basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 3 (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)** **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 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**				
	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 0-80 and in 100s to at least 500 – 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 and in 100s to at least 500 – 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 and in 100s to at least 500 – use relationship between + and – – emphasise more than, less than – ascending and descending order	• Count forwards and backwards in 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200 and in 100s to at least 500 – 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 and in 100s to at least 500 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: Number range 200. 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 150 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 0-100	• Order a given set of numbers • Compare numbers to 150 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 0-100	• Order a given set of numbers • Compare numbers to 200 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 200 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 200 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 out concrete objects to 180 • Estimate, check by counting reliably to 180 • Encourage group counting	• Count out concrete objects to 190 • Estimate, check by counting reliably to 190 • Encourage group counting	• Count out concrete objects to 200 • Estimate, check by counting reliably to 200 • Encourage group counting	• Count out concrete objects to 200 • Estimate, check by counting reliably to 200 • Encourage group counting	• Count out concrete objects to 200 • Estimate, check by counting reliably to 200 • Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols up to 500 • Write number symbols and number names to 250				
	Describe, compare and order numbers to 99				
	• Describe and compare numbers to 80 – smaller than, greater than, >, <, = • Describe and order numbers from smallest to greatest and greatest to smallest	• 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	• Describe and compare numbers to 99 – smaller than, greater than
	Place value: Recognise place value of number to 99 allow learners to pack out flard cards / place value cards daily.				
	• Decompose two-digit numbers into multiples of tens and ones up to 80 • Identify and know the value of each digit		• Decompose two-digit numbers into multiples of tens and ones up to 99 • Identify and know the value of each digit		• Decompose two-digit numbers into multiples of tens and ones up to 99 • Identify and know the value of each digit

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*	**Solve problems in context up to 99** – building up and breaking down, doubling and halving, number lines, rounding off in tens; *See pp. 79-80 in CAPS for problem types*				
	• Solve problems in context and explain solutions to addition and subtraction • Solve money problems involving totals & change	• Solve problems in context and explain solutions to – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders.	• Solve problems in context and explain solutions – addition and subtraction – repeated addition leading to multiplication – sharing leading to fractions • Solve money problems involving totals & change	• Solve problems in context and explain solutions – repeated addition leading to multiplication – sharing leading to fractions • Solve money problems involving totals & change	• Solve problems in context and explain solutions – addition and subtraction – repeated addition leading to multiplication – equal grouping and sharing leading to division that includes remainders
	Calculations (context-free) strategies building up and breaking down, doubling and halving, number lines, rounding off in tens				
	• Addition and subtraction to 80 (+, -, =, ☐) • Practise number bonds to 20 • Multiply, 1 to 10 by 2 and 5 (×, ☐, =)	• Addition and subtraction to 80 (+, -, =, ☐) • Practise number bonds to 20 • Multiply, 1 to 10 by 2, 5, 3, 4 (×, ☐, =) • Divide numbers to 50 by 2, 5, 10 (÷, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20 • Multiply, 1 to 10 by 2, 5, 3, 4 (×, ☐, =) • Divide numbers to 50 by 2, 5, 10 (÷, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20 • Multiply, 1 to 10 by 2, 5, 3, 4 (×, ☐, =) • Divide numbers to 50 by 2, 5, 10 (÷, ☐, =)	• Addition and subtraction to 99 (+, -, =, ☐) • Practise number bonds to 20
	Fractions				
	• Use and name unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, recognise fractions in diagrammatic form, write as 1 half, 1 third, 1 quarter				
