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 to 1000 • 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

GRADE 3	GRADE 3 CONTENT OVERVIEW			
	TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)	TERM 4 (10 WEEKS)
	• Baseline	• Diagnostic 1	• Diagnostic 2	• Endline / Preparing for Grade 4
CONTENT AREA — NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 200. • Count forwards and backwards between 0 and 200 • Read and write number symbols and number names 0 to 200 • Compare and order numbers to 200. • Place value: Hundreds, Tens and Ones • Addition and subtraction in context up to 100 and context free up to 100 (using 2- digit to a place value of 3digits) • Repeated Addition in context and context free leading to multiplication up to 50 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) • Number bonds to 20 • Grouping and sharing in context and context free leading to division up to 50. with remainders • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents. • Mental Maths rapid recall +, -, = facts to 20	• Count concrete objects up to 500 • Count forwards and backwards between 0 and 500 • Read and write number symbols and number names 0 to 500 • Compare and order numbers to 500. • Place value: Hundreds, Tens and Ones up to 500 • Addition and subtraction in context and context free up to 500 (using 3- digit to a place value of 3digits) • Repeated Addition in context and context free leading to multiplication up to 50 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) to 50 • Number bonds to 20 • Grouping and sharing in context and context free leading to division up to 75 with remainders • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents • Mental Maths rapid recall +, -, = facts to 20	• Count concrete objects up to 700 • Count forwards and backwards between 0 and 700 • Read and write number symbols and number names 0 to 700. • Compare and order numbers to 700 • Use ordinal numbers to show order, position up to 31st • Place value: Hundreds, Tens and Ones up to 700 • Addition and subtraction in context and context free up to 700 (using 3- digit to a place value of 3 digits) • Repeated Addition in context and context free leading to multiplication up to 70 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) 100 • Number bonds to 30 • Grouping and sharing in context and context free leading to division up to 75 • Sharing leading to fractions. • Solve money problems involving totals and change in rands and cents • Division up to 100 (with and without remainders) • Money problems involving totals and change in rands and cents. Converting Rands and cents.	• Count forwards and backwards between 0 and 1000 • Read and write number symbols and number names 0 to 1000. • Compare and order numbers up to 1000. • Place value: Thousands, Hundreds, Tens and Ones up to 1000 • Addition and subtraction 3-digit numbers in context and context free up to 1000 • Repeated Addition in context and context free leading to multiplication up to 100 • Multiply numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) • Number bonds up to 30 • Solve money sums up to R100 and convert rands to cents • Multiplication: 1-9 times tables 1×10 to 100 • Grouping and sharing up to 100 • Division up to 100 (with and without remainders) • Sharing leading to fractions. • Money problems involving totals and change in rands and cents. Converting Rands and cents.
PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns (Integrated with 3-D objects)	• Geometric patterns (Integrated with 2-D shapes) • Number patterns (Integrated with counting) to at least 500	• Number patterns (Integrated with counting) to 700	• Number patterns (Integrated with counting) to 1000
SPACE AND SHAPE	• 3-D objects (Integrated with Geometric patterns)	• 2-D shapes • Symmetry	• Position and directions (on an informal map)	• Position, orientation and views
MEASUREMENT	• Time	• Mass (kg, g)	• Time (also dealt with during whole class teaching) • Length (m, cm) • Perimeter	• Capacity and volume (l, ml) • (Measurement integrated into 4 basic operations through word problems) • Area
DATA HANDLING	• Tally tables • Tables / grids • Bar graphs	• (Integrated into other content areas)	• (Integrated into other content areas)	• (Integrated into other content areas)
CORE CONCEPTS, SKILLS AND VALUES	• 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 to 20 • Practical addition and subtraction in context and context free up to 100 • Multiplication up to 100 • Grouping and sharing up to 100 • Money up to R100	• Count concrete objects up to 500 • Count forwards and backwards up to 500 • Read and write number symbols up to 500 • Read and write number names up to 100 • Compare and order numbers up to 200 • Place value: Hundreds, Tens and Ones up to 500 • Number bonds to 20 • Practical addition and subtraction in context and context free up to 100 • Repeated Addition and Grouping and sharing up to 100 • Money problems	• Count forwards and backwards up to 700 • Place value 700 • Add and subtract up to 700 • Multiply single digits by two digits • Money: simple calculations • Copy, extend and describe simple number patterns in words • Interpret and answer questions about simple maps. • Tell and calculate elapsed time, interpret calendar • Estimate, measure, compare, mass	• Count forwards and backwards up to 1000 • Identify Place value TH, H, T and O • Add and subtract up to 700 • Multiply single digits by two digits up to 100 • Solve money problems • Copy, extend and describe simple number patterns in words • Tell and calculate elapsed time, interpret calendar
REQUISITE PRE-KNOWLEDGE	• Place value up to 200 • Number bonds to 20 • Practical addition and subtraction in context and context free up to 100 • Multiplication up to 75 • Grouping and Sharing up to 60 • Money (integrated into word problem solving)	• Place Value up to 400 • Number bonds to 20 • **Solve word problems in context** and explain own solutions to problems that involve equal sharing and grouping up to **20** with answers that may include remainders. • Group counting to 200	• Read number symbols 500 • Write number symbols up to 500 • Compare and order numbers to 500 • Place value 500 • Number bonds to 20 • Practical addition and subtraction in context and context free up to 500	• Place value up to 700 • Number bonds to 20 • Practical addition and subtraction in context and context free up to 700 • Multiplication 75 • Group and Share up to 75 • Money (integrated into word problem solving)

