basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 2 (TERM 1)

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs	
Whole class activity • **Counting, mental maths (consolidation of concepts already taught)** • **New concept teaching** • **Classroom management (allocation of independent activities)**	**5 mins + 10 mins** **20 mins**
Independent group-guided 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 teaching and ***assessment for learning,*** to inform any remediation and further teaching.	**24 × 2 groups = 48 mins** ***Third group does substantial independent written work.***

Suggested group teaching plan:

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	WEEK 1 AND 2 BASELINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**NUMBERS, OPERATIONS AND RELATIONSHIPS INTEGRATED WITH PATTERNS, FUNCTIONS AND ALGEBRA**				**REVISION**
	Counting - integrated with number patterns and mental maths				
	• Count forwards and backwards in 1s from any number to 60 • Count forwards and backwards in multiples of 10s, 5s and 2s from any multiple of 10, 5, 2 between 0-60 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number to 80 • Count forwards and backwards in multiples of 10s, 5s and 2s from any of these multiples and in 1s from any number between 0-80 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number to 80 • Count forwards and backwards in multiples of 10s, 5s and 2s from any of these multiples and in 1s from any number between 0-80 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number to 100 • Count forwards and backwards in multiples of 10s, 5s and 2s from any of these multiples and in 1s from any number between 0-100 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number to 100 • Count forwards and backwards in multiples of 10s, 5s and 2s from any of these multiples and in 1s from any number between 0-100 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: **Number range 25.** Ask quick maths questions to promote quick thinking. Calculation strategies: Put the big number first in order to count on or count back, number line, doubling or halving, building up or breaking down				
	• order a given set of numbers • compare numbers to 15 and say which is: 1, 2, more or 1, 2, less – use relationship between + and – • Rapid recall of addition & subtraction facts to 10	• Order a given set of numbers • Compare numbers to 20 and say which is: 1, 2, 10 more or 1, 2, 10 less – use relationship between + and – • Rapid recall of addition & subtraction facts to 10	• Order a given set of numbers • Compare numbers to 20 and say which is: 1, 2, 10 more or 1, 2, 10 less – use relationship between + and – • Rapid recall of addition & subtraction facts to 10	• Order a given set of numbers • Compare numbers to 25 and say which is: 1, 2, 10 more or 1, 2, 10 less – use relationship between + and – • Rapid recall of addition & subtraction facts to 10	• Order a given set of numbers • Compare numbers to 25 and say which is: 1, 2, 10 more or 1, 2, 10 less – use relationship between + and – • Rapid recall of addition & subtraction facts to 10
	Count objects reliably				
	• Count concrete objects reliably to 60 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 70 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 80 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 90 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 100 • Give a reasonable estimate of objects and check by counting. Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-100 • Write number symbols and number names to 25				
	Describe, compare and order numbers to 25				
	• Describe and compare numbers to 15 – smaller than, greater than; – 1 more than, 1 less than; is equal to • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 20 – smaller than, greater than – 2 more than, 2 less than; is equal to • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 20 – smaller than, greater than – 3 more than, 3 less than; is equal to • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 25 – smaller than, greater than – 4 more than, 4 less than; is equal to • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 25 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest
	Place value of numbers 11 to 25				
	• Decompose two-digit numbers to 15 into multiples of tens and ones ***(15 as 10 and 5)*** • Identify and state the value of each digit	• Decompose two-digit numbers to 20 into multiples of tens and ones • Identify and state the value of each digit	• Decompose two-digit numbers to 20 into multiples of tens and ones • Identify and state the value of each digit	• Decompose 2-digit numbers to 25 into multiples of tens and ones • Identify and state the value of each digit	• Decompose 2-digit numbers to 25 into multiples of tens and ones • Identify and state the value of each digit

<table>
<tr><th>TERM 1</th><th>WEEK 1 AND 2 BASELINE ASSESSMENT</th><th>WEEK 3 AND 4</th><th>WEEK 5 AND 6</th><th>WEEK 7 AND 8</th><th>WEEK 9 AND 10</th></tr>
<tr><td rowspan="10">CONTENT AREAS AND TOPICS

