write number names and symbols up to 15</li> <li>Compare and order numbers up to 15</li> <li>Number bonds to 9</li> <li>Practical addition and subtraction in context and context free up to 15</li> <li>Repeated addition up to 15</li> <li>Grouping and sharing up to 15</li> <li>Mental Maths up to 15</li> <li>Money up to R10</li> </ul>	<ul style="list-style-type: none"> <li>Preparing for Grade 2</li> <li>Count concrete objects up to 100</li> <li>Count forwards and backwards up to 100</li> <li>Read and write number symbols up to 20</li> <li>Write number names and symbols up to 20</li> <li>Compare and order numbers up to 20</li> <li>Place value: Tens and Ones up to 20</li> <li>Number bonds to 10</li> <li>Practical addition and subtraction in context and context free up to 20</li> <li>Repeated addition leading to multiplication up to 20</li> <li>Grouping and sharing up to 20</li> <li>Mental Maths up to 20</li> <li>Money up to R20</li> </ul>
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> <li>Geometric patterns (integrated into Data handling)</li> <li>Number patterns up to 20 (integrated into counting)</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 50 (integrated into counting)</li> </ul>	<ul style="list-style-type: none"> <li>Number patterns up to 80 (integrated into counting)</li> </ul>	<ul style="list-style-type: none"> <li>Geometric patterns</li> <li>Number patterns up to 100</li> </ul>
	SPACE AND SHAPE	<ul style="list-style-type: none"> <li>3-D objects</li> <li>Position, orientation, and views</li> </ul>	<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> </ul>		<ul style="list-style-type: none"> <li>3-D objects</li> <li>2-D shapes</li> <li>Position, orientation and views</li> </ul>
	MEASUREMENT	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Volume and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass</li> <li>Length</li> <li>Capacity/Volume</li> </ul>
	DATA HANDLING	<ul style="list-style-type: none"> <li>Collect and sort objects</li> <li>Represent sorted objects</li> <li>Discuss sorted collections (integrated with Time, Birthday Calendar, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>(Integrated into other content areas)</li> </ul>	<ul style="list-style-type: none"> <li>(Integrated into other content areas)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and sort objects.</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections (integrated into Time, Birthday Calendar)</li> </ul>
CORE QUESTIONS	DID ALL LEARNERS MASTER TERM 1 AND TERM 2 SKILLS?	DID ALL LEARNERS MASTER TERM 3 SKILLS?	NEW CONCEPTS/CONTENT		

RECOMMENDATION	<ol style="list-style-type: none"> <li>Implement at least two Skills Mastery (SM) formative assessments every week.</li> <li>Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments.</li> <li>Teacher – can use SM as individual, pair, small group, or whole class activity.</li> <li>Aim – to consolidate, remediate and work towards mastery.</li> <li>Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker</li> </ol>	NEW CONCEPTS/CONTENT
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## WEEKLY PLANNER AND TRACKER

### RECOMMENDATION

**BASELINE TERM 4:** Implement DBE Baseline Diagnostic – see exemplar – or any similar diagnostic – Based on term 1, term 2 and term 3 core skills (counting, place value, number recognition and operations, etc)

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

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

**ITEM BANK:** Items can be from previous:

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

**11 – 15 OCTOBER 2021**

Week 1				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
1	Baseline: (Revision, consolidation of term 1, 2 and 3 skills)		DBE Diagnostic test	
2	Baseline: Remediation – error analysis			
3	Number 16 – place value – practice writing and match pictures	Bk 2 Worksheet 97 (pp. 66, 67)	Counters, flard cards (see <i>Printable Resources</i> ), whiteboards/scrap paper	
4	Number 17 – place value – practice writing and match pictures	Bk 2 Worksheet 98 (pp. 68, 69)	Counters, flard cards, whiteboards/scrap paper	
5	Complete and consolidate the week’s assessment and work			

**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 Diagnostic Assessment is being administered.
3. Prepare well - study the Baseline 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 Baseline Assessment.
5. Teachers must also write comments/ make notes of the learners verbal responses in Learner Response Book(LRB).

Week 1 Assessment Activity 1: ORAL and PRACTICAL INFORMAL CAPS: Numbers, operations and relationships: Place value Activity: Observe learners’ ability to recognise and represent place value in numbers up to 20	Mark: /7
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Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 20
2 (30%–39%)	Can group counters into tens and ones but cannot say number name correctly using place value
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using counters but not flard cards
6 (70%–79%)	Able to recognise and represent place value in concrete displays using counters and flard cards
7 (80% 100%)	Able to recognise and represent place value in concrete displays of numbers beyond 20

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> <li>• Apply place-value understanding</li> <li>• Write numbers</li> <li>• Match pictures</li> </ul>	What will you change next time? Why?
	<b>Struggling Learners Names:</b>
	<b>HOD:</b> <span style="float: right;"><b>Date:</b></span>

18 – 22 OCTOBER 2021

Week 2						
Day	ATP content, concepts, skills		DBE workbook	Resources		Date
6	Number 18 – place value – practice writing and match pictures		Bk 2 Worksheet 99 (pp. 70, 71)	Counters, flard cards, whiteboards/scrap paper		
7	Number 19 – place value– practice writing and match pictures		Bk 2 Worksheet 100 (pp. 72, 73)	Counters, flard cards, whiteboards/scrap paper		
8	Number 20 – place value– practice writing and match pictures		Bk 2 Worksheet 101 (pp. 74, 75)	Counters, flard cards, whiteboards/scrap paper		
9	Capacity: measure liquids, selecting appropriate measuring tools. Using cups to fill jugs.		Bk 2 Worksheet 126 (pp. 125)	Containers of various shapes and sizes, e.g., cups, spoons, jugs, yoghurt tubs, ice cream tubs, margarine tubs, plastic cold drink bottles; scrap paper		
10	Complete and consolidate the week’s assessment and work					
Week 2 Assessment Activity 2: PRACTICAL FORMAL CAPS: Measurement: Capacity Activity: Observe learners’ ability to estimate, measure, compare, order and record the capacity of containers using non-standard units, e.g., spoons and cups						<b>Mark:</b> /7
<b>MARK</b>		<b>Criteria – Checklist (1 mark for each criterion achieved)</b>				
1		Uses vocabulary to describe capacity – full and empty				
1		Able to <b>estimate</b> capacity in cups and spoons				
1		Able to <b>measure</b> capacity in cups and spoons				
1		Able to <b>record</b> capacity in cups and spoons				
1		Able to <b>compare</b> two items according to capacity in cups and spoons				
1		Able to order items according to capacity in cups and spoons from smallest to greatest				
1		Able to order items according to capacity in cups and spoons from greatest to smallest				
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
<b>Reflection</b>						
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> <li>• Practice writing numbers</li> <li>• Understand place value</li> <li>• Matching pictures</li> <li>• Measure liquids</li> <li>• Select measuring tools</li> <li>• Use cups to fill jugs</li> </ul>			What will you change next time? Why?  <b>Struggling Learners Names?</b>			
			<b>HOD:</b>		<b>Date:</b>	



