basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2021 RECOVERY ANNUAL TEACHING PLAN – CONTENT OVERVIEW: MATHEMATICS: GRADE R - 3

CONTENT AREA	GRADE R	GRADE 1	GRADE 2	GRADE 3
NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 10. • Count forwards and backwards up to 10 • Read and write number symbols up to 10 • Read and write number names up to 5 • Compare and order numbers up to 10. • Addition and subtraction in context and context free up to 10 • Money problems up to R10	• Count concrete objects up to 100. • Count forwards and backwards up to 100 • Read and write number symbols up to 20. • Read and write number names up to 10. • Compare and order objects to up 20. • Compare and order numbers up to 20. • Place value: Tens and Ones up to 20 • Number bonds up to 10 • Mental Maths up to 20 • Addition and subtraction in context and context free up to 20 • Addition and subtraction facts up to 20 • Repeated addition leading to multiplication up to 20. • Grouping and sharing up to 20. • Money problems up to R20	• Count concrete objects up to 200. • Count forwards and backwards up to 200 • Read and write number symbols up to 200. • Read and write number names up to 100. • Compare and order numbers up to 200. • Place value: Hundreds, Tens and Ones up to 200 • Number bonds up to 20 • Addition and subtraction in context and context free up to 100 • Multiplication up to 100 • Grouping and sharing up to 100. • Sharing leading to fractions. • Money problems up to R100	• Count forwards and backwards up to 1000 • Read and write number symbols up to 1000. • Read and write number names up to 1000. • Compare and order numbers up to1000. • Place value: Thousands, Hundreds, Tens and Ones up to 1000 • Number bonds up to 30 • Addition and subtraction of 3-digit numbers by 3 digits with crossing over to 10s and 100s up to 1000 in context and context free calculations • Money (solve money problems and convert between rands and cents) • Multiplication: 1-9 times tables 1×10 to 100 • Grouping and sharing leading to division up to 100 (with and without remainders) • Sharing leading to fractions.
PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns	• Geometric patterns • Number patterns up to 100	• Geometric patterns • Number patterns up to 200	• Geometric patterns • Number patterns up to 1 000
SPACE AND SHAPE	• 3-D objects • 2-D shapes • Position, orientation and views	• 3-D objects • 2-D shapes • Position, orientation and views	• 3-D objects • 2-D shapes • Position, orientation and views • Symmetry	• 3-D objects • 2-D shapes • Position, orientation and views • Symmetry
MEASUREMENT	• Time • Mass • Length • Capacity/Volume	• Time • Mass • Length • Capacity/Volume	• Time • Mass • Length • Capacity/Volume	• Time • Mass • Length • Capacity/Volume • Perimeter and Area
DATA HANDLING	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (integrated with Time; Birthday calendar, Helpers chart, Height chart, Weather chart)	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (integrated with Time; Birthday calendar)	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections: (pictographs with one-to-one correspondence) • Analyse and interpret data	• Collect and sort objects. (Tallies, Tables) • Represent sorted objects: (bar graphs) • Discuss sorted collections. • Analyse and interpret data

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GRADE 1		GRADE 1 CONTENT OVERVIEW			
		TERM 1 (10 WEEKS)	**TERM 2 (10 WEEKS)**	**TERM 3 (11 WEEKS)**	**TERM 4 (10 WEEKS)**
		• Readiness	• Diagnostic 1	• Diagnostic 2	• Preparing for Grade 2
CONTENT AREA	**NUMBERS, OPERATIONS AND RELATIONSHIPS**	• Count concrete objects up to 5 • Count forwards and backwards up to 5 • Read number names and symbols up to 10 • Write number names and symbols up to 5 • Compare and order numbers up to 5 • Number bonds to 5 • Practical addition and subtraction in context and context free up to 5 • Grouping and sharing up to 5 • Mental Maths up to 5	• Count concrete objects up to 20 • Count forwards and backwards up to 10 • Read number symbols up to 10 • Write number names and symbols up to 10 • Compare and order numbers up to 10 • Number bonds to 7 • Practical addition and subtraction in context and context free up to 10 • Grouping and sharing up to 10 • Mental Maths up to 10	• Count concrete objects up to 50 • Count forwards and backwards to 50 • Read number symbols up to15 • Write number symbols up to 15 • Write number names and symbols up to 15 • Compare and order numbers up to 15 • Number bonds to 9 • Practical addition and subtraction in context and context free up to 15 • Repeated addition up to 15 • Grouping and sharing up to 15 • Mental Maths up to 15 • Money up to R10	• Count concrete objects up to 100. • Count forwards and backwards up to 100 • Read and write number symbols up to 20 • Write number names and symbols up to 20 • Compare and order numbers up to 20 • Place value: Tens and Ones up to 20 • Number bonds to 10 • Practical addition and subtraction in context and context free up to 20 • Repeated addition leading to multiplication up to 20 • Grouping and sharing up to 20 • Mental Maths up to 20 • Money up to R20
	PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns (integrated into Data handling) • Number patterns up to 20 (integrated into counting)	• Geometric patterns • Number patterns up to 50 (integrated into counting)	• Number patterns up to 80 (integrated into counting))	• Geometric patterns • Number patterns up to 100
	SPACE AND SHAPE	• 3-D objects Position, orientation, and views	• 3-D objects 2-D shapes		• 3-D objects • 2-D shapes • Position, orientation and views
	MEASUREMENT	• Time Mass	• Time • Length	• Time • Volume and Capacity	• Time • Mass • Length • Capacity/Volume
	DATA HANDLING	• Collect and sort objects Represent sorted objects Discuss sorted collections (integrated with Time; Birthday Calendar, etc.)	• (Integrated into other content areas)	• (Integrated into other content areas)	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (integrated into Time; Birthday calendar)