NUMBER CONCEPT DEVELOPMENT
Building number sense</td><td colspan="5">Solve problems in context – drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus; See pp. 61-62 in CAPS for problem types.</td></tr>
<tr><td>• Solve problems in context and explain solutions to problems
– addition and subtraction
– repeated addition leading to multiplication
• Solve money problems involving totals and change</td><td>• Solve problems in context and explain solutions to problems
– equal grouping and sharing leading to division that may include remainders.
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– addition and subtraction
– repeated addition leading to multiplication
• Solve money problems involving totals and change</td></tr>
<tr><td colspan="5">Calculations (context-free): Drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus</td></tr>
<tr><td>• Addition and subtraction to 15 (+, -, =, ☐)
• Practise number bonds to 10
• Add the same number repeatedly to 20
• Multiply number 1 to 10 by 2 (link to counting in 2s)</td><td>• Addition and subtraction to 15 (+, -, =, ☐)
• Practise number bonds to 10
• Add the same number repeatedly to 20
• Multiply number 1 to 10 by 2</td><td>• Addition and subtraction to 20 (+, -, =, ☐)
• Practise number bonds to 10
• Repeated + to 20 leading to multiplication</td><td>• Addition and subtraction to 20 (+, -, =, ☐)
• Practise number bonds to 10
• Add the same number repeatedly to 20
• Multiply number 1 to 10 by 2</td><td>• Addition and subtraction to 20 (+, -, =, ☐)
• Practise number bonds to 10
• Add the same number repeatedly to 20
• Multiply number 1 to 10 by 2</td></tr>
<tr><td colspan="5">MEASUREMENT</td></tr>
<tr><td>Time
• Know sequence of months of the year, place birthdays on calendar
• Tell 12-hour time in hours, half hours on analogue clock
• Use clocks to calculate the length of time in hours and half hours</td><td>Length
• Estimate, measure, compare, order, long, longer, longest and short, shorter, shortest
• Record lengths using non-standardised (informal measuring)
• Describe lengths – use hand spans, foot paces, etc. Meter stick, lengths of string</td><td colspan="3">Time
• Know sequence of months of the year, place birthdays on calendar
• Tell 12-hour time in hours, half hours on analogue clock
• Use clocks to calculate the length of time in hours and half hours</td></tr>
<tr><td colspan="2">PATTERNS, FUNCTIONS AND ALGEBRA</td><td>SPACE AND SHAPE (S&S)</td><td colspan="2">DATA HANDLING can integrate with (S&S)</td></tr>
<tr><td colspan="2">• Geometric patterns
– Copy, extend, describe simple patterns made with objects, drawing of lines, shapes
– Create and describe own patterns
• Number patterns: Copy, extend and describe number sequences to 150</td><td>3D objects
– Investigate and observe which 3D objects can roll, slide (spheres, prisms), straight, curved sides
– Collect waste boxes: Describe size, compare, and stack boxes from biggest to smallest</td><td colspan="2">– Collect and sort data (2D shapes – features or use the 3D objects investigated in week 5 & 6 for this purpose – strategically collect a number of the same kind, size of boxes for data handling
– Represent sorted data
– Discuss sorted collections</td></tr>
<tr><td>PREVIOUS KNOWLEDGE</td><td>• Count forwards and backwards between 0 to 50
• Recognise and read number symbols 1 to 50
• Write number symbols 1 to 10
• Addition and subtraction to 10
• Name and sequence months of the year, days of week</td><td>• Copy, extend and describe simple number sequences to at least 60, which should include counting forwards and backwards in ones.
• Count forwards in 10s, 5s and 2s to 60
• Solve word problems in context and explain own solution to problems involving addition and subtraction with answers to 15
• Know number bonds to 10</td><td>• Calculation strategies. Fill 10, number line
• Solve word problems in context and explain own solution to problems involving +, -, ☐ to 15
• Compare, order the length, height, or width of two or more objects by placing these next to each other, use language to talk about the comparison
• Do repeated addition
• Know number bonds to 10</td><td>• Count forwards and backwards between 0 to 80 in 1s, 10s, 5s, 2s
• Time: hours and half hours
• Solve word problems in context and explains own solutions to problems involving repeated addition with answers to 20, using the appropriate symbols +, -, =, ☐</td><td>• Decompose two-digit numbers into multiples of tens and units, ones-15
• Identify and state the value of each digit
• Solve money problems to R20 totals & change
• Bonds of numbers to 10</td></tr>
<tr><td>SUGGESTED DBE WORKBOOK ACTIVITIES</td><td>DBE workbook practice activities
– Counting in 5s, 2s, 3s linked to addition and sharing, pp. 4-5
– Counting in 10s, number names, symbols, pp. 6-7
– Addition on number lines, pg. 40
– Sorting the balls adding and subtracting, pp. 42-43
– More numbers, odd and even to 20, pg. 8
– Sharing and money, pp. 12-13
– Geometric and number patterns, pp. 14-15</td><td>DBE workbook practice activities
– Time of day linked to activities done, pp. 26-27
– Number line, missing numbers – counting, pg. 38
– Add on number lines link counting in 2s,1s, pg. 41
– Addition: 10 plus counting the two colours, pg. 9
– Addition (filling 10), subtraction to 20, pg. 10
– Comparing numbers, even, odd numbers, pp. 34-35
– Addition: Make connections, filling 10, pg. 46</td><td>DBE workbook practice activities
– Addition: Number line, make scales equal, pg. 47
– Subtraction number line strategy, pp. 48-49
– Clap, copy, complete, own pattern, pp. 56-57
– Repeated+, link to counting in 2s, 3s, 4s, 5s, pg. 11
– Addition 10+, problem solving, pp. 50-51
– Balls and boxes, properties and position, pp. 18-19
– 3D objects slide or roll, vocabulary, pp. 66-67
– Number line – missing numbers – counting, pg. 39</td><td>DBE workbook practice activities
– Money: How much? Totals, pp. 52-55
– Patterns: Copy, make your own, draw the next, complete, pp. 56-58
– Geometric patterns: Draw, extend, draw next, complete, pg. 59
– Repeated addition of 2 leading to multiplication, pg. 60
– Repeated addition of 2 on number line, pg. 61
– Months of year linking, birthday calendar and plot the learners' birthdays data, pp. 28-29</td><td>DBE workbook practice activities
– Sort, collect analyse data, pp. 30-33
– Numbers to 30 tens and ones linking to addition, is equal to, number names to 25, pp. 36-37
– Multiplication, ×5, repeated addition of 5. Link counting in multiples of 5, 2, to repeated Addition, ×2, ×5, links to groups, problem solving and number line, pp. 62-65
– Days of week, months of year – time linked to data, pp. 44-45</td></tr>
<tr><td colspan="2">REMEDIATION
Supporting learning gaps
Reteaching using another strategy for improved learning. Record all findings in the event of further support required</td><td colspan="2">CONSOLIDATION
Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions</td><td>REVISION
Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This Practise takes place before any new concepts can be taught. Revision of work strengthens the learner's knowledge and supports further learning</td></tr>
</table>

