The development of this workbook was carried out by the collaborative Bala Wande-Magic Classroom Collective team in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artist: Mary-Anne Hampton

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<td>5</td>
<td>Number Bonds To 5</td>
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</tr>
</tbody>
</table>

**Week 1: Introductory Activities**
- Day 1: Record (Irjeista)
- Day 2: Build number shapes (Yakha iimilo)
- Day 3: Counting and number symbols (Ukubala neesimboli)

**Week 2: Matching, Sorting, Ordering and Comparing Numbers**
- Day 1: Matching, sorting and counting up to 5
- Day 2: Matching and comparing up to 5
- Day 3: More than or less than
- Day 4: Numbers 1 to 5
- Day 5: Assessment and consolidation

**Week 3: The Numbers 0 to 5**
- Day 1: Number symbols 0 to 5
- Day 2: What number?
- Day 3: How many?
- Day 4: Numbers 0 to 5
- Day 5: Assessment and consolidation

**Week 4: Number Names and One or Two More Than or Less Than**
- Day 1: Number names zero to five
- Day 2: One more and two more
- Day 3: One less and two less
- Day 4: Smaller than and bigger than
- Day 5: Assessment and consolidation

**Week 5: Number Bonds To 5**
- Day 1: Bonds of 3 and 4
- Day 2: Bonds of 5
- Day 3: Bonds of 5
- Day 4: Bonds of 5
- Day 5: Assessment and consolidation
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Inkqubo yeMathematika yeBala Wande

1. Wamkelekile kwiBanga yoku-1!

Sinqwenela ukuba abafundi babe nemikhwa emihle xa besenza izibalo kwasekuqaleni. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini abazenzela bebodwa abafundi, bacele bajonge emaphepheni baze bakuxelele ababukonaqo. Bacinga ukuba bafanele ukwenza ntoni?

Isiqhelo 1: Siyazikhangela. Ndibona ntoni? Kufuneka ndenze ntoni?

Isiqhelo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?

Isiqhelo 3: Sithetha sikhwaza ngezibalo (ngemaths).


Zonke izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inkxaso kuphuhliso l lwisigama semathematika ngesixhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukutshintshatshintsha phakathi kwesi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa ulwimi ezininzi xa ucacisa amagama athile emathematika xa kuqimfuneko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba ulwimi xa befundisa ngeenjongo zakunceda abafundi babo babe nokuqonda isigama semathematika. Ukuqonda ulwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokunyinwula ulwimi olunge. Esi siqhelo sisetyenziswa nakumazwe ngamazwe kwaye sibizwa ngokuba yi- ‘translanguaging’ ukuwela imida yeelwimi.

KwisiGaba esisiseko, ukufundisa imathematika nokufundisa ulwimi kwenziwa ngaxeshanye. Inkqubo yeBala Wande ilungiselelelele ukuba ikuxhase kaneyo ekwenzeni oku.
The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 1!

We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

**Habit 1:** We look for ourselves. What do I see? What must I do?

**Habit 2:** We draw pictures. What can I draw to help me solve the problem?

**Habit 3:** We talk out loud about maths.

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.
2. Izixhobo zokufunda zeBala Wande zabafundi nootitshala

Isikhokelo sikatitshala seBala Wande
- isishwankathelo semiba eza kufundiswa kwiveki nganye
- Izibalo zentloko ezinganga weezihlo inyama yonke (intsuku 1–4)
- Imisebenzi yokufundiswa engqondo ezithandayo zeipowuesta nezihlobo ezisebhokisisi (intsuku 1–4)
- Iikopi zamaphepha eeNcwadi zemiSebenzi yabaFundi zeBala Wande zolo suku (ezifakwe ngokulandelelana kwisiKholo sikaTishala) ezinezisombululo namanqaku katitshala
- uuvavanyo olujolise ekufundeni (usu ku Iwes 5 kwiveiki 2–8)
- uqukaniso (usu ku Iwes 5 iiveki 1–10)

Incwadi yemisebenzi yabafundi yeBala Wande
- imisebenzi yemihla ngemihla ehaembelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yebafundi abaza kuyenza ngabanye-ngaBanye okanye ngokwamaqela
- midlalo ehaembelana nemisebenzi yezifundo

Isichazimagama esineelwimi ezimbini
- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo

Iividiyo
- iividiyo zezifundo ezisebenzisa yaseklasini katitshala efezekisa ezinye zezifundo ezicwangciseyo
- iividiyo zoqeqesho zinika umfanekiso weklaeng ephumo yooyopapayi eqaqambisa nefakazakazela ngeendlela ezizihlobo ezizifundo ezisebenzi eIMathematika kwesiGaba esiSiseko

Ilipowuesta
- ikhalenda
- irejista yeklasekela samashumi
- iipowuesta ehaembelana nezicwangciso zezifundo

Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi
- iindidi ngeendidi izixhobo zokufunda ezizihlobo ezizifundiswa ngobaba nabafundi eklasini

Izixhobo zovavanyo
- isicwangciso sekota soxhlophe
- imisebenzi ethethwayo neyenziswa eNangabonzi/Enoluhlu lokugwalesiyo (2i–2 ngakwane nganye)
- Imisebenzi nemisetyenziswa yovavanyo ecingciseyo ngobaba Iwesi-5 Iwekele nganye (Iweke 2–8: Jonga kumaphepha angasemva esi sikhokele)
- Iqhagamshela ezikwesho code lezakhelo zamaphepha amanqaku
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<th>Bala Wande Teacher Guide</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
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<tr>
<td>• overview of the concepts to be taught each week</td>
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<tr>
<td>• Mental Maths activities for every day (Days 1–4)</td>
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</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives (Days 1–4)</td>
<td></td>
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<tr>
<td>• copies of the <em>Bala Wande Learner Activity Book</em> pages for the day (embedded in sequence in the Teacher Guide) with solutions and teacher notes</td>
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<table>
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<th>Bala Wande Learner Activity Book</th>
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<tr>
<td>• daily activities that align with the lesson activities</td>
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</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups</td>
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<tr>
<td>• games aligned with the lesson activities</td>
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<th>Bilingual dictionary</th>
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<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
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<th>Videos</th>
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<td>• lesson videos showing classroom footage of teachers implementing some of the planned lessons</td>
<td></td>
</tr>
<tr>
<td>• training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase</td>
<td></td>
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<table>
<thead>
<tr>
<th>Posters</th>
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</thead>
<tbody>
<tr>
<td>• a calendar</td>
<td></td>
</tr>
<tr>
<td>• a ten frame class register</td>
<td></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher and learners</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for teachers and learners to use in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment plan for each term</td>
<td></td>
</tr>
<tr>
<td>• oral and practical activities with rubrics/checklists (2 per term)</td>
<td></td>
</tr>
<tr>
<td>• planned assessment tasks and activities for the 5th day of each week (Weeks 2–8: see back pages of this guide)</td>
<td></td>
</tr>
<tr>
<td>• QR code link to mark sheet templates</td>
<td></td>
</tr>
<tr>
<td>Uluhlu Iwezinto ezifunekayo • Checklist</td>
<td></td>
</tr>
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<td>----------------------------------------</td>
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</tr>
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<td><strong>Ikhalenda</strong> Calendar</td>
<td><strong>Irekista</strong> Register</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>![Calendar Image]</td>
<td>![Register Image]</td>
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</tr>
<tr>
<td><strong>Umboziso 2 wemifanekiso yasefama exineneyo</strong> (amanani ukuya kuma ku-10) Clustered farm scene 2 (numbers up to 10)</td>
<td></td>
</tr>
<tr>
<td>![100 Square Image]</td>
<td>![Days Image]</td>
</tr>
<tr>
<td>![Number Line Image]</td>
<td>![Number Track Image]</td>
</tr>
<tr>
<td><strong>Ipowusta yemithi</strong> Trees poster</td>
<td><strong>Umboziso waseklasini</strong> Classroom scene</td>
</tr>
<tr>
<td>Izixhobo zootitshala nabafundi • Teacher and learner manipulatives</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Amakhadi amanani 0-20</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Number cards 0-20 (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Number cards" /></td>
<td></td>
</tr>
<tr>
<td><strong>Amakhadi amachokoza 0-10</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Dot cards 0-10 (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Dot cards" /></td>
<td></td>
</tr>
<tr>
<td><strong>Amakhadi amagama amanani 0-10 – isiXhosa</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Number name cards 0-10 – isiXhosa (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Number name cards" /></td>
<td></td>
</tr>
<tr>
<td><strong>Amakhadi amagama amanani 0-10 – English</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Number name cards 0-10 – English (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Number name cards" /></td>
<td></td>
</tr>
<tr>
<td><strong>Umtya wamaso</strong></td>
<td></td>
</tr>
<tr>
<td>Bead strings</td>
<td></td>
</tr>
<tr>
<td><img src="image5.png" alt="Bead strings" /></td>
<td></td>
</tr>
<tr>
<td><strong>Iibloko ezidityaniswayo</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Multifix blocks (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Multifix blocks" /></td>
<td></td>
</tr>
<tr>
<td><strong>Ikomityi yeplasitiki</strong> (ootitshala abafundi)</td>
<td></td>
</tr>
<tr>
<td>Plastic cups (teacher and learner)</td>
<td></td>
</tr>
<tr>
<td><img src="image7.png" alt="Plastic cups" /></td>
<td></td>
</tr>
<tr>
<td><strong>Isakhelo samashumi esinemagnethi nezibalisi ezinemagnethi</strong></td>
<td></td>
</tr>
<tr>
<td>(ama-20 iseti nganye)</td>
<td></td>
</tr>
<tr>
<td>2 magnetic ten frame with magnetic counters (20 per set)</td>
<td></td>
</tr>
<tr>
<td><img src="image8.png" alt="Magnetic ten frame" /></td>
<td></td>
</tr>
<tr>
<td><strong>Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi</strong> (ama-20 iseti nganye)</td>
<td></td>
</tr>
<tr>
<td>6 plastic ten frames and counters (20 per set)</td>
<td></td>
</tr>
<tr>
<td><img src="image9.png" alt="Plastic ten frames" /></td>
<td></td>
</tr>
<tr>
<td><strong>Amadayisi amabini kumfundiso ngamnye</strong> (elinamachokoza nelinamanani)</td>
<td></td>
</tr>
<tr>
<td>12 dice (2 per learner, one with dots and one with numbers)</td>
<td></td>
</tr>
<tr>
<td><img src="image10.png" alt="Dice" /></td>
<td></td>
</tr>
<tr>
<td><strong>Iibloko ezinemilo ye-2D</strong> (iibhokisi ezi-4)</td>
<td></td>
</tr>
<tr>
<td>2-D shape attribute blocks (4 boxes)</td>
<td></td>
</tr>
<tr>
<td><img src="image11.png" alt="2-D shape attribute blocks" /></td>
<td></td>
</tr>
</tbody>
</table>
3. Ukusebenzisa inkqubo yeMathematika yeBala Wande
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi iveki liqutele oku

Isishwankathelo esifutshane sezibalokho zentloko nemisebenzi yezisakho vezicisebenzisa ziyafuneke uzilungisile

Uluhlu Iweenjongolo zezibalo onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho iseKhondweni elichanekileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lwasevela

Iphepha lesibini lamagqabantshintshi iveki liqutele oku.

Inkcazelo yeziBalo zeNTloko nomdlalo weveki. Ukuba kukho ivedloyo exhasa le misitayenzana, ikhowudlu zempendulo ekhawuleza (QR) ziyafumana

Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga ngosigama esiza kusigxinisini kule kheveki. Ukuba kukho ivedloyo exhasa le misitayenzana, ikhowudlu zempendulo ekhawuleza (QR) ziyafumana

Uluhlu lwesinto ekufuneka ziqathshelwe ngoottothala ezifana neempazamo ezenziwa rhaoq ngabafundisini izimvo ezibalulekileyo ezinokugxiniswa ngosigama esingundoqo seveki

Uluhlu lwesinto ekufuneka ziqathshelwe ngoottothala ezifana neempazamo ezenziwa rhaoq ngabafundisini izimvo ezibalulekileyo ezinokugxiniswa ngosigama esingundoqo seveki
3. Using the Bala Wande mathematics programme

Prepare for each week

### Matching, sorting, ordering and comparing numbers

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mental Maths: matching and placing numbers 1-10.</td>
<td>123Show!</td>
</tr>
<tr>
<td>2</td>
<td>Game 1. 2. 3. 4. 5.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Game 6. 7. 8. 9. 10.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Game 16. 17. 18. 19. 20.</td>
<td></td>
</tr>
</tbody>
</table>

### Day 5

- **Lesson activity:** Matching, sorting, ordering and comparing numbers
- **Lesson resources:** Lab, cards, number cards (1-10), markers

### After this week the learner should be able to:

- Match cards to learners counting (one-to-one)
- Sort cards into a five-frame or ten-frame
- Compare numbers displayed in a five-frame or ten-frame
- Use the vocabulary, more than and less than to compare numbers
- Recognise the symbols (>, <, =)

### Assessment

- Use the next page of the guide
- Written assessment: numbers, operations and relationships. Number recognition (1-5)

Use the overview on the first page to prepare for the week.

- A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need
- A list of aims for the week that can be used to check whether your class is on track
- A description of the assessment activity which is done on Day 5 of the week

The second page provides more details about the week’s activities.

- A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided
- A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided
- A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week.
Okufuneka kwenzibe ngotiithala ukuba bakwazi ukulungiselela iveki nganye

- Funda isikhokelo uze ulungiselele iveki nesifundo ngasinye (bukela ivediyo ukuba ibalulekile).
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiveki 2–8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhuikuza kuva kwiveki eziza kuba novavanyo oluthethwayo no lwenzwiyo ucvangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki iveki yonke.

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini
Inkaqubo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye oonobumba bokuqala bamagama akhe kwirejista leyo yonke imhla. Qinisekisa ukuba abafundi bazalisa izakhelo zamaqusho kwirejista ngokulandelelana.

Ekuqaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlane.”

Lo msebenzi uphindaphindwa yonke imhla ubethelela imbongo yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala nqononye.

Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

2024
What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson (watch the videos if relevant).
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, “Ten, twenty, thirty, forty, four. Forty-four learners are present today.”

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.
Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekualeni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwelwano lwemisebenzi yosuku.

IZIBALO
MENTAL MATHS

UKULINGANISA NOKUBONISA
AMANANI 1-5

COPY AND SHOW NUMBERS 1-5

UPHUHLISO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO (IMIZUZU ELI-15)


IZIBALO ZENTLOKO (IMIZUZU ENGAMA-30)

Use the flow diagram to see the sequence of activities for the day

At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher Guide, there is a daily photographic sequence to demonstrate the concept development activities.
Incwadi yemisebenzi yomfundili yinxalenye yesikhokelo sikatitshala

Uphawu olubumdaka luxela ukuba luhlobo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

Izisombululo zokuxhasa utitshala zlyaafumaneka. Kukho izimvo ezingepei ezibhalwe ngesiNgesi kumakhasi athile ezenzelwe isikhokelo esongezeleleweyo.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzeka (oboniswa libala elingwevu nepenisile ebomvu).

Imisebenzi yile kanje iza kubonwa ngabafundi ezincwadini zabo. Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Qala ngokulinganisa ubonise umdlalo phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.
The Bala Wande Learner Activity Book pages are embedded in the Teacher Guide.

The burgundy tag indicates that this is a worksheet.

Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

All instructions and information are given in isiXhosa with an English translation below.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. Demonstrate the game to the whole class before letting learners play in pairs or groups.
4. Itheyibhile yexesha yeveki nganye

<table>
<thead>
<tr>
<th>IBANGA 1 (Ulwimi Lwaskhaya)</th>
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<tbody>
<tr>
<td>Mvulo</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>IZIBALO * 85 imiz x iintsuku ezi-4 + 55 imiz x usuku olu-1 / 96 imiz x iintsuku esi-5 kwisiCwangciso esihlaziyiweyo</td>
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| 15 imiz | 10 imiz kwisiCwangciso esihlaziyiweyo |
|-----------------------------|
| Intlanganiso yakusasa (lindaba) | Intlanganiso yakusasa (irejista, ikhalenda, imozulu) | Intlanganiso yakusasa (irejista, ikhalenda, imozulu) | Intlanganiso yakusasa (lindaba) |
| Intlanganiso yakusasa (irejista, ikhalenda, imozulu) |

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<tbody>
<tr>
<td>UkuPhulaphula nokuThetha (UkuFunda ibali ngokuvala)</td>
</tr>
<tr>
<td>UkuPhulaphula nokuThetha (Ingoma/ umbongo)</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>ULwazi olusiSiseko nePN (isifundo esigxile kwiscatshuluwa)</td>
</tr>
<tr>
<td>ULwazi olusiSiseko nePN (umsebenzi)</td>
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<tr>
<th>UKUFUNDA NOKUBHALA</th>
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<tr>
<td>INGUQUKO: tsheza liipsile, gqithiza iiincwadi, nikeza ngemisebenzi</td>
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<tr>
<td>15 imiz</td>
</tr>
<tr>
<td>Izandi (unobumba-sandi omthsha)</td>
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<tr>
<td>Izandi (umsebenzi)</td>
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<tr>
<td>Izandi (unobumba-sandi weveki yesi-5)</td>
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<tr>
<td>Izandi (ukuzibanisa nokwhuhula amalungu)</td>
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<td>UkuBhala ngesandla (liintsukhu moto ezinkulu)</td>
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<tr>
<td>UkuFunda noTitshala 2 (gxila ekukulukeleni)</td>
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<td>UkuFunda noTitshala 3 (gxila kwiscatshuluwa)</td>
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<td>UkuBhala noTitshala</td>
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<td>UkuBhala Wedwa</td>
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<td>UkuFunda ngamaQela okukholowelayo nomSebenzi Owenza Wedwa</td>
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<tr>
<td>EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)</td>
</tr>
<tr>
<td>EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)</td>
</tr>
<tr>
<td>EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)</td>
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<td>EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)</td>
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<tbody>
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<td>UbuGcisa obuBonwayo</td>
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<tr>
<td>UbuGcisa obuBonwayo (FQK kwisiCwangciso esihlaziyiweyo)</td>
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<tr>
<td>UbuGcisa beGqonga (FQK kwisiCwangciso esihlaziyiweyo)</td>
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<td>UbuGcisa beGqonga</td>
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<table>
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<th>30 imiz/ 15 imiz kwisiCwangciso esihlaziyiweyo</th>
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<tbody>
<tr>
<td>ULwimi lokukala olongezelelwelo*</td>
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<tr>
<td>ULwimi lokukala olongezelelwelo*</td>
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<tr>
<td>ULwimi lokukala olongezelelwelo*</td>
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<tr>
<td>ULwimi lokukala olongezelelwelo*</td>
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<tr>
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<td>ULwimi lwesibini olongezelelwelo*</td>
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<td>ULwimi lwesibini olongezelelwelo*</td>
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*Akuqukwanga kolu Cwangciso lwesifundo
### 4. Weekly timetable

#### GRADE 1 (Minimum HL)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHS</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>MATHS</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>MATHS</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>MATHS</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>MATHS</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td>85 mins x 4 days + 55 min x 1 day</td>
<td>96 mins x 5 days for Recovery Timetable</td>
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#### ORAL

<table>
<thead>
<tr>
<th>15 mins/10 mins for Recovery</th>
<th>Morning Meeting (News)</th>
<th>Morning Meeting (register, calendar, weather)</th>
<th>Morning Meeting (register, calendar, weather)</th>
<th>Morning Meeting (register, calendar, weather)</th>
<th>Morning Meeting (News)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Listening &amp; Speaking (Read-aloud story)</td>
<td>Listening &amp; Speaking</td>
<td>Listening &amp; Speaking (song/poem)</td>
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<td></td>
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</table>

#### BEGINNING KNOWLEDGE & PSWB

<table>
<thead>
<tr>
<th>15 min</th>
<th>Beginning Knowledge and PSWB (text-based lesson) (30 mins / 20 mins for Recovery Timetable)</th>
<th>Beginning Knowledge and PSWB (activity)</th>
<th>Beginning Knowledge and PSWB</th>
<th></th>
</tr>
</thead>
</table>

#### READING AND WRITING

**TRANSITION: sharpen pencils, hand out books, hand exercises**

<table>
<thead>
<tr>
<th>15 mins</th>
<th>Phonics (new letter-sound)</th>
<th>Phonics (activity)</th>
<th>Phonics (new letter-sound from week 5)</th>
<th>Phonics (blending and segmenting)</th>
<th>Phonics (game or dictation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Handwriting (big movements)</td>
<td>Handwriting (practice in exercise books)</td>
<td>Handwriting (big movements)</td>
<td>Handwriting (practice in exercise books)</td>
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</table>

**TRANSITION: song**

<table>
<thead>
<tr>
<th>15 min</th>
<th>Shared Reading 1 (focus on comprehension)</th>
<th>Shared Reading 2 (focus on decoding)</th>
<th>Shared Reading 3 (focus on response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
</tr>
</tbody>
</table>

**TRANSITION: stretch and shake / group moves to mat for GGR**

<table>
<thead>
<tr>
<th>30 mins</th>
<th>Group Guided Reading &amp; Independent Work</th>
<th>Group Guided Reading &amp; Independent Work</th>
<th>Group Guided Reading &amp; Independent Work</th>
<th>Group Guided Reading &amp; Independent Work</th>
<th>Group Guided Reading &amp; Independent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>Checking and feedback</td>
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#### LIFE SKILLS

<table>
<thead>
<tr>
<th>30 mins</th>
<th>Physical Education (GGR for Recovery timetable)</th>
<th>Physical Education</th>
<th>Physical Education (GGR for Recovery timetable)</th>
<th>Physical Education</th>
<th>Physical Education (GGR for Recovery timetable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 min</th>
<th>Visual Arts (GGR for Recovery timetable)</th>
<th>Visual Arts</th>
<th>Performing Arts (GGR for Recovery timetable)</th>
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</table>

<table>
<thead>
<tr>
<th>30 min/35 min for Recovery</th>
<th>FAL*</th>
<th>FAL*</th>
<th>FAL*</th>
<th>FAL*</th>
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<table>
<thead>
<tr>
<th>15 min</th>
<th>2nd AL*</th>
<th>2nd AL*</th>
<th>2nd AL*</th>
<th>2nd AL*</th>
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</table>

*Not included in these lesson plans*
## 5. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Izibelo</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iveki 1</strong>&lt;br&gt;Imisebenzi yentshayelelo</td>
<td>Irejista yeklasi</td>
<td>Irejista yeklasi Yakha iimilo zamanani</td>
<td>Irejista yeklasi Ukubala neesimboli zamanani</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Iveki 2</strong>&lt;br&gt;Tshatisa, hlela, bala, thelekisa uyokuma ku-55</td>
<td>Tshatisa, hlela uze ubale uyokuma ku-5</td>
<td>Tshatisa uze uthelekise uyokuma ku-5</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Amanani 1 ukuya ku-5</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 3</strong>&lt;br&gt;Amanani uyokuma ku-5</td>
<td>Isimboli zamanani 0 ukuya ku-5</td>
<td>Leliphi inani</td>
<td>Zingaphi?</td>
<td>Amanani 1 ukuya ku-5</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 4</strong>&lt;br&gt;Ukuthelekisa amanani uyokuma ku-5</td>
<td>Amagama amanani ukusuka kunothi uye kwishlanu</td>
<td>Ingaphezulu ngenjenye okanye ingaphize ngezimini</td>
<td>Ingaphantsi ngenjenye okanye ingaphantsi ngezimini</td>
<td>Incinci kune- okanye inkulu kune-</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 5</strong>&lt;br&gt;libhondi zamanani ukuya ku-5</td>
<td>libhondi zamanani zika-3 no-4</td>
<td>libhondi zika-5</td>
<td>libhondi zika-5</td>
<td>libhondi zika-5</td>
<td>Uvavanyo noqukaniso</td>
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<td><strong>Iveki 6</strong>&lt;br&gt;Tshatisa, hlela, bala, thelekisa uyokuma ku-10</td>
<td>Thatisa uze uhlele amanani 6 ukuya ku-10</td>
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<td>Ukubala iimilo</td>
<td>Ngubani onezininzi?</td>
<td>Uvavanyo noqukaniso</td>
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<td>Amanani olandelelwano</td>
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<td><strong>Iveki 9</strong>&lt;br&gt;Thelekisa amanani uyokuma ku-10</td>
<td>Ngowuphi umthi onezimbaliwa</td>
<td>Inkulu kune- okanye incinci kune-</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Ukuthelekisa amanani</td>
<td>Uqukaniso</td>
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<td><strong>Iveki 10</strong>&lt;br&gt;libhondi zika-6, 7, 8 no-9</td>
<td>libhondi zika-6</td>
<td>libhondi zika-7</td>
<td>libhondi zika-8</td>
<td>libhondi zika-9</td>
<td>Uqukaniso</td>
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### 5. Term plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
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<td><strong>Week 1</strong> Introductory activities</td>
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<td>Build number shapes</td>
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<td>Comparing mass</td>
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<tr>
<td><strong>Week 9</strong> Compare numbers up to 10</td>
<td>Which tree has less?</td>
<td>Bigger than and smaller than</td>
<td>More than and less then</td>
<td>Comparing numbers</td>
<td>Consolidation</td>
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<tr>
<td><strong>Week 10</strong> Bonds of 6, 7, 8 and 9</td>
<td>Bonds of 6</td>
<td>Bonds of 7</td>
<td>Bonds of 8</td>
<td>Bonds of 9</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

| Number, operations and relationships | Patterns, functions and algebra | Space and shape (geometry) | Measurement | Data Handling |
### Imisebenzi yentshayelelo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Iz ixhobo ze zifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi</td>
</tr>
<tr>
<td>2</td>
<td>Irejista yeklasi</td>
<td>Libloko ezidityaniswayo</td>
</tr>
<tr>
<td></td>
<td>Yakha iimilo zamanani</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi, Ipowusta yomfanekiso wasefama, amakhadi okuzekelisa katsitshala eesimboli zamanani</td>
</tr>
<tr>
<td></td>
<td>Ukubala kunye neesimboli zamanani</td>
<td></td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundzi kufuneka akwazi ukwenza oku:**

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuzalisa isakhelo seshumi serejista yeklasi</td>
<td></td>
</tr>
<tr>
<td>Kufuneka ulungele ukuqalisa izifundo zezibalo/zemathematika kwiveki yesi-2.</td>
<td></td>
</tr>
</tbody>
</table>

**Uvavanyo**

Akukho zifundo okanye zimvavanyo kule veki kuba uza kube uxakekile ubhalisa abafundi kwaye ulungisa iklasi yakho ukuze ilungele umsebenzi wekota.
Introductory activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class register</td>
<td>class register poster</td>
</tr>
<tr>
<td>2</td>
<td>Class register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build number shapes</td>
<td>multifix cubes</td>
</tr>
<tr>
<td>3</td>
<td>Class register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counting and number symbols</td>
<td>class register poster, farm scene poster (clustered, LH and RH sides), teacher demo number symbol cards</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- Complete the ten frame class register
- Be ready to start the maths lessons in week 2

Assessment

This week has no formal planned lessons or assessment. You will be busy registering the learners and setting up your class for the term.
Ukutshatisa, ukuhlela ukucwangcisa nokuthelekisa amanani

Ngosuku loku-1, kufuneka ufundise abafundi indlela yokuzalisa irejista yeklasi ekwisakhelelo seshumi (jonga amaphepha entshayelelo). Ungakwenza oku yonke imihla nanjengoko ingumsebenzi weklasi owonwabisayo nokuqetulela kumsebenzi wokubala oza kuwenza neklasi yonke.


Ngosuku lwesi-3 zalisa kwakhona irejista ekwisakhelelo seshumi. Ungakhe uphinde uhlahiyi ukubala izinto usebenzise ipowusta enkulu yasefama (eyenziwe ngokudibanisa amacala amabini emifanekiso yasefama). Beku zimo powusta enge ecaleni kwenye ebhodini wakhe kuyo akuze ubale kunye neklasi aki ahlukileyo. Xa utthetha ngamanani ungabonisa iklasi isimbo zabantu zaminami ukuqala ku-1 uye ku-10 (usebenzise amakhadi akho eesimboli zaminami okuzekelisa uze uwabize aamanani lawo). Usenakho ukubeka aamanani ebhodini ecaleni kwepowusta.

**Introductory activities**

On Day 1 you should take time to familiarise the learners with how to complete the ten frame class register (see the Introduction on page 15). You could do this every day. It is a fun Concept Development and leads to a counting activity that you will do with the whole class.

On Day 2, complete the ten frame register again. You could also use the multifix cubes/blocks to show learners how to build different shapes by joining them in different ways. Ask learners to count out 3 multifix cubes. Then ask them to join the cubes together to make different shapes. Ask them to compare their shapes with those of other learners at their table. They should check that each shape has 3 cubes. You can then do the same for 4 and then 5 cubes. Encourage the learners to try to make different shapes. Remember to allow the class enough time to pack all the multifix blocks back correctly into the boxes when you are finished with the activity.

On Day 3, complete the ten frame register once again. You could also take time to revise how to count objects using the large farm scene poster. (This made up of combining the two sides of the clustered farm scene poster). Put the two posters alongside each other on the board and refer to it to count different numbers together with the class. When you speak about the numbers you can show the class the number symbols from 1 to 10 (using your demo number symbol cards and saying the number names). You could place the numbers on the board next to the poster.

These ideas are for **baseline assessment**. Use this opportunity to assess the basic number skills of your learners. Make observation notes while you do these activities. All formal CAPS-planned activities start in Week 2. You can encourage learner participation in the activities this week, but it's not necessary to put pressure on them if they do not yet know the concepts being discussed. This will all be taught in the first term.
Ziqhelo ukuzalisa irejista yesiseko samashumi. Yenza ichokoza kwisakhelo.
Practise completing the base ten register. Draw your dot in a frame.

Irejista yeklasi
Class register

For example:

Each learner makes a dot on the register.
Sebenzisa iibloko wakhe amanani awenziwe ngeendlela ezahlukileyo.
Use blocks to build numbers made in different ways.

Yakha amanani uqle ku-1 uye ku-10.
Build the numbers 1 to 10.

This exercise helps learners to become familiar with the Unifix cubes.
Bala izilwanyana ezisemfanekisweni. Zingaphi ozibonayo?

Learners can use magnetic counters to count the animals in the picture. How many do you see?

Put poster up on board.
WEEK 1 • DAY 3

Counting and number symbols
### Izibalo zentloko: Ukulinganisa nokubonisa amanani

1 ukuya ku-5

### Umdialo: 1, 2, 3 Veza!

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukutshatisa, ukuhlela nokubala ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebonisa efama (engaxinenanga 1), izibalisi</td>
</tr>
<tr>
<td>2</td>
<td>Ukutshatisa, ukuhlela nokubala ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebonisa efama (engaxinenanga 1), izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>Ngaphezulu kuna- okanye ngaphantsi kuna-</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi, amakhadi amanani (1 ukuya ku-5)</td>
</tr>
<tr>
<td>4</td>
<td>Amanani 1 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi, amakhadi amanani (1 ukuya ku-5), ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo kujoliswe ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundikfufuneka akwazi ukwenza oku:

1. Ukutshatisa izibalisi nezinto ezikhoyo ngokuchanekileyo (enye nenye)
2. Ukuhlela izibalisi kwisakhelo sezihlanu okanye samashumi
3. Ukuthelekisa amanani aboniswa kwisakhelo sezihlanu okanye kwezamashumi
4. Ukusebenzisa isigama esithi ingaphezulu kune- okanye ingaphantsi kune- xa uthelekisa amanani
5. Ukunakana amanani 1, 2, 3, 4, no-5

### Uvavanyo

(jonga kumaphepha angasemvwa esi sikhokelo)

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano. Ukunakana amanani (1-5)
Matching, sorting, ordering and comparing numbers

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Matching, sorting and counting up to 5</td>
<td>LAB, farm scene poster (unclustered 1), counters</td>
</tr>
<tr>
<td>2</td>
<td>Matching and comparing up to 5</td>
<td>LAB, farm scene poster (unclustered 1), counters</td>
</tr>
<tr>
<td>3</td>
<td>More than or less than</td>
<td>LAB, counters, number cards (1 to 5)</td>
</tr>
<tr>
<td>4</td>
<td>The numbers 1 to 5</td>
<td>LAB, counters, number cards (1 to 5), multifix</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- Match counters to items correctly (one-to-one)
- Sort counters onto a five frame or ten frame
- Compare numbers displayed in a five frame or ten frame
- Use the vocabulary **more than** and **less than** to compare numbers
- Recognise the symbols 1, 2, 3, 4 and 5

Assessment (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships. Number recognition (1-5)
Ukutshatisa, ukuhlela ukucwangcisa nokuthelelekisa amanani

Izibalo zentloko

Evekini qhuba ngolu hlobo:
• yalela abafundi ukuba balinganise inani lokugwaba, ukunqakraza iminwe, ukungqisha, ukuxhuma okanye ukutsiba bade bafike kumatyeli ama-5.
• yalela abafundi ukuba balinganise inani leminwe oyibonisayo ngesandla esinye (de ufike ku-5). Mabalinganise lento ubabonisa yona.

Umdlalo
1, 2, 3 Veza!

Upuhliso lwengqiqo
Kule veki sigxila kumanani 1 ukuya ku-5. Zimbini izinto ezibalulekileyo kwizinto esifuna ukuzifumana kule veki.
• Intoe yokugqala esigxila kuyo yindlela eqingqiweyo yokubala. Sikwenza oku ngokubonisa abafundi ukuba babeke izibalisizwe kwizinto abafuna ukuzibala baze baphinde babeke izibalisizwe kwisakhelo samashumi.
• Eyesibini kukuba abafundi baqonde ukuba kulula ukuthelekelisa izixa zezinto ngokusebenzisa indlela eqingqiweyo. Kufuneka baqalise ngokusebenzisa indlela eqingqiweyo xa bethilekisa ntonjalo yenzayo baqonde intisingiselo yokuthi into ingaphezulu okanye ingaphantsi kunenywe.

Uza kusebenzisa ipowusta ebonisa efama ukubala izilwanyana. Xa abafundi betshatisa izibalisizwe nezinkulu abazibalayo, bakhuthaze ubaqondise ukuba ukutshatisa isibalisizwe esinye nesilwanyana esinye esibaluleyo kwibucela. Ukuba bafuna ukubala igusha (umzekelo) kufuneka babeke isibalisizwe esinye kumfanekiso wegusha nganye abayibonayo kwaye kufuneka bathathe isibalisizwe ngasinye esiphezwe komfanekiso wegusha bosifake kwisakhelo samashumi ukuze babone lula ukuba zingaphi igusha ezikhoko. Kananjalo, baya kuqaphela ukuba ukuhlela amanani ngesakhelo seshumi kubanceda babone umahluko ophakathi kwamanani abawabalileyo.

Into emayiqatshelwe kule veki
• Qinisekisa ukuba abafundi bayakwazi ukutshatisa izibalisizwe nezinto ngokuchanekeleyo baze bazise kwisakhelo zamashumi ukuve bafumisimise inani lezinto ezikhoyo.
• Ingaba abafundi bayakwazi na ukusebenzisa ngokuchanekeleyo isigama esithi “ingaphezulu kune’” okanye ingaphantsi kune’?
Matching, sorting, ordering and comparing numbers

**Mental Maths**
We focus on the learners copying or showing a number up to 5. Play a game with the learners where they copy what you do. You can perform actions or make sounds and learners need to match. You don’t say how many times you perform the action. Just do it and they must copy you.