REQUISITE PRE-KNOWLEDGE		• Numbers 1-5
		• Count on beads / abacus up to 20
		• Maths Vocabulary:
		  ○ Many and fewer
		  ○ Before, after, between
		  ○ Just as many, the same as
		• Ordinal numbers 1st – 6th
		• Position in the line/ race/ on the number line
			• Days of the week, current month.
			• Count on beads / abacus/ number line up to 10
			• Position in the line/ race/ on the number line up to 10
			• Order a collection of objects: most, least
			• More than, less than; before, after, between
			• 3-D objects: boxes, balls
			• Number bonds of 5 and 6
			• Grouping and sharing up to 7
				• Days of the week, current month.
				• Count on beads / abacus/ number line up to 20
				• Position in the line/ race/ on the number line up to 10
				• More than, less than; before, after, between
				• Number bonds of 10
				• Grouping and sharing up to 10
				• Number bonds up to 10
				• Grouping and sharing up to 10
				• Money~~: awareness~~
					• Days of the week, current month.
					• Count on beads / abacus/ number line up to 20
					• Position in the line/ race/ on the number line to 10.
					• Ordinals numbers up to 10th
					• More than, less than; Before, after, between, light, heavy
					• 3-D objects: boxes, balls
					• 2D shapes: properties - triangle, square, circle
					• Number bonds of 15
					• Grouping and sharing up to 15
					• Number bonds up to 15
					• Money

RESOURCES (other than textbook) **to enhance learning.** *See pg. 16 in CAPS for more ideas.*		• Concrete counters, abacus • Beads on string • Weather chart • Number cards, Number Name Cards • Calendar, Flash cards • Number frieze • Number line	• Number line Concrete counters, abacus • Beads on string • Weather chart • Number cards, Number Name Cards • Calendar, Flash cards • Number frieze • Number line	• Concrete counters abacus • Beads on string • Weather chart, • Number cards, Number Name Cards • Calendar, Flash cards • Number frieze • Number line • Place Value table	• Concrete counters, abacus • Beads on string • Weather chart • Number cards, Number Name Cards • Calendar, Flash cards • Number frieze • Number line • Place Value table
INFORMAL ASSESSMENT		• Daily activities as in the Core Concepts			

SBA (Formal Assessment	**CONTENT AREA**	**NO. OF TASKS**	**WEIGHTING with an exemplar of the NUMBER OF SKILLS**			
			% AS PER CAPS	**POSSIBLE NUMBER OF SKILLS**	**POSSIBLE NUMBER OF SKILLS**	**POSSIBLE NUMBER OF SKILLS**
	NOR	**ONE formal**	**65%**	10	13	16
	PFA		**10%**	1	2	3

	SS	task per term	11%	2	2	3
	M		9%	1	2	2
	DH		5%	1	1	1
			TOTAL: 100%	15	20	25
ASSESSMENT			TASK/S FORMAT	• Oral, Practical and Written		
			TERMS 1 - 3	• Observation and continuous assessment (record observations daily) integrated into lesson time per DBE directive		
			TERM 4	• Observation and continuous assessment (record observations daily) integrated into lesson time. • Final formative assessment at the end of term (recording and progression meetings-2 weeks)		

2021 Recovery Annual Teaching Plan – Term 2: MATHEMATICS: Grade 1

Mathematics time allocation: 7 hours per week. (MAY 3- 9 JULY)

1 hr. 24 min × 5 = 7 hours OR (1hr 30 min lessons × 4 plus one, 60 min lesson = 7hours)

1. Whole Class Activity:	
○ **Counting, Mental Maths (consolidation of concepts)**	**5 min +10 min**
○ **New Concept teaching**	**20 min**
○ **Classroom Management (allocation of independent activities)**	
2. Independent group teaching and independent work	**24 × 2 groups = 48 min**
(inclusive of the **differentiated teaching of new concepts - oral, practical and written activities** daily)	
The teacher is also mindful to plan well for effective assessment (for learning and of learning). This will inform the remediation and teaching.	