	MEASUREMENT **Telling time** • Read dates on calendars, place birthdays, public events, holidays on calendars • Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue and digital clocks	**PATTERNS, FUNCTIONS AND ALGEBRA** **Geometric patterns (Integrated with 3D objects)** • **Copy, extend and describe** – Simple patterns made of physical objects, drawings, shapes • **Range of patterns** – Simple patterns in which shapes or groups of shapes are repeated in the same way • **Create and describe own patterns** **SPACE & SHAPE** • **Range of 3D objects** – boxes, balls, cylinders • **Features of objects in terms of:** – straight sides, round sides, roll, slide • **Language of position:** in front of, next to, inside, etc.	**MEASUREMENT** **Length** • Estimate, measure, compare and record length using non-standard measures: handspans, paces, etc. • Describe the length of objects and give the length in informal units • Use language to talk about comparisons: longer, shorter, taller, wider **Introducing formal measuring** • Estimate, measure, compare, order and record length using meter sticks, metre lengths of string • Estimate and measure lengths in centimetres using a ruler	**DATA HANDLING** • Collect data about the class or school • Represent data in • Tables, bar graphs • Analyse data from representations provided	**MEASUREMENT** **Telling time** • Read dates on calendars, place birthdays, public events, holidays on calendars • Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue and digital clocks
PREVIOUS KNOWLEDGE	• Accurate counting in multiples of 2, 5, 10, 3 • Number bonds of 20 • Problem-solving strategies and basic operations (relationships between +, - and ×, ÷) • Grouping and sharing to 20	• Accurate counting in multiples • Talk about 3D objects: boxes, balls • Grouping and sharing leading to fractions • Problem solving strategies (+, -, ×, ÷) • Fractions 1 quarter, 1 half, 1 third	• Comparing number, more than, less than, is equal to • Recognition of SA money coins and notes • Name and sequence days of the week, months of year, • Name and sequence months of the year • Telling time and calculating lengths of time	• Accurate counting in multiples • Interpret bar graphs • Grouping and sharing leading to fractions • Addition and subtraction facts of 20 • Talk about problem solving strategies • Know 2 and 3-digit numbers and the values of each digit	• Accurate counting in multiples • Language of position: in front of, behind, etc. • Number bonds up to 20 • Talk about problem solving strategies • Can link counting in multiples of 5, 2 to multiplication tables
SUGGESTED DBE WORKBOOK ACTIVITIES	**DBE workbook practice activities** – Estimation, sort and count via grouping, pp. 2-3 – Clever counting, equal groups, addition leading to multiplication, pp. 4-5 – Counting in 2s,5s,10s linking the hundred board, number names, pp. 6-7 – Counting in multiples of 10, 5, 2 - hundred board and completing number patterns in multiples of 10, 5, 2, 3, pp. 8-9 – Place value: tens & ones and ascending order, pp. 10-11 – Addition and subtraction fact families, pp. 12-13 – Fractions: shapes that show halves, pp. 16-17	**DBE workbook practice activities** – Linking halves and doubles to fractions, using multiples of 10, 2, pp. 14 -15 – Estimation and counting money, problem solving with totals and change, pp. 18-19 – Number patterns: 200 number board and geometric extended patterns, pp. 21-22 – 3d objects- position, pp. 22-23 – Telling time in hours quarters, minutes – problem solving, pp. 26-27 – Compare and order number, one more, one less, ten more, ten less, smallest, biggest, more than, less than, is equal to, pp. 36-37	**DBE workbook practice activities** – Place value (tens and ones) using dienes blocks, pp. 38-39 – Place value introducing flard cards, pp. 40-41 – Measuring length: informal, pp. 28-29 – Number line strategy for addition of 2-digit numbers, pp. 42-44 – Problem solving using number line strategy – Addition – number line strategy, pp. 44-45 – Subtraction using the number line and breaking down method, pp. 46-49	**DBE workbook practice activities** – Data handling- analysing and interpreting data, pp. 34-35 – Data handling, pp. 50-51 – Counting in 10s, number line, pp. 52-53 – Group counting in 5s link to addition on the number line and multiplication, pp. 54-55 – Count 2s, pairs, repeated addition leading to multiplication, pp. 56-58 – Count money: Totals, pp. 60-61 – Division sharing between 2, among 5, 3, pp. 68-69	**DBE workbook practice activities** – Division on the number line, pp. 70-71 – Counting in 3s repeated addition leading to multiplication and on number line, pp. 62-63 – Counting in 4s repeated addition leading to multiplication and on number line, pp. 64-65 – Counting grid patterns in 2s, 5s, 4s, 3s repeated addition leading to multiplication, pp. 66-67 – Division sharing between 2, among 5, 3, pg.73 – Time – analogue clock, calendar, pp. 74-75
	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 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 **ASSESSMENT FOR LEARNING (AFL)**	**ORAL, PRACTICAL, WRITTEN**: Assess core concepts, skills and values above • **Continuous assessment prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred, can the learner communicate his, her understanding of the concepts learnt and can the learner apply his, her knowledge of the concepts learnt aptly** • The teacher is vigilant and **records the observations** made, this is integrated in the lesson time as per DBE directive				