Over the week progress from:
• asking learners to copy a number of claps, clicks, stamps, hops or jumps up to 5
• asking learners to copy a number of fingers that you show using one hand (up to 5). They must copy what you show

**Game**
1, 2, 3 Show!

**Concept development**
This week we focus on the numbers 1 to 5. There are two key aspects to what we want to achieve this week.
• The first thing we focus on is a structured way of counting. We do this by getting learners to put counters onto the items they want to count and then transfer the counters into a ten frame.
• The second is that learners start to see that it is easier to compare amounts of things using a structured representation. They should start using the structured representation to make comparisons. This builds an understanding of the ideas more than and less than.

You will use the farm scene poster to count animals. While learners are matching counters onto items they are counting, encourage them to see that matching one counter to one animal being counted is very important. If they want to count the sheep (for example) they must put one counter onto each sheep picture they see and they must move each counter placed on the sheep pictures across to the ten frame to see easily how many sheep there are. They can also start to see how the ten frame number sortings show them differences between the numbers they have counted.

**What to look out for this week**
• Ensure that learners are able to accurately match counters to items and move them across to ten frames to find out how many items there are.
• In using ten frames to structure numbers we want to encourage learners to be able to instantly see what number is shown.

For example we want learners to recognise as 4 without having to count each individual counter. This week learners will match, sort and order numbers by using counters and ten frames. They will start to use the number names 1 to 5.
• Are learners able to use the vocabulary more than and less than correctly?
Khuphela uze ubonise amanani 1–5.
Copy and show numbers 1 to 5
Ukhumbele ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Every day you should check the year, month, day and date with the class. Refer to the wall calendar and mark the date. Also check if there are any birthdays and mark them on the calendar.
Tshatisa kwaye ukuze ukuhlela nokubala ukuya ku-5

Upuhlisho lwengqiqo | Concept Development

1. Zingaphi izinja?
   How many dogs?

2. Kukho izinja ezi-4
   There are 4 dogs.

3. Zingaphi iihagu?
   How many pigs?

4. Masitshatise izilwanyana zasefama ze sizibale.
   Let us match and count the farm animals.

Tshatisa kwaye ukuze ukuhlela nokubala ukuya ku-5.
Biza abafundi babe baninzi baze ngaphambili ukuze bathathe inxaxheba.
Match and sort to find the number of all the animals on the farm poster. Call as many learners as possible to the front to participate.
WEEK 2 • DAY 1

Matching, sorting and counting up to 5
Ukutshatisa, ukuhlela nokubala ukuya ku-5

**Match and sort.**

- [ ] Circle
- [ ] Circle
- [ ] Circle
- [ ] Circle
- [ ] Circle

**Trace the circles.**

- [ ] Circle
- [ ] Circle
- [ ] Circle
- [ ] Circle
- [ ] Circle

**Allow learners to use counters.**
Faka imibala kwimifanekiso emibini efanayo.

Colour two pictures that are the same.
2. Faka umbala kwinani elichanekileyo.
   Colour the correct number.

3. Bala.
   Count.

Learners trace the numerals.

Matching, sorting and counting up to 5

Week 2 • Day 1
WEEK 2 • DAY 2
Matching and comparing up to 5

IZIBALO ZENTLOKO
MENTAL MATHS
UKULINGANISA NOKUBONISA AMANANI 1-5
COPY AND SHOW NUMBERS 1-5
UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT
UMDLALO GAME
IPHEPHA LOKUSEBENZELA WORKSHEET

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Masithelekise inani lezilwanyana zasefama.
Let us compare the numbers of farm animals.

2. Zingaphi iinkomo kwaye zingaphi izinja?
How many cows and how many dogs?

3. Tshatisa uze uhlele.
Match and sort.

4. Zeziphi ezininzi?
Which is more?

5. Zeziphi ezimbalwa?
Which is less?

Match and sort to compare the numbers of animals on the farm poster. Call as many learners as possible to the front to participate.

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The class can count together or individually.
Zeziphi ezininzi izeziphi ezimbalwa?
Which is more and which is less?

There are more dogs than cows.

There are more sheep than horses.

There are more pigs than sheep.

Zeziphi ezininzi izeziphi ezimbalwa?
Which is more and which is less?

Zeziphi ezininzi izeziphi ezimbalwa?
Which is more and which is less?
1 Biyela iseti enezininzi.
Circle the set with more.

2 Biyela iseti enezimalwa.
Circle the set with less.

3 Ingaba kulungile oku. Ngoba kutheni?
Is this fair? Why?

No, it is not fair. There are 5 animals on this side!
Masitshatise ze sithelekise. Let’s match and compare.

Zoba ebhodini ezinye iiseti zeemilo onokuzitshatisa uze usebenzise imisetyenzana ekwiLAB ukuze utshatise kwaye uthelekise amanani.

Draw other sets of shapes on the board that you can match and use the activity in the LAB to match and compare numbers.
Inani lezitulo liyalingana nenani labafundi.
The number of chairs is the same as the number of learners.

Ibhola zingaphantsi kunabafundi.
There are less balls than learners.

Abafundi bangaphezulu kuneebhola.
There are more learners than balls.
More than or less than

Same number of chairs and tables

More brushes than dustpans

More pencils than rulers.
Matching, sorting and counting up to 5

Week 1 • Day 1

More than or less than

Week 2 • Day 3

There are more books than pencils.

There are more animals than balls.

Some plants as animals

More than or less than

Week 2 • Day 3
More than or less than

Which boxes have the same number of objects? Put a tick ✓ in the boxes with the same number of objects.

1. Zeziphi iibhokisi ezinezinto ezilinganayo?
2. Phawula nge- iibhokisi ezinezinto ezilinganayo.

Umdalo: 1, 2, 3 Veza
Game: 1, 2, 3 Show

Iveki 2 • Usuku 3
Ngaphezulu kuna- okanye ngaphantsi kuna-
2. Tshatisa imifanekiso nenani elilinganayo lamachokoza anombala.

Match the pictures to the same number of shaded dots.

<table>
<thead>
<tr>
<th>Tshatisa imifanekiso nenani elilinganayo lamachokoza anombala.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the pictures to the same number of shaded dots.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 • Day 3</th>
<th>Week 2 • Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
</tr>
<tr>
<td>![Picture 3]</td>
<td>![Picture 4]</td>
</tr>
<tr>
<td>![Picture 5]</td>
<td>![Picture 6]</td>
</tr>
<tr>
<td>![Picture 7]</td>
<td>![Picture 8]</td>
</tr>
<tr>
<td>![Picture 9]</td>
<td>![Picture 10]</td>
</tr>
</tbody>
</table>

More than or less than

Week 2 • Day 3

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Qhuba ngolu hlobo, ubonise abafundi iincochoyi okanye amakhadi amanani uze utsho bakubonise incochoyi eneebloko ezilinani elifanayo nelakho, ibloko ezininzi kunezakho okanye ibloko ezimbaliwa kunezakho kwakunya namakhadi amanani afanayo.

Continue in this way, showing learners towers or number cards and asking them to show you a tower with the same number blocks as yours, more blocks than yours or less blocks than yours as well as the matching number cards.
1 Mingaphi imivundla? Biyela inani elichanekileyo.

How many rabbits? Circle the correct number.
### The numbers 1 to 5

#### Week 2 • Day 4

**Bala. Biyela inani elichanekileyo.**

Count. Circle the correct number.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bee" /></td>
<td><img src="image2" alt="Bee" /></td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td><img src="image3" alt="Butterfly" /></td>
<td></td>
<td></td>
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<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><img src="image4" alt="Rabbit" /></td>
<td><img src="image5" alt="Rabbit" /></td>
<td><img src="image6" alt="Rabbit" /></td>
<td><img src="image7" alt="Rabbit" /></td>
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</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
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<tr>
<td><img src="image8" alt="Dog" /></td>
<td><img src="image9" alt="Dog" /></td>
<td><img src="image10" alt="Dog" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><img src="image11" alt="Pig" /></td>
<td><img src="image12" alt="Pig" /></td>
<td><img src="image13" alt="Pig" /></td>
<td><img src="image14" alt="Pig" /></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><img src="image15" alt="Sheep" /></td>
<td><img src="image16" alt="Sheep" /></td>
<td><img src="image17" alt="Sheep" /></td>
<td><img src="image18" alt="Sheep" /></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><img src="image19" alt="Dove" /></td>
<td><img src="image20" alt="Dove" /></td>
<td><img src="image21" alt="Dove" /></td>
<td><img src="image22" alt="Dove" /></td>
<td><img src="image23" alt="Dove" /></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
1. Fakela umbala kwinani le-O elifana nenani lezinto ezikhoyo. Colour the same number of O as the number of objects.

2. Zeziphi ezininzi? Which is more?

3. Zeziphi ezimalwa? Which is less?
4 Zoba isikwere esikhulu esinye.  
Draw one big square.  

5 Bala. Biyela inani elichanekileyo.  
Count. Circle the correct number.

- One big square.
- Colour one strawberry.

Consolidation  Week 2 • Day 5
# Amanani 0 ukuya ku-5

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Qaphela uze ubonise amanani 0-5</th>
<th>Amakhadi amachokoza, amakhadi amanani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ngubani onenani elikhulu?</td>
<td>Amakhadi amanani 0-5</td>
<td></td>
</tr>
</tbody>
</table>

## Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funda ngeesimboli zamanani namagama amanani 0 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezkhelo zamashumi</td>
</tr>
<tr>
<td>2</td>
<td>Funda ngeesimboli zamanani namagama amanani 0 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yemiboniso yasefama (iqokelelwe)</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ukutshatisa nokuhlela ukuze ubale iimilo (amanani 0-5)</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Thelekisa amanani (0-5)</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yemiboniso yaseklasini, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>5</td>
<td>Ukuqikanisa nokuvavanya okujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimbalwa eqeleni.
- Ukubiza amanani 0 ukuya ku-5
- Ukunakana nokubhala amanani 0 ukuya ku-5
- Ukubala izinto ezikhoyo ngokuchanekileyo (ukuya kwizinto ezi-5)
- Ukwazi ukuba ungabona okanye ucinge ngamanani ngeendlela ezahlukenyelo.

---

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano. Ukubhala amanani (0-5)
The numbers 0 to 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn about the number symbols and number names 0 to 5</td>
<td>LAB, counters, ten frames</td>
</tr>
<tr>
<td>2</td>
<td>Learn about the number symbols and number names 0 to 5</td>
<td>LAB, farm scene poster (clustered)</td>
</tr>
<tr>
<td>3</td>
<td>Use matching and sorting to count shapes (numbers 0–5)</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Compare numbers (0–5)</td>
<td>LAB, classroom scene poster, counters, ten frames</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- Use numbers to compare when there are **more** or **fewer** objects in a group
- Say the numbers names 0 to 5
- Recognise and write the number symbols 0 to 5
- Accurately count objects (up to 5 objects)
- Understand that numbers can be seen and thought about in different ways

**Assessment** (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships. Writing numbers (0-5)
Amanani 0 ukuya ku-5

Izibalonetloko
Sigxila ekwazini kwabafundi ukunakana kwangkoko amanani ukusuka ku-0 ukuya ku-5 kwezi mo zilandelayo: njengoko ebonisiwe kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, nangamagama.

Evekini qhuba ngolu hlobo:
• Yalela abafundi baxele ukuba babona ezingaphi (xa ubonisa inani leminwe ukuya ku-5) baze bakubonise amanani anathi ngeminwe yabo. Bakhuthaze ukuba bangayibali iminwe yabo koko babonise kube kanje ukuba kunokwenzeka.
• Baphakamisa amakhadi amanani 0 ukuya ku-5 xa ubabonisa amakwenzeka amachokoza.
• Baphakamisa amakhadi amachokoza 0 ukuya ku-5 xa ubabonisa amanani amakhadi amanani u-0 ukuya ku-5.

Umdlalo
Ngubani onenani elikhulu?

Uphuhliso lwengqiqo
Kule veki sigxila kumanani 0 ukuya ku-5. Mithathu imiba ebalulekileyo kwinto esifuna ukuyiphumeza kule veki.
• Owokugqala ngwowokuba abafundi bayakwazi ukuchonga nokubhala isimboli zamanani 0, 1, 2, 3, 4, no-5 kwaye bayakwazi ukunakana amagama amanani anathi nothi, inye, zimbini, zintathu, zine, nozintlanu xa ebizwa.
• Siyaqhubeka nokubethelela indlela eziqingqiweyo zokubala – sisebenzisa ukutshatisa kuhlela izibalonetlo nezakhelo zamashumi.

Into emayiqatshelwe kule veki
• Ingaba abafundi bayakwazi ukubala izinto nokuchonga imiyinge yezinto ukuya ku-5 ngokuzithembwa?
• Ingaba bayakwazi ukufundza nokubhala isimbi zamanani u-0 ukuya ku-5?
• Bayakwazi na ukunakana (xa ebizwa ngomlomo) nokusebenzisa amagama zixa?
• Bayakwazi na ukuthelekisa amanani ngokuthi ingaphezulu kune-okanye ingaphantsi kune-?
• Ingaba abafundi bayakwazi ukutsho ngoko ukuba abakubona apha ngu-4 bengakhange babale (okanye ubonise ngeminwe okanye amaso)?
The numbers 0 to 5

Mental Maths

We focus on the learners instantly recognising the numbers from 0 to 5 in the following forms: using fingers, on dot cards, as symbols, as words.

Over the week progress from:
• asking learners to say how many they see when you hold up to five fingers and to show you particular numbers using their fingers. Encourage learners not to count their fingers but to show them with one move if possible.
• lifting up the 0 to 5 number cards in response to the dot card numbers you show.
• lifting up the number dot cards in response to the 0 to 5 number cards you show.

Game

Who has the bigger number?

Concept development

This week we focus on the numbers 0 to 5. There are three key aspects to what we want to achieve.
• The first is that learners are able to identify and write the numbers symbols 0, 1, 2, 3, 4 and 5 and recognise the spoken number names zero, one, two, three, four, and five.
• We continue to build on the structured ways of counting using matching and sorting of counters and ten frames.

What to look out for this week

• Are learners confidently counting items and identifying quantities up to 5?
• Can they read and write the number symbols 0 to 5?
• Can they recognise (when spoken) and use the number names for these amounts?
• Can they compare numbers according to more than and less than?
• Can learners instantly say that is 4 without counting (or similar using fingers or bead strings)?
Isimboli zamanani 0 ukuya ku-5

Qaphela uze ubonise amanani 0-5.
Recognise and show numbers 0-5.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

Zingaphi?
How many?

Ndibonise u-5
Show me 5.
WEEK 3 • DAY 1
The number symbols 0 to 5

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bangaphi abafundi abakhoyo?
How many learners are here?

Bahlanu
five

Yenza u-5 ngomnwe wakho emqolo kumhlobo wakho.
Use your finger to make a 5 on your friend’s back.

Bangaphi abafundi abahleli phantsi?
Bangaphi abemi ngeenyawo?
How many learners are sitting?
How many are standing?

Qhuba ubuze abafundi, “Bangaphi abafundi abahleli phantsi?” nokuba “Bangaphi abamileyo?”
usebenzise indibanisela yamanani ahlukileyo ukuya kwisi-5. Yalela abafundi babhale emoyeni onke amanani ukuya kwisi-5, kwimiqolo yabahlobo babo njalo njalo.

Continue asking learners “How many learners are sitting?” and “How many are standing?” with different number combinations up to 5. Ask learners to write all the numbers up to 5 in the air, on their friends’ backs and so on.
1 Sebenzisa iminwe yakho umise la manani. Treyisa.

Use your fingers to make these numbers. Trace.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Fingers" /></td>
<td><img src="image" alt="Fingers" /></td>
<td><img src="image" alt="Fingers" /></td>
<td><img src="image" alt="Fingers" /></td>
<td><img src="image" alt="Fingers" /></td>
<td><img src="image" alt="Fingers" /></td>
</tr>
</tbody>
</table>
2 Fakela umbala kwinani leebloko.
Colour in the number of blocks.

3 Biyela bonke oonothi (0).
Circle all the zeros.

4 Biyela bonke oononye.
Circle all the ones.
Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5. Sigxila ekwazini kwabafundi ukunakana kwangoko amanani ukusuka ku-0 ukuya ku-5 kwezi mo zilandelayo: ukubonisa ngeminwe, kumakhadi amachokoza, njengeesimboli, nangamagama

Learn about the number symbols and number names 0 to 5. We focus on the learners instantly recognising the numbers from 0 to 5 in the following forms: using fingers, on dot cards, as symbols, as words.
WEEK 3 • DAY 2

What number?
**IVEKI 3 • USUKU 2**

*Lelephi inani?*

1. **Yenza izangqa ezibini.**
   - Draw 2 circles.

2. **Yenza izikwere ezi-3.**
   - Draw 3 squares.

---

<table>
<thead>
<tr>
<th>4</th>
<th>4</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3</th>
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<tbody>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**What number?**

---

**Week 3 • Day 2**  

---

---
mbini
two
2

3 Bala. Bhala inani.
Count. Write the number.
Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5. Sigxila ekwazini kwabafundi ukunakana kwangoko amanani ukusuka ku-0 ukuya ku-5 kwezi mo zilandelayo: ukubonisa ngeminwe, kumakhadi amachokoza, njengeesimboli, nangamagama

Learn about the number symbols and number names 0 to 5. We focus on the learners instantly recognising the numbers from 0 to 5 in the following forms: using fingers, on dot cards, as symbols, as words
Zoba imifanekiso.

Draw pictures.

<table>
<thead>
<tr>
<th>Intyatyambo e-1</th>
<th>1 flower</th>
<th><img src="image" alt="Flower" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Imbuso ezi-2</td>
<td>2 faces</td>
<td><img src="image" alt="Faces" /></td>
</tr>
<tr>
<td>Oonxantathu aba-3</td>
<td>3 triangles</td>
<td><img src="image" alt="Triangles" /></td>
</tr>
<tr>
<td>Izikwere ezi-4</td>
<td>4 squares</td>
<td><img src="image" alt="Squares" /></td>
</tr>
<tr>
<td>Izangqa ezi-5</td>
<td>5 circles</td>
<td><img src="image" alt="Circles" /></td>
</tr>
</tbody>
</table>
2. Bala. Count.