See a suggested group teaching plan below.

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

Term 2. 49 days	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7(4 days) & 8	Week 9 &10
CAPS Topic	**NUMBERS, OPERATIONS & RELATIONSHIPS**				
	First 3 days of Week 1 are used to do a Grade 1 Diagnostic Assessment.				
	• **Estimate and count** whole numbers to 20 • **Count, compare and order** objects • **Count, compare and order** numbers • Read and write **number symbols and number names** • **Solve Problems in context** - Grouping and Sharing • **Context free calculations** (+, -, =, □) - Repeated Addition				
			PATTERNS, FUNCTIONS AND ALGEBRA • Geometric Patterns • Number Patterns		
		SPACE AND SHAPE • 3D objects • 2D shapes			
	MEASUREMENT **Time**				
			Length		
	DATA HANDLING (Integrated with other content areas)				
	Mental Maths Number range 10; Counting to 20. This is a daily class activity for 10 minutes				
	Counting number range is 20. **Mental Maths** Number range 10. This is a daily activity for 10 minutes. • Count forwards and backwards to 20; Count in multiples of 2s, 5s to 20 (group counting) • Order and compare a given set of numbers (1-10) and say which is one more and less. (follow examples up to 10 as with 5 in term 1)				
	Week 1 & 2	**Week 3 & 4**	**Week 5 & 6**	**Week 7(4 days) & 8**	**Week 9 & 10**
	• Revise 5 • Count, compare and order objects and number up to 6 – **objects** according to many, fewer – numbers according to from smaller than, greater than, is equal to – use **number line 0-10** • Read and write **number symbols and number names** up to 6	• Count, compare and order objects and numbers up to 7 – according to **more than, less than** – **smaller than, greater than, more than, less than, is equal to** – use **number line 0-10** • Read and write **number symbols and number** names up to 7	• Count, compare and order objects and numbers up to 8 – according to just as **many, the same as from smallest to greatest and greatest to smallest.** – **before, after, in the middle / between** – use **number line 0-10** • Read and write **number symbols and number names up to** 8	• Count, compare and order objects and numbers up to 9 – **from smallest to greatest and greatest to smallest.** – **before, after, in the middle / between** – use **number line 0-10** • Read and write **number symbols and number names** up to 9	• Count, compare and order objects and numbers to 10 – from **smallest to greatest and greatest to smallest** – **according to more than, less than** – **before, after, in the middle / between** – use number line 0-10 • Read and write **number symbols and number names** up to 10
	Use the following techniques to solve Addition and Subtraction problems in context and context free calculations and explain own solutions to 10.				
	Use concrete counters, beads; draw pictures; use the number line; breaking down and building up; doubling and halving.				
	• Solve **word problems in context** up to 6. • Do **context free calculations** (+, -, =, □) up to 6. • Practise **number bonds** to 6.	• Solve **word problems in context** up to 7. • Do **context free calculations** (+, -, =, □) up to 7 • Practise **number bonds** to 7.	• Solve **grouping and sharing problems in context** up to 8. • Do **context free calculations** (+, -, =, □) up to 8 • Practise **number bonds** to 8.	• Solve **repeated Addition problems in context leading to multiplication** up to 9. • **Do context free calculations** (+, -, =, □) up to 9 • Practise **number bonds** to 9.	• Solve **repeated Addition problems in context leading to multiplication** with answers up to 10. • Do **context free calculations** (+, -, =, □) up to 10 • Practise **number bonds** to 10.