			● Copy and extend simple Geometric patterns using physical objects and drawings	● Multiplication 20	

| RESOURCES (other than textbooks) to enhance learning.

See pg. 16 in CAPS for more ideas. | ● Worksheets/classwork book
● Counters, Abacus, Number board, Number line
● Play money, Flard cards
● Clock, Calendar (as part of daily warm up activities)
● Array Diagram
● Flard cards; Dienes Blocks | ● DBE Workbook
● Worksheets / classwork book
● Counters, Abacus, Number board
● Fraction board, strips, and circles
● Flard cards; Dienes Blocks
● Cut-out 2-D shapes
● Bricks, blocks, books, scale
● Number Line
● Scale | ● DBE Workbook
● Worksheets / classwork book
● Counters, Abacus, Number board, Number line
● Play money
● Simple maps
● Tape measure, trundle wheel
● Grid paper
● Scale
● Flard cards, Dienes Blocks | ● DBE Workbook
● Worksheets / classwork book
● Counters, Abacus, Number board, Number Line
● Play money, Flard cards
● Bottles, cups, teaspoons |

INFORMAL ASSESSMENT		● Daily activities as in the Core Concepts

	CONTENT AREA	NO. OF TASKS	WEIGHTING			
SBA (Formal Assess Ment)			% AS PER CAPS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS	POSSIBLE NUMBER OF SKILLS
	NOR	ONE formal task per term	58%	10	13	16
	PFA		10%	1	2	3
	SS		13%	2	2	3
	M		14%	1	2	2
	DH		5%	1	1	1
			TOTAL: 100%	15	20	25

ASSESSMENT	TASK/S FORMAT	● Oral, Practical and /or 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 3: MATHEMATICS: Grade 3

Mathematics Time Allocation:

7 hours per week is allocated for Mathematics. the following break down for the daily lesson is suggested.

PER WEEK: 7 hrs	
PER DAY 1 hr. 24 min × 5 = 7 hrs. (or 1hr 30 min x 4 days plus one 1hour lesson per week) The prescribed time of 7 hours for Maths per week must be observed.	
1. **Whole Class Activity:**	
○ **Count, 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** (inclusive of the **differentiated teaching of new concepts - oral, practical and written activities** daily) The teacher is also mindful to plan well for effective for assessment for learning to 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 3 49 days	Week 1&2	Week 3&4	Week 5&6	Week 7&8	Week 9(4 days) &10
	First 3 days of Week 1 are used to do a Grade 3 Diagnostic Assessment.				
CAPS	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 500 • Know number symbols and number names • Know place value up to 500 • Solve problems in context and context free involving **addition and subtraction** up to 500 • Practise **number bonds** to 20	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 600 • Know number symbols and number names • Know place value up to 600 • Solve problems in context and context free involving **addition and subtraction** up to 600 • Solve **grouping and sharing** problems in context and context free leading to **division up to 75** (with and without remainders) • **Sharing** leading to fractions **PATTERNS, FUNCTIONS & ALGEBRA** • Number patterns (Integrated into counting) to 600.	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 600 • Know place value up to 600 • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • **Multiply** numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 75 • Practise **number bonds** to 25 • Use ordinal numbers to show order, position up to 31st	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 700 • Know number symbols and number names • Know place value up to 700 • Solve number problems in context and context free involving **addition and subtraction** up to 700 inclusive of money problems • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • Solve **grouping and sharing** problems in context and context free leading to **division up to 75** (with and without remainders) • Practise **number bonds** to 30.	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers and know number names up to 700 • Know place value number up to 700 • Solve number problems in context and context free involving **addition and subtraction** up to 700 inclusive of money problems • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • **Multiply** numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 75 • **Sharing** leading to fractions. **PATTERNS, FUNCTIONS & ALGEBRA** • Number patterns to 700
			SPACE & SHAPE • Position and directions (on an informal map)		
	MEASUREMENT • Time	**MEASUREMENT** • Time • Length (m, cm)		**MEASUREMENT** • Time • Perimeter **DATA HANDLING: INTEGRATE WITH COUNTING** • Collect and sort objects • Represent sorted objects • Analyse and Interpret data	
CORE	• **COUNTING: (Integrated with Number Patterns)** - forwards and backwards in 2s, 5s, 3s, 4s,10s, 20s, 25s, 50s, 100s up to 700 (from any multiple or number) • **MENTAL MATHS:** - 1 more / 1 less - 2 more / 2 less				