SBA **(FORMAL ASSESSMENT)** **AOL** **1 FAT PER TERM**		**Oral & written** • Measurement	**Practical** • Space and shape • Patterns, functions and algebra **Written** • Numbers, operations and relationships	**Written & oral** • Measurement **Written** • Numbers, operations and relationships • Data handling	**Practical** • Numbers, operations and 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 the learner's knowledge and skills can be gauged and **the evidence of the learner's achievement** can be justified at all times				

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

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)** **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 200 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-200 • 50s, 100s to at least 1000 – 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 300 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-300 • 50s, 100s to at least 1000 – 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 400 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-400 • 50s, 100s to at least 1000 – 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 500 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-500 • 50s, 100s to at least 1000 – 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 500 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-500 • 50s, 100s to at least 1000 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: number range 500. 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 200 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 300 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 400 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 500 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 500 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 to 500				
	• Count out concrete objects to 200 • Estimate, check by counting reliably up to 200 • Encourage group counting	• Count out concrete objects to 300 • Estimate, check by counting reliably up to 300 • Encourage group counting	• Count out concrete objects to 400 • Estimate, check by counting reliably up to 400 • Encourage group counting	• Count out concrete objects to 500 • Estimate, check by counting reliably up to 500 • Encourage group counting	• Count out concrete objects to 500 • Estimate, check by counting reliably up to 500 • Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols up to 500 • Write number symbols and number names to 250				
	Describe, compare and order numbers to 500				
	• Describe and compare numbers to 200 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 300 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 400 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest		• Describe and compare numbers to 500 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest
	Place value: Recognise place value of numbers				
	• Know what each digit represents • Decompose two-digit numbers up to 200 into multiples of hundreds, tens and ones up to 200 • Identify and state the value of each digit		• Know what each digit represents • Decompose two-digit numbers up to 400 into multiples of hundreds, tens and ones up to 400 • Identify and state the value of each digit	• Know what each digit represents • Decompose two-digit numbers up to 500 into multiples of hundreds, tens and ones up to 500 • 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 up to 400** – building up and breaking down, doubling and halving, number lines, rounding off in tens; *See pp. 79-80 in CAPS for problem types.*				
	• Solve problems in context and explain solutions – addition and subtraction – repeated addition leading to multiplication • Solve money problems involving totals & change	• Solve problems in context and explain solutions – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders. – sharing leading to fractions • Solve money problems involving totals & change	• Solve problems in context and explain solutions – addition and subtraction – repeated addition leading to multiplication .	• Solve problems in context and explain solutions – repeated addition leading to multiplication – sharing leading to fractions • Solve money problems involving totals & change	• Solve problems in context and explain solutions – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders.
	Calculations (context-free): building up and breaking down, doubling and halving, number lines, rounding off in tens				
	• Addition and subtraction to 200 (+, -, =, ☐) • Practise number bonds to 20	• Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 50 (×, ☐, =) • Divide numbers to 50 by 2, 3, 5, 4, 10 (÷, ☐,=)	• Addition and subtraction to 400 (+, -, =, ☐) • Practise number bonds to 30	• Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 50 (×, ☐, =) • Divide numbers to 50 by 2, 3, 5, 4, 10 (÷,☐,=)	• Addition and subtraction to 400 (+, -, =, ☐) • Practise number bonds to 30
	Fractions				
	• Use and name unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ • Recognise fractions in diagrammatic form • Write as 1 half, 1 third, 1 quarter				