TERM 1	WEEK 1 AND 2 BASELINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
INFORMAL ASSESSMENT **AFL**	**ORAL, PRACTICAL, WRITTEN** • Continuous assessment takes place alongside teaching. Assess the core concepts, skills and knowledge by observing practical demonstrations of learner. Use key questions to prompt the learner to verbalise thoughts regarding the work learnt • The teacher is cognisant and vigilant about learner progress – meaningful learning and understanding will inform further planning • The teacher aptly records and documents the observations made as per DBE directive				
SBA **(FORMAL ASSESSMENT)** **AOL** **1 FAT PER TERM**		**Oral** • Measurement • Patterns, functions and algebra	**Written** • Numbers, operations & relationships • Patterns, functions and algebra **Oral, practical** • Space and shape	**Written** • Numbers, operations and relationships • Measurement • Data handling	**Written, practical** • Numbers, operations and relationships • Space and shape
	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 learner knowledge and skills can be gauged, and **the evidence of achievement** can be justified at all times				

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 2 (TERM 2)

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1 hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs	
Whole class activity • **Counting, mental maths (consolidation of concepts already taught)** • **New concept teaching** • **Classroom management (allocation of independent activities)** **Independent group-guided 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 teaching and ***assessment for learning,*** to inform any remediation and further teaching.	**5 mins + 10 mins** **20 mins** **24 × 2 groups = 48 mins** ***Third group does substantial independent written work.***

Suggested group teaching plan:				
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	**WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT**	**WEEK 3 AND 4**	**WEEK 5 AND 6**	**WEEK 7 AND 8**	**WEEK 9 AND 10**
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**NUMBERS, OPERATIONS AND RELATIONSHIPS**				
	Counting - integrated with number patterns and mental maths				
	• Count forwards and backwards in 1s from any number between 0 to 110 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-110 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 120 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-120 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 140 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-140 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 140 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-140 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 150 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-150 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: Number range 50. Ask quick maths questions to promote quick thinking. Calculation strategies: Put the big number first in order to count on or count back, number line, doubling or halving, building up or breaking down				
	• Order a given set of numbers • Compare numbers to 30 and say which is: 1, 2, 10 more or 1, 2, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10	• Order a given set of numbers • Compare numbers to 40 and say which is: 1, 2, 3, 4 more or 1, 2, 3, 4 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10	• Order a given set of numbers • Compare numbers to 40 and say which is: 2, 5, 10 more or 2, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10	• Order a given set of numbers • Compare numbers to 50 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10	• Order a given set of numbers • Compare numbers to 50 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10
	Count objects reliably				
	• Count concrete objects reliably to 100 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 120 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 140 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 150 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 150 • Give a reasonable estimate of objects and check by counting. Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-150 • Write number symbols and number names to 50				
	Describe, compare, and order numbers to 50				
	• Describe and compare numbers to 30 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 40 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 40 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 50 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 50 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest
	Place value: Recognise place value of number between 11 and 50				
	• Decompose two-digit numbers into multiples of tens and units, ones to 30 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 40 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 40 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 50 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 50 • Identify and state the value of each digit