25 – 29 OCTOBER 2021

Week 3						
Day	ATP content, concepts, skills	DBE workbook	Resources	Date		
11	Addition: adding numbers up to 20	Bk 2 Worksheet 102 (pp. 76, 77)	Whiteboards/scrap paper, counters			
12	Subtraction: subtracting numbers up to 20	Bk 2 Worksheet 103 (pp. 78, 79)	Whiteboards/scrap paper, counters			
13	Addition and subtraction in context	Bk 2 Worksheet 104 (pp. 80, 81)	Counters, Unifix blocks			
14	Ordinal numbers – place people in order of wins	Bk 2 Worksheet 105 (pp. 82, 83)	Whiteboards/scrap paper, coloured pencils			
15	Complete and consolidate the week's assessment and work					
<b>Week 3 Assessment Activity 3: ORAL FORMAL</b> <b>CAPS: Numbers, operations and relationships</b> <b>Activity: Observe learners' ability to add and subtract in the number range 0 to 20</b>						<b>Mark:</b> <b>/7</b>
<b>MARK</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
1	Able to add or subtract by counting forwards or backwards in ones starting from 1					
1	Able to add or subtract by counting all (forwards or backwards) using grouped counting					
1	Able to add by counting on in ones					
1	Able to add by counting on in groups					
1	Able to subtract by taking away from the bigger number in ones					
1	Able to show addition on a number line					
1	Able to show subtraction on a number line					
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: <ul style="list-style-type: none"> <li>• Adding numbers up to 20</li> <li>• Subtracting numbers up to 20</li> <li>• Adding and subtracting in context</li> <li>• Understand ordinal numbers</li> </ul>				What will you change next time? Why?  <b>Struggling Learners names:</b>		
				<b>HOD:</b>		<b>Date:</b>

1 – 5 November 2021

Week 4						
Day	ATP content, concepts, skills	DBE workbook	Resources			Date
16	Position and views – matching views, colouring in correct views	Bk 2 Worksheet 116 (p. 104)	Objects in the classroom, counters, empty boxes			
17	Position and views– matching views, colouring in correct views	Bk 2 Worksheet 116 (p. 105)				
18	Mass – using the balance scale	Bk 2 Worksheet 121 (p. 114)	Blocks, balance scales			
19	Mass – balance scales, estimate and count number of blocks per scale	Worksheet 121 (p. 115)	Whiteboards/scrap paper, blocks, objects in the classroom, balance scales			
20	Complete and consolidate the week's assessment and work					
<b>Week 4 Assessment Activity 4: PRACTICAL FORMAL</b> <b>CAPS: Space and shape</b> <b>Activity: Observe learners' ability to work with the concepts and terminology of position and views</b>						<b>Mark:</b> <b>17</b>
MARK	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
1	Able to follow directions to move around the classroom – e.g., walk to the <i>front/back</i> of the classroom					
1	Able to follow directions to move around the classroom – e.g., walk to the <i>left/right</i> from where you are standing					
1	Able to follow instructions to place one object in relation to another – e.g., put the counter <i>inside/ under</i> the box					
1	Able to follow instructions to place one object in relation to another – e.g., put the counter <i>in front of/behind</i> the table					
1	Able to identify the top view of an everyday object					
1	Able to identify the side views of an everyday object					
1	Able to identify the back and front views of an everyday object					
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: <ul style="list-style-type: none"> <li>• Use views and position to match front and backs of animals</li> <li>• Colour correct views</li> <li>• Match views</li> <li>• Balance scales by counting blocks</li> <li>• Estimate and count number of blocks per scale</li> </ul>			What will you change next time? Why?  <b>Struggling Learners Names:</b>			
			<b>HOD:</b>		<b>Date:</b>	

Week 5				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
21	Number patterns – 2s, 5s and 10s to 100	Bk 2 Worksheet 115 (pp. 102, 103)	1–100 number board (see <i>Printable Resources</i> ), 0–20 number lines (see <i>Printable Resources</i> ), counters	
22	Number patterns – 2s, 5s and 10s to 100	Bk 2 Worksheet 119 (pp. 110, 111)  Worksheet 120 (pp. 112, 113)	5x table number cards, 2x table number cards, 10x table number cards (see <i>Printable Resources</i> )	
23	5s and 2s – repeated addition up to 20	Bk 2 Worksheet 113 (pp. 98, 99)	Whiteboards/scrap paper, counters	
24	5s and 2s – repeated addition up to 20	Bk 2 Worksheet 118 (pp. 108, 109)	Whiteboards/scrap paper, counters	
25	Complete and consolidate the week's assessment and work			
Week 5 Assessment Activity 5: ORAL FORMAL CAPS: Patterns Activity: Observe learners' ability to count forwards in 2s and 5s in the number range 0–100				<b>Mark:</b> /7
<b>Mark (percentage)</b>		<b>Criteria – Rubric</b>		
<b>1 (0%–29%)</b>		Cannot count verbally in 2s and 5s between 0–100		
<b>2 (30%–39%)</b>		Counts verbally in 2s and 5s between 0–100 with constant assistance		
<b>3 (40%–49%)</b>		Counts verbally in 2s and 5s between 0–100 with some assistance		
<b>4 (50%–59%)</b>		Counts verbally in 2s and 5s between 0–100 but makes some errors		
<b>5 (60%–69%)</b>		Counts verbally in 2s and 5s between 0–100 but makes one or two careless errors		
<b>6 (70%–79%)</b>		Counts verbally in 2s and 5s between 0–100 independently		
<b>7 (80%–100%)</b>		Independently and consistently counts verbally in 2s and 5s between 0–100 and beyond		
<b>Reflection</b>				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?		
<ul style="list-style-type: none"> <li>• Counting up to 100</li> <li>• Show number patterns on number lines</li> <li>• Fill in missing numbers</li> <li>• Repeated addition to understand multiplication</li> </ul>		<b>Struggling Learner names:</b>		
		<b>HOD:</b>		<b>Date:</b>