Zingaphi?
3. **Zoba izikwere ezi-4.**
   - Draw 4 squares.

4. **Zoba oonxantathu aba-5.**
   - Draw 5 triangles.

3. **Fakela umbala koobhantom aba-4.**
   - Colour 4 ladybirds.

4. **Fakela umbala kwizikhephe ezi-5.**
   - Colour 5 boats.

---

**How many?**

- **Biyela bonke oo-4.**
  - Circle all the 4s.

- **Biyela bonke oo-5.**
  - Circle all the 5s.

- **Treyisa.**
  - Trace.
Masihlaziye ulwazi lwamanani 0 ukuya ku-5 sisebenzise izinto eziseklasini, izibalisi nezakhelo zamashumi. Let’s revise the numbers 0 to 5 using the classroom scene poster, counters and ten frames.
Namhlanje ubethelela ukufunda ngamanani 0–5 usebenzisa ipowusta yomboniso waseklasini. Abafundi baza kudlala umdlalo basebenzise amakhadi amanani abo 0–5 ukubethelela ngakumbi olu ulwazi.

Today you consolidate learning about the numbers 0–5 using the classroom scene poster. Learners will also play a game, using their 0–5 number cards to further consolidate this knowledge.
Amanani 0 ukuya ku-5

Numbers 0 to 5

0
nothi
zero

1
nye
one

2
mbini
two
Numbers 0 to 5

3. ntathu [three]

4. ne [four]

5. ntlanu [five]
Bhala ukuba isilwanyana ngasinye sinezinto ezingaphi.
Write how many objects each animal has.
Umdlalo: Ngubani onenani elikhulu?
Game: Who has the bigger number?

1. Xubani amakhadi 0–5 enu.
   Mix your 0–5 cards.

2. Guqula ikhadi eli-1 umntu ngamnye.
   Leliphi ikhadi elinenani elikhulu?
   Turn over 1 card each. Which card has the bigger number?

3. Umfundlani onekhadi elinenani elikhulu uwagcina omabini amakhadi. Ukuba ayafana, umfundlani ngamnye ugcina ikhadi elinye.
   The learner whose card has the bigger number keeps both cards. If they are the same keep one card each.

4. Umntu ophumeleleyo ngulowo amakhadi amaninzi.
   The winner is the one who has more cards.

Mix your 0–5 cards.
1 Biyela isilwanyana esinezinto ezininzi.
Circle the animal that has more.
Assessment and consolidation

**Umdlalo: Umdlalo okhumbuzayo otshatisa amanani**
Game: Matching numbers memory game

1. **Sebenzisa amakhadi akho amanani aqala ku-0 aye ku-5 kunye namakhadi amachokoza ukuze udlale lo mdlalo.**
   Use your 0 to 5 number cards and dot cards to play this game.
   
   **Shuffle the cards!**

2. **Guqula ikhadi lenani elinye nekhadi lechokoza elinye. Ukuba awafani phinda uwaguqule.**
   Turn over one number card and one dot card. If they don’t match turn them back over.
   
   **Hayi bo! Awafani.**
   Oh no! They don’t match.

3. **Ukuba ayafana wagcine amakhadi.**
   If they do match keep the cards.
   
   **Heke! Ayafana.**
   Yay! They match.

4. **Umntu ophumeleleyo ngulowo unamakhadi amaninzi.**
   The winner is the one who has more cards.
### Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ingaphezulu kune-; ingaphantsi kune-</th>
<th>Izikhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ukvakha iiincochoyi</td>
<td>Umtya wamako</td>
</tr>
<tr>
<td></td>
<td>Amakhadi amanani nawamagama amanani 0-5, idayisi, ibloko</td>
</tr>
</tbody>
</table>

### Izixhobo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izikhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sebenzisa izakhelo zamashumi nezibalisi ubonise amanani 1 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalis nezakhelo zamashumi, amakhadi amanani nawamagama amanani</td>
</tr>
<tr>
<td>2</td>
<td>Sebenzisa ibloko wakhe amanani uze wenze angaphazulu</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epheleleyo yamakhadi amanani</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ibloko wakhe amanani uze wenze angaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epheleleyo yamakhadi amanani</td>
</tr>
<tr>
<td>4</td>
<td>Chonga amanani amancinci namakhulu kunamanye</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundli kufuneka akwazi ukwenza oku:

- Ukubaala izinto ukuya ku-5 (bebiza amanani ngokuchanekileyo ngokulandelelana kwawo).
- Ukutheleka isabezisa amanani xa kukho izinto ezininzi okanye ezimalwa kunezinye eqeleni.
- Ukunika amanani angaphazulu okanye angaphantsi ngo-1 okanye ngo-2 kunenani elinikanayo kuluhlu luka-0 ukuya ku-5.
- Ukunakana nokusebenzisa amagama amanani ukusuka ku-0 ukuya ku-5.
- Ukunakana nokubhala isiimbi lanzani uqale ku-0 ukuya ku-5.
- Ukunakana kwangoko amanani 1, 2, 3, 4, 5 aboniswe kwizakhelo zamashumi.

### Uvavanyo

- **Uvavanyo olubhalwayo:** Inani, izibalo noSwalamano. Amanani, amakhulu namancinci
- **Uvavanyo oluthethwayo noSwalwiwayo:** Qwalasela abafundi ukuze uvavanyo izakhono zabo zokusebenzisa ulwimi lwexesha.
## Number names and one or two more than or less than

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use ten frames and counters to show the numbers 1 to 5</td>
<td>LAB, counters and ten frames, number and number name cards</td>
</tr>
<tr>
<td>2</td>
<td>Use multifix to build numbers and make more</td>
<td>LAB, multifix, number cards full set.</td>
</tr>
<tr>
<td>3</td>
<td>Use multifix to build numbers and make less</td>
<td>LAB, multifix, number cards full set.</td>
</tr>
<tr>
<td>4</td>
<td>Identify numbers that are smaller than and bigger than</td>
<td>LAB, number cards, multifix</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- Count out objects up to 5 (saying the numbers correctly and in the correct order)
- Use numbers to compare when there are more or fewer objects in a group
- Give numbers that are 1 or 2 more than or less than a given number in the range 0 to 5
- Recognise and use the number names 0 to 5
- Recognise and write the number symbols 0 to 5
- Instantly recognise the numbers 1, 2, 3, 4 and 5 shown in ten frames

**Assessment** (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships. Numbers, bigger and smaller

**Oral and practical assessment:** Numbers, operations and relationships: observe learners to assess their ability to match, sort, order and compare numbers up to 5
Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbeni

Izibalo zentloko


Evekini qhuba ngolu hlobo:
• cela abafundi balinganise inani obabonise lona ngeminwe okanye umtya wamaso. Khumbula ukubonisa u-0. Nabo mababonise inani elifana fano no-5. Bakuthaza abafundi ukuba bangayibali iminwe yabo koko mabavele babonise zisuka nje ukuba kunokwenzeka.
• yalela abafundi babonise ngeminwe yabo okanye ngamaso ukuba ingaphezulu ng-1 ookanye ngo-2. Khumbula ukuquka no-0 ngendlela efaneleklekyo.
• yalela abafundi babonise ngeminwe okanye ngamaso ukuba ingaphantsi ngo-1 ookanye ngo-2. Khumbula ukuquka no-0 ngendlela efaneleklekyo.

Umdlalo
• Ukwakha iincohoji

Uphuhliso lwengqiqo

Kule veki siyaqhuba nokuxila kumanani 0 ukuya ku-5 nasekuthelelekiseni amanani akolu luhlul.

Mibiny imiba esifuna ukuyiphumeza kule veki.
• Owokugala kukuba abafundi baphucula izakhono zabo zokuchonga nokubhala iiisimbi zamanani 0, 1, 2, 3, 4, no-5. Bakwaqalisa nokubhala amagama amanani (kusuka kunathi ukuya kwisihlanu), ukutrejisa amagama ukulingiselela ukuwabhalo bengancediswa ukuphela kwakota.
• Owesibini kukuba abafundi bandle isizathu lapho malungu nobukhulu obuthelekiwayo bamanani. Nokuba kukho amanani amakhudlwana namancinane. Izixa zingalingana, zingangaphezulu ukuye zibe ngaphatsi kunezinye.


Into emayiqatshelwe kule veki
• Bangakwazi na abafundi ukuqala ngoko nangoko uku 6-8, ngu-4 bengakhange babale?
• Ingaba abafundi baphucula ngokuzithembe izixa ukuuya ku-5?
• Bayakwazi ukusebenzisa amagama amanani kwezi zixa?
• Bayakwazi ukufunda nokubhala iiisimbi zamanani?
• Bayakwazi abafundi ukusebenzisa isigama esithi ‘ingaphezulu kune-’ okanye ingaphantsi kune-‘ ngendlela echanekilekyo?
• Bayakwazi abafundi ukwenzenza inani liye ngaphezulu ngo-1 okanye liye ngaphantsi ngo-1 kunenani elinikeyo ukuuya ku-5?
• Bayakwazi abafundi ukusebenzisa isigama esithi ‘inkulu kuna-’ okanye ‘incinci kuna-’ ngendlela echanekilekyo?
Number names and one or two more than or less than

Mental Maths
We focus on developing understanding of the meaning of more than and less than. Play a game using your fingers. Ask learners to show more than or less than numbers using their fingers.
Over the week progress from:
• asking learners to copy a number that you show using fingers or a bead string. Remember to show 0 as well. The must show the same number using fingers or a bead string. Encourage learners not to count their fingers but to show them with one move if possible.
• asking learners to show 1 or 2 more using fingers or a bead string. Remember to include 0 in an appropriate way.
• asking learners to show 1 or 2 less using fingers or a bead string. Remember to include 0 in an appropriate way.

Game
• Building towers

Concept development
This week we continue to focus on the numbers 0 to 5 and on comparing numbers in this range.
There are two key aspects to what we want to achieve this week.
• The first is that the learners consolidate their ability to identify and write the numbers symbols 0, 1, 2, 3, 4 and 5. They also start to write the number names (zero to five), tracing the words in preparation for writing them independently by the end of the term.
• The second thing is that learners deepen their understanding of the relative sizes of numbers. That there are bigger and smaller numbers. That amounts can be the same as, more than or less than other amounts.
While learners are counting different objects this week, talk with them about what they have counted using vocabulary of comparison: more than, less than, the same as, just as many as. For example, “There are 3 sheep and 4 dogs so there are more dogs than sheep.” This week they move onto making specific comparisons of 1 or 2 more than or less than.

What to look out for this week
• Can learners instantly say that ✿✿✿ is 4 without counting?
• Are learners confidently identifying quantities up to 5?
• Can they use the number names for these amounts?
• Can they read and write the number symbols?
• Are learners able to use the vocabulary more than and less than correctly?
• Can learners make 1 more than and 1 less than a given number up to 5.
• Are learners able to use the vocabulary bigger than and smaller than correctly?
Amagama amanani ukusuka kunothi ukuya kwisihlanu

IZIBALO ZENTLOKO | MENTAL MATHS

Ingaphezulu kune-; ingaphantsi kune-.
More than and less than.
Ukhumbele ukuqinisekisa umhla nokuphawula irejista yonke imhla.
Remember to check the date and mark the register every day.

1. Bonisa kwa eli nani. Show the same number.

2. Bonisa engaphezulu nge-1. Show 1 more.

3. 5
Number names zero to five

Bonisa ezingaphezulu ngezi-2. Show 2 more.

Bonisa engaphantsi ngo-1. Show 1 less.

Bonisa angaphantsi ngo-2. Show 2 less.
Tshatisa izibalisi, amaso, iibloko namagama amanani usebenzise amakhadi amanani (IsiXhosa nesinGesi). Oku kuza kubethelela ulwazi lwabafundi lwamagama amanani.

Match counters, beads and multifix blocks to number names using number name cards (IsiXhosa and English). This will consolidate learner’s knowledge of number names.
Number names zero to five

1 Tshatisa.
Match.

0
1
2
3
4
5

zintathu
three

zintlanu
five

zimbini
two

nothi
zero

zine
four

inye
one
Trace the number names.

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>zero</td>
</tr>
<tr>
<td>1</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
</tr>
</tbody>
</table>

Number names zero to five
IZIBALO ZENTLOKO
MENTAL MATHS

INGAPHEZULU KUNE;
INGAPHANTSI KUNE-
MORE THAN AND LESS THAN

UPHUHLISO LWENGQIQHO
CONCEPT DEVELOPMENT

UMDLALO GAME

AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQHO | CONCEPT DEVELOPMENT

Yenza uloliwe onebloko e-1 ngaphezulu kunye namanye anezi-2 ngaphezulu. Make a train with 1 more block and make a train with 2 more blocks.

Khuthaza abafundi ukuba bathethe namaqabane abo ngamanani abawenzileyo baze bawathelekise. Get the learner to talk to their partners about the numbers they made and compare them.

Ungakwazi ukwenza oololiwe abafanayo? Can you make trains that are the same?

Qhuba nokwenza oololiwe nokuthelekisa amanani usebenzise iibloko: ingaphezulu ngo-1 nango-2 okanye ziyafana. Sebenzisa amanani ahlukileyo ukuze oololiwe bangabi ngaphezulu kunesi-5.

Continue making trains and comparing numbers using the multifix blocks: 1 and 2 more or the same. Use different numbers so that the trains are not more than 5.
<table>
<thead>
<tr>
<th>Nanku uloliwe oneebloko ezi-3.</th>
<th><img src="image1.png" alt="Image 1" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Here is a train of 3 blocks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yenza uloliwe oneebloko ezingaphezulu ngo-1.</th>
<th><img src="image2.png" alt="Image 2" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a train with 1 more block.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibloko kuloliwe wakho?</th>
<th><img src="image3.png" alt="Image 3" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many blocks are there in your train?</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nanku uloliwe oneebloko ezi-3.</th>
<th><img src="image4.png" alt="Image 4" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Here is a train of 3 blocks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yenza uloliwe oneebloko ezi-2 ngaphezulu.</th>
<th><img src="image5.png" alt="Image 5" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a train with 2 more blocks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibloko kuloliwe wakho?</th>
<th><img src="image6.png" alt="Image 6" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many blocks are there in your train?</td>
<td>5</td>
</tr>
</tbody>
</table>

**Bala uze uthelekise.**

Count and compare.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 is <strong>bigger</strong> than 3.</td>
<td>3 is <strong>smaller</strong> than 5.</td>
</tr>
</tbody>
</table>
### Week 4 • Day 2
One more and two more

#### 1. Yenza abe-1 ngaphezulu.
**Draw 1 more.**

<table>
<thead>
<tr>
<th>Triangles</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="triangle" /></td>
<td><img src="image2.png" alt="triangle" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="triangle" /></td>
<td>2</td>
</tr>
<tr>
<td><img src="image4.png" alt="triangle" /></td>
<td>1</td>
</tr>
<tr>
<td><img src="image5.png" alt="triangle" /></td>
<td>5</td>
</tr>
<tr>
<td><img src="image6.png" alt="triangle" /></td>
<td>4</td>
</tr>
</tbody>
</table>

**Bangaphi zizonke?**
**How many altogether?**

#### 2. Yenza ama-2 ngaphezulu.
**Draw 2 more.**

<table>
<thead>
<tr>
<th>Circles</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="circle" /></td>
<td><img src="image8.png" alt="circle" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="circle" /></td>
<td>5</td>
</tr>
<tr>
<td><img src="image10.png" alt="circle" /></td>
<td>2</td>
</tr>
<tr>
<td><img src="image11.png" alt="circle" /></td>
<td>4</td>
</tr>
<tr>
<td><img src="image12.png" alt="circle" /></td>
<td>6</td>
</tr>
<tr>
<td><img src="image13.png" alt="circle" /></td>
<td>3</td>
</tr>
</tbody>
</table>

**Mangaphi ewonke?**
**How many altogether?**
Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza libe-1 ngaphezulu. Draw 1 more ●
Mangaphi ngoku? How many now?

Mangaphi? How many?
Yenza ama-2 ngaphezulu. Draw 2 more ●
Mangaphi ngoku? How many now?
IZIBALO
MENTAL MATHS

INGAPHEZULU KUNE;
MORE THAN AND LESS THAN

UPHUHLISO
CONCEPT DEVELOPMENT

LINGAPHEZULU KUNE-
LINGAPHANTSI KUNE-
MORE THAN AND LESS THAN

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

One less and two less

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Yenza oololiwe ng ee bloko ezingaphantsi ngo-1. Yenza oololiwe ng ee bloko ezingaphantsi ngo-2. Make trains with 1 less block. Make trains with 2 less blocks.

1

2

Thetha nomlingane wakho ngamanani owenzayo uze uwathelekise. Talk to your partner about the numbers you make and compare.

3

4

Ungakwazi ukwenza oololiwe abafanayo? Can you make trains that are the same?

Qhuba nokwenza oololiwe nokuthelekisa amanani usebenzise iibloko: ingaphantsi ngo-1 nango-2 okanye ziyafana. Sebenzisa amanani ahlukileyo ukuze oololiwe bangabi ngaphezulu kunesi-5.