TERM 2	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**Solve problems in context to 50 –** drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus; *See pp. 61-62 in CAPS for problem types*.				
	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change
	Calculations (context-free): Drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus				
	• Addition and subtraction to 30 (+, -, =, ☐) • Practise number bonds to 10 • Add the same number repeatedly to 30	• Addition and subtraction to 40 (+, -, =, ☐) • Practise number bonds to 12 • Multiply numbers 1 to 10 by 2 and 5 to 40	• Addition and subtraction to 40 (+, -, =, ☐) • Practise number bonds to 15 • Add the same number repeatedly to 40 • Multiply numbers 1 to 10 by 2 and 5	• Addition and subtraction to 50 (+, -, =, ☐) • Practise number bonds to 15 • Add the same number repeatedly to 50 • Multiply numbers 1 to 10 by 2 and 5	• Addition and subtraction to 50 (+, -, =, ☐) • Practise number bonds to 15 • Add the same number repeatedly to 50 • Multiply numbers 1 to 10 by 2 and 5
	Fractions				
		• Thirds, fifths	• Recognise fractions in diagrammatic form	• Write fractions as 1 half, 2 thirds	
	MEASUREMENT				
	Time • Know sequence of months of the year, place birthdays on calendar • Tell 12-hour time in hours, half hours on analogue clock • Use clocks to calculate the length of time in hours and half hours (factor in problem solving)			**Mass** • Estimate, measure, compare, order, and record. (using a scale and non-standard measures) • Talk about the comparison e.g. light, heavy, lighter, heavier etc	
	PATTERNS, FUNCTIONS AND ALGEBRA		**SPACE AND SHAPE**		
	• Geometric patterns – copy, extend, describe simple patterns made with objects, drawing of lines, shapes – create and describe own patterns • Number patterns to 150 (link to purposeful group counting)		• **Language of position:** in front of, behind, left, right, up, down, next to, on top of • **Position and directions** – follow directions, move around classroom • Recognise, name, describe, sort and compare 2d shapes – range of shapes features of shapes		
PREVIOUS KNOWLEDGE	• Problem solving strategies: Number line work to 20 • Copy, extend simple geometric patterns using physical objects and drawings. • Addition and subtraction to at least 20 • Bonds to 10	• Grouping and sharing to 20 • Repeated addition leading to × to 20 • Addition and subtraction in context and context-free to 20 • Bonds to 10	• Read, write number symbols to 25 • Compare and order numbers to 25 • Place value to 30 • Number bonds to 11 • Grouping and sharing to 25 • Addition and subtraction in context and context free to 30	• Place value to 40 • Addition and subtraction in context and context free to 40 • Multiplication to 20 • Solve word problems: money	• Addition, subtraction in context and context free • Place value to 40 • Number bonds to 12 • Grouping and sharing to 25
SUGGESTED DBE WORKBOOK ACTIVITIES	**DBE workbook practice activities** – Geometric patterns, features of shapes, pp. 74-75 – Addition and subtraction, problem solving, pp. 76-77 – Addition using on the number line, pg. 82 – Comparing length: Longer, shorter, pp. 84-85 – Subtraction on the number line, pg. 86 – Subtraction breaking down the bigger number and then both numbers, pg. 87 – Halves, pg. 132	**DBE workbook practice activities** – Order and compare numbers, pp. 68-69 – More subtraction on number line, pg. 90 – Number patterns, 2s, counting chart, number line, 2s pp. 94-95 – Doubles linked to adding the same number and 2×, multiplication and number line, pp. 96-100 – Link multiplication of 3 to counting in 3s and number line work, pp. 106-109 – Time long hand, short hand, hours, pp. 116-117 – Time – linking minutes to counting in 5. Long hand show minutes, pp. 120-123	**DBE workbook practice activities** – Adding friendly numbers and 2-digit numbers on the number line, pg. 80 – Addition- breakdown numbers, pg. 81 – Linking (× 4) tables to counting in 4s, number chart, number line, pp. 110-113 – More multiplication problem-solving, pp. 114-115 – Mass: Heavy and light, pp. 92-93 – Link doubles to two times table, pg. 101 – Data handling, pictograph, pg. 136	**DBE workbook practice activities** – Numbers to 50, addition, tens, units number names, pg. 72 – Addition breaking down, problem-solving, pg. 83 – Subtraction breaking down both numbers, pg. 89 – More doubling linked to addition, pg. 102 – Number patterns of 5, fingers, counters, counting chart, number line, complete the pattern, pg. 118-119 – Grouping and sharing leading to multiplication and equal sharing (÷) problem solving, pp. 124-127	**DBE workbook practice activities** – Numbers, place value-50, pp. 73-74 – Addition, subtraction problem solving to 50, pp. 78-79 – More addition and problem-solving, pg. 83 – Subtraction breaking down both numbers and number line work, pg. 88 – More subtraction, pg. 91 – More doubling linked to addition, 2× pg. 103 – Grouping, sharing, problem solving, pp. 128-131 – Sharing between two, pg. 134 – The half of, pg. 135
	REMEDIATION Supporting learning gaps Reteaching using another strategy for improved learning. Record all findings in the event of further support required		**CONSOLIDATION** Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions		**REVISION** Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This practice takes place before any new concepts can be taught. Revision of work strengthens the learner's knowledge and supports further learning