15 – 19 November 2021

Week 6						
Day	ATP content, concepts, skills		DBE workbook	Resources	Date	
26	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections		Bk 2 Worksheet 124 (pp. 120, 121)	Pictographs drawn on the board		
27	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections		Bk 2 Worksheet 125 (pp. 122, 123)	Pictographs drawn on the board Written assessment item 9		
28	Groups of 5 and groups of 2 to 20		Bk 2 Worksheet 112 (pp. 96, 97)	Counters, pictures, e.g., hands, stars, pairs of socks, shoes – find your own		
29	Groups of 5 and groups of 2 to 20		Bk 2 Worksheet 117 (pp. 106, 107)	Counters		
30	Complete and consolidate the week's assessment and work					
Week 6 Assessment Activity 6: PRACTICAL FORMAL CAPS: Data handling: the data cycle Activity: Observe learners' ability to collect, sort, represent and interpret data						<b>Mark:</b> <b>/7</b>
<b>MARK</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
<b>1</b>	Collect data					
<b>1</b>	Sort the data					
<b>1</b>	Describe the sorted data					
<b>1</b>	Organise data in a table					
<b>1</b>	Answer questions posed by the teacher					
<b>1</b>	Represent data in a pictograph					
<b>1</b>	Answer questions about data in pictograph					
<b>1 (0%–29%)</b> 1 of 7 criteria	<b>2 (30%–39%)</b> 2 of 7 criteria	<b>3 (40%–49%)</b> 3 of 7 criteria	<b>4 (50%–59%)</b> 4 of 7 criteria	<b>5 (60%–69%)</b> 5 of 7 criteria	<b>6 (70%–79%)</b> 6 of 7 criteria	<b>7 (80%–100%)</b> 7 of 7 criteria
Reflection						
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> <li>Collect and sort objects</li> <li>Represent sorted objects.</li> <li>Discuss sorted collections via pictographs with one-to-one correspondence).</li> <li>Analyse and interpret data</li> </ul>			What will you change next time? Why?  <b>Struggling Learners Names:</b>			
			<b>HOD:</b>		<b>Date:</b>	

22 – 26 November 2021

Week 7						
Day	ATP content, concepts, skills	DBE workbook	Resources	Date		
31	Geometric patterns complete patterns with different shapes	Bk 2 Worksheet 127 (pp. 126, 127)	Paper, crayons, collected objects, e.g., leaves.			
32	2-D shapes – recognition – size of shapes – colour shapes that are the same. Draw shapes in a grid	Bk 2 Worksheet 109 (pp. 90, 91)	Pictures of different squares, circles and triangles (see <i>Printable Resources</i> ), whiteboards/ scrap paper			
33	2-D shapes – identify round and straight sides	Bk 2 Worksheet 110 (pp. 92, 93)	Plastic/paper shapes of various sizes (triangles, squares and circles – see <i>Printable Resources</i> )			
34	2-D shapes – size and colour	Bk 2 Worksheet 111 (pp. 94, 95)	Paper/plastic shapes (triangles, squares and circles) of various sizes and colour, paper, crayons			
35	Complete and consolidate the week's assessment and work					
Week 7 Assessment Activity 7: ORAL INFORMAL CAPS: Space and shape Activity: Assess the ability of learners to name and recognise 2-D shapes and to identify their characteristics				<b>Mark:</b> <b>/7</b>		
<b>Mark</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to recognise and name a triangle					
<b>1</b>	Able to recognise and name a circle					
<b>1</b>	Able to recognise and name a square					
<b>1</b>	Able to recognise and name a rectangle					
<b>1</b>	Able to describe the sides of squares and rectangles					
<b>1</b>	Able to describe sides of circles					
<b>1</b>	Able to differentiate between shapes according to size					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
Reflection						
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:			What will you change next time? Why?			
<ul style="list-style-type: none"> <li>complete patterns with different shapes</li> <li>recognition of size of shapes</li> <li>colour shapes that are the same</li> <li>Draw shapes in a grid</li> <li>Identify round and straight sides</li> </ul>			<b>Struggling Learners Names:</b>			
			<b>HOD:</b>		<b>Date:</b>	

**29 November – 3 December 2021**

<b>Week 8</b>				
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>DBE workbook</b>	<b>Resources</b>	<b>Date</b>
36	Consolidation assessment 1			
37	Remediation			
38	Consolidation assessment 2			
39	Remediation			
40	Consolidation assessment 3 plus remediation			
<b>Reflection</b>				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?		
		Struggling Learners Names:		
		<b>HOD:</b>		<b>Date:</b>

**6 – 10 December 2021**

<b>Week 9</b>				
<b>Day</b>	<b>ATP content, concepts, skills</b>	<b>DBE workbook</b>	<b>Resources</b>	<b>Date completed</b>
41	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
42	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
43	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
44	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
45	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
<b>Reflection</b>				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?		
		<b>STRUGGLING LEARNERS:</b>		
		<b>HOD:</b>		<b>Date:</b>

**13 – 15 December 2021 (three-day week)**

<b>Week 10</b>				
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>DBE workbook</b>	<b>Resources</b>	<b>Date completed</b>
46	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
47	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
48	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
<b>Reflection</b>				
Identify some skills that need revising during the next term:		What will you change next time? Why?		
		<b>Struggling Learners Names:</b>		
		<b>HOD:</b>	<b>Date:</b>	

## 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.

<b>Week</b>	<b>Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)</b>	<b>Formal Assessment Activities (End of week)</b>
1	Baseline Assessment Oral and Practical: Activity 1 Numbers, operations and relationships: Place value	Baseline Assessment Written: Item bank questions 1 Numbers, operations and relationships

2	<b>Tuesday</b> Skills mastery Assessment 1 <b>Thursday</b> Skills mastery Assessment 2	<b>Practical: Activity 2</b> Measurement: Capacity  <b>Written: Item bank question 2</b> Numbers, operations and relationships
3	No Informal Assessment – 4-day week <b>Tuesday</b> Skills mastery Assessment 3 <b>Thursday</b> Skills mastery Assessment 4	<b>Oral and Practical: Activity 3</b> Numbers, operations and relationships: Addition and subtraction  <b>Written: Item bank question 3</b> Numbers, operations and relationships
4	<b>Tuesday</b> Skills mastery Assessment 5 <b>Thursday</b> Skills mastery Assessment 6	<b>Practical: Activity 4</b> Space and shape: Position and views  <b>Written: Item bank questions 6 and 8</b> Space and shape; Measurement
5	<b>Tuesday</b> Skills mastery Assessment 7 <b>Thursday</b> Skills mastery Assessment 8	<b>Oral: Activity 5</b> Patterns: Counting in 5s
6	<b>Tuesday</b> Skills mastery Assessment 9 <b>Thursday</b> Skills mastery Assessment 10	<b>Practical: Activity 6</b> Data handling: The data cycle  <b>Written: Item bank questions 4 and 9</b> Data; Numbers, operations and relationships
7	<b>Oral: Activity 7</b> Space and Shape <b>Tuesday</b> Skills mastery Assessment 11 <b>Thursday</b> Skills mastery Assessment 12	<b>Written: Item bank question 5</b> Patterns
8		<b>Lesson 1 and 2</b> Consolidation Assessment 1 plus Remediation <b>Lesson 3 and 4:</b> Consolidation Assessment 2 plus Remediation <b>Lesson 5</b> Consolidation Assessment 3 plus Remediation
9		FORMAL ASSESSMENT TASK – Test
10		FORMAL ASSESSMENT TASK – Test

### 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



- The questions provided here are taken from past written assessment papers that were previously in the lesson plans, but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.
- You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.
- There is one lesson “slot” per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week’s lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

### Written assessment item mark breakdown (according to exemplar items)

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

There are several assessment items for Numbers, operations and relationships. These are linked in the Resources column of the tracker. You could use the following sheet to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 24 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet. There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

#### 2. **Written assessment items for Pattern.**

Question 5 – Marks 2

#### 3. **Written assessment items for Space and shape.**

Question 6 – Marks 2

#### 4. **Written assessment items for Measurement.**

Questions 7 and 8 – Marks  $1 + 1 = 2$

#### 5. **Written assessment items for Data handling.**

Question 9 – Marks 3

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

Written assessment items for numbers, operations & relationships.