	• Solve **grouping and sharing problems in context leading to Division** with answers up to 6.	• Solve **grouping and sharing problems in context leading to division** with answers up to 7.	• Solve **grouping and sharing problems in context leading to division** with answers up to 8 • **Recognise, identify, and solve** money problems.	• Solve **repeated addition problems in context leading to multiplication** with answers up to 9 • **Recognise, identify, and solve** money problems.	• Solve **money problems involving change** up to R10.
		PATTERNS FUNCTIONS AND ALGEBRA **Geometric Patterns** • **Copy, extend and describe simple patterns** – Pack out objects – Draw own simple patterns		**PATTERNS FUNCTIONS AND ALGEBRA** • **Copy, extend and describe simple patterns** – Pack out objects • Draw own simple patterns	
		SPACE AND SHAPE **3-D objects** **Position and directions** • Follow directions: right, left, etc. 2-D shapes • Recognise and name: circles, triangles, squares			
	MEASUREMENT **Time:** dealt with during whole class teaching time.				
			Length • **Comparing** length of objects • Talk about **comparisons: longer, shorter, taller.** • **Estimate** and **compare**.		
REQUISITE PRE-KNOWLEDGE	Days of the week, current month. Count on beads / abacus/ number line to 20: Position in the line/ race/ on the number line to 10; More than, less than; Before, after, between				
	• Position: in front of, behind, etc. • Number bonds of 5	• 3-D objects: boxes, balls • Number bonds to 6 • Grouping and sharing up to 6	• Number bonds to 7 • Grouping and sharing up to 7	• Number bonds to 8 • Grouping and sharing up to 8	• Number bonds to 9 • Grouping and sharing up to 9
RESOURCES (other than textbook) **to enhance learning.** ***See pg. 16 in CAPS for more ideas.***	Concrete counters, abacus/ beads on string, Weather chart, Number cards, Calendar, Flash cards, Number frieze, Number line.				
	DBE Workbook:				
	Act.19: Draw one more pg.41 Act. 20: Subtraction on Number line pg. 43 Act. 28: 2-D geometric patterns and smaller pg.61 Act. 48: 2-D Shapes; Data Handling pg. 91-103 Act. 63: Shapes orientation and position pg. 134	Act. 30: Grouping and sharing pp. 64-65 Act. 31: Building towers 3D objects pp. 66-67 Act. 32: Telling time: Months, Days pp. 68-69 Act. 33: Six pp. 70-71 Act. 24: Direction pg. 53 Act. 48: Vocabulary of position pg. 135 Act. 64a: Geometric patterns pp. 136-137	Act.12a: Length and Position pp.25-26 Act. 34: Seven pp. 72-73 Act. 18: Revise numbers 1-5 Act. 43: Adding to 7 pg. 90 Act. 42: Data handling to 6 pg. 93 Act. 51: Counting groups of 2 pp. 108-109 Act. 58: Five pattern to 20 pp. 122-123 Act. 59: Ten patterns of 10 pp. 124-125	Act. 35: Eight pp. 74-75 Act. 25: Building up and breaking down of numbers Act. 42: More, equal and less pp. 88-89 Act. 43: Adding pg. 91 Act. 44: Collecting pg. 92 Act. 47: Doubling and Halving pp. 98-99 Act. 49: Grouping, Repeated Addition pp. 104-107 Act. 64b: 2D shapes and 3D objects Geometric patterns pp. 138-139	Act. 36: Nine pp. 76-77 Act. 38: Ten pp. 80-82 Act. 38: Numbers 6-10 pg. 83 Act. 41: Numbers 1-10 pp. 86-87 Act. 45: Adding to 10 (counting on; number line; breaking down; pp. 94-97 Act. 52: Counting of 3 to 10 pp. 110-111 Act. 53: Repeated Addition of 3s to 10 pp. 112-113 Act. 54: Groups of 4 to 10 pp. 114-115 Act. 55: Repeated addition of 4 to 10 pp. 116-117 Act. 56: Groups of 5 to 10 pp. 118-119 Act. 57: Repeated addition of 5 to 10 pp. 120-122 Act. 60a: Numbers and money pp. 126-133
INFORMAL ASSESSMENT	**ORAL, PRACTICAL, WRITTEN** • Continuous assessment prevails through observations. The onus is on the teacher to be cognisant of learner progress and vigilant about whether the learner learns meaningfully and with understanding. • The teacher aptly records the observations made; this is integrated in the lesson time per DBE directive**.**				
	ORAL & PRACTICAL		WRITTEN	ORAL	
SBA (Formal Assessment)	**WRITTEN** • NUMBER OPERATIONS & RELATIONSHIPS • PATTERNS FUNCTIONS & ALGEBRA		**ORAL & PRACTICAL** • SPACE & SHAPE		**ORAL & PRACTICAL** • NUMBER OPERATIONS & RELATIONSHIPS • MEASUREMENT
	Formal Assessment must be **fair, reliable, and valid**. The assessment must reveal what the learner knows, the onus is on the teacher to: • Teach and assess well for learning gains. (AfL) • Use an **appropriate form of assessment** so that the learner's knowledge and skills can be gauged, and **the evidence of attainment** can be justified at all times.				