TERM 2	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
INFORMAL ASSESSMENT **AFL**	**ORAL, PRACTICAL, WRITTEN** • Continuous assessment takes place alongside teaching. Assess the core concepts, skills and knowledge by observing practical demonstrations of learner. Use key questions to prompt the learner to verbalise thoughts regarding the work learnt • The teacher is cognisant and vigilant about learner progress – meaningful learning and understanding will inform further planning • The teacher aptly records and documents the observations made as per DBE directive				
SBA **(FORMAL ASSESSMENT)** **AOL** **1 FAT PER TERM**		**Written:** • Patterns, functions & algebra • Numbers, operations & relationships	**Practical:** • Space and shape **Oral:** numbers, operations & relationships	**Written:** • Numbers, operations & relationships • Data handling	**Written:** • Measurement • Numbers, operations & relationships
	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 learner knowledge and skills can be gauged, and **the evidence of achievement** can be justified at all times				

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 2 (TERM 3)

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1 hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs	
Whole class activity • **Counting, mental maths (consolidation of concepts already taught)** • **New concept teaching** • **Classroom management (allocation of independent activities)**	**5 mins + 10 mins** **20 mins**
Independent group-guided 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 teaching and ***assessment for learning,*** to inform any remediation and further teaching.	**24 × 2 groups = 48 mins** ***Third group does substantial independent written work.***

Suggested group teaching plan:

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	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**NUMBERS, OPERATIONS AND RELATIONSHIPS**				
	Counting: Integrated with number patterns and mental maths				
	• Count forwards and backwards in 1s from any number between 0 to 150 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-150 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 160 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-160 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 170 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-170 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 180 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-180 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 180 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-180 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: Number range 75. Ask quick maths questions to promote quick thinking. Calculation Strategies: Put the big number first in order to count on or count back, number line, doubling or halving, build up or break down				
	• Order a given set of numbers • Compare numbers to 50 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10 • Add or subtract multiples of 10 from 0-50	• Order a given set of numbers • Compare numbers to 60 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10 • Add or subtract multiples of 10 from 0-50	• Order a given set of numbers • Compare numbers to 70 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10 • Add or subtract multiples of 10 from 0-50	• Order a given set of numbers • Compare numbers to 75 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10 • Add or subtract multiples of 10 from 0-50	• Order a given set of numbers • Compare numbers to 75 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 10 • Add or subtract multiples of 10 from 0-50
	Count objects reliably				
	• Count concrete objects reliably to 150 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 160 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 170 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 180 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 180 • Give a reasonable estimate of objects and check by counting. Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-180 • Write number symbols and number names to 75				
	Describe, compare and order numbers to 75				
	• Describe and compare numbers to 50 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 60 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 70 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 75 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 75 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest
	Place value: **Recognise place value of number between 11 and 75**				
	• Decompose two-digit numbers into multiples of tens and units, ones to 50 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 60 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 70 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 75 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 75 • Identify and state the value of each digit