WRITTEN ASSESSMENT ITEMS FOR NUMBERS, OPERATIONS AND RELATIONSHIPS					
Question number	Q.1	Q.2	Q.3	Q.4	Total
Mark	4	1	10	9	24
Learner name and surname					

Recording sheet

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET															
GRADE 1 MATHEMATICS TERM 4															
TASK/TOPIC/COMPONENT	Number	Number	TOTAL FOR NUMBER	Patterns	Patterns	TOTAL FOR PATTERNS	Space and shape	Space and shape	TOTAL FOR SPACE AND SHAPE	Measurement	Measurement	TOTAL FOR MEASUREMENT	Data handling	Data handling	TOTAL FOR DATA HANDLING
Week and activity type	3: Oral and practical	Written		5: Oral	Written		4: Practical	Written		2: Practical	Written		6: Practical	Written	
(Out of) marks	7	24	31	7	2	9	7	2	9	7	2	9	7	3	10
LEARNER NAME AND SURNAME															





# ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

## Question 1

(4)

Count and fill in the correct number of tens and ones.

a)  <input type="text"/> ten and <input type="text"/> ones	b)  <input type="text"/> tens and <input type="text"/> ones
c) How many?  _____	c) How many?  _____

## Question 2

(1)

Colour in the seventh triangle.



## Question 3

(10)

Write in the answer. (Use any resource to help you.)

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

j)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

**Question 4**

Solve the word problems. Draw a picture to help you.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas  
each can she make up?

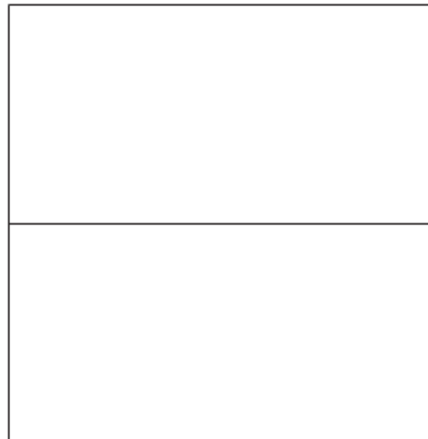
\_\_\_\_\_ bags \_\_\_\_\_ left over



(3)

- c) I have R20. If I buy sweets for R6, how much change  
will I get?

R\_\_\_\_\_ change




(2)

- d) Nokuthula has R13. Her Mom gives her R5.  
How much money does she have now?

R\_\_\_\_\_

(2)

## Solutions and mark allocation

1. (1 mark for each correct answer)  a) 1 ten and 6 ones b) 2 tens and 0 ones c) 15 d) 19	(4)
2. (1 mark for each correct answer)  	(1)
3. (1 mark for each correct answer)  a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                        j) 7	(10)
4. (1 mark for correct answers and 1 mark for working)  a) 14 wings b) 3 bags (1 banana left over) c) R14 change d) R18	(2) (3) (2) (2)

## Written assessment items for Patterns.


### Question 5

(2)

Draw two shapes that follow on this pattern.



## Solutions and Mark Allocation

5. (1 mark each for the next two shapes in the pattern in the right order)  	(2)
---	-----



## Solutions and Mark Allocation

7. (1 mark for each correct answer)  empty	(1)
8. (1 mark for each correct answer)	(1)



## Written Assessment items for Data Handling.

### Question 9

(3)

Shapes we see

5				↑
4				↑
3	△			↑
2	△		□	↑
1	△	○	□	↑
	Triangle	Circle	Square	Arrow

Answer the questions about the pictograph:

a) How many squares are there?

\_\_\_\_\_

b) How many triangles are there?

\_\_\_\_\_

c) Which group has the least objects?

\_\_\_\_\_

## Solutions and Mark Allocation

9. (1 mark for each correct answer)  a) 2 b) 3 c) Circle	(3)
--	-----



## SKILLS MASTERY ASSESSMENTS

### Rationale

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

### Implementation

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

SKILLS MASTERY SKILLS PER5-ITEM ASSESSMENT

<u><i>SM Assessment 1</i></u>	Counting review - up to 10 Counting by twos, fives and tens with pictures Counting forward and backward Learning bonds Place Value- numbers up to 100
<u><i>SM Assessment 2</i></u>	Add with pictures - sums up to 10 Telling Time Word problem
<u><i>SM Assessment 3</i></u>	Comparing - review Comparing numbers up to 10 Comparing numbers up to 100 Comparison word problems Counting Money
<u><i>SM Assessment 4</i></u>	Addition sentences - sums up to 10 Ways to subtract from a number - subtraction sentences Filling in missing numbers Comparing numbers up to 10 Add with pictures - sums up to 10
<u><i>SM Assessment 5</i></u>	Counting in 5s - up to two digits Subtraction sentences
<u><i>SM Assessment 6</i></u>	Add with pictures - sums up to 10 Count forward in 5s Add 3 more and then count the total. Subtract 4 from the pictures and count the total Bonds
<u><i>SM Assessment 7</i></u>	Top view, bottom view, side view Fill in numbers 1 to 4 Mass Problem Solving
<u><i>SM Assessment 8</i></u>	Count to fill a ten frame Capacity/mass calendar – Identify days of the week Number Bonds of 8 Add with pictures - sums up to 10 Show your answer on the number line.
<u><i>SM Assessment 9</i></u>	Geometric patterns Symmetry Measurement Problem Solving Counting review - up to 20
<u><i>SM Assessment 10</i></u>	Record data with tally charts, picture graphs, tables Draw a line to match the objects to the shapes Relate addition and subtraction sentences Draw the next shapes in the repeating pattern. Addition sentences using number lines - sums up to 18

# SKILLS MASTERY EXEMPLARS

## Skills Mastery (SM) Assessment 1

Number

Assessment

1. Count the objects and write the number in the box.

1)  =

2)  =

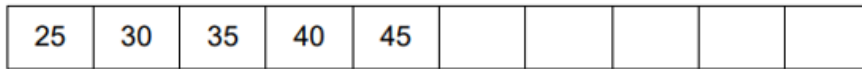
3)  =

2.



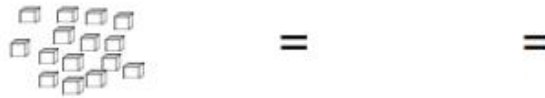
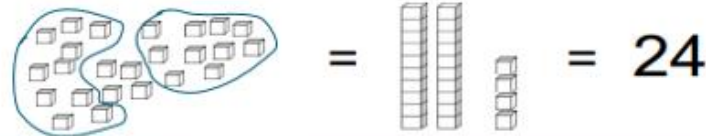
Count \_\_\_\_\_ by \_\_\_\_\_'s from \_\_\_\_\_ to \_\_\_\_\_.