Continue making trains and comparing numbers using the multifix blocks: 1 and 2 less or the same. Use different numbers so that the trains are not more than 5.
### Zingaphantsi nge-1, zingaphantsi ngezi-2

**Nanku uloliwe weebloko ezi-3.**
Here is a train of 3 blocks.

<table>
<thead>
<tr>
<th>Nanku uloliwe weebloko ezi-3.</th>
<th>Here is a train of 3 blocks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yenza uloliwe abe neebloko ezingaphantsi ngo-1. Make a train with 1 less blocks.</td>
<td>Yenza uloliwe abe neebloko ezingaphantsi ngo-1. Make a train with 1 less blocks.</td>
</tr>
<tr>
<td>Zingaphi iibloko ezikuloliwe wakho? How many blocks are there in your train?</td>
<td>Zingaphi iibloko ezikuloliwe wakho? How many blocks are there in your train?</td>
</tr>
</tbody>
</table>

| 2 |

**Nanku uloliwe weebloko ezi-3.**
Here is a train of 3 blocks.

<table>
<thead>
<tr>
<th>Nanku uloliwe weebloko ezi-3.</th>
<th>Here is a train of 3 blocks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi iibloko ezikuloliwe wakho? How many blocks are there in your train?</td>
<td>Zingaphi iibloko ezikuloliwe wakho? How many blocks are there in your train?</td>
</tr>
</tbody>
</table>

| 1 |

**Bala uze uthelekise.**
Count and compare.

| U-3 mkhulu kuno-1. 3 is bigger than 1. | U-1 mncinane kuno-3. 1 is smaller than 3. |

---

**IVEKI 4 • USUKU 3**

**Zingaphantsi nge-1, zingaphantsi ngezi-2**

**One less and two less**
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Question</th>
<th>Image</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yenza zibe ngaphantsi nge-1.</td>
<td>Zingaphi eziseleyo?</td>
<td>![Image of fish]</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Yenza zibe ngaphantsi ngezi-2.</td>
<td>Zingaphi eziseleyo?</td>
<td>![Image of crab and shell]</td>
<td>1</td>
</tr>
</tbody>
</table>

**WEEK 4 • DAY 3**

One less and two less
### Zingaphantsi nge-1, zingaphantsi ngezi-2

<table>
<thead>
<tr>
<th></th>
<th>Mangaphi? (How many?)</th>
<th>Yenza ama-abe nge-1. (Draw one less)</th>
<th>Mangaphi ngoku? (How many now?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Smaller than and bigger than

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**IZIBALO ZENTLOKO**
MENTAL MATHS

**INGAPHEZULU KUNE; INGAPHANTS'I KUNE;**
MORE THAN AND LESS THAN

**UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT

**UMDHALO GAME**

**IPHEPHA LOKUSEBENZELA WORKSHEET**

Masibeke amanani kungcamanani ngokulandelelana kwawo.
Let’s put the numbers onto the number line in order.

Silibeka phi elona nani likhulu?
Where do we put the biggest number?

Faka inani elikhulu kuno-3.
Put in a number that is bigger than 3.

**Buza eminye imibuzo efana nale:**
Yalatha neliphi na inani elikhulu kuno-3.

Ask other questions like: Point to any number that is **bigger than** 3.

Biyela u-2 uze uthi:

Circle 2 and then ask: Point to any number that is **more than** 2. Point to any number that is **less than** 2.
1. Fakela amanani ashiyiweyo.
   Fill in the missing numbers.

2. Biyela inani elikhulu.
   Circle the bigger number.
   3 5

   Circle the smaller number.
   3 5

   Circle the biggest number in the row.
   3 1 0 4

5. Biyela elona nani lincinci emgceni.
   Circle the smallest number in the row.
   2 5 1 3
Umdlalo: Ukwakha iincochoyi
Game: Building towers

Kufuneka: Abantwana aba-5, iibloko ezingama-20 nedayisi.
You need: 5 children, 20 blocks and a dice.

1

Nika umfundisi ngamnye inani ukusuka ku-1 ukuya ku-5.
Give each learner a number from 1 to 5.

2

Nikanani amathuba okudlala idayisi. Ukuba kuvela inani lakho, thatha ibloko.
Take turns to roll the dice. If your number comes up take a block.

3

Ukuba kuvele u-6 ungathatha iibloko.
If you roll a 6 you can take a block.

4

Qhubani zide ziphele zonke iibloko.
Keep going until you have used up all the blocks.

Ingaba kukho onencochoyi eneebloko ezilingana nezakho?
Does anyone have a tower with the same number of blocks as you?

Ngubani oneyona ncochoyi inkulu kwiqela lakho?
Zingaphi iibloko ezikuloo ncochoyi?
Who has the biggest tower in your group? How many blocks are in the tower?

Ngubani oneyona ncochoyi incinci kwiqela lakho?
Zingaphi iibloko ezikuloo ncochoyi?
Who has the smallest tower in your group? How many blocks are in the tower?
Uvavanyo noqukaniso

1 Yenza.
Draw.

Abe ngaphantsi ngo-1
1 less

Abe ngaphantsi ngo-2
2 less

Abe ngaphantsi ngo-3
3 less

Alingane
The same
### Assessment and consolidation

#### WEEK 4 • DAY 5

**Yenza.**
Draw.

**Abe ngaphezulu ngo-1**
1 more

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
</tbody>
</table>

#### Abe ngaphezulu ngo-2**
2 more

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
</tbody>
</table>

#### Abe ngaphezulu ngo-3**
3 more

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
<tr>
<td><img src="image" alt="Red circles" /></td>
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<tr>
<td><img src="image" alt="Red circles" /></td>
<td><img src="image" alt="Blue circles" /></td>
</tr>
</tbody>
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#### Alingane
The same

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<tr>
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<tr>
<td><img src="image" alt="Red circles" /></td>
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</tr>
</tbody>
</table>


### Iibhondi zamanani ukuya ku-5

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>libhondi zamanani ukuya ku-5</td>
<td>Umtya wama so</td>
</tr>
<tr>
<td>Ndifihle ezingaphi?</td>
<td>Ikomityi, izibalisi, idayisi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo:</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndifihle ezingaphi?</td>
<td>Iibhondi zamanani u-3 no-4</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi.</td>
</tr>
<tr>
<td>Ukunqumla umlambo</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td></td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi</td>
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<td></td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi neekomityi, amakhadi amanani</td>
</tr>
<tr>
<td></td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>libhondi zamanani u-3 no-4</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi.</td>
</tr>
<tr>
<td>2</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi</td>
</tr>
<tr>
<td>4</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi neekomityi, amakhadi amanani</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

1. Ukusebenzisa amanani ukuze athelekise xa kukho izinto ezininzi okanye ezimbalwa eqeleni.
2. Ukubiza amagama amanani ukuqala ku-0 ukuya ku-5
3. Ukunakana nokubhala isimboli zamanani ukuqala ku-0 ukuya ku-5
4. Ukubala izinto ezikhoyo kakuhle ukuya ku-5
5. Ukunakana amanani ngoko nangoko angala: 1, 2, 3, 4, 5 aboniswe kwizikhelo zamashumi
6. Ukuqonda ukuba amanani angajongwa kwaye kucingwe ngawo ngeendlela ezahlukenza.
7. Ukubonisa ibhondi zika-3, 4 no-5 esebenzisa izibalisi neebloko.
8. Bhala ibhondi zika-3, 4 no-5 usebenzisa imizobo yemithi.

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** lipatheni, imisebenzi neAljebra: lipatheni
# Number bonds to 5

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths</strong>: Bonds up to 5</td>
</tr>
<tr>
<td><strong>Game</strong>: How many am I hiding?</td>
</tr>
<tr>
<td>Crossing the river</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>bead string</td>
</tr>
<tr>
<td>cup, counters, dice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number bonds of 3 and 4</td>
<td>LAB, counters</td>
</tr>
<tr>
<td>2</td>
<td>Number bonds of 5</td>
<td>LAB, counters and ten frames</td>
</tr>
<tr>
<td>3</td>
<td>Number bonds of 5</td>
<td>LAB, counters</td>
</tr>
<tr>
<td>4</td>
<td>Number bonds of 5</td>
<td>LAB, counters and cups, number cards</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

## After this week the learner should be able to:

- Use numbers to compare when there are more or fewer objects in a group
- Say the numbers names 0 to 5
- Recognise and write the number symbols 0 to 5
- Accurately count objects (up to 5 objects)
- Instantly recognise the numbers 1, 2, 3, 4 and 5 shown in ten frames
- Understand that numbers can be seen and thought about in different ways
- Show the bonds of 3, 4 and 5 using counters and multifix cubes
- Record the bonds of 3, 4 and 5 using cherry tree diagrams

### Assessment

(see back pages of this guide)

**Written assessment:** Patterns, functions and algebra: Patterns
libhondi zamanani ukuya ku-5

Izibalolo zentloko
Sigxila ekubenini abafundi bakwazi ukuhlanganisa ulwazi lweebhondi ukuya ku-5. Dlala umdlalo ‘weendlebe zamvundlana’ nothi ‘Akwaba bendine ...’

Indlelebe zamvundlana
Yithi: ndibonise u-5 usebenzise iminwe ezindlele zamvundlana. Abafundi kufuneka basebenzise iminwe ekwizandla zoziphi benze u-5. (Umzekelo, iminwe embini kwisandla esinye nemithathu kwesinye.) Phinda kwakhona usebenzise eminye iminwe eyahlukileyo kwisandla ngasinye.

Akwaba bendine ...

Qhuba iweki ngolu lihlo:
• yitsho abafundi babonise libhondi zamani 2, 3, 4 no-5 ngokwenza indlelebe zamvundlana ngeminwe yabo. Bakhuthaze bangabali iminwe yabo koko bebelele lebabonise kube canye nje ukuba kuyenzeka.
• baphendule umbazo othi ‘Akwaba bendine ...’ weebhondi ukuya ku-5 basebenzise iminwe nemitya yamaso.

Umdlalo
• Ndifihle ezingaphi?
• Ukunqumla umlambo

Uphuhliso lwengqiao
• Owokuqala kukuba siza kubonise abafundi ukuba ungacinga ngamanani ngeendlela ezhahlukileyo. Baza kuqonda ukuba amanani 3, 4, no-5 angeniwa ngeendlela ezhahlukileyo. Udibani iminye ezenza into enge epelelelo eziibizwa ngokuba ‘ziibhondi zamani’.
• Owesibini esigxila kuwo yindlela eqingqiweyo yokubonisa libhondi zikanani ukuya ku-5. Sikwenza oku ngeebloko, izakhele zamashumi nezibalisi nangokuzoba imfanekiso yeebhondi yekhelela nokuqaleni sibhondi zamani.

Kule veki kufuneka usebenzise isigama seebhondi zamani – okona kubalulekileyo kukuba amanani anokubhalwa ngeendlela ezhahlukileyo apho iminye ezhahlukileyo zizakhelelelo zidibana zenze into epelelelo. Oku kugxiniswa ngokusebenzisa itheyibhile nemifanekiso yeebhondi. Kule veki abafundi bazoba izindlu zeebhondi zamani u-3, 4 no-5.

Into emayiqatshelwe kule veki
• Abafundi bangakwazi na ukubonisa iibhondi zamani u-3, 4 no-5 besebenzisa iblolo?
• Abafundi bangakwazi na ukubonisa iibhondi zika-3, 4, no-5 besebenzisa izakhelelelo zamashumi nezibalisi?
• Bangakwazi na abafundi ukubhala phantsi iibhondi zamani ukuya ku-5 besebenzisa itheyibhile zeebhondi nemifanekiso yebhondi?
Number bonds to 5

Mental Maths
Learners consolidate knowledge of bonds up to 5. Play ‘Bunny ears’ and ‘I wish I had’.

Bunny ears
Say: Show me 5 using bunny ears fingers. Learners must use fingers on both hands to make 5. (For example, 2 fingers on one hand and 3 on the other.) Repeat using different fingers on different hands.

I wish I had
Show 2 fingers to the class. Say: I wish I had 4. Learners think what is needed to make 4 and give the answer. (2) Remember to include the number 0.

Over the week progress from:
• asking learners to show bonds of the numbers 2, 3, 4 and 5 making bunny ears with their fingers. Encourage learners not to count their fingers but to show them with one move.
• answering the question ‘I wish I had’ for bonds up to 5 using fingers and bead strings.

Game
• How many am I hiding?
• Crossing the river

Concept development
This week the focus is on the bonds of 5. There are two key aspects to what we want to achieve.
• We will show learners that numbers can be seen and thought about in different ways. They will see that the numbers 3, 4 and 5 can be made up of different combinations. These combinations of parts that make up the whole, which are sometimes called number bonds.
• The second focus is on a structured way of showing the number bonds up to 5. We do this by using multifix blocks, ten frames and counters and by drawing bond diagrams to record and represent number bonds.

This week you need to use the vocabulary of number bonds – most importantly that numbers can be written in different ways, where different parts make up the whole. This is emphasised through the use of bond tables and bond diagram. This week learners draw up bond houses for the numbers 3, 4 and 5.

What to look out for this week
• Can learners show the number bonds of 3, 4 and 5 using multifix cubes?
• Can learners show the number bonds of 3, 4 and 5 using ten frames and counters?
• Can learners record the number bonds of 5 using bond tables and bond diagrams?
Ziqhelise iibhondi. Akwaba bendine - iibhondi zamanani ukuya ku-5.
Practice bonds. I wish I had - bonds up to 5.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

1. Akwaba bendina-3.
   I wish I had 3.

   You need 2.

3. Akwaba bendinezi-4.
   I wish I had 4.

   You need 4.
Akwaba bendina-5.
I wish I had 5.

Kufuneka ube na-3.
You need 3.

Akwaba bendina-5.
I wish I had 5.

Kufuneka ube ne-1.
You need 1.

Akwaba bendina-5.
I wish I had 5.

Kufuneka ube na-4.
You need 4.
The birds are tired of flying and want to rest in the trees. Come and put them into the trees.

The birds fly off again. 1 bird and 2 birds make 3 birds in the sky.

The birds are tired of flying and want to rest in the trees. Come and find a different way to put them in the trees.

Use the tree poster and counters and ask learners to come to the front to show the bonds of 3 and 4.
Zingaphi iindlela ezahlukileyo ezingahlala ngazo iintaka kumthi?

How many different ways can the birds sit in the trees?

3

4
**Umdlalo: Ndifihle ezingaphi?**

**Game: How many am I hiding?**

1. **Zingaphi izibalisi ezikhoyo?**
   - How many counters are there?

2. **Zingaphi ozibonayo? Zingaphi endizifhileleyo?**
   - How many can you see?
   - How many am I hiding?

3. **Ufihle ezi-2.**
   - You are hiding 2.

4. **Ndim ngoku. Ndiza kuqala ngo-4.**
   - My turn now. I’ll start with 4.

**Zi-3**

3

**Bonds of 3 and 4**

Week 5 • Day 1

51
Namhlanje sineentaka ezi-5 esibhakabhakeni. Makhe sicinge ngazo zonke indlela ezinokuza kuphumla ngazo emithini.

Today we have 5 birds flying in the sky. Let’s figure out all the different ways they can rest in the trees.

Yenza njalo ke ude ubhale zonke iibhondi zika-5, ok.kt. 5 no-0, 0 no-5, 1 no-4, 4 no-1, 2 no-3, 3 no-2.

Continue in this way until you have recorded all the bonds of 5: 5 and 0, 0 and 5, 1 and 4, 4 and 1, 2 and 3, 3 and 2.
1. Zingaphi iindlela onokwenza ngazo u-5?
How many different ways can you make 5?

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Umdlalo: Ndifihle ezingaphi?
Game: How many am I hiding?

Zingaphi izibalisi ezikhoyo?
How many counters are there?

Zingaphi ozibonayo?
Zingaphi endizifihlileyo?
How many can you see?
How many am I hiding?

Ndibona ezi-4, ufihle e-1.
I see 4 so you are hiding!

Ndim ngoku.
My turn now.
2. Fakela amachokoza namanani angekhoyo.
Fill in the missing dots and numbers.

Bonds of 5 • Week 5 • Day 2
Masahlule kabini itsheyina lam elineebloko ez-5.
Let's break my train of 5 into two pieces.

U-4 no-1 benza u-5.
4 and 1 make 5.

Masahlule kabini itsheyina lam elineebloko ez-5 nguye indlela.
Now let's break my train of 5 into two pieces in a different way.

U-5 uyafana no-4 odibene no-1.
5 is the same as 4 and 1.

Qhuba nokucazulula isi-5 sibe ziindibanisela ezahlukileyo. Ukhumbule ukubhala iibhondi ezahlukileyo zesi-5 kwitiyihile zamanani kwILAB.
Continue breaking 5 into different combinations. Remember to record the different bonds of 5 in the number tables in the LAB.
Yenza u-5.
Make 5.
Bhala ezinye iindlela zokwenza u-5 kule ndlu yeebhondi.
Record the ways to make up 5 in the bond house.

Umdlalo: Ndifihle ezingaphi?
Game: How many am I hiding?

Zingaphi iibloko endizifihliyelo?
How many blocks am I hiding?

Bonds of 5
2 Ngawaphi amanye amanani enza u-5?
What other numbers make 5?

- 1 and 4
- 4 and 1
- 0 and 5
- 5 and 0

Bonds of 5
Dlala umdlalo ubone ukuba ngubani oza kufika kuqala ku-5. Ungadlala ngamakhadi ka-0, 1 no-2 okanye amakhadi ka 1 no-2.

Play a game to see who will be first to get to 5. You can play with the 0, 1 and 2 cards or just the 1 and 2 cards.

Qhuba usenza ngolu hlobo. Umntwana ofika kuqala ku-5 nguye ophumelelayo. Xa abafundi bewulandela umdlalo, bayeke bazidlalele ngababini.

Continue in this way. The child who gets to 5 first wins.

When the learners understand the game let them play it in pairs.
**WEEK 5 • DAY 4**

**Bonds of 5**

**Umdlalo: Ukunqumla umlambo**

**Game: Crossing the river**

**Ndiku-2 kwaye kufuneka ndithathe amanyathelo ama-3 ngaphezulu ukuze ndifike ku-5.**

I am at 2 and need to take 3 more steps to get to 5.

**Yigem yakho.**

Your turn.

**Thatha ikhadi.**

Take a card.