TERM 3	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**Solve problems in context to 75** – drawings or concrete apparatus e.g. counters, building up and breaking down, doubling and halving, number; *See pp. 61-62 in CAPS for problem types.*				
	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change
	Calculations (context-free): Drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus				
	• Addition and subtraction to 50 (+, -, =, ☐) • Practise number bonds to 15 • Multiply numbers 1 to 10 by 2 and 5 (×, ☐, =)	• Addition and subtraction to 60 (+, -, =, ☐) • Practise number bonds to 15 • Multiply 1 to 10 by 2 and 4 (×, ☐, =)	• Addition and subtraction to 70 (+, -, =, ☐) • Practise number bonds to 20 • Multiply 1 to 10 by 2, 5 and 4 (×, ☐, =)	• Addition and subtraction to 75 (+, -, =, ☐) • Practise number bonds to 20 • Multiply 1 to 10 by 2 and 5 (×, ☐, =)	• Addition and subtraction to 75 (+, -, =, ☐) • Practise number bonds to 20 • Multiply 1 to 10 by 4 and 5 (×, ☐, =)
	MEASUREMENT				
	Telling time • Name and sequence days of week and months of the year • Tell 12-hour time in hours, half hours and quarter hours • Use clocks to calculate length of time in hours and half hours		**Capacity** • Estimate, measure, compare, order, record capacity of containers by using **non-standard measures** • Introducing formal measuring: Litre, ml • Estimate, measure, compare, order and record the capacity of commercially packaged object • Solve word problems in context and explain solutions to problems		
	PATTERNS, FUNCTIONS AND ALGEBRA	**DATA HANDLING**		**SPACE AND SHAPE**	
	• Geometric patterns – copy, extend, describe simple patterns made with objects, drawing of lines, shapes – create and describe own patterns • Number patterns: Copy, extend and describe to 150 (multiples of 10, 5, 2, 3, 4) – create own number patterns	• Compare and order different measurements – represent data in pictograph – collect and sort data – represent sorted data – analyse and interpret data (e.g. investigate number of litres of milk 5 families use from Monday to Friday. If they use an even number starting from family using 4 litres to family using 12 litres		• Language of position: In front of, behind, left, right, up, down, next to, on top of • Position and directions – follow directions, move around classroom • Recognise, name, describe, sort and compare 2d shapes – range of shapes features of shapes	
PREVIOUS KNOWLEDGE	• Count in multiples of 2, 5 and 10 to 50 • Copy and extend simple geometric patterns • Using physical objects and drawings. • Grouping and sharing to 20	• Count in multiples of 2, 5 and 10 to 50 • Bonds to 10 • Grouping and sharing to 20 • Number names and symbols to 20	• Count in multiples of 5 and 10 to 60 • Bonds to 10 • Sharing to 20 with remainders • Fractions: halves and quarters	• Addition to 30 • Grouping and sharing to 30 • Recall number facts to 15	• Relationship of addition and subtraction, repeated addition and multiplication • Order, compare and describe numbers to 75 • Number bonds to 15
SUGGESTED DBE WORKBOOK ACTIVITIES	**DBE workbook practice activities** – Full, capacity, pp. 6-7 – More capacity, pp. 8-9 – Estimate and count, pg. 12 – Balls, boxes, cylinders – features, pp. 22-25 – Money – addition, word sums, pp. 28-29 – Money – paste the amounts, add, problem solving, pp. 30-31 – Doubles, pg. 48 – Repeated addition in 2s, 3s, write the + and × number sentences, pg. 38	**DBE workbook practice activities** – Time patterns. Half past, long hand, short hand, pp. 32-35 – Addition 0 to 50 matching and break down method, pp. 16-17 – Repeated addition in 4s, write the + and × number sentences, complete the × table, problem solving, pg. 39 – Multiply by 5 using fingers and toes, pg. 40 – Geometric patterns, pp. 68-69 – Multiply: Complete table, multiply by 5, pg. 41	**DBE workbook practice activities** – Time: Hours and minutes pp. 36-37 – Multiply by 2 to 20, problem solving, pg. 42 – Multiply and divide by 2, pg. 43 – Time: Quarter past and quarter to, pp. 44-45 – Calculate the time that passes, pp. 46-47 – Doubles, using the number line to write the sum, pg. 49 – Doubles, halves and making stories, pp. 50-51 – More data, pp. 62-63	**DBE workbook practice activities** – Addition to 75, break down 2nd number, problem solving, pg. 18-19 – More addition to 75, pg. 20-21 – Addition and subtraction 0 to 75, pg. 26-27 – Multiply by 4 legs and 2 eyes, link to counting in multiples of 2, 4, pg. 52 – Multiply and share among 4 children, pg. 53 – Number patterns: 2s, 3s, 4s, 5s, pg. 54 – Fractions: Halves, pp. 56-57	**DBE workbook practice activities** – Draw hands on the clock to show indicated time, pg. 55 – Fractions – halves, pp. 58-59 – Position and views: Different views, near and far, pp. 60-61 – Draw the pictograph, pg. 63 – Fractions: Quarters, pp. 66-67 – Data handling, pp. 70-71
	REMEDIATION Supporting learning gaps Reteaching using another strategy for improved learning. Record all findings in the event of further support required		**CONSOLIDATION** Reinforcing more of the same (practise) to embed knowledge and skills. Provide opportunity for the learner to ask questions	**REVISION** Repeat of the knowledge and skills taught to establish if learning has taken place and understood. This practise takes place before any new concepts can be taught. Revision of work strengthens the learner's knowledge and supports further learning	