3.



4.

Draw loops around sets of 10 blocks. Redraw the blocks as sets of ten. Write the number.



5.

69 = \_\_\_\_\_

81 = \_\_\_\_\_

**SM Assessment 2**

Number

Assessment

1.

A group of kids voted for their favorite season.  
Use the bar chart to answer the questions.



1. How many votes did the following seasons get?



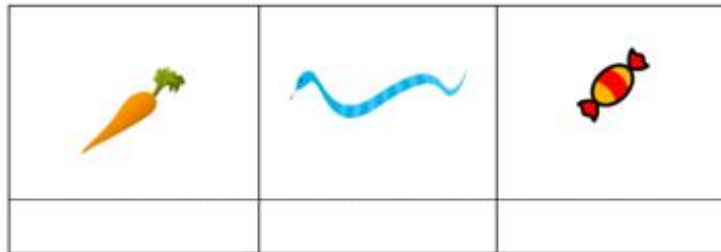
2.

$11 + 9 = \square$

$8 + 10 = \square$

3.

Order the three objects from the shortest to the longest. Write "1" under the shortest object and "3" under the longest object.



4.

**Does this activity take minutes, hours or days? Please circle.**

Taking school bus to school

Putting on jacket



Minutes / Hours / Days

Minutes / Hours / Days

5.

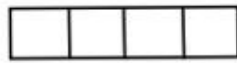
Jack unwrapped two boxes of puzzles. There are 24 pieces of puzzles in each of the boxes. How many puzzles pieces are there in total?

**SM Assessment 3**

Number

Assessment

1. Is the shape split into halves or quarters? Circle the correct answer.



Halves / Quarters



Halves / Quarters

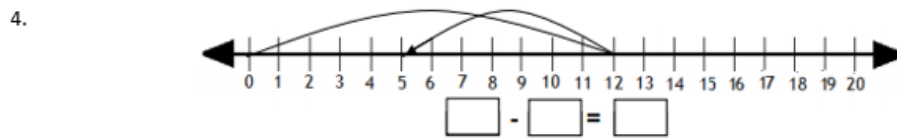
2. Draw a line from each name to the picture that best represents it.

- cone
- cube
- sphere
- cylinder



3. **Number Chart - counting by 2's (even numbers)**

2	4	6		10		14		20
				30		34		38



5. Draw a line to match the coin with its value.



R2



10 c



R1



1 c

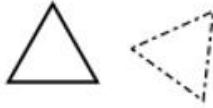
**SM Assessment 4**

Number

Assessment

1.

Draw 3 more triangles by rotating the first triangle.



2.

Fill in the correct tens and ones for the given numbers.

tens and  ones = 80

tens and  ones = 11

3.

Emma has three rulers: a white one that is 15 cm long, a yellow one that is 25 cm long and a brown one that is 10 cm long.

Which ruler is the shortest?

Compared to the shortest ruler, how much longer is the longest ruler?

4.

There are 3 floors in this office building. There are 3 offices on the first floor and 6 offices on the second floor.

If there are total of 15 offices in the building, how many offices are on the third floor?

5.

Find the missing numbers:

+ 90 = 170

**SM Assessment 5**

Number

Assessment

1.

**Fast or slow?**

Which takes longer? Please circle.

Putting on jacket 	Eating breakfast 	Taking school bus to school 	Sleep 
--	---	--	---

2.

Count by 5's and fill in the missing numbers.

35 40 45

60 65 70

3. Round to the nearest ten

41 = \_\_\_\_\_

4 = \_\_\_\_\_

88 = \_\_\_\_\_

4. 
$$\begin{array}{r} 42 \\ - 11 \\ \hline \end{array}$$
      
$$\begin{array}{r} 76 \\ - 34 \\ \hline \end{array}$$

5. 

5
---

10
----

15
----

20
----

25
----

30
----

35
----

40
----

Count \_\_\_\_\_ by \_\_\_\_\_'s from \_\_\_\_\_ to \_\_\_\_\_.

**SM Assessment 6**

Number Assessment

1. Count the number of fingers. Write down your answer.



$5 + 5 + 5 =$

2. 

--

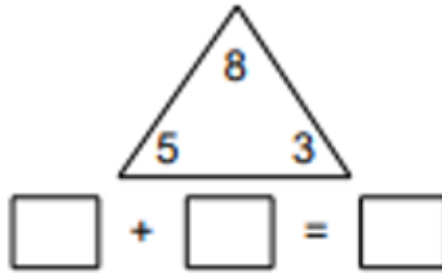
3. Fill in the empty blanks. Write the rule.

Input	Output
2	11
5	14
8	
6	

4. 

<table border="1" style="display: inline-table;"><tr><td>11:00</td></tr></table>	11:00	<table border="1" style="display: inline-table;"><tr><td>5:00</td></tr></table>	5:00
11:00			
5:00			

5.



SM Assessment 7



Number

Assessment

1.

It was a hot summer day, and Fred was working at a small, cold drinks stand. He had a lot of customers that day. Let's help him with the math.

There were 8 cans of soda displayed in the drinks stall and another 15 cans of soda stored in the cooler. How many cans were there altogether?

2.

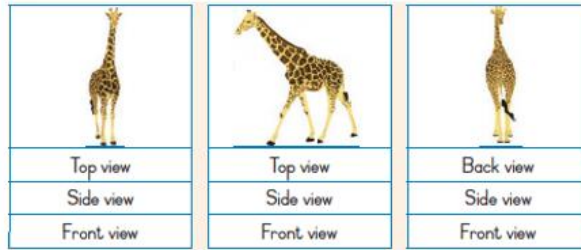
Count each dessert and write the numbers in the boxes.



	<input type="text"/>		<input type="text"/>		<input type="text"/>
---	----------------------	---	----------------------	---	----------------------



3.



4.

$2 + 2 + 2 + 2 + 2 + 2 =$

5.

### Mass (weight)

Write how many blocks are in each container.  
Circle the container that is heavier.

**SM Assessment 8**



Number

Assessment

1.

Use 5 objects on your desk. First estimate how much it weighs and then weigh it on a scale or balance to check if your estimation was correct.

Draw the object	Guess	Mass	Difference
 	___ blocks	___ blocks	___ - ___ = ___

2.

How many squares are there?

How many are there now?

We say double 12 is 24.

3.

How many days are there in 2 weeks?

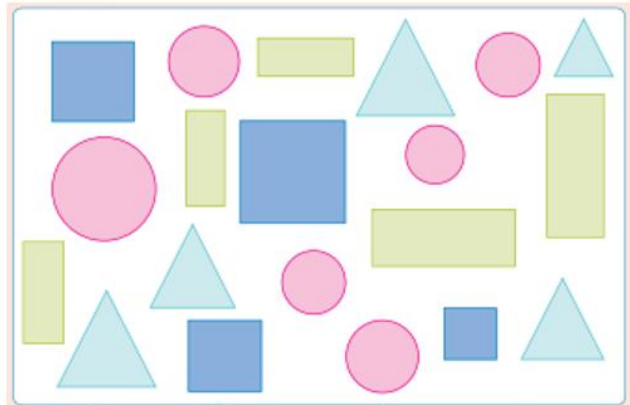
S	M	T	W	T	F	S	S	M	T	W	T	F	S


How many days are there in one week?

