TMU 2021 GRADE 2 TERM 1

BASELINE ASSESSMENT

- It is recommended to conduct a baseline assessment in the first 3 days alongside teaching and learning.
- results in the baseline should INFORM - teaching and learning of Mathematics and
- SHOULD NOT be used to label their ability, but rather to decide how to pitch the initial activities and to assess.
- Guide on what aspects of work need more attention.
- As learners develop at different paces, but at a later stage they may progress quickly in Mathematics.

***NOTE

It is enough to check the first 7 criteria for Term 1 teaching and learning. If your learners cannot meet criteria above mentioned, it is not a big problem, especially after the year with COVID-19. All criteria that CAPS suggests will be taught again in course of Grade 2 teaching and learning (TMU2021 trimmed teaching plan is designed to recover the loss of 2020). Teachers must be just careful and thoughtful when conducting lessons that deal with those criteria.

What to check in the beginning of Term 1:

Learners are able to or not able to:

- count objects up to 50.
- read and write number symbols up to 100.
- solve word problems in context using symbols +, -, =
- manage addition and subtraction up to 20 mentally (especially with exchange)

RECORDING

- It is so important to have individual record of assessment that teachers can assist and take special care of those learners who cannot meet the criteria.

GRADE	SKILL/KNOWLEDGE	GR /TERM	MATERIAL	PAGE	
2	• Count out 50 objects reliably, saying the names in sequence. • Complete number sequences of counting in ones back from 100. • Read number symbol 1 to 100. • Write number names 1 to 10.	GR 2 / T1	LP	16	・ Warm-up activity and Activity 1-4
	• Use numbers in context. • Compare collections of objects up to 20. • Building and breaking numbers up to 20. • Decompose numbers 11 to 20 into tens and units.	GR 2 / T1	LP	17	・ Warm-up activity and Activity 1-3
	• Add and subtract numbers up to 20. • Use symbols + , – and = . • Recognise South African coins and notes (10c, 20 c, 50c, R5, R10 and R20). • Identify coins and notes that will add up to a given total (up to R20). • Know the days of the week. • Months of the year	GR 2/ T1 GR 1/ T4	 LP	18-19 128	・ Warm-up activity and Activity 1-4 NOTE; When you talk about word problems, ask learners to write down number sentences for each story in their classwork books. LP30 Activity 2-3
	• Extend geometric and number patterns.	GR 2 / T1	LP	19-20	・ Warm-up activity and Activity 2 NOTE; Write Question 1 and 2 on chalkboard and learners copy the questions and write missing numbers and extend the patterns. Through this activity, teachers can assess learners writing ability as well.
	• Use measurement vocabulary of length, ・ Length: *shorter*, *longer*, *higher*, *lower*, *shorter* and *taller*	GR 2 / T1	LP	23	・ Activity 1
	• Collect, Sort, make a drawing of sorted object and answer questions on data	**GR 1/ T 4**	**LP**	148-149	Activity 1 - 2

LEARNER BASELINE RECORDING SHEET				
CONCEPT(SKILL/KNOWLEDGE)		**YES**	**NO**	**NOTES**
Count object up to 50 using groups of tens and ones				
Read number symbols 1 to 100				
Compare a collection of objects up to 20				
Build and break numbers up to 20 into tens and ones				
Solve word problems in context including addition and subtraction up to 20 and use symbols: + ; - and =				
Add money to the total of 20c or R20				
Count in twos, fives and tens up to 100	2's			
	5's			
	10's			
Identify odd and even numbers				
Solve problems using repeated addition up to 20 and use symbols: +; - and =				
Solve practical problems involving equal sharing and grouping with whole numbers up to 20				
Identify, describe and name 3D objects (ball and boxes)	IDENTIFY			
	DESCRIBE			
	NAME			
Sequence events				
Apply language of position				
Name the months of the year and place birthdays on a calendar	MONTHS OF THE YEAR			
	BIRTHDAY ON A CALENDAR			
Use measurement vocabulary				
Collect, Sort, make a drawing of sorted object and answer questions on data.	COLLECT			
	SORT			
	DRAW			
	ANSWER			