Term 3 49 days	Week 1&2	Week 3&4	Week 5&6	Week 7&8	Week 9(4 days) &10
CONCEPTS, SKILLS AND VALUES	- 3 more / 3 less - 10 more / 10 less • **Addition and subtraction number bonds to 30** • **Multiplication facts (times tables) to 30** • Count on; counting backwards; use the number line; doubling and halving; building up or breaking down; use relationship between addition and subtraction; use relationship between multiplication and division up to 100.				
	NUMBERS, OPERATIONS & RELATIONSHIPS • Count, compare and order objects and numbers up to 500 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 500 • Read and write number names and symbols up to 200 • Place value: Hundreds, Tens and Ones up to 500 • Solve number problems in context and context free involving **addition and subtraction** up to 500 • Practise **number bonds** to 20	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 600 • Read and write number names and symbols up to 600 • Place value: Hundreds, Tens and Ones up to 600 • Solve **grouping and sharing** problems in context and context free leading to division up to 75 • **Division** up to 75 (with and without remainders) • **Sharing** leading to fractions halves, quarters, thirds, fifths **PATTERNS, FUNCTIONS & ALGEBRA** • Number patterns (integrated with counting) to 600	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 600 • Read and write number names and symbols up to 600 • Place value: Hundreds, Tens and Ones up to 600 • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • **Multiply** numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 75 and Division 75 divided to 75 by 2, 4, 5, 3 • Practise **number bonds** to 25 • Use ordinal numbers to show order, position up to 31st **SPACE & SHAPE** • Position and directions (on an informal map)	**NUMBERS, OPERATIONS & RELATIONSHIPS** • Count, compare and order objects and numbers up to 700 using smaller than, greater than, more than, less than, equal to • Count forwards and backwards in 20s, 25s, 50s, up to 700 • Read and write number names and symbols up to 700 • Solve number problems in context and context free involving **addition and subtraction** up to 700 • Solve money problems involving totals and change in rands, cents and converting rands and cents • Practise **number bonds** to 30	**NUMBERS, OPERATIONS & RELATIONSHIPS** Revision of Term 2 • Count forwards and backwards in 2s, 5s, 10s, 3s, 4s up to 700 and in 20s, 25s, 50s, 100s to 700 • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • **Division** up to 75 (with and without remainders) • **Multiply** numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 75 • **Sharing** leading to fractions fifths, sixths, eighths **PATTERNS, FUNCTIONS & ALGEBRA** • Number patterns (Integrated into counting) to 700
	MEASUREMENT • **Time** – Use calendars to calculate and describe length of time in days or weeks	**MEASUREMENT** • Time - Use calendars to calculate and describe length of time in days or weeks • Length (m, cm)		**MEASUREMENT** • Time (dealt with during whole class teaching) – Use clocks to calculate length and passing of time in hours or half hours • Perimeter **DATA HANDLING: INTEGRATE WITH COUNTING** • Collect and sort objects • Represent sorted objects • Analyse and Interpret data	
CALCULATION STRATEGIES	• Mental number line • Use the relationship between addition and subtraction	• Doubling and halving • Use the relationship between multiplication and division	• Number lines • Building up and breaking down numbers	• Building up and breaking down numbers • Number lines	• Doubling and halving • Use the relationship between multiplication and division
REQUIRED PRE-KNOWLEDGE	• Count in multiples up to 500 • Number names 0- 500 • Place value Hundreds, Tens and ones • Solve number problems in context and context free involving **addition and subtraction** up to 500 • Practise **number bonds** to 20 • Months of the year and days of the week	• Solve **grouping and sharing** problems in context and context free leading to division up to 50 • **Division** up to 50 (with and without remainders) • Recognise fractions in diagram form-fraction wall.	• Count, compare and order objects and numbers up to 500 • Place value: Hundreds, Tens and Ones up to 600 • Solve **repeated addition problems in context leading to multiplication** with answers up to 75 • **Multiply** numbers 1 to 10 by 2, 5, 3, 4 (×, =, □) up to 50 • Practise **number bonds** to 20	• Count, compare and order objects and numbers up to 600 using smaller than, greater than, more than, less than, equal to • Solve number problems in context and context free involving **addition and subtraction** up to 600 • Solve money problems. • Practise **number bonds** to 25 • Working with halves and whole in fractions	• Place value: Hundreds, Tens and Ones up to 600 • Solve **repeated addition problems in context leading to multiplication** with answers up to 50 • **Division** up to 50-75 (with and without remainders) • Recognise fraction wall
RESOURCES (other than textbooks) **to enhance learning.**	**DBE WORKBOOK** Activity 75 Addition and Subtraction: Numbers families pp. 22-23 Activity 77 Rounding off in 10s pp.26-27 Activity 80 Day time and night-time pp.32-33	**DBE WORKBOOK** Activity 65 More numbers 500 to 600 pp.2-3 Activity 66 Place Value pp.4-5 Activity 93 Sharing leading to fractions pp.58-59 Activity 97 Working in centimetres pg. 68	**DBE WORKBOOK** Activity 78 Multiplication in 5s to 75 pp.28-29 Activity 81 Multiplication in 2s up to 75 pp.34-35 Activity 83 Multiplication: 2s and 5s up to 75 pp.38-39 Activity 84 Multiplication: threes up to 75 pp. 40-41 Activity 85 Multiplication: 2s, 3s and 4s up to 75 pp.42-43 Activity 87 Multiplication in 4s up to 75 pp. 46-47	**DBE WORKBOOK** Activity 67 Numbers 600 to 700 pp.6-7 Activity 69 Place Value 600-700 pp.10-11 Activity 72 Data Handling pp.15—16 Activity 94 The distance around pp. 60-61 Activity 95a & b money pg. 64 Activity 96 More about data pp.66-67	**DBE WORKBOOK** Activity 67 Numbers 650 to 750 pp.12-13 Activity 89 Multiplication and division: 2s, 3s, 4s and 5s up to 75 pp. 50-51 Activity 97 Working in centimetres pg. 69