S	M	T	W	T	F	S


We say half of 14 is

4.



How many squares  are there?

---

How many triangles  are there?

5.

Tick the container that will hold the least.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SM Assessment 9

Number

Assessment

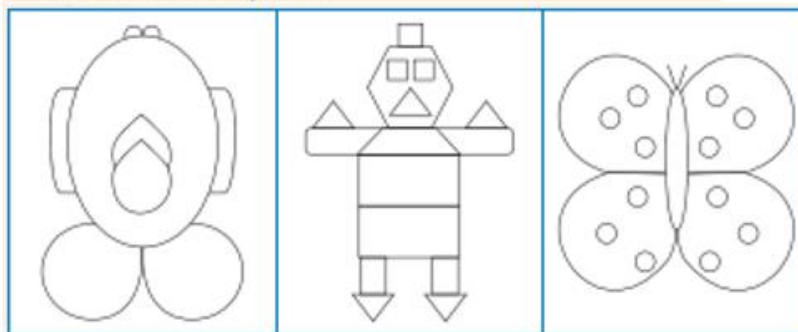
1.

**Geometric patterns**

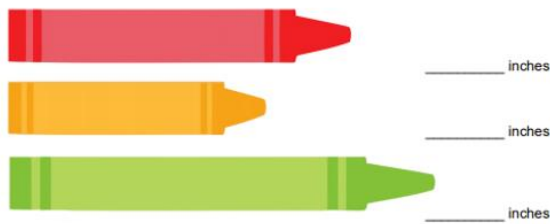
Complete the patterns.

2.

Draw a line of symmetry that divides the picture into two equal halves.  
Colour one half of each picture.



3.



4.

Write the correct symbol (<, > or =) for each item.

12 \_\_\_\_\_ 43

73 \_\_\_\_\_ 88

96 \_\_\_\_\_ 12

5.

You need five cups to fill one jug.  
How many more cups do you need to fill the other two jugs? Draw it.

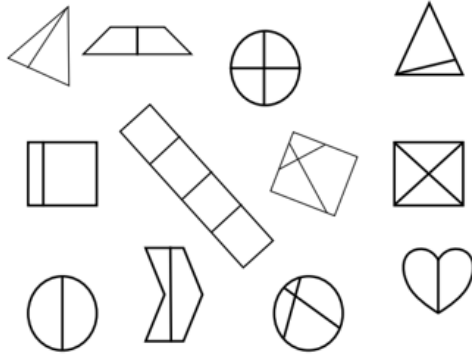
**SM Assessment 10**

**Number**

**Assessment**

1.

Circle the 9 shapes that have been split into equal parts. Cross out the others!



2.

Fill in the blanks according to the pictures. Then, complete the number sentences.

	<p>Farmer Joe harvested ____ carrots. He gave away ____ carrots to his neighbour. ____ - ____ = ____</p>
	<p>Farmer Joe harvested ____ tomatoes. He gave away ____ tomatoes to his neighbour. ____ - ____ = ____</p>

3.

+ 
 
 =

+ 
 
 =

4.

Write each number in expanded form

56 \_\_\_\_\_

95 \_\_\_\_\_

5.

A soccer team is getting ready for their next season.

On the team, there are 10 players, 1 goalkeeper and 4 bench players. How many players are there on the team?

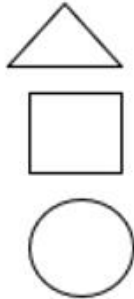
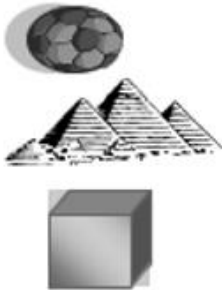
### SM ASSESSMENT 11

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



\_\_\_\_\_

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



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



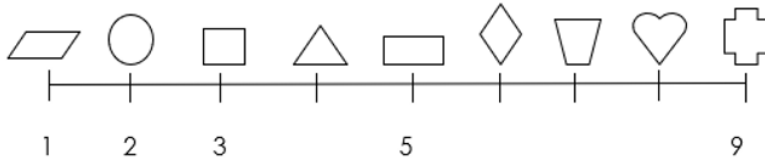
Share the above ice creams equally between Silla and Thokozile.


How many does each one get? \_\_\_\_\_

4. Draw the next shapes in the repeating pattern.



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

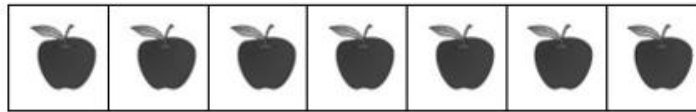


The  is above number \_\_\_\_\_.

## SM ASSESSMENT 12

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

apples

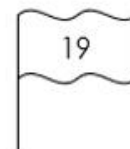
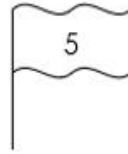
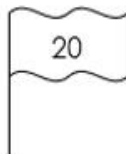
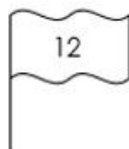


bananas



Thabo bought.

- a. \_\_\_\_\_ apples.
- b. \_\_\_\_\_ bananas.
2. Write down the numbers from the smallest to the greatest.



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

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

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

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








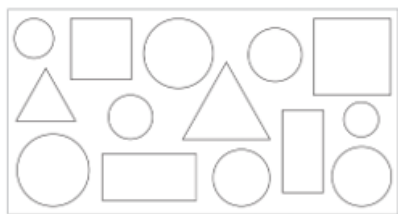
5. Ten children are playing in the yard. There are 6 boys. How many girls are there?
- \_\_\_\_\_