TERM 3	WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
INFORMAL ASSESSMENT AFL	**ORAL, PRACTICAL, WRITTEN** • Continuous assessment takes place alongside teaching. Assess the core concepts, skills and knowledge by observing practical demonstrations of learner. Use key questions to prompt the learner to verbalise thoughts regarding the work learnt • The onus is on the teacher to be cognisant and vigilant about learner progress – meaningful learning and understanding will inform the teacher to plan ahead • The teacher aptly records and documents the observations made as per DBE directive				
		Written • Patterns, functions & algebra • Numbers, operations & relationships	**Practical** • Measurement **Oral** • Numbers, operations & relationships	**Written** • Data handling • Measurement	**Written** • Numbers, operations & relationships • Space and shape
SBA (FORMAL ASSESSMENT) AOL 1 FAT PER TERM	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 learner knowledge and skills can be gauged, and **the evidence of achievement** can be justified at all times				

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 2 (TERM 4)

Mathematics time allocation per day: 1 hr 24 mins × 5 = 7 hrs per week OR 1 hr 30 mins x 4 days plus one 1-hr lesson per week = 7 hrs				
Whole class activity • **Counting, mental maths (consolidation of concepts already taught)** • **New concept teaching** • **Classroom management (allocation of independent activities)** **Independent group-guided 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 teaching and ***assessment for learning,*** to inform any remediation and further teaching.				**5 mins + 10 mins** **20 mins** **24 × 2 groups = 48 mins** ***Third group does substantial independent written work.***
Suggested group teaching plan:				
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 4	WEEK 1 AND 2 ENDLINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**NUMBERS, OPERATIONS AND RELATIONSHIPS**				
	Counting - integrated with number patterns and mental maths				
	• Count **forwards** and backwards in 1s from any number between 0 to 180 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-180 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 180 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-180 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 200 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 200 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 1s from any number between 0 to 200 • Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: Number range 100. Ask quick maths questions to promote quick thinking. Calculation strategies: Put the big number first in order to count on or count back, number line, doubling or halving, build up or break down				
	• Order a given set of numbers • Compare numbers to 75 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 15 • Add or subtract multiples of 10 from 0-75	• Order a given set of numbers • Compare numbers to 80 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 15 • Add or subtract multiples of 10 from 0-80	• Order a given set of numbers • Compare numbers to 100 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 20 • Add or subtract multiples of 10 from 0-80	• Order a given set of numbers • Compare numbers to 100 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 20 • Add or subtract multiples of 10 from 0-100	• Order a given set of numbers • Compare numbers to 100 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – • Rapid recall addition and subtraction facts to 20 • Add or subtract multiples of 10 from 0-100
	Count objects reliably				
	• Count concrete objects reliably to 180 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 180 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 200 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 200 • Give a reasonable estimate of objects and check by counting. Encourage group counting	• Count concrete objects reliably to 200 • Give a reasonable estimate of objects and check by counting. Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols from 1-200 • Write number symbols and number names to 100				
	Describe, compare and order numbers to 99				
	• Describe and compare numbers to 75 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 80 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest • Use ordinal numbers to show place / position – first, second, third, … tenth	• Describe and compare numbers to 80 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest	• Describe and compare numbers to 99 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest • Use ordinal numbers to show place / position	• Describe and compare numbers to 99 – smaller than, greater than • Describe and order numbers from – smallest to greatest and greatest to smallest