		SPACE AND SHAPE • Range of 2D shapes (rectangles, triangles, circles, squares) • Features of shapes • Symmetry **DATA HANDLING** • Collect and sort data • Represent sorted data	**MEASUREMENT** **Mass** • Estimate, measure, compare, order, record mass using balancing scale and non-standard measures e.g. bricks, blocks • Use language of comparison light, heavy, lighter, heavier etc. • Introduce formal units of measurement read scale: grams, kilograms	**Time** • Read 12 hr time in hours and half hours. Use analogue clock to tell time. • Calculate length of time and passing of time **DATA HANDLING** • Analyse and interpret data	**PATTERNS, FUNCTIONS AND ALGEBRA** **Geometric patterns** • Copy, extend and describe simple geometric patterns. • Recognise, describe 2d shapes and features • Time: Hour, half hour analogue time
PREVIOUS KNOWLEDGE	• Compare numbers less than, more than to 200 • Describe, order on number line to 200 • Solve problems in context involving R…cents • Arrange numbers from smallest to greatest and greatest to smallest • Addition and subtraction in context and context free to 100 on number line	• Use break down and build up method for problems in context and context free calculations up to 200 • Grouping and sharing to 30 • Addition and subtraction of 3-digit and 2-digit numbers • Solve word problems: money (R c)	• Read, write number symbols up to 300 • Compare and order numbers up to 300 • Missing numbers on the number line • Place value to 300 • Number bonds to 10 • Add and subtract in context & context-free - 300	• Read analogue time: half hours, hours • Expanded notation to 400 • Addition and subtraction in context and context free to 400 • Multiplication and division up to 20 • Sharing equally leading to fractions • Add, subtract in context & context-free - 400	• Place value to 400 • Number bonds to 12 • Unitary fractions – making 1 whole • Addition, subtraction in context & context-free • Place value to 400 • Repeated addition leading to × to 40 • Halving to 40
SUGGESTED DBE WORKBOOK ACTIVITIES	**DBE workbook 1 practice activities** – Division on number line, equal sharing pp. 70-71 – Fractions and more sharing between 2, 3 pp. 72-73 – Analogue time ½, ¼, hours and minutes, problem solving and the calendar pp. 74-75 – Number board counting and filling in missing numbers. Order smallest to biggest: pp. 76-77 – Counting in multiples and linking it to groups of 10 pp. 78-79 – Add 2-digit numbers with base ten blocks pp. 80-81	**DBE workbook 1 practice activities** – Adding 2-digit numbers taking away & putting 10s together and taking 10s apart pp. 82-83 – Add 2-digit numbers with base ten blocks pp. 80-81 – Adding 2-digit numbers taking away & putting 10s together and taking 10s apart pp. 82-83 – Add, combine: Different methods pp. 86-87 – Addition and subtraction showing method pg.88 Allow learners to talk about their methods – Grids, data collecting and answer questions, collect data and draw own pictograph. Survey can be done with 10-15 learners pp. 84-85 – Problem solving pp. 89-91	**DBE workbook 1 practice activities** – Count and calculate pg.92 – 3 numbers that add up, working in 50s pg.93 – Measuring in cm – learners will remember if taught well in term 1 pp. 94-95 – Counting: target 300 number board - calculations, fill in the next numbers, break down numbers order from smallest to biggest pp. 96-97 – Adding and subtracting with 100s – breaking down method pp. 98-99 – Counting: Target 400 number board -, fill in the next numbers, break down numbers order numbers from smallest to greatest pp. 100-101	**DBE workbook 1 practice activities** – Weighing kg, addition and rounding off to nearest 10, combining mass estimating, calculating, finding the difference pp. 102-103 – Counting: Target 500 count forward from 400 and count back ward from 500 pp. 104-105 – Add and subtract 3-digit numbers pp. 106-107 – Adding using letter and picture clues, true and false and problem-solving pp. 108-109 – Time: Analogue and problem solving pp122-123 – Building up to 500, counting in 10s, linking to multiplied by 10 pp. 112-113	**DBE workbook 1 practice activities** – Multiplication & division by 10. pp. 114-115 – Count in 2s, 5s using number grids pp. 116-117 – Paving with tiles: Covering the area, arrays pp. 118-119 – Using 5s – grid link to counting in 5s, forwards and backwards from any number-linking to R5 coins, multiplying by 5 pp. 120-121 – Time: ¼, ½ hours, on the number line, problem solving pp. 122-123 – Counting in 3s 4s, linking to multiplication. pp. 124-125
	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 prevails. The onus is on the teacher to teach well and to observe if meaningful learning has occurred. Can the learner communicate his / her understanding of the concepts learnt and can the learner apply his / her knowledge of the concepts learnt aptly?** • The teacher is vigilant and **records the observations** made, this is integrated in the lesson time 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 • Use an **appropriate form of assessment** so that the learner's knowledge and skills can be gauged and **the evidence of the learner's achievement** can be justified at all times				

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