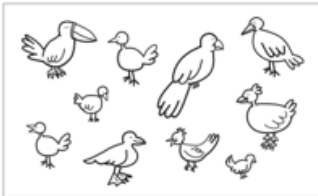



# CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM

These TWO assessments can be divided into 4 REVISION assessments

GRADE 1: 20 Item Consolidation Assessment 1


TERM 3 & 4

<p><b>1.</b> Fill in the missing numbers. (4)</p> <p>1.1 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">1</td><td style="width: 20px; text-align: center;">2</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">5</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">7</td><td style="width: 20px; text-align: center;">8</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">10</td></tr></table></p> <p>1.2 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">10</td><td style="width: 20px; text-align: center;">20</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">40</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">60</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">90</td><td style="width: 20px; text-align: center;">100</td></tr></table></p>	1	2			5		7	8		10	10	20		40		60		90	100	<p><b>11.</b> Draw lines to match the sentences with the pictures. (4)</p> <p>11.1 Stinky is next to his kennel. a. </p> <p>11.2 Stinky is behind his kennel. b. </p>			
1	2			5		7	8		10														
10	20		40		60		90	100															
<p><b>2.</b> Draw lines to match the words with the numbers. (3)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;">six</td> <td style="width: 50%;">4</td> </tr> <tr> <td>four</td> <td>10</td> </tr> <tr> <td>ten</td> <td>6</td> </tr> </table>	six	4	four	10	ten	6	<p><b>12.</b> Is the ball inside the box? Circle the correct answer. (1)</p> <div style="text-align: center;"></div> <p style="text-align: center;"><input type="checkbox"/> yes   <input type="checkbox"/> no</p>																
six	4																						
four	10																						
ten	6																						
<p><b>3.</b> Count the stars. Write the numbers in the boxes. (3)</p> <p>3.1 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td></tr></table> <input style="width: 30px; height: 20px;" type="text"/></p> <p>3.2 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td></tr></table> <input style="width: 30px; height: 20px;" type="text"/></p> <p>3.3 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td><td style="width: 20px; text-align: center;">☆</td></tr></table> <input style="width: 30px; height: 20px;" type="text"/></p>	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	<p><b>13.</b> Number the pictures from youngest to oldest. (3)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 30px; height: 20px;" type="text"/></div> <div style="text-align: center;"> <input style="width: 30px; height: 20px;" type="text"/></div> <div style="text-align: center;"> <input style="width: 30px; height: 20px;" type="text"/></div> </div>
☆	☆	☆	☆	☆	☆	☆																	
☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆												
☆	☆	☆																					
<p><b>4.</b> Look at the houses. (4)</p>  <p>4.1 Colour the first house red.      4.2 Colour the third house blue. 4.3 Colour the last house green.      4.4 Colour the fifth house yellow.</p>	<p><b>14.</b> Draw a cross (x) inside all the circles. (2)</p> 																						
<p><b>5.</b> Complete the number sequences. (4)</p> <p>5.1 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px;">14 + 3 =</td><td style="width: 40px; text-align: center;">□</td></tr><tr><td>24 + 3 =</td><td style="text-align: center;">□</td></tr></table>      5.2 <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px;">8 - 2 =</td><td style="width: 40px; text-align: center;">□</td></tr><tr><td>18 - 2 =</td><td style="text-align: center;">□</td></tr></table></p>	14 + 3 =	□	24 + 3 =	□	8 - 2 =	□	18 - 2 =	□	<p><b>15.</b> Write the number symbols for the number names. (3)</p> <p>3.1 one hundred and sixty-four _____</p> <p>3.2 one hundred and sixty _____</p> <p>3.3 ninety-four _____</p>														
14 + 3 =	□																						
24 + 3 =	□																						
8 - 2 =	□																						
18 - 2 =	□																						
<p><b>6.</b> Halve the numbers. (3)</p> <p>6.1 Half of 6 is <input style="width: 30px; height: 20px;" type="text"/>.</p> <p>6.2 Half of 8 is <input style="width: 30px; height: 20px;" type="text"/>.</p> <p>6.3 Half of 10 is <input style="width: 30px; height: 20px;" type="text"/>.</p>	<p><b>16.</b> Fill in =, &gt; or &lt; to make the statements correct. (3)</p> <p>4.1 135 _____ 125</p> <p>4.2 167 _____ 187</p> <p>4.3 123 _____ 123</p>																						

7.	<p><b>Double the numbers.</b> (3)</p> <p>7.1 Double 2 is <input type="text"/>.      7.2 Double 4 is <input type="text"/>.</p> <p>7.3 Double 10 is <input type="text"/>.</p>	<p><b>17. Break up the numbers into tens and units.</b> (3)</p> <p><b>Example:</b> <math>45 = 40 + 5 = 4 \text{ tens} + 5 \text{ units}</math></p> <p>96 = _____</p> <p>73 = _____</p> <p>12 = _____</p>																				
8.	<p><b>Count the birds in the picture.</b> (2)</p> <p>8.1 Circle 8 birds.</p> 	<p><b>18. Use the number block to find the answers.</b> (1)</p> <table border="1" data-bbox="829 492 1324 548"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> </table> <p>7.1 Add 11 and 7 _____      7.2 Then <math>11 + 7 =</math> _____</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10													
11	12	13	14	15	16	17	18	19	20													
9.	<p><b>Complete the patterns.</b> (2)</p> <p>9.1 </p>	<p><b>19. Solve the word problem.</b> (2)</p> <p>Jaco had 18 marbles in his bag. Jody had 24 marbles. How many more marbles did Jody have than Jaco?</p> <p>Jody had _____ more marbles.</p>																				
10.	<p><b>What comes next?</b> (2)</p> <p>10.1 </p>	<p><b>20. What comes next?</b> (1)</p> <p></p>																				

## MEMORANDUM

### Mathematics Test 1

- 1.1 3, 4, 6, 9
- 1.2 30, 50, 70, 80  $(8 \times \frac{1}{2} = 4)$
2. six 6, four 4, ten 10 (3)
- 3.1 7
- 3.2 11
- 3.3 3 (3)
4. Your child colours the first house red, the third blue, the fifth yellow and the last green. (4)
- 5.1 17, 27, 37, (44, 47)
- 5.2 6, 16, 26, (38, 36)  $(8 \times \frac{1}{2} = 4)$
- 6.1 3
- 6.2 4
- 6.3 5 (3)
- 7.1 4
- 7.2 8
- 7.3 20 (3)
8. There are 10 birds.
- 8.1 Your child circles 8 birds.
- 8.2 2 (2)
- 9.1 





11.1 b.

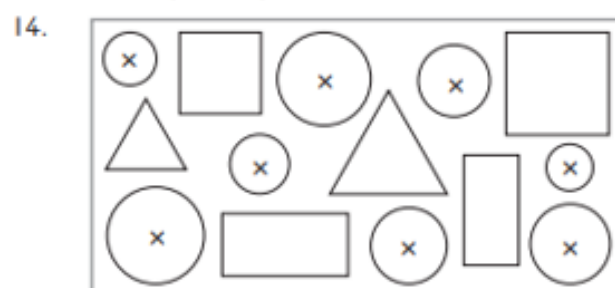
11.2 d.

11.3 a.

11.4 c.