TERM 4	WEEK 1 AND 2 ENDLINE ASSESSMENT	WEEK 3 AND 4	WEEK 5 AND 6	WEEK 7 AND 8	WEEK 9 AND 10
CONTENT AREAS AND TOPICS **NUMBER CONCEPT DEVELOPMENT** *Building number sense*	**Place value**: Recognise place value of number between 11 and 99				
	• Decompose two-digit numbers into multiples of tens and units, ones to 75 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 80 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 80 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 99 • Identify and state the value of each digit	• Decompose two-digit numbers into multiples of tens and units, ones to 99 • Identify and state the value of each digit
	Solve problems in context to 99: techniques: drawings or concrete apparatus e.g. counters, building up and breaking down, doubling and halving, number lines**;** *See pp. 61-62 in CAPS for problem types.*				
	• Solve problems in context and explain solutions to problems – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders	• Solve problems in context and explain solutions to problems – addition and subtraction – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change	• Solve problems in context and explain solutions to problems – equal grouping and sharing leading to division that may include remainders • Solve money problems involving totals and change
	Calculations (context- free): Techniques: Drawings or concrete apparatus, building up and breaking down, doubling and halving, number lines supported with apparatus				
	• Addition and subtraction to 75 (+, -, =, ☐) • Practise number bonds to 15 • Multiply numbers 1 to 10 by 2, 5 (×, ☐, =)	• Addition and subtraction to 80 (+, -, =, ☐) • Practise number bonds to 15 • Multiply numbers 1 to 10 by 2, 4 (×, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20 • Multiply numbers 1 to 10 by 5, 3 (×, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20 • Multiply numbers 1 to 10 by 3, 5 (×, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20 • Multiply numbers 1 to 10 by 3, 4 (×, ☐, =)
	MEASUREMENT				
	Telling time • Tell 12-hour time in hours, half hours and quarter hours on analogue clocks • Know sequence of months of the year, place birthdays on calendar • Tell 12-hour time in hours, half hours on analogue clock • Use clocks to calculate the length of time in hours and half hours			**Length, Mass, Capacity** • Factor in problem solving sums that integrates with these topics • Study problem types on pp. 79-81 in caps and design problems using these measurement topics	
		PATTERNS, FUNCTIONS AND ALGEBRA	**DATA HANDLING**	**SPACE AND SHAPE integrate with DATA H.**	
		• Identify, describe, copy geometric patterns – in nature, modern day life, cultural heritage • Number patterns: – copy, extend and describe to 200 – create own number patterns	• Represent sorted 2D shapes and 3D objects • Name, identify, discuss, compare, sorted collections (pictographs with one-to-one correspondence) • Interpret data, analyse and answer questions	• 3D objects, 2D shapes according to range and features • Position, orientation and views • Consolidate work through written exercises. • Symmetry – recognise and draw a line in a symmetrical and 2D geometrical and non-geometrical shapes	
PREVIOUS KNOWLEDGE	• Count in multiples of 2, 5 and 10 to 50 • Copy and extend simple geometric patterns using physical objects and drawings. • Bonds to 15 • Grouping and sharing to 30	• Count in multiples of 2, 3, 4, 5 and 10 to 60 • Bonds to 15 • Equal sharing • Fractions: Half and quarters • Sharing to 40 with remainders	• Count in multiples of 5 and 10 to 180 • Bonds to 16 • SA currency rands and coins • Number names and symbols to 20 • Number line strategies	• Basic operations to 80 • Grouping and sharing to 50 • Bonds to 18 • Recall number facts to 20 • Relationship between + and -, repeated addition and multiplication	
SUGGESTED DBE WORKBOOK ACTIVITIES	**DBE workbook practice activities** – Counting & estimating 100 pg. 12 – Doubling and halving pp. 50-51 – Addition and subtraction on the number line pp. 86-87 – Grouping and sharing pp. 98-99 – Multiply by 3, count in 3s, problem solving-share equally and with remainders pp. 104-105 – 3D objects pp. 90-91 – Length: Short side, long side pg. 118	**DBE workbook practice activities** – Draw hands on clocks pg. 55 – Multiply by 4, pp. 110-113 – More number patterns – rearrange in order, missing number, multiples of 2, 3, 5, pp. 102-103 – Multiply by 2, 5, link with doubles and with groups. pp. 106-107 – Time: sequencing days of the week and months of the year pp. 110-113 – More length pg. 119 – Mass pp. 120-121	**DBE workbook practice activities** – Numbers 150-180 HTO addition pg. 72 – Smaller, bigger number, complete number line pg. 73 – Numbers 1-200 build and break down numbers in HTO (expanded notation) pp. 78-79 – Shape patterns pp. 84-85 – Even more data pp. 92-93, 2D shapes – Calculating money, problem solving pp. 94- 97 – Capacity linked to data pp. 100-101	**DBE workbook practice activities** – Numbers 170-200 HTO addition pg. 74 – Smaller, bigger number, complete number pg. 75 – 2D shapes pp. 76-77 – Addition, subtraction linking the multiples of 10 to the number board & using own method pp. 80-81 – Addition and subtraction, write the number sentences pp. 82-84 – Number board: Patterns pg.114 – More number patterns, odd, even numbers pg. 115	**DBE workbook practice activities** – More addition & subtraction, one, ten more, less pg. 88 – Make own + and – sums, problem solving pg. 89 – More multiplication ×2, ×3, ×4, ×5 pp. 108-109 – Equal sharing leading to fractions pp. 116-117 – More sharing leading to fractions, fraction wall pp. 122-127 – Symmetry pg. 128 – Arrays and fractions pp. 130-131 – A fraction of a collection of objects pp. 132-133

<table>
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• Continuous assessment takes place alongside teaching. Assess the core concepts, skills and knowledge by observing practical demonstrations of learner. Use key questions to prompt the learner to verbalise thoughts regarding the work learnt
• The teacher is cognisant and vigilant about learner progress – meaningful learning and understanding will inform further planning
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(FORMAL ASSESSMENT)
AOL
1 FAT PER TERM</td><td></td><td>Oral
• Patterns, functions & algebra
• Measurement
Written
• Numbers, operations & relationships</td><td>Written
• Numbers, operations & relationships
• Data handling</td><td>Practical
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