Mathematics time allocation per day: 1 hr 24 min × 5 = 7 hrs per week OR 1hr 30 min 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 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 500 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-500 • 50s, 100s to at least 1000 – 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 600 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-600 • 50s, 100s to at least 1000 – 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 600 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-600 • 50s, 100s to at least 1000 – 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 700 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-700 • 50s, 100s to at least 1000 – 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 700 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-700 • 50s, 100s to at least 1000 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: Number range 700. 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 500 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 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 600 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 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 600 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 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 700 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 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 700 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 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10
	Count objects reliably to 700				
	• Count out concrete objects to 500 • Estimate, check by counting reliably up to 500 • Encourage group counting	• Count out concrete objects to 600 • Estimate, check by counting reliably up to 600 • Encourage group counting	• Count out concrete objects to 600 • Estimate, check by counting reliably up to 600 • Encourage group counting	• Count out concrete objects to 700 • Estimate, check by counting reliably up to 700 • Encourage group counting	• Count out concrete objects to 700 • Estimate, check by counting reliably up to 700 • Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols up to 1000 • Write number symbols and number names to 500				
	Describe, compare and order numbers to 700				
	• Describe and compare numbers to 500 – Smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest		• Describe and compare numbers to 600 – Smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 700 – Smaller than, greater than	• Describe and compare numbers to 700 – Smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest

<table>
<tr><th>TERM 3</th><th>WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2</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="11">CONTENT AREAS AND TOPICS

NUMBER CONCEPT DEVELOPMENT
Building number sense</td><td colspan="5">Place value: Recognise place value of numbers to 700</td></tr>
<tr><td></td><td>• Know what each digit represents
• Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700
• Identify and state the value of each digit</td><td>• Know what each digit represents
• Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700
• Identify and state the value of each digit</td><td></td><td>• Know what each digit represents
• Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700
• Identify and state the value of each digit</td></tr>
<tr><td colspan="5">Solve problems in context up to 700 – building up and breaking down, doubling and halving, number lines, rounding off in tens; See pp. 79-80 in CAPS for problem types.</td></tr>
<tr><td>• Solve problems in context and explain solutions
– addition and subtraction
– repeated addition leading to multiplication
– sharing leading to fractions
• Solve money problems involving totals & change</td><td>• Solve problems in context and explain solutions
– repeated addition leading to multiplication
– equal grouping and sharing leading to division that may include remainders</td><td>• Sharing leading to fractions
• Solve money problems involving totals & change</td><td>• Solve problems in context and explain solutions
– addition and subtraction
– repeated addition leading to multiplication
– equal grouping and sharing leading to division that may include remainders</td><td>• Solve problems in context and explain solutions to
– addition and subtraction
– repeated addition leading to multiplication
• Solve money problems involving totals &change</td></tr>
<tr><td colspan="5">Calculations (context-free): Building up and breaking down, doubling and halving, number lines, rounding off in tens</td></tr>
<tr><td>• Addition and subtraction to 500 (+, -, =, ☐)
• Practise number bonds to 30</td><td>• Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 (×, ☐, =)
• Divide numbers to 99 by 2, 3, 5, 4, 10 (÷, ☐, =)</td><td>• Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 (×, ☐, =)
• Divide numbers to 99 by 2, 3, 5, 4, 10 (÷, ☐, =)</td><td>• Addition and subtraction to 800 (+, -, =, ☐)
• Practise number bonds to 30</td><td>• Addition and subtraction to 800 (+, -, =, ☐)
• Practise number bonds to 30
• Multiply numbers 1 to 10 by 2, 4, 5, 10, 3 and 5 to 100 (×, ☐, =)</td></tr>
<tr><td colspan="5">Fractions</td></tr>
<tr><td colspan="5">• Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4}=\frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3}$ = 1 whole
• Recognise fractions in diagrammatic form</td></tr>
<tr><td colspan="2">MEASUREMENT
Time