Elephant and Zebra must cross the river by stepping on the stepping stones. Play with a partner to see who will get there first. Use your 1 and 2 cards to move.
Iibhondi zika-5

1. Mingaphi imitsi ukuya ku-5?
   How many steps to 5?

   ![Diagram](image-url)
Yenza amachokoza ukuze wenze u-5 uze ufakele amanani ashiyiweyo.

Draw dots to make up 5 and fill in the missing numbers.
**Bhala amanani.**
Write the numbers.

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<thead>
<tr>
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<tbody>
<tr>
<td><img src="image1.png" alt="Balloon" /></td>
<td>1 no-</td>
<td>1 benza u- 2 make</td>
</tr>
<tr>
<td><img src="image2.png" alt="Balloon" /></td>
<td>1 no-</td>
<td>2 benza u- 3 make</td>
</tr>
<tr>
<td><img src="image3.png" alt="Balloon" /></td>
<td>2 no-</td>
<td>2 benza u- 4 make</td>
</tr>
<tr>
<td><img src="image4.png" alt="Balloon" /></td>
<td>3 no-</td>
<td>1 benza u- 4 make</td>
</tr>
<tr>
<td><img src="image5.png" alt="Balloon" /></td>
<td>1 no-</td>
<td>4 benza u- 5 make</td>
</tr>
<tr>
<td><img src="image6.png" alt="Balloon" /></td>
<td>2 no-</td>
<td>3 benza u- 5 make</td>
</tr>
</tbody>
</table>
2 Biyela inani elichanekileyo lamachokoza.
Circle the correct number of dots.

3 Gqibezela.
Complete.

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<tr>
<td>⬤ ⬤ ⬤</td>
<td>4</td>
<td>zine</td>
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<tr>
<td>⬤ ⬤</td>
<td>2</td>
<td>zimbini</td>
</tr>
<tr>
<td>⬤ ⬤ ⬤</td>
<td>5</td>
<td>zintlanu</td>
</tr>
</tbody>
</table>
Hlela, bala uze uthelekise amanani 6 ukuya ku-10

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qaphela uze ubonise amanani 6–10</td>
<td>Amakhadi amanani, amakhadi amanani nawamagama amanani, amakhadi amachokoza</td>
</tr>
</tbody>
</table>

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<tr>
<th>Umdialo:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdialo wokukhumbula amanani atshatayo</td>
<td>Amakhadi amanani 0–10; amakhadi amachokoza 0–10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sebenzisa ukutshatisa nokuhlala ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezilisi-10.</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebonisa efama (imifanekiso ethe saa 1 &amp; 2) izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>2</td>
<td>Sebenzisa ukutshatisa nokuhlala ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezilisi-10. Bhala isimvili zamanani</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ukutshatisa nokuhlala ukuze ubale imilo (amanani ukusuka ku-6 ukuya ku-10)</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, amakhadi amachokoza, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>4</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundhi kufuneka akwazi ukwenda oku:**

- Ukunakana ezi simboli
- Ukubhala isimvili
- Ukunakana amagama amanani zintandathu, zisixhenze, zisibhozo, zilithoba zilishumi
- Ukubhala izinto ezikhoyo kakuhle/ngokuchanekekileyo (ukuya kwezilishumi)
- Ukunakana kwangoko amanani 6, 7, 8, 9, 10 aboniswe kwisakhelo samashumi

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Olubhalwayo:** Ukuphathwa kwedatha: hlela ubale

**Uvavanyo oluthethwayo nolwenziwayo:** Umlinganiseliso: Ixesha: qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa ulwimi lwexesha.
# Match, sort, count and compare numbers 6 to 10

<table>
<thead>
<tr>
<th><strong>Day</strong></th>
<th><strong>Lesson activity</strong></th>
<th><strong>Lesson resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use matching and sorting to count 6–10 objects</td>
<td>LAB, farm scene poster, (unclustered 1 &amp; 2) counters and ten frames</td>
</tr>
<tr>
<td>2</td>
<td>Use matching and sorting to count 6–10 objects</td>
<td>LAB, number cards, counters and ten frames</td>
</tr>
<tr>
<td>3</td>
<td>Use matching and sorting to count shapes (number range 6–10)</td>
<td>LAB, number cards, dot cards, counters and ten frames</td>
</tr>
<tr>
<td>4</td>
<td>Compare numbers (6–10)</td>
<td>LAB, number cards, counters and ten frames</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- Recognise the symbols 6, 7, 8, 9, 10
- Write the symbols 6, 7, 8, 9, 10
- Recognise the number names six, seven, eight, nine, ten
- Accurately count objects (up to 10 objects)
- Instantly recognise the numbers 6, 7, 8, 9, 10 shown in ten frames

### Assessment (see back pages of this guide)

**Written:** Data handling: sort and count

**Oral and practical assessment:** Measurement (time): observe learners to assess their ability to use the language of time.
Hlela, bala uze uthelekise amanani 6 ukuya ku-10

**Izibalo zentloko**

Sigxila kubafundi abanakana kwangoku amanani ukusuka ku-6 ukuya ku-10 kwezi mo zilandela: njengokuba kubononiswa kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, njengamagama.

Evekini qhuba ngolu hlobo:
- Yaela abafundi ukuba baxele ukuba babona ezingaphi kwaye mabakubonise amanani athile besebenzisa iminwe yabo.
- Abafundi baphakamisa amakhadi ano-0 ukuya ku-10 ukubonisa inani leminwe oyizezayo okanye ikhadi lamachokoza olisonisayo.

**Umdlalo**

- Umdlalo wokukhumbula amanani atshatayo

**Uphuhliso lwengqiao**

Kule veki sigxila kumanani 6 ukuya ku-10. Mibini imiba ephambili kwizinto esifuna ukuqinisekisa kule veki:
- Sigxila ekusebenziseni indlela eqingqiweyo yokubala. Sikwenza oku ngokuyalela abafundi baba okusebenzise izithule izintandathu, sixhenxe, sibhozo, lithoba, lishumi.
- Sigxila ekusebenziseni indlela eqingqiweyo yokubala. Sikwenza oku ngokuyalela abafundi baba okusebenzise izithule izintandathu, sixhenxe, sibhozo, lithoba, lishumi.

Ngeli xa abafundi babala izinto ezakhekelenayo kule veki, thetha nabo ngezinto abazabalilieyo usebenzise amagama afana nala; ezona zininzi, ezona zishumi, ezona zibhozo, ezona zisixhenxe, ezona zimakhadi ano-0 ukuya ku-5.

Ngeli xa abafundi babala izinto ezakhekelenayo kule veki, thetha nabo ngezinto abazabalilieyo usebenzise amagama afana nala; ezona zininzi, ezona zishumi, ezona zibhozo, ezona zisixhenxe, ezona zimakhadi ano-0 ukuya ku-5.

**Into emayiqatshelwe kule veki**

- Abafundi kufuneka bakwazi ukunakana nokubhala isimhlophele zanele izinkwenzele ukuba babhale amagama amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
- Abafundi kufuneka bakwazi ukunakana nokubhala isimhlophele zanele izinkwenzele ukuba babhale amagama amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
- Qinisekisa ukuba abafundi bayakwazi ukubala izinto ngokucabaneleayo (bafike kwizinto ezili-10). Kufuneka bakwazi ukwenza oku ngokumanala besalatha kwinti nganye okanye ngokubeka izibalisini kwezo zinto bazebazicwini kwisakhelo samanani.

Ngokusebenzisa isakhelo samanani isifuna ukukhuthaza abafundi bakwazi ukubanca amanani ngoko ngoneka, umz. bakwazi ukunakana njengo-7 bengakwazi babale izibalisini nganye-nyanye.
**Match, sort, count and compare numbers 6 to 10**

### Mental Maths

We focus on the learners instantly recognising the numbers from 6 to 10 shown using fingers, on dot cards, as symbols and as words.

Over the week progress from:

- Asking learners to say how many they see and to show you these numbers using their fingers.
- Learners lifting the 0 to 10 cards in response to the number of fingers or the dot cards you show them.
- Learners lifting the matching word cards in response to the number of fingers or the dot cards you show them.

### Game

- Matching numbers memory game

### Concept development

This week we focus on the numbers 6 to 10. There are two key aspects to what we want to achieve.

- We focus on the continued use of a structured way of counting. We do this by getting learners to put counters onto the items they want to count and then transfer the counters into a ten frame (as they did in the range 0 to 5).
- We ensure learners are able to identify and write the numbers symbols 6, 7, 8, 9 and 10 and recognise the number words six, seven, eight, nine and ten.

While learners are counting different objects this week, talk with them about what they have counted using vocabulary like most, least, more than, less than, the same as, just as many as. For example, “There are 6 ducks and there are 7 birds so there are more birds than ducks.” This vocabulary will be the focus of week 7, so it is useful to begin to use it.

### What to look out for this week

- Are learners able to recognise and write the number symbols 6, 7, 8, 9, 10 as well as the numbers words six, seven, eight, nine and ten.
- Can learners accurately count up to 10 items by pointing to each object or by using counters and a ten frame.
- Are learners instantly able to recognise numbers, for example, to recognise as 7 without having to count each individual counter.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba okunakana nokubonisa amanani 0–10.
Give learners opportunities to recognise and show numbers 0–10
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

1. Zingaphi?
   How many?

2. Zi-7
   7

   Show me 8.

4. Zi-10
   8

5. Ndibonise i-10.
   Show me 10.
Tshatisa kwaye uhlele usebenzise iipowusta zemiboniso yasefama eqeleleneyo ukuze ufumane inani lazo zonke izilwanyana ezisefama. Xa uzisebenzisa zombini iipowusta uyanda uluhlu lwamanani luye kwi-10.

Match and sort using both of the unclustered farm scene posters to find the number of all the animals on the farm. Using both posters extends the number range to 10.
Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10

Matching and sorting numbers 6 to 10
WEEK 6 • DAY 1

Matching and sorting numbers 6 to 10
Sebenzisa iminwe yakho umise la manani. Wakhuphele ke ngoku.

Use your fingers to make these numbers. Then copy the numbers.

<table>
<thead>
<tr>
<th>Amanani ukusuka ku-0 ukuya ku-10 Numbers 0 to 10</th>
<th>Trace the numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Hand gesture] 0</td>
<td>![Hand gesture] 0</td>
</tr>
<tr>
<td>![Hand gesture] 1</td>
<td>![Hand gesture] 1</td>
</tr>
<tr>
<td>![Hand gesture] 2</td>
<td>![Hand gesture] 2</td>
</tr>
<tr>
<td>![Hand gesture] 3</td>
<td>![Hand gesture] 3</td>
</tr>
<tr>
<td>![Hand gesture] 4</td>
<td>![Hand gesture] 4</td>
</tr>
<tr>
<td>![Hand gesture] 5</td>
<td>![Hand gesture] 5</td>
</tr>
<tr>
<td>![Hand gesture] 6</td>
<td>![Hand gesture] 6</td>
</tr>
<tr>
<td>![Hand gesture] 7</td>
<td>![Hand gesture] 7</td>
</tr>
<tr>
<td>![Hand gesture] 8</td>
<td>![Hand gesture] 8</td>
</tr>
<tr>
<td>![Hand gesture] 9</td>
<td>![Hand gesture] 9</td>
</tr>
<tr>
<td>![Hand gesture] 10</td>
<td>![Hand gesture] 10</td>
</tr>
</tbody>
</table>
2 Yenza amachokoza ukuze ubonise la amanani.
Draw dots to show the numbers.

3 Dibanisa amachokoza.
Join the dots.
Zingaphi iintaka?
How many birds?

Hlala izibalisi kwisakhelo seshumi.
Sort the counters into the ten frame.
Emva komsebenzi wokutshatisa nokuhlela abafundi bangakhuphela amanani kwiLAB.
After the matching and sorting activity learners can trace the numbers in the LAB.

Tshatisa uze uhlele zombini iipowusta zemiboniso yasefama ecukeneyo ukuze ufumane inani lazo zonke izilwanyana zezilwanyana ezisefama.
Match and sort using both of the clustered farm scene posters to find the number of all the animals on the farm. Allow learners to write numbers from 1 to 10.
Amanani ukusuka ku-6 ukuya ku-10

Matching and sorting numbers 6 to 10
WEEK 6 • DAY 2

Numbers 6 to 10
1. Zoba izikwere ezithandathu.
   Draw **six** squares.

2. Yenza izangqa ezisixhenxe.
   Draw **seven** circles.

Biyela bonke oo-6. Circle all the **6**s.

Treyisa. Trace.

Bhala. Write.

zintandathu
**six**

Fakela umbala kumaqunube amathandathu.
Colour **six** strawberries.

Biyela bonke oo-7. Circle all the **7**s.

Treyisa. Trace.

Bhala. Write.

zisixhenxe
**seven**

Amanani ukusuka ku-6 ukuya ku-10
Umdlalo: Umdlalo wokukhumbula amanani atshatayo
Game: Matching numbers memory game

Dlala ngamakhadi akho amanani namakhadi amachokoza.
Play with your number cards and dot cards.

Ukuba awafani wagquule.
If they don’t match turn them back over.

Ukuba ayafana wagcine amakhadi.
If they do match keep the cards.

Umntu ophumeleleyo ngulowo unamakhadi amaninzi.
The winner is the one who has more cards.
Use counters and ten frames to match and sort to find the number of shapes. Learners should write different number symbols between 0 and 10.

After the sorting the counters from the shapes onto the ten frames, learners can write the numbers in the LAB.
### Counting Shapes

#### Oonxantathu (Triangles)
- Red triangles

#### Izangqa (Circles)
- Red circles

#### Izikwere (Squares)
- Red squares

#### Oonxantathu ababomvu (Blue triangles)
- Blue triangles

#### Izangqa ezibomvu (Blue circles)
- Blue circles

#### Izikwere ezibomvu (Blue squares)
- Blue squares

---

**What shapes are these?**

**Zeziphi ezi milo?**
1. Zingaphi? How many?

<table>
<thead>
<tr>
<th>Oonxantathu</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izangqa</td>
<td>3</td>
</tr>
<tr>
<td>Izikwere</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Triangle</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>7</td>
</tr>
<tr>
<td>Square</td>
<td>6</td>
</tr>
</tbody>
</table>

Counting shapes Week 6 • Day 3
Counting shapes

   Fakela umbala kwiintlanzi ezisi-8. Colour 8 fish.

   Fakela umbala kwizithsaba ezisi-9. Colour 9 crowns.


zisibhozo eight

zilithoba nine
4. Biyela inani elichanekileyo.
Circle the correct number.

<table>
<thead>
<tr>
<th>Number</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>seven</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>five</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>eight</td>
<td></td>
<td></td>
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<td></td>
<td>8</td>
</tr>
<tr>
<td>four</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>nine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>three</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>ten</td>
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<td></td>
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<td>10</td>
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<tr>
<td>one</td>
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<td>1</td>
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<tr>
<td>zero</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>six</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

5. Fakela amanani ashyiweyo.
Fill in the missing numbers.

2 3 5 6 7 8 9
0 1 2 3 4 5 6 7
Sebenzisa amanani ahlukeneyo ezibalisi ukuze abafundi bafumane ithuba lokuthelekisa amanani. Sebenzisa isigama esithi ‘ingaphezulu kuno-‘ okanye ‘ingaphantsi kuno-‘. Imiboniso yezakhelo zeshumi inceda abafundi babone ukuba zeziphi ezininzi kwaye zeziphi ezimbalwa

Use different numbers of counters to allow many learners opportunities to compare numbers. Use the language of more than and less than. The ten frame displays help learners to see which is more and which is less.
IVEKI 6 • USUKU 4

Ngubani onezininzi?

1. Bhala ukuba isilwanyana ngasinye sinezinto ezingaphi.
   Write how many objects each animal has.

2. Biyela isilwanyana esinezizinzi.
   Circle the animal that has more.
Who has more?


Write the number name. Colour the blocks.

1. inye  
   one

2. zimbini  
   two

3. zintathu  
   three

4. zine  
   four

5. zintlanu  
   five

6. zintandathu  
   six

7. zisixhenxe  
   seven

8. zisibhozo  
   eight

9. zilithoba  
   nine

10. zilishumi  
    ten

Who has more? Week 6 • Day 4
### Uvavanyo noqukanisa

<table>
<thead>
<tr>
<th>Zingaphi?</th>
<th>Biyela igama lemilo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many?</td>
<td>Circle the name of the shape.</td>
</tr>
</tbody>
</table>

|  |  |  |  |  |  |
|---|---|---|---|---|
| 7 | unxantathu | triangle |
|   | isangqa | circle |
|   | sikwere | square |

|  |  |  |  |  |  |
|---|---|---|---|---|
| 9 | unxantathu | triangle |
|   | isangqa | circle |
|   | sikwere | square |

|  |  |  |  |  |  |
|---|---|---|---|---|
| 6 | unxantathu | triangle |
|   | isangqa | circle |
|   | sikwere | square |

2. **Faka umbala kunye nokubala.**

Colour and count.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>△</td>
<td>○</td>
<td>□</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>6</td>
<td>□</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment and consolidation

#### Week 6 • Day 5

**3 Tshatisa.**

Match.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>zine four</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>zisixhenxe seven</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>zilithoba nine</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>inye one</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>zintlanu five</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>zilishumi ten</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>zimbini two</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>zintandathu six</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>zisibhozo eight</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>zintathu three</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 6 • Day 5

**4 Bala uze ubhale inani elichanekileyo.**

Count and write the correct number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>🍓🍓🍓</td>
<td>3</td>
<td>🍓🍓🍓</td>
</tr>
<tr>
<td>⚽️⚽️⚽️⚽️⚽️⚽️⚽️⚽️</td>
<td>10</td>
<td>⚽️⚽️⚽️⚽️⚽️⚽️⚽️</td>
</tr>
<tr>
<td>🐟🐟🐟</td>
<td>5</td>
<td>🐟🐟🐟</td>
</tr>
<tr>
<td>🍂🍂🍂</td>
<td>4</td>
<td>🍂🍂🍂</td>
</tr>
</tbody>
</table>
Indawo necala kunye namanani olandelelwano

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Umdlalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utithala uthi</td>
<td>Akukho mdlalo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indawo necala ekuyiwa ngakulo</td>
<td>Incwadi yemisebenzi yabafundi, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Indawo necala ekuyiwa ngakulo</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebonisa efama, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Amanani esingaphi</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Amanani esingaphi</td>
<td>Incwadi yemisebenzi yabafundi, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

Ukuchaza indawo ekuyo into ekhoyo esebenzisa amagama athi ngasekhohlo, ngasekunene, ngasemva/emva kwe-, ngaphambili/phambi kwe-, ngaphezulu/phezu kwe-, ngaphantsi/phantsi kwe-, phakathi, ngsentla, ngasezantsi.

