

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

Mathematics time allocation: 7 hours per week.

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)
- New Concept teaching
- Classroom Management (allocation of independent activities)

5 min +10 min  
20 min

**2. Independent group teaching and independent work**

(inclusive of the **differentiated teaching of new concepts - oral, practical and written activities** daily)

The teacher must be mindful to plan well, for effective assessment (for learning and of learning). This will inform the remediation and teaching.

24 × 2 groups = 48 min

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 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	Baseline Assessment <b>NUMBER OPERATIONS &amp; RELATIONSHIPS:</b> <ul style="list-style-type: none"> <li>• Count objects,</li> <li>• Count forwards and backwards,</li> <li>• Describe, Order and Compare</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Count objects.</li> <li>• Count forwards and backwards.</li> <li>• Describe, Order and Compare</li> <li>• Place value</li> <li>• Addition and Subtraction</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction</li> <li>• Place value</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction</li> <li>• Place value</li> <li>• Money</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Repeated addition leading to Multiplication.</li> </ul>	Revision (based on the error analysis – of possible content gaps)  <b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> </ul>				
		<b>PATTERNS FUNCTIONS &amp; ALGEBRA</b> <ul style="list-style-type: none"> <li>• Geometric Patterns</li> <li>• Number Patterns</li> </ul>	<b>SPACE &amp; SHAPE</b> <ul style="list-style-type: none"> <li>• 3-D objects</li> </ul>	<b>MEASUREMENT</b> <ul style="list-style-type: none"> <li>• Time</li> </ul>	<b>MEASUREMENT</b> <ul style="list-style-type: none"> <li>• Length</li> </ul>	<b>DATA HANDLING</b> <ul style="list-style-type: none"> <li>• Collect and sort objects.</li> <li>• Represent sorted objects,</li> <li>• Analyse and Interpret data</li> </ul>				
<b>Core Concepts, Skills and Values</b>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• out 30 objects reliably in 1s</li> <li>• Count forwards and backwards in 1s, 2s, 5s and 10s (0 to 30)</li> </ul> <b>MENTAL MATHS:</b> 1 more/1 less	<b>COUNT:</b> <b>(Number patterns integrated)</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s &amp; 10s up to 50</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• 1 more/1 less</li> <li>• Number bonds to 6</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s &amp; 10s up to 60</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• Number that comes before and after</li> <li>• Smallest/biggest number</li> <li>• Number bonds to 8</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s &amp; 5s up to 60</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• More than/less than</li> <li>• 2 more/2 less</li> <li>• Number bonds to 10</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s &amp; 5s up to 80 (from any number and in multiples)</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• Add/subtract up to 10</li> <li>• Which number is between?</li> <li>• Order numbers</li> <li>• Number bonds to 10</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 5s &amp; 10s up to 80 (from any number and in multiples)</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• Doubling and halving</li> <li>• 2 more/2 less</li> <li>• 5 more/ 5 less</li> <li>• Number bonds to 10</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 5s &amp; 10s up to 100 (from any number and in multiples)</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• Recall addition facts to 20</li> <li>• Recall subtraction facts from 20</li> <li>• Number bonds to 10</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 5s &amp; 10s up to 100 (from any number and in multiples)</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• Recall addition facts to 20</li> <li>• Recall subtraction facts from 20</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s, 5s &amp; 10s up to 100</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• 2 more/ 2 less</li> <li>• 10 more/10 less</li> <li>• 5 more/ 5 less</li> </ul>	<b>COUNT:</b> <ul style="list-style-type: none"> <li>• forwards and backwards in 2s, 5s &amp; 10s up to 100</li> </ul> <b>MENTAL MATHS:</b> <ul style="list-style-type: none"> <li>• 2 more/ 2 less</li> <li>• 10 more/10 less</li> <li>• 5 more/ 5 less</li> <li>• Add/subtract up to 20</li> </ul>