• Telling time (dealt with during whole class teaching)
• Use calendars to calculate and describe length of time in days or weeks</td><td rowspan="2">Capacity / Volume:
• Estimate, measure, compare and record volume using non-standard measures: cups, spoons etc.
• Describe, compare, record in informal units
Introduce formal measuring (ml, litre)
• Use language to talk about comparisons: with litres, know that 1 cup = 250 ml, teaspoon = 5ml</td><td rowspan="2">SPACE AND SHAPE
Position, orientation, and views:
• Position and directions (on an informal map)
• Give directions</td><td>MEASUREMENT
Time
• Use clocks to calculate length and passing of time in hours or half hours
DATA HANDLING
• Collect and sort data
• Represent sorted data
• Analyse and interpret data</td><td rowspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>PREVIOUS KNOWLEDGE</td><td>• Count in multiples of 2, 5 and 10 to 50
• Copy and extend simple geometric patterns
• Using physical objects and drawings
• Grouping and sharing up to 20</td><td>• Count in multiples of 2, 5 and 10 to 50
• Bonds to 10
• Grouping and sharing up to 20
• Number names and symbols to 20</td><td>• Count in multiples of 5 and 10 to 60
• Bonds to 10
• Sharing up to 20 with remainders
• Fractions: Half and quarters</td><td>• Addition to 30
• Grouping and sharing to 30
• Multiplication and division to 50</td><td>• Relationship of addition and subtraction
• Order, compare and describe numbers to 50</td></tr>
</table>

<table>
<tr><th>TERM 3</th><th>WEEK 1 AND 2 DIAGNOSTIC ASSESSMENT 2</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="2">SUGGESTED DBE WORKBOOK ACTIVITIES</td><td>DBE workbook 1 practice activities
– Count in 50s, pp. 126-127
– Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{2}{3}$ $\frac{3}{6}$, $\frac{1}{5}$ etc. pp. 130-133
– 3D objects language of position, pp. 34-135
– Halving and doubling working in 10s, pp. 136-137
– Halving and doubling adding and subtracting input and output, pp.138-139
– Group in 4s, combine, solve problems, pp. 140-141
– Fun, find the rule, pp. 142-143
DBE workbook 2 practise activities
– Data, counting in 10s, pp. 66-67</td><td>DBE workbook 2 practice activities
– Map work, pp. 8- 9
– More numbers 500 to 600, count in 2s, 10s, 5s, count the base ten blocks, number line, smallest to biggest and biggest to smallest, pp. 2-3
– Place value cards link to base ten blocks adding multiples of hundreds, tens and ones, value of digits, number names, pp. 4-5
– 2D shapes – features, draw shapes in different positions, pp. 16-17
– Rounding off in tens, number line, money, problem solving, pp. 26-27
– Multiply by 5 to 75 links to groups and sharing to do the division, grids, input output, pp. 28-29
– Multiplication in 2s to 75 and division, pp. 34-35
– Let’s go shopping, pp. 64-65</td><td>DBE workbook 2 practice activities
– More numbers 600 to 700, count in 2s, 10s, 5s, count the base ten blocks, number line, smallest to biggest and biggest to smallest, pp. 6-7
– Numbers 600 to 700, number sentences, pg.10
– Numbers 650 to 750, counting in 2s, 5s, 10s, pg.12
– How many blocks, number line, biggest to smallest, smallest to biggest, pg.13
– Add and subtract: Number families: Doubles and halves, halving to subtract, problem solving, pp. 22-23
– Telling time: Work out length of day and night, problem solving, pp. 32-33.</td><td>DBE workbook 2 practice activities
• Number lines more than, less than value of digits, break down numbers, pg.11
– Addition and subtraction to 800, money problem, add from 600, count back from 800, pp. 17-18
– Add 3-digit numbers and 2- digit numbers pg.19
– Add and subtract: number families, number sentences, problem solving, pp. 20-21
– Number patterns to 800, sequences + or – 10, number line, pp. 24-25
– Add and subtract to 800 number board, add or subtract 5, complete number sequence, number line, pp 30-31
– Multiplication: 2s and 5s up to 75, pp. 38-39
– Multiplication: Threes up to 75, pp. 40-41
– Multiplication: 2s, 3s and 4s up to 75, pp. 42-43
– Sharing leading to fractions, pp. 58- 59</td><td>DBE workbook 2 practice activities
– Numbers 650 to 750, counting in 2s, 5s, 10s, pg.12
– Numbers 700-750- write number sentences, number line, <, > values of digits, number names, pp.14-15
– Number patterns in 2 to 800, sequencing numbers, add 2 subtract 2, number line, pp. 36-37
– Number patterns in 4 to 800, sequencing numbers, add 4 subtract 4, number line pp. 48-49
– Multiplication in 4s up to 75, pp. 46-47
– Multiplication and division: 2s, 3s, 4s and 5s up to 75, pp. 50-51</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 colspan="2">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</td></tr>
<tr><td>INFORMAL ASSESSMENT
AFL</td><td colspan="5">Assess core concepts, skills and values above
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</td></tr>
<tr><td>SBA (FORMAL ASSESSMENT)
AOL
1 FAT PER TERM</td><td></td><td></td><td>Written, oral
• Patterns, functions & algebra
• Numbers, operations & relationships</td><td>Practical, written
• Data handling
• Measurement</td><td>Written
• Numbers, operations & relationships
• Space and shape</td></tr>
<tr><td colspan="5">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.