12. yes

13. 1. baby, 2. boy, 3. older man



15.  $164$   
 $160$   
 $94$  (3)




















16.  $>$   
 $<$   
 $=$  (3)










17.  $96 = 90 + 6 = 9 \text{ tens} + 6 \text{ units}$   
 $73 = 70 + 3 = 7 \text{ tens} + 3 \text{ units}$   
 $12 = 10 + 2 = 1 \text{ ten} + 2 \text{ units}$  (3)

18.  $18$   
 $18$  (1)

19.  $6$  (2)

20.  (1)

<p>1. a.</p> <p><math>2 + 3 = \underline{\quad}</math></p> <p><math>4 + 4 = \underline{\quad}</math></p> <p><math>1 + 6 = \underline{\quad}</math></p> <p><math>2 + 7 = \underline{\quad}</math></p> <p style="text-align: right;">(2)</p>	<p>11. Write down the numbers from the smallest to the greatest.</p>  <p>_____ (2)</p>																														
<p>2. a.</p> <p><math>8 - 3 = \underline{\quad}</math></p> <p><math>6 - 4 = \underline{\quad}</math></p> <p><math>10 - 6 = \underline{\quad}</math></p> <p><math>8 - 7 = \underline{\quad}</math></p> <p style="text-align: right;">(2)</p>	<p>12. Look at the number line. Then answer the question below.</p>  <p>The  is above number _____ (1)</p>																														
<p>3. Write a fact family to match the picture.</p> <p>_____ + _____ = _____    _____ + _____ = _____</p> <p>_____ - _____ = _____    _____ - _____ = _____</p>  <p style="text-align: right;">(4)</p>	<p>13. Draw a circle around the number which matches the number of articles in each group.</p> <table border="1" data-bbox="853 896 1284 1176"> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p style="text-align: right;">(5)</p>		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
	1	2	3	4	5																										
	1	2	3	4	5																										
	1	2	3	4	5																										
	1	2	3	4	5																										
	1	2	3	4	5																										
<p>4. a. 16, 61, 26</p> <p>_____ &lt; _____ &lt; _____</p> <p style="text-align: right;">(1)</p>	<p>14. Write the number name of the following symbols.</p> <table border="1" data-bbox="877 1288 1268 1444"> <tbody> <tr> <td>5</td> <td>_____</td> </tr> <tr> <td>1</td> <td>_____</td> </tr> <tr> <td>3</td> <td>_____</td> </tr> <tr> <td>4</td> <td>_____</td> </tr> <tr> <td>2</td> <td>_____</td> </tr> </tbody> </table> <p style="text-align: right;">(2)</p>	5	_____	1	_____	3	_____	4	_____	2	_____																				
5	_____																														
1	_____																														
3	_____																														
4	_____																														
2	_____																														

<p>5. Compare the expressions and write <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</p> <p>a. <math>40 + 8</math> <input type="text"/> <math>4 + 80</math>      b. <math>43 + 5</math> <input type="text"/> <math>50</math></p> <p style="text-align: right;">(2)</p>	<p>15. Look at the pictures and then answer the questions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>a. <b>goat</b></p> </div> <div style="text-align: center;">  <p><b>hen</b></p> </div> </div> <p>The _____ has more legs than the _____</p> <p style="text-align: right;">(1)</p>									
<p>6. Andy had 20 dollars. He bought a book for 10 dollars and another for 5 dollars. How much money does he have left?</p> <p style="text-align: right;">(1)</p>	<p>16.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 5px;">Number</th> <th style="padding: 5px;">Double</th> </tr> <tr> <td style="padding: 5px;">5</td> <td style="padding: 5px;">10</td> </tr> <tr> <td style="padding: 5px;">7</td> <td style="padding: 5px;"></td> </tr> </table> <p style="text-align: right;">(1)</p>	Number	Double	5	10	7				
Number	Double									
5	10									
7										
<p>7. Isabelle had 70 marbles and her sister had 55. Isabelle gave 10 marbles to her sister.</p> <p>a. Now how many marbles does Isabelle have?</p> <p style="text-align: right;">(1)</p>	<p>17.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 5px;">Number</th> <th style="padding: 5px;">Half</th> </tr> <tr> <td style="padding: 5px;">16</td> <td style="padding: 5px;">8</td> </tr> <tr> <td style="padding: 5px;">20</td> <td style="padding: 5px;"></td> </tr> </table> <p style="text-align: right;">(1)</p>	Number	Half	16	8	20				
Number	Half									
16	8									
20										
<p>8. Write the time in two ways: using <i>o'clock</i> or <i>half past</i>, and with numbers.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>a. _____</p> <p>_____</p> <p>_____ : _____</p> </div> <div style="text-align: center;">  <p>b. _____</p> <p>_____</p> <p>_____ : _____</p> </div> </div> <p>(4)</p>	<p>18. Complete the table by filling in the blank spaces.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Shapes</th> <th style="padding: 5px;">Total number of shapes</th> <th style="padding: 5px;">Number in words</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">△ △ △ △ △ △ △ △ △ △</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">seven</td> </tr> </tbody> </table> <p style="text-align: right;">(2)</p>	Shapes	Total number of shapes	Number in words	△ △ △ △ △ △ △ △ △ △	9			7	seven
Shapes	Total number of shapes	Number in words								
△ △ △ △ △ △ △ △ △ △	9									
	7	seven								
<p>9. Join these dots carefully with a ruler so that you get a shape.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>A. </p> </div> <div style="text-align: center;"> <p>B. </p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <p>D. </p> </div> <div style="text-align: center;"> <p>C. </p> </div> </div> <p>What is this shape called? _____</p> <p>(2)</p>	<p>19. Count the apples and write down the number symbol</p> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 20px;"></div> </div>									

<p>10. Measure the sides of your shape in centimeters. Side AB: _____ cm    Side BC: _____ cm</p> <p>(2)</p>	<p>20. Look at the number of circles drawn in one frame and draw the same number of circles in the other frame.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 50px; height: 50px; display: flex; flex-direction: column; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 15px; height: 15px; margin: 0 auto;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 15px; height: 15px; margin: 0 auto;"></div> </div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-left: 20px;"></div> </div>
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**MEMORANDUM**

1. a. 5, 8, 7, 9

2. a. 5, 2, 4, 1

3. a.  $2 + 7 = 9$ ;  $7 + 2 = 9$ ;  $9 - 2 = 7$ ;  $9 - 7 = 2$

4. a.  $16 < 26 < 61$     b.  $14 < 51 < 54$

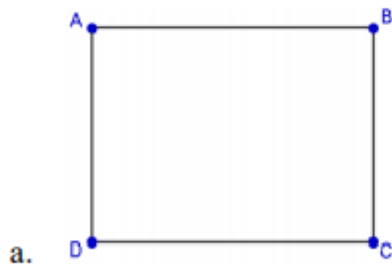
5. a.  $<$     b.  $<$     c.  $=$

6. The books cost  $\$10 + \$5 = \$15$ . Andy has left:  $\$20 - \$15 = \$5$ .

7. a. Isabelle has now 60 marbles.

8. a. 11 o'clock, 11:00    b. half past one, 1:30

9.



a.

(image not to scale)

b. a rectangle

10. Side AB: 8 cm      Side BC: 6 cm

11. 5 12 19 20

12. 8

13.  2 ✓  
 3 ✓  
 5 ✓  
 4 ✓  
 1 ✓

14. \_\_\_\_\_  
five ✓  
one ✓  
three ✓  
four ✓  
two ✓

15. a. goat ✓      hen ✓  
b. bicycle ✓      car ✓  
c. square ✓      triangle ✓

16. 14

17. 10

18. **Nine**



19. 5