Term 3 49 days	Week 1&2	Week 3&4	Week 5&6	Week 7&8	Week 9(4 days) &10
See pg. 16 in CAPS for more ideas.			Activity 68 Mapwork pp. 8- 9		
	• Counters, Abacus, Number board, Number Line • Place value cards/ Flard cards • Base ten blocks • Calendar /analogue clock/ digital clock	• Counters, Abacus, Number board, Number Line • Ruler/ tape measure/ Trundle Wheel • Place value cards/ Flard cards • Base ten blocks • Tape measures • Multiplication table/ array diagram • Calendar /analogue clock/ digital clock	• Counters, Abacus, Number board, Number Line • Lego blocks • Place value cards/ Flard cards • Base ten blocks • Simple maps • Calendar /analogue clock/ digital clock	• Counters, Abacus, Number board, Number Line • Ruler/ tape measure/ Trundle Wheel • Place value cards/ Flard cards • Base ten blocks • 2D shapes and 1cm grid paper • Calendar	• Counters, Abacus, Number board, Number Line • Place value cards/ Flard cards • Base ten blocks • Concrete objects • Multiplication table / array diagram • Calendar /analogue clock/ digital clock
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.				
SBA (Formal Assessment)	**ORAL** • NUMBERS, OPERATIONS AND RELATIONSHIPS	**WRITTEN** • NUMBERS, OPERATIONS AND RELATIONSHIPS • MEASUREMENT	**PRACTICAL** • SPACE AND SHAPE	**WRITTEN** • MEASUREMENT • DATA HANDLING	**WRITTEN** • NUMBERS, OPERATIONS AND RELATIONSHIPS • PATTERNS, FUNCTIONS AND ALGEBRA
	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.				