• Use an appropriate form of assessment so that the learner’s knowledge and skills can be gauged and the evidence of the learner’s achievement can be justified at all times</td></tr>
</table>

2023/23 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 3 (TERM 4)

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)** **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 END-LINE 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 700 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-700 and in • 20s, 25s, 50s, 100s to at least 1000 – 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 800 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-800 and in • 20s, 25s, 50s, 100s to at least 1000 – 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 900 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-900 and in • 20s, 25s, 50s, 100s to at least 1000 – 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 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-1000 • 20s, 25s, 50s, 100s to at least 1000 – 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 1000 • 10s, 5s and 2s, 3s, 4s and from any multiple of 10, 5, 2, 3, 4 between 0-1000 • 20s, 25s, 50s, 100s to at least 1000 – use relationship between + and – – emphasise more than, less than – ascending and descending order
	Mental maths: number range 750. 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 750 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – – use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 800 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – – use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 900 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – – use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – – use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10	• Order a given set of numbers • Compare numbers to 1000 and say which is: 1, 2, 3, 4, 5, 10 more or 1, 2, 3, 4, 5, 10 less – use relationship between + and – – use relationship between × and ÷ • Rapid recall addition and subtraction facts to 30 • Add or subtract multiples of 10 from 0-100 • Multiplication and division facts for: – two times table up to 2×10 and 20÷ 2 – ten times table up to 10×10 and 100 ÷ 10
	Count objects reliably to 1000				
	• Count out concrete objects to 700 • Estimate, check by counting reliably up to 700 • Encourage group counting	• Count out concrete objects to 800 • Estimate, check by counting reliably up to 800 • Encourage group counting	• Count out concrete objects to 900 • Estimate, check by counting reliably up to 900 • Encourage group counting	• Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting	• Count out concrete objects to 1000 • Estimate, check by counting reliably up to 1000 • Encourage group counting
	Number symbols and number names				
	• Recognise, identify, read number symbols up to 1000 • Write number symbols and number names to 0-1000				
	Describe, compare and order numbers to 999				
	• Describe and compare numbers to 700 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 800 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 900 – smaller than, greater than • Describe and order numbers from smallest greatest and greatest to smallest	• Describe and compare numbers to 999 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest	• Describe and compare numbers to 999 – smaller than, greater than • Describe and order numbers from smallest to greatest and greatest to smallest

TERM 4	WEEK 1 AND 2 END-LINE 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 numbers to **999**				
	• Know what each digit represents • Decompose two-digit numbers up to 700 into multiples of hundreds, tens and ones up to 700 • Identify and state the value of each digit		• Know what each digit represents • Decompose two-digit numbers up to 900 into multiples of hundreds, tens and ones up to 900 • Identify and state the value of each digit	• Identify and state the value of each digit	• Know what each digit represents • Decompose two-digit numbers up to 999 into multiples of hundreds, tens and ones up to 999 • Identify and state the value of each digit
	Solve Problems in context up to 999 – building up and breaking down, doubling and halving, number lines, rounding off in tens; *See pp. 79-80 in CAPS for problem types.*				
	• Solve problems in context and explain solutions – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders. – sharing leading to fractions	• Solve problems in context and explain solutions – addition and subtraction with 3 -digit numbers – repeated addition leading to multiplication – equal grouping and sharing leading to division that may include remainders. • Solve money problems involving totals & change	• Solve problems in context and explain solutions – sharing leading to fractions • Solve money problems involving totals & change	• Solve problems in context and explain solutions – equal grouping and sharing leading to division that may include remainders.	• Solve money problems involving totals & change • Solve problems in context and explain solutions
	Calculations (context-free): Building up and breaking down, doubling and halving, number lines, rounding off in tens				
	• Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	• Addition and subtraction to 900 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	• Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	• Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)	• Addition and subtraction to 999 (+, -, =, $\square$) • Practise number bonds to 30 • Multiply 1-10 by 2 and 5 to 100 ($\times$, $\square$, =) • Divide numbers to 99 by 2, 5, 10 ($\div$, $\square$, =)
	Fractions				
	• Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4}=\frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3}=1$ whole • Recognise fractions in diagrammatic form		• Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4}=\frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3}=1$ whole • Recognise fractions in diagrammatic form		• Use, name unitary fractions and non-unitary fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{2}{4}$, etc. and note that $\frac{2}{4}=\frac{1}{2}$ and $\frac{4}{4}$ and $\frac{3}{3}=1$ whole • Recognise fractions in diagrammatic form