Azi amagama athi: yokuqala, yesibini, yesithathu, yesine, yesihanu, yesithandathu, yesishwenxe, yesibhozo, yeshumi, yokugqibela kwaye akwazi ukuwasebenzisa ngokulandelelanayo.

Azazi isimboli: yoku-1, yesi-2, yesi-3, yesi-4, yesi-5, yesi-6, yesi-7, yesi-8, ye-9, ye-10 akwazi ukuzisebenzisa ukuchonga indawo yento kulandelelwano.

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Indawo nemilo (Ijometri): Indawo necala kunye namanani olandelelwano
Position, direction and ordinal numbers

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Position and direction</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Position and direction</td>
<td>LAB, farm scene poster, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Ordinal numbers</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ordinal numbers</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning.</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

Describe the position of an object using the words **left, right, behind, in front of, on top of, under, between, above** and **below**.

Know the words: **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth** and **last**, and be able to use them to identify the position of an object in a sequence.

Know the symbols: **1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th**, and be able to use them to identify the position of an object in a sequence.

**Assessment** (see back pages of this guide)

**Written assessment**: Space and Shape: Position and direction and ordinal numbers
### Izibalo zentloko
Iveki yanke uza kudlala nabafundi umdlalo othi “Utitshala uthi”. Lo umdlalo ulula: Xa usithi “utitshala uthi phakamisa isandla sasekunene” kufuneka abafundi benze oko, kodwa xa usithi “phakamisa isandla sasekunene” kufuneka abafundi bangakwenzi oko. Eyona njongo yalo umdlalo kukuqheliswa abafundi isigama esifundiswayo evekini esimalunga nendawo. Gxila kula magama:
- Ekhohlo nasekunene
- Ngaphambili/Phambi kwe-ngasemva/emva kwe-
- Phezulu nasezantsi
- Ngaphezulu nangaphantsi
- Phakathi
- Ngasentla nangasezantsi

Ungayithsintsha-tshintsha imiyalelo yakho ngokuthanda kwakho: “Utitshala uthi thatha inyathelo elinye uye ngasekhohlo” okanye “Utitshala uthi beka ubhontsi wakho phantsi kwesilevu”.

Kanti ke ungenza nolhaziyo lwengqiqo ngamanani, umz. “Utitshala uthi qhwaba kathathu”.

### Umdlalo
Akukho umdlalo

### Uphuhliso lwengqiqo
Kule veki sisebenza ngengqiqo ezimbini:
- eyokuqala yindawo nokuchaza icala
- eyesibini ngamanani esingaphi (olandelelwaniso)

### Into emayiqatshelwe kule veki
Kuwo omabini la macandelo kuza kufuneka abafundi basebenzise isigama ngendlela echanekileyo. Kubalulekile ukuqhubeka nokusebenzi esa sigama ngeli xa usenza eminye imisetyenzana yaseklasini. Umz., yitsho abafundi bafake:
- ipenisele zabo ngaphakathi ebhokisini yeepenisile
- okanye yitsho abafundi balande incwadi ephezu kwetafile
- okanye bachele iphepha eliphantsi kwedesika.
Position, direction and ordinal numbers

Mental Maths
Throughout the week, play the game “Teacher says” with the learners. The game is simple. If you say “Teacher says: Raise your right hand”, the learners must do what you say, but if you just say “Raise your right hand” without saying “Teacher says”, the learners mustn’t do it. Your instructions must focus on the position vocabulary:

- left and right
- in front of and behind
- up and down
- on top of and beneath/under
- between
- above and below

You can get as creative as you want in your instruction:
“Teacher says: Take one step to the left.”
“Teachers says: Put your thumb under your chin.”

You can also include some revision of number concepts:
“Teacher says: Clap three times.”

Game
No game

Concept development
This week we deal with two concepts:
- position and direction
- ordinal numbers

What to look out for this week
In both of these sections learners will need to use the vocabulary correctly. It is also important to continue to use this vocabulary whilst you are doing other class activities. For example, you could ask learners to:
- put the pencil behind their pencil box
- fetch the book that is on top of the table
- pick up the paper that is under the desk.
Dlala Utitshala uthi.
Play teacher says.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

Ukuba uthi “Utitshala uthi” kufuneka abafundi bathobele imiyalelo yakho.
If you say “Teacher says” then the learners must follow your instruction.

Ukuba awuthi “Utitshala uthi” usuke unike umyalelo, kufuneka abafundi bangayenzi loo nto. 
If you don’t say “Teacher says” but just give an instruction, the learners mustn’t do it.
Other instructions to give: Put your left hand in the air. Put your right hand in the air. Stand on your left foot. Stand on your right foot. Put your hand in front of your face. Put your hand behind your back. Point your finger down. Put your hand between your knees. Clap 2 times. Stamp 3 times.

Yalatha ngomnwe phezulu. 
Point your finger up.
Yenza itreyini yeebloko ezi-5. Umphambili wetreyini yakho maqibele yibloko ebomvu. Make a train of 5 blocks. The front of your train must be a red block.

Ungumqhubi wetreyini kwaye kufuneka ulandele imiyalelo yam. You are the train driver and must follow my instructions.

Eminye imiyalelo oynika abafundi:
Hambisa itreyini yakho ngokuhawuleza ibuye umva.
Hambisa itreyini yakho ije ngasekhohlo.
Hambisa itreyini yakho ije ngasekunene.
Misa itreyini yakho phantsi kwencwadi yakho yemisebenzi.
Beka itreyini yakho phezu kwencwadi yakho yemisebenzi.
Faka itreyini yakho ngaphakathi ebhokisini.
Yakha enye itreyini ngeebloko ezi-3.
Beka le treyini intsha phambi kwetreyini yakho endala.
Beka le treyini intsha emva kwetreyini yakho endala.

Further instructions to give the learners:
Move your train backwards quickly.
Move your train to the left.
Move your train to the right.
Park your train under your workbook.
Put your train on top of your workbook.
Put your train into the box.
Build another train with 3 multifix blocks.
Put this new train in front of your old train.
Put this new train behind your old train.
1. Le yitreyini yam enebloko ebomvu ngaphambili.

This is my train with the red block at the front.

Biyela.

Circle.

Itreyini emthubi ______ kwetreyini yam.

The yellow train is ______ my train.

- ingaphazelu on top of
- ingaphantsi under

Itreyini emthubi ______ kwetreyini yam.

The yellow train is ______ my train.

- ingaphazelu on top of
- ingaphantsi under

Ingaba le treyini iphezu okanye ingaphantsi kololiwe wam?

Is the train on top of or under my train?

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under

- ingaphazelu on top of
- ingaphantsi under
Le yitreyini yam enebloko ebomvu ngaphambili.
This is my train with the red block at the front.

Biyela.
Circle.

Itreyini emthubi ____ kwetreyini yam.
The yellow train is ______ my train.

Ingaba le treyini iphambi okanye isemva kwetreyini yam?
Is the train in front of or behind my train?
Sebenzisa isigama sokwalatha indawo namhlanje njengokuba usakha ngebloko.

Use the language of position today as you build with blocks.
1. Zingaphi  
   How many ezikwisandla sakhe sasekhohlo? in his left hand? 
   ezikwisandla sakhe sasekunene? in his right hand? 
   zizonke? altogether?

2. Zingaphi  
   How many eziphezu kwedesika? on top of the desk? 
   eziphantsi kwedesika? under the desk? 
   zizonke? altogether?

3. Zingaphi  
   How many ezingaphakathi esityeni? inside the bowl? 
   ezingaphandle kwesitya? outside the bowl? 
   zizonke? altogether?

4. Zingaphi  
   How many ezisemva kocingo? behind the fence? 
   eziphambi kocingo? in front of the fence? 
   zizonke? altogether?
Eminye imiyalelo enikwayo
Abafundi aba-3 bokuqala mabaphakamise izandla zabo. Umfundile wesi-5 ukusuka ngaphambili makaqhwabe izandla.

Yalela iklasi yenzeoku:
Xela umfundile wokugqibele emgceni. Xela umfundile wesi-3 ukusuka ngaphambili. Xela umfundile ophakathi komfundile A nomfundi B. Xela umfundile osemva komfundile A. Xela umfundile ophambi komfundile A.

Some other instructions to give:
The first 3 learners must put their hands in the air. The learner 5th from the front must clap their hands.

Ask the class to:
Name the learner who is last in the row. Name the learner who is 3rd from the front. Name the learner between learner A and learner B. Name the learner after learner A. Name the learner before learner A.
Ordinal numbers

- ngowokuqala: first
- ngowokugqibela: last
- Uphambi ko-: before
- Usemva ko-: after
- Yesibini: second
- Yesithandathu: sixth
Fakela umbala **obomvu** kwizangqa ezi-2 eziphezulu.
Colour the top 2 circles **red**.

Fakela umbala **omnyama** kwizangqa ezi-2 ezisezantsi.
Colour the bottom 2 circles **black**.

Fakela umbala **obomvu** kwizangqa ezi-5 eziphezulu.
Colour the top 5 circles **red**.

Fakela umbala **omnyama** kwizangqa ezi-5 ezisezantsi.
Colour the bottom 5 circles **black**.

Fakela umbala **obomvu** kwisangqa soku-1 ukusuka ngasentla.
Colour the 1st circle from the top **black**.

Fakela umbala **obomvu** kwisangqa sesi-2 ukusuka ngasentla.
Colour the 2nd circle from the top **red**.

Gqibezela ipatheni.
Complete the pattern.

**Amanani olandelelwano**

How many blocks? Tick the heavier side.

How many blocks? Tick the lighter side.

Draw blocks so that the scale is hanging correctly.

Gqibezela ipatheni.
Complete the pattern.
Ordinal numbers

Some other possible tasks:

- Make a tower with 5 blocks. The fourth block from the bottom must be blue.
- Make a tower with 4 blocks. The second block from the top must be yellow and the third block from the top must be blue.

Some other possible tasks:

- What colour is the third block from the bottom?
- What colour is the block that is on top of the red block?
- What colours are the blocks that are next to the green block?

- Yenza incochoyi eneebloko ezi-4. Ibloko yesibini ukusuka ngasentla mayibe bomvu. Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.

Eminye imisebenzi enokwenziwa:

Ibloko yesibini ukusuka ngasentla inombala onjani? Ibloko engasezantsi kwebloko emthubi inombala onjani? Zinombala onjani ibloko ezisecaleni kwebloko eluhlaza?

Some other possible tasks:

- What colour is the second block from the top?
- What colour is the block below the yellow block?

Ibloko yesibini ukasuka ngasentla inombala onjani?

What colour is the second block from the top?

Eminye imisebenzi enokwenziwa:

Yenza incochoyi eneebloko ezi-5. Ibloko yesibini ukusuka ngasentla mayibe bomvu. Make a tower of 5 blocks. The second block from the top must be red.

Yenza incochoyi eneebloko ezi-4. Ibloko yesibini ukusuka ngasentla mayibe bomvu. Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.

Yenza incochoyi eneebloko ezi-4. Ibloko yesibini ukusuka ngasentla mayibe bomvu. Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.

Yenza incochoyi eneebloko ezi-4. Ibloko yesibini ukusuka ngasentla mayibe bomvu. Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.
Amanani olandelelwaniso

**Ordinal numbers**

1. Biyela inja yesi-3 ukusuka ngasekhohlo.
   Circle the 3rd dog from the left.

2. Biyela izinja zokuqala ezi-3 ukusuka ngasekhohlo.
   Circle the first 3 dogs from the left.

   Circle the 5th dog from the right.

4. Biyela izinja ezi-2 zokugqibela ngasekunene.
   Circle the last 2 dogs on the right.

5. Biyela inja yesibini ukusuka ngasekhohlo.
   Circle the second dog from the left.

   Circle the fourth dog from the right.

7. Biyela inja yesixhenxe ukusuka ngasekhohlo.
   Circle the seventh dog from the left.

8. Biyela izinja ezi-2 zokugqibela ngasekunene.
   Circle the last 2 dogs on the right.
Fakela umbala obomvu kwisangqa soku-1, kwesesi-3 nakwesesi-5.
Colour the 1st, 3rd and 5th circles red.

Fakela umbala omnyama kwisangqa sesi-2, kwesesi-4 nakwesesi-6.
Colour the 2nd, 4th and 6th circles black.

Gqibezela ipatheni.
Complete the pattern.

Fakela umbala obomvu kwisangqa soku-1, kwesesi-2, kwesesi-4 nakwesesi-5.
Colour the 1st, 2nd, 4th and 5th circles red.

Fakela umbala omnyama kwisangqa sesi-3 nakwesesi-6.
Colour the 3rd and 6th circles black.

Gqibezela ipatheni.
Complete the pattern.

Fakela umbala obomvu kwisangqa soku-1, kwesesi-2, kwesesi-5 nakwesesi-6.
Colour the 1st, 2nd, 5th and 6th circles red.

Fakela umbala omnyama kwisangqa sesi-3, kwesesi-4, kwesesi-7, nakwesesi-8.
Colour the 3rd, 4th, 7th and 8th circles black.

Gqibezela ipatheni.
Complete the pattern.
1 Imilo zicwangcisiwe ukusuka ekhohlo ukuya ekunene.
The shapes have been placed in order from left to right.

Yeyiphi imilo …?
Which shape is …?

<table>
<thead>
<tr>
<th>yesixhenxe seventh</th>
<th>yokuggibela last</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yesithathu third</td>
<td>yesihlanu fifth</td>
<td></td>
</tr>
<tr>
<td>yethoba ninth</td>
<td>yesibini second</td>
<td></td>
</tr>
<tr>
<td>yesine fourth</td>
<td>yesithandathu sixth</td>
<td></td>
</tr>
<tr>
<td>yeshumi tenth</td>
<td>emva kwe after</td>
<td></td>
</tr>
<tr>
<td>emva kwe after</td>
<td>phambi kwe-before</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 7 • DAY 5
Assessment and consolidation

2

Zingaphi
How many
ezikwisandla sakhe sasekholo? 2
in his left hand?
ezikwisandla sakhe sasekunene? 1
in his right hand?
zizonke? 3
altogether?

3

Zingaphi
How many
eziphezu kwedesika? 3
on top of the desk?
eziphantsi kwedesika? 2
under the desk?
zizonke? 5
altogether?

4

Fakela umbala kwisilwanyana esikwindawo exeliweyo ukusuka ngasekholo.
Colour in the animal in the position given from the left.

yesi-5 5th

yoku-1 1st

yesi-3 3rd

yesi-4 4th

yesi-2 2nd
### Ubunzima

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ibhondi zamanani ukuya ku-5</th>
</tr>
</thead>
</table>

| Umdlalo: Yeyiphi enzima? |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enzima nekhaphukhaphu</td>
<td>izinto ezahlukileyo ezinzima nezikhaphukhaphu, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthelekisa ubunzima</td>
<td>izinto ezahlukileyo ezinzima nezikhaphukhaphu, isikali sokulinganisela, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukuthelekisa ubunzima</td>
<td>izinto ezahlukileyo ezinzima nezikhaphukhaphu, isikali sokulinganisela, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthelekisa ubunzima</td>
<td>iLAB, izinto ezahlukileyo, izinto isikali sokulinganisela, izibalisi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

Sebenzisa ulwimi oluchanekileyo ukuthetha ngokuthelekisa ubunzima (ikhaphukhaphu, inzima, ikhaphukhaphu kun-, inzima kun-).

Linganisela, theleksa, cwangcisa ube urekhodishe ubunzima usebenzise isikali sokulinganisela kunye nemilinganiselo engekho sesikweni.

### Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

### Uvavanyo olubhalwayo: Umlinganiselo (ubunzima)

### Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Ubunzima: qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigma sobunzima uze usebenzise isikali sokulinganisela.
## Mass

### Mental Maths: Fizz Pop – bonds up to 5

### Game: Which one is heavier?

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heavy and light</td>
<td>LAB, a variety of heavy and light objects</td>
</tr>
<tr>
<td>2</td>
<td>Comparing mass</td>
<td>LAB, a variety of heavy and light objects, balance scale</td>
</tr>
<tr>
<td>3</td>
<td>Comparing mass</td>
<td>LAB, a variety of heavy and light objects, balance scale</td>
</tr>
<tr>
<td>4</td>
<td>Measuring mass</td>
<td>LAB, a variety of objects, balance scale, counters</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- Use relevant language to talk about comparison of mass (*light, heavy, lighter, heavier*)
- Measure, compare, order and record mass using a balance scale and non-standard measures

**Assessment** (see back pages of this guide)

**Written assessment**: Mass (measurement)

**Oral and practical assessment**: Measurement – Mass: observe learners and assess their ability to use the terminology of mass and a balance scale.
**Ubunzima**

### Izibalolo zentloko


### Umdlalo

Yeyiphi enzima?