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Complete number sequence of counting in 1s to 30.</li> <li>Read and write number symbol 1 to 20.</li> <li>Write number names 1 to 10.</li> </ul> <b>DBE Workbook:</b> Act 3, 4, 19	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Recognise, identify, read and write number symbols to 50</li> <li>Write number names up to 20.</li> <li>Order and compare whole numbers.</li> <li>Arrange from greatest to smallest, less than and is equal to</li> <li>Decompose two-digit numbers into multiples of tens and units/ones 11-25</li> <li>Identify and state the value of each digit.</li> <li>Solve addition and subtraction problems up to 10 in context.</li> </ul> <b>DBE Workbook:</b> Act 17 & 18	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Decompose two-digit numbers into multiples of tens and units/ones 11-25</li> <li>Add and subtract problems up to 20.</li> <li>Solve addition and subtraction problems in context to 20</li> <li>Addition and Subtraction context free calculations to 20</li> </ul> <b>DBE Workbook:</b> Act 5, 21, 23 & 24	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Decompose two-digit numbers into multiples of tens and units/ones 11-25</li> <li>Solve addition and subtraction problems in context to 20</li> <li>Addition and Subtraction context free calculations to 20</li> </ul> <b>MONEY:</b> <ul style="list-style-type: none"> <li>Recognise, identify RSA money (5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50), and</li> <li>Solve money problems up to R20.</li> </ul> <b>DBE Workbook:</b> Act 6, 25 & 26	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Add the same number repeatedly to 20</li> <li>Multiply numbers 1 to 10 by 2</li> <li>Use appropriate symbols (+, =, ×, □)</li> <li>Solve problems in context (repeated addition)</li> </ul> <b>DBE Workbook:</b> Act 29, 30 & 31	<b>EXAMPLE</b> Revision of Term 1 <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Multiplication</li> </ul> <b>DBE Workbook:</b> Act 23, 24 & 30				
		<b>PATTERNS FUNCTIONS &amp; ALGEBRA</b> <b>GEOMETRIC PATTERNS</b> <ul style="list-style-type: none"> <li>Copy, extend and describe simple Geometric patterns in words.</li> </ul> <b>DBE Workbook:</b> Act 27, 28. <b>NUMBER PATTERNS:</b> <ul style="list-style-type: none"> <li>Copy, extend and describe simple patterns in words (in 2s, 5s &amp; 10s)</li> </ul> <b>DBE Workbook:</b> Act 7	<b>SPACE &amp; SHAPE</b> <b>3D OBJECTS</b> <ul style="list-style-type: none"> <li>Name, recognise, describe, sort, and compare 3-D objects (<b>Data handling integrated</b>)</li> </ul> <b>DBE Workbook:</b> Act 9 & 32	<b>MEASUREMENT</b> <b>LENGTH</b> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order, and record length using non-standardised, e.g. hand spans, paces, pencil length, bottle tops etc. as part of informal measuring.</li> <li>Estimate, measure, compare, order and record length using <b>metres</b> as the standard unit of length.</li> </ul> <b>DBE Workbook:</b> Act 10	<b>MEASUREMENT</b> <b>TIME</b> <ul style="list-style-type: none"> <li>Name and sequence days of the week</li> <li>Name and sequence months of the year</li> <li>Tell 12 hr time in hours and half hours in an analogue clock.</li> <li>Calculate length of time and passing of time.</li> <li>Use clocks to calculate length of time in hours or half hours.</li> </ul> <b>DBE Workbook:</b> Act 13, 14, 22	<b>DATA HANDLING</b> <ul style="list-style-type: none"> <li>Collect, represent, and analyse data (pictograph with one-to-one correspondence)</li> </ul> <b>DBE Workbook:</b> Act 15, 16				
<b>Strategies</b>	Number line	Expanded Notation, Breaking down and building up Number line	Breaking down and building up Number line	Doubling and halving Counting in 2s, 5s, 10s	Breaking down and building up Number line Counting in 2s, 5s, 10s					
<b>Requisite Pre-Knowledge</b>	In Grade 1, the learners should have learnt how to: <ul style="list-style-type: none"> <li>Count forwards and backwards from 0 to 80</li> <li>Recognise and read number symbols 1 to 80.</li> <li>Write number symbols 1 to 20.</li> </ul>	In Grade 1, the learners should have learnt how to: <ul style="list-style-type: none"> <li>Copy, extend and describe simple number sequences to at least 100, which should include counting forwards and backwards in ones.</li> <li>Counting forwards in 10s, 5s and 2s up to 100.</li> <li>Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations.</li> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 10.</li> <li>Number bonds to 10 as well as using the appropriate symbols:</li> </ul>	<ul style="list-style-type: none"> <li>Use apparatus, pictures, number lines, breaking down and building up of numbers when solving and explaining problems and performing calculations.</li> <li>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 10.</li> <li>Number bonds to 10 as well as using the appropriate symbols: +, -, =, □</li> <li>Compare and order the length, height, or width of two or more objects by placing them next to each other.</li> <li>Use language to talk about the comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of morning, afternoon, and evening</li> <li>Numbers 1 to 12</li> <li>Hours and half hours</li> <li>Name and sequence days of the week</li> <li>Name and sequence months of the year</li> <li>Number bonds to 10</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Operational signs (+ &amp; -)</li> <li>Solve word problems in context and explain own solutions to problems involving repeated addition with answers up to 10</li> <li>Using the appropriate symbols +, =, □</li> <li>Do repeated addition to 10.</li> </ul>					

Term 1 45 days	Week 1(3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		+ , - , = , □								
<b>Resources</b> (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>DBE Workbook</li> <li>Worksheets/class workbook</li> <li>Concrete apparatus</li> <li>100 board per learner</li> <li>Activity cards</li> </ul>	<ul style="list-style-type: none"> <li>100 board</li> <li>DBE Workbook</li> <li>Worksheets/classwork book</li> <li>Counters, abacus,</li> <li>DBE Workbook</li> <li>Worksheets/classwork book</li> </ul>		<ul style="list-style-type: none"> <li>Counters, abacus</li> <li>DBE Workbook</li> <li>Worksheets/classwork book</li> <li>Paper, scissors, pencils, sticks, bottle tops.</li> <li>Empty matchboxes, strings, rulers, measuring tape</li> </ul>		<ul style="list-style-type: none"> <li>Calendars</li> <li>Analogue clock</li> <li>DBE Workbook</li> <li>Worksheets/classwork book</li> </ul>		<ul style="list-style-type: none"> <li>Counters, plastic plates, circles drawn on the floor.</li> <li>DBE Workbook</li> <li>Worksheets/classwork book</li> </ul>		<ul style="list-style-type: none"> <li>DBE Workbook</li> <li>Worksheets/class work book</li> </ul>
<b>Informal Assessment</b>	Assess as Core Concepts, Skills and Values above									
<b>SBA</b> (Formal Assessment)			<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Oral</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS PATTERNS FUNCTIONS &amp; ALGEBRA</b> <ul style="list-style-type: none"> <li>Written</li> </ul>	<b>SPACE AND SHAPE</b> <ul style="list-style-type: none"> <li>Practical</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS SPACE AND SHAPE DATA HANDLING</b> <ul style="list-style-type: none"> <li>Written:</li> </ul>	<b>MEASUREMENT</b> <ul style="list-style-type: none"> <li>Oral</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS MEASUREMENT</b> <ul style="list-style-type: none"> <li>Written</li> </ul>	<b>NUMBER OPERATIONS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Practical</li> </ul>	