	MEASUREMENT		**SPACE AND SHAPE**	**MEASUREMENT**	
	Telling time • Read dates on calendars, place birthdays on calendars • Tell 12-hour time in hours, half hours and quarter hours, minutes on analogue clocks, length of time • Use calendars to calculate the length of time in days and weeks, convert between days and weeks, convert between weeks and months		**Language of position and views** **DATA HANDLING** Analyse data from representations provided	**Length, Mass, Capacity – practise more problem solving using formal units of measuring**	
PREVIOUS KNOWLEDGE	• Count in multiples up to 700 • Compare and order objects and numbers up to 700 • Solve grouping and sharing to 75 • Number names 0-700 • Place value hundreds, tens and ones • Solve number problems in context and context free involving addition and subtraction up to 700 • Division up to 70 (with and without remainders)	• Count, compare and order objects and numbers up to 700 • Solve grouping and sharing problems in context and context free leading to division up to 75 • Recognise fractions in diagram and fraction wall • Practise number bonds to 20 • Multiply numbers 1 to 10 by 2, 5, 3, 4 ($\times$, =, $\square$) up to 80 • How to build the fraction wall	• Count, compare and order objects and numbers up to 800 • Place value: Hundreds, tens and ones up to 800 • Solve repeated addition problems in context leading to multiplication with answers up to 80 • Practise number bonds to 20 • Unitary and non-unitary fractions 1 half = 2 quarters	• Count, compare and order objects and numbers up to 800 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 • Work with halves and whole in fractions	• Add and subtract 3-digit numbers • Problem solving • Check multiplication using multiplication • Number bonds to 30 • Link counting in multiples to multiplication • Can tell analogue and digital time • Unitary and non-unitary fractions link to division

<table>
<tr><th>TERM 4</th><th>WEEK 1 AND 2 END-LINE 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>SUGGESTED DBE WORKBOOK ACTIVITIES</td>
<td>DBE workbook 2 practice activities
– Measuring using a ruler – working in centimetres
– Problem solving, pp. 68-69
– Number 700-800, count and write – missing number patterns of 10,5,2, number line, smallest to biggest, etc. pp. 70-71
– Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pp. 72-73
– Problem solving: Weighing things, pp. 78-79
– Problem solving: Baking day, pg. 88
– Weighing objects, problem solving pp. 80-81
– Equal parts of a whole: fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ solving problems, pp. 120-121
– More fraction problems, pp. 122-123</td>
<td>DBE workbook 2 practice activities
– Problem solving: Watering the garden pg. 89
– Money, counting coins and notes, problem solving, pp. 90-91
– More addition and subtraction problem solving, pp. 92-93
– Number patterns: 10s up to 900, linking with groups of 10 and to patterns of 10 and multiplication, pp. 98-99
– Number patterns: 5s up to 1000, counting in 5s, noting the patterns circled and shaded, adding and subtracting five, pg. 104
– Rounding off to nearest 10, number line and solving problems, pp. 100-101
– Multiplication and division input and output diagrams, grids, break down method for division and solve problems to 100, pp.102-103</td>
<td>DBE workbook 2 practice activities
– Numbers 800-900 count and write – missing numbers, patterns of 10, 5, 2, number line
– Smallest to biggest, etc. pp. 74-75
– Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pp. 76-77
– Addition and subtraction to 999 doubling numbers, adding, 125 pg. 94
– Fill in the missing numbers – complete patterns of 5 and describing it, pg. 105
– Number patterns in 2s up to 900, link to adding 2 and subtracting 2, link to odd and even numbers and solving problems, pp. 108-109
– Number patterns in 3s up to 1000, number chart with patterns, completing the patterns, adding and subtracting 3, pp. 114-115
– 3D objects: features, pp. 124-125</td>
<td>DBE workbook 2 practice activities
– Numbers 900-1000 number board, number grids in 10, 5, 2, base ten blocks, number line, smallest to biggest, biggest to smallest, pp. 82-83
– Addition using flard cards and base ten blocks, number line, more than, less than, is equal to, number names, pp. 84-85
– Addition and subtraction to 999 base ten blocks, using doubles, near doubles problem solving, pp. 86-87
– More about symmetry, pp. 106-107
– Number patterns in 4s up to 1000, number chart with patterns, completing the patterns, adding and subtracting 4, pp. 118-119
– More fractions: Fraction wall, solve problems, pp.126-127
– More grouping and sharing: Quick calculations dividing by 3, 4, 5, 2, 10, pp. 128-129</td>
<td>DBE workbook 2 practice activities
– What makes 1000? Addition and subtraction, add and take away 10s and 100s, pg. 95
– Measurement puzzles: pp. 96-97
– Multiplication and division: 2s to 100, grid for ×2, break down method, solving problems, pp. 110-111
– Multiplication and division: 3s to 100, grid for ×2, break down method, solving problems, pp. 112-113
– Multiplication and division: 4s to 100, grid for ×4, break down method, solving problems, pp. 116-117
– Tangram fraction: solving problems, pp. 130-131
– Measuring capacity, grids adding $\frac{1}{4}$, making a litre, how many ml, $\frac{1}{2}$, $\frac{1}{4}$, litres, pp. 132-135</td></tr>
<tr><td></td>
<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>
<tr><td>INFORMAL ASSESSMENT
AFL</td>
<td colspan="5">Assess core concepts, skills and values above
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</td></tr>
<tr><td>SBA (FORMAL ASSESSMENT)
AOL
1 FAT PER TERM</td>
<td></td>
<td>Oral, written, practical
• Numbers, operations and relationships
• Measurement
• Patterns functions and algebra</td>
<td>Oral
• Space and shape
Written
• Numbers, operations and relationships
• Data handling</td>
<td>Written
• Measurement
• Numbers, operations and relationships</td><td></td></tr>
<tr><td></td>
<td colspan="5">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
• Use an appropriate form of assessment so that the learner's knowledge and skills can be gauged and the evidence of the learner's achievement can be justified at all times</td></tr>
</table>