### Uphuhliso lwengqiqo

Kule veki sijolisa kwingqiqo yobunzima. Kubalulekile ukuba abafundi basebenze ngexesha leisifundo ukuze baphuhlise ulwazi lwabo lwale ngqiqo. Kwisimebenzi yethu yobunzima siza kugxila koku:

- ukusebenzisa ulwimi oluchanekileyo xa bethetha ngokuthelekisisa ubunzima. Kubalulekile ukunika abafundi ithuba lokuwabiza la magama ngokwabo.
- ukuthelekisa nokucwangcisa ubunzima bezinto ngokusebenzisa isikali sokulinganisela ubunzima bomntu okanye isikali sokulinganisela. Ukuba akunaso isikali sokulinganisela ungazenzela esakho ngokusebenzisa ihengara yempahla yocingo kunye neetotini zeyogathi ezimbini.
- ukulinganisela nokurekhodisha ubunzima usebenzisa iindidi ezahlukileyo zemlinganiselo engekho sesikweni. Kubalulekile ukuba abafundi bathathe inxaxheba ngexesha lezifundo ukuze bakwazi ukuphuhlisa okwabo ukuqonda.

### Into emayiqatshelwe kule veki

- Kwesi shlako, kufuneka abafundi bathathe inxaxheba kwimisebenzi yasekalsini ukuze babuwe ubunzima bezinto abazaziyo ezahlukileyo. Abafundi kufuneka basisebenzise nabo esi sigama xa bethetha ngezinto ezahlukileyo.
- Qinisekisa ukuba abafundi bayasisebenzisa isigama ukuze bafunde ulwimi lweMathematika kwaye baphuhlise ukuqonda kwabo esi sigama: izima, izima kune-, yeyona izima, ikaphukhaphu, ikaphukhaphu kuna-, yeyona ikaphukhaphu, ukuzinza, ukulinganisela, ukuthelekisa, ukucwangcisa, ukurekhodisha, isikali sokulinganisela, ubunzima, qikelela
### Mental Maths

Learners consolidate knowledge of bonds up to 5. Play ‘Fizz Pop’. For Fizz Pop when the teacher says “Fizz” the class must respond with “Pop” and when the teacher says a number, for example “2”, the class must call out the number that goes with 2 to make 5 (in other words, “3”).

Add variations to make it more fun, for example, you say “Pop” the class must say “Fizz” or if you say “Fizz Fizz” the class must say “Pop Pop”. However, remember that the main point of the game is to help the learners become fluent in their bonds of 10.

### Game
- Which one is heavier?

### Concept development

This week we focus on the concept of mass. In order to develop a sound understanding of mass, it is essential that learners become practically involved in these lessons. In our work on mass, we will focus on:
- Using relevant language to talk about comparison of mass. It is important to allow learners the opportunity to say the words themselves.
- Comparing and ordering the mass of objects by using a human scale or a balance scale. If you do not have a commercial balance scale, you can make one of your own by using a wire coat hanger and two yoghurt tubs.
- Measuring and recording mass using a variety of non-standard measures. It is essential that learners are actively involved in the lessons so that they can construct their own understanding.

### What to look out for this week
- In this topic, learners need to be actively involved in the activities so that they can physically experience the mass of different familiar objects. Learners need to use the vocabulary themselves as they talk about the different objects.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept: heavy, heavier, heaviest, light, lighter, lightest, balance, measure, compare, order, record, balance scales, mass, estimate.
Enzima nekhaphukhaphu

IZIBALO ZENTLOKO | MENTAL MATHS

Practice bonds. Play Fizz Pop – bonds up to 5.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Ungandixelela ntoni ngezinto ezimbini? What can you tell me about these two objects?

Le inzima. Le ikhaphukhaphu. This one is heavy. This one is light.

Bamba le ncwadi ngesandla esinye. Khangela ke ngoku enye into enzima uze uyibambe ngesinye isandla. Hold this book in one hand. Now find another item that is heavier and hold it in your other hand.

Bamba le ncwadi ngesandla esinye. Khangela ke ngoku enye into enzima uze uyibambe ngesinye isandla. Hold this book in one hand. Now find another item that is lighter and hold it in your other hand.

Ipenisile ikhaphukhaphu kunencwadi. The pencil is lighter than the book.

Cwangcisa ezi zinto uqale ngeyona inzima uye kweyona ikhaphukhaphu. Arrange these items from heaviest to lightest.

Isutkheyisi yeyona inzima, kulandele incwadi. Ipenisile yeyona ikhaphukhaphu. The suitcase is the heaviest, then it’s the book. The pencil is the lightest.

Nika abafundi amathuba abaninzi okusebenzisa isigama esithi inzima, ikhaphukhaphu, inzima kuna-, ikhaphukhaphu kuna-, yeyona inzima, yeyona ikhaphukhaphu.

Provide more opportunities for learners to use the vocabulary heavy, light, heavier than, lighter than, heaviest and lightest.
1. Biyela eyona inzima. Circle the **heaviest**.

2. Biyela eyona ikhaphukhaphu. Circle the **lightest**.
3. Fakela umbala kwinto ekhaphukhaphu.  
Colour in something that is light.

4. Fakela umbala kwinto enzima.  
Colour in something that is heavy.
Ukuthelekisa ubunzima

Phinda la manyathelo angasentla usebenzise ezinye izinto, ukuze abafundi babe nakho ukusebenzisa isigma esithi inzima kuna-, ikhaphukhaphu kuna-, nobunzima.

Repeat the steps above with other items, allowing learners to use the vocabulary heavier than, lighter than and mass.

Sisebenzisa igama elithi ubunzima xa sitetha ngobununzi benkqu-nto (imatha) okanye loo nto yenziwe ngayo into.

We use the word mass to talk about the amount of matter or substance an object is made of.

Beka izinto zakho esikalini sokulinganisela ukuze ukhangele ukuba ubuchanile na.

Place the objects on the balance scale to check if you were correct.

Xa into inzima, singathini ngobunzima bayo?

When an object is heavier, what can we say about its mass?

Inobunzima obuphezulu – yenziwe ngematha eninzi.

It has a higher mass – it is made of more matter or substance.

Ukuba akunaso isikali sokulinganisela, ungazenzela esakho ngokusebenzisa ihengara yemphahla yocingo, umtya kunye neetoti zeyogathi zeplastiki ezimbini.

If you don’t have a balance scale, you can make your own one by using a coat hanger, string and two plastic yoghurt tubs.

Phinda la manyathelo angasentla usebenzise ezinye izinto, ukuze abafundi babe nakho ukusebenzisa isigma esithi inzima kuna-, ikhaphukhaphu kuna-, nobunzima.

Repeat the steps above with other items, allowing learners to use the vocabulary heavier than, lighter than and mass.
## Comparing mass

1. **Enzima kunenye? Tikisha ibhokisi.**
   
   **Heavier? Tick the box.**

<table>
<thead>
<tr>
<th>Bucket</th>
<th>Bucket</th>
<th>Jar</th>
<th>Jar</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Bucket" /></td>
<td><img src="image2.png" alt="Bucket" /></td>
<td><img src="image3.png" alt="Jar" /></td>
<td><img src="image4.png" alt="Jar" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Tick" /></td>
<td><img src="image6.png" alt="Tick" /></td>
<td><img src="image7.png" alt="Tick" /></td>
<td><img src="image8.png" alt="Tick" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vase</th>
<th>Flower</th>
<th>Feather</th>
<th>Hen</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Vase" /></td>
<td><img src="image10.png" alt="Flower" /></td>
<td><img src="image11.png" alt="Feather" /></td>
<td><img src="image12.png" alt="Hen" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Tick" /></td>
<td><img src="image14.png" alt="Tick" /></td>
<td><img src="image15.png" alt="Tick" /></td>
<td><img src="image16.png" alt="Tick" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book</th>
<th>Pencil</th>
<th>Banana</th>
<th>Banana</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image17.png" alt="Book" /></td>
<td><img src="image18.png" alt="Pencil" /></td>
<td><img src="image19.png" alt="Banana" /></td>
<td><img src="image20.png" alt="Banana" /></td>
</tr>
<tr>
<td><img src="image21.png" alt="Tick" /></td>
<td><img src="image22.png" alt="Tick" /></td>
<td><img src="image23.png" alt="Tick" /></td>
<td><img src="image24.png" alt="Tick" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pig</th>
<th>Chick</th>
<th>Bus</th>
<th>Motorcycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image25.png" alt="Pig" /></td>
<td><img src="image26.png" alt="Chick" /></td>
<td><img src="image27.png" alt="Bus" /></td>
<td><img src="image28.png" alt="Motorcycle" /></td>
</tr>
<tr>
<td><img src="image29.png" alt="Tick" /></td>
<td><img src="image30.png" alt="Tick" /></td>
<td><img src="image31.png" alt="Tick" /></td>
<td><img src="image32.png" alt="Tick" /></td>
</tr>
</tbody>
</table>
2. Zoba utolo uye kwinto ekhaphukhaphu.
Draw an arrow to something that is lighter.

<table>
<thead>
<tr>
<th>Inzima</th>
<th>Ikhaphukhaphu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavier</td>
<td>Lighter</td>
</tr>
<tr>
<td>Scissors</td>
<td>Bucket</td>
</tr>
<tr>
<td>Book</td>
<td>Pencil</td>
</tr>
<tr>
<td>Ice bucket</td>
<td>Glass</td>
</tr>
<tr>
<td>Kettle</td>
<td>Feather</td>
</tr>
<tr>
<td>Pencil</td>
<td>Eraser</td>
</tr>
<tr>
<td>Wooden table</td>
<td>Liquid glue</td>
</tr>
<tr>
<td>Backpack</td>
<td>Chair</td>
</tr>
</tbody>
</table>
Comparing mass

Phinda la manyathelo angasentla, uvumele abafundi bahlole ubunzima bezinto ezahlukileyo. Bakhuthaze abafundi basebenzise isigama esithi “inzima kuna-” okanye “ikhaphukhaphu kuna-”.

Repeat the steps above, allowing learners to investigate the mass of different objects. Encourage learners to use the vocabulary heavier than and lighter than.
Zoba utolo ubonise ukuba ziya ngaphi izinto (inzima okanye ikhaphukhaphu).

<table>
<thead>
<tr>
<th>Object</th>
<th>Arrow Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Left</td>
</tr>
<tr>
<td>Backpack</td>
<td>Right</td>
</tr>
<tr>
<td>Can</td>
<td>Left</td>
</tr>
<tr>
<td>Apple</td>
<td>Right</td>
</tr>
<tr>
<td>Scissors</td>
<td>Left</td>
</tr>
<tr>
<td>Scissors</td>
<td>Right</td>
</tr>
</tbody>
</table>

Draw an arrow to show where the objects would go (heavier or lighter).
Comparing mass

How many blocks? Tick the heavier side.

How many blocks? Tick the lighter side.

Draw blocks so that the scale is hanging correctly.
Bakhuthaze abafundi ukuba basebenzise ibloko nezibalisi ukulinganisela izinto ezahlukileyo. Abafundi kufuneka baqonde ukuba kufuneka basebenzise iyunithi efanayo xa bethelekisa ubunzima bezinto ezahlukileyo.

Encourage learners to use the blocks and counters to measure a variety of different items. Learners need to understand that they need to use the same unit to compare the mass of different objects.
Gqibezele isivakalisi.
Complete each sentence.

<table>
<thead>
<tr>
<th>Pawpaw</th>
<th>Tomato</th>
</tr>
</thead>
<tbody>
<tr>
<td>ipopo</td>
<td>itumato</td>
</tr>
</tbody>
</table>
| The pawpaw is heavier than the tomato.

<table>
<thead>
<tr>
<th>Book</th>
<th>Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>nowadi</td>
<td>bhegi</td>
</tr>
</tbody>
</table>
| The book is lighter than the bag.

<table>
<thead>
<tr>
<th>Apple</th>
<th>Candles</th>
</tr>
</thead>
<tbody>
<tr>
<td>apile</td>
<td>khandlela</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
| The apple has the same mass as 12 small candles.

<table>
<thead>
<tr>
<th>Orange</th>
<th>Candles</th>
</tr>
</thead>
<tbody>
<tr>
<td>iorenji</td>
<td>khandlela</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
| The orange has the same mass as 16 small candles.

<table>
<thead>
<tr>
<th>Apple</th>
<th>Batteries</th>
</tr>
</thead>
<tbody>
<tr>
<td>apile</td>
<td>iibhetri</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| The apple has the same mass as 5 batteries.

<table>
<thead>
<tr>
<th>Batteries</th>
<th>Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>iibhetri</td>
<td>bhola</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
| The ball has the same mass as 2 batteries.
2. *Iyunithi yibhetri e-1.*

A unit is 1 battery.

<table>
<thead>
<tr>
<th>Ubunzima beorenji ziiyunithi ezi-<strong>4</strong>.</th>
<th>Ubunzima betumato ziiyunithi ezi-<strong>3</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ubunzima bepopo ziiyunithi ezi-<strong>12</strong>.</td>
<td>Ubunzima besikwashi ziiyunithi ezi-<strong>3</strong>.</td>
</tr>
<tr>
<td>Ubunzima bepayina ziiyunithi ezi-<strong>10</strong>.</td>
<td>Ubunzima beti ziiyunithi ezi-<strong>7</strong>.</td>
</tr>
</tbody>
</table>

- **Ubunzima beorenji ziiyunithi ezi-**4**: The mass of the orange is 4 units.
- **Ubunzima betumato ziiyunithi ezi-**3**: The mass of the tomato is 3 units.
- **Ubunzima bepopo ziiyunithi ezi-**12**: The mass of the pawpaw is 12 units.
- **Ubunzima besikwashi ziiyunithi ezi-**3**: The mass of the squash is 3 units.
- **Ubunzima bepayina ziiyunithi ezi-**10**: The mass of the pineapple is 10 units.
- **Ubunzima beti ziiyunithi ezi-**7**: The mass of the tea is 7 units.
**Umdlalo: Yeyiphi enzima?**
Game: Which one is heavier?

Kuza kufuneka abafundi babe nesikali sokulinganisela abazenzeleyo emakhaya ukuze badlale lo mdlalo.
You will need a home-made balance scale to play the game.

Zikhethelo izinto zokudlala. 
Masikhangele ubunzima.
Choose your items! Let’s check the mass.

1. Ndidihle izinto zonke. 
I choose all the items.

2. I choose a pencil and glue.
Ndithi iglu inzima kunepenisile.
I say glue is heavier than the pencil.

3. I choose a pencil and glue.
Iglu inzima kunepenisile.
The glue is heavier than the pencil. I win.

4. I choose crayons and scissors.
Ndithi iglu inzima kunepenisile.
The glue is heavier than the pencil. I win.

**Abafundi mabatshintshiselane ngokuhlela nangokukhetha izinto. Bangabhala phantsi ukuba mingaphi imijikelo abafumana ngayo amanqaku.**
Take turns to choose items. Keep a record of how many rounds you win a point.

**Nsinizindawo:**
- I choose crayons and scissors.
- I choose a pencil and glue.
- The pencil is lighter than the glue.
- The crayons are heavier than the scissors.
- You choose.

**Abafundi mabatshintshiselane:**
- I choose a pencil and glue.
- The glue is heavier than the pencil. I win.
- I choose crayons and scissors.
- The scissors are lighter than the crayons.
- I choose a pencil and glue.
- The pencil is lighter than the glue.
- I choose crayons and scissors.
- The crayons are heavier than the scissors.
- You choose.

**Kuza kufuneka abafundi abazinto sokulinganisela abazenzeleyo emakhaya ukuze badlale lo mdlalo.**
You will need a home-made balance scale to play the game.

**Abafundi mabatshintshiselane ngokuhlela nangokukhetha izinto. Bangabhala phantsi ukuba mingaphi imijikelo abafumana ngayo amanqaku.**
Take turns to choose items. Keep a record of how many rounds you win a point.
1 Zingaphi iibloko? Phawula icala elinzima.
How many blocks? Tick the heavier side.

2 Zingaphi iibloko? Phawula icala elikhaphukhaphu.
How many blocks? Tick the lighter side.

3 Zoba iibloko ukuze isikali sijinge ngokuchanekileyo.
Draw blocks so that the scale is hanging correctly.
4. Iyunithi yibhetri e-l.  
A unit is 1 battery.

<table>
<thead>
<tr>
<th><strong>Ubunzima besepha</strong></th>
<th><strong>ziiyunithi ezi-</strong></th>
<th><strong>The mass of the soap is</strong></th>
<th><strong>20</strong></th>
<th><strong>units.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ubunzima beekhrayoni</strong></th>
<th><strong>ziiyunithi ezi-</strong></th>
<th><strong>The mass of the crayons is</strong></th>
<th><strong>5</strong></th>
<th><strong>units.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ubunzima bamakhadi</strong></th>
<th><strong>ziiyunithi ezi-</strong></th>
<th><strong>The mass of the cards is</strong></th>
<th><strong>6</strong></th>
<th><strong>units.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

5. Phawula nge-_movement umthwalo onzima.  
Tick the **heavier** load.

6. Phawula nge-_movement umthwalo okhaphukhaphu.  
Tick the **lighter** load.
Theleksisa amanani ukusuka ku-6 ukuya ku-10

<table>
<thead>
<tr>
<th>Izibalo zentloko: Lelikabani elikhulu?</th>
<th>Izixhobo: Amakhadi amanani 0-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: 1, 2, 3 Veza!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ngowuphi umthi onezimalwa?</td>
<td>Incwadi yemisebenzi yabafundi (LAB), ipowusta yemithi (XX), intaka</td>
</tr>
<tr>
<td>2</td>
<td>Enkulu kunenye nencinci kunenye</td>
<td>Incwadi yemisebenzi yabafundi, iibloko ezidityaniswayo</td>
</tr>
<tr>
<td>3</td>
<td>Engaphezulu kunenye nengaphantsi kunenye</td>
<td>Incwadi yemisebenzi yabafundi, iibloko ezidityaniswayo</td>
</tr>
<tr>
<td>4</td>
<td>Ukutheleksisa amanani</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundiki kufuneka akwazi ukwenza oku:**

- Ukucwangcisa amanani ukusuka ku-0 uye ku-10
- Ukuthatha isiqigbo sokuba lelphi inani elikhulu okanye elincinci phakathi kwamabini ukusuka ku-0 uye ku-10.
- Ukukhetha ubuka lelphi igqela lamani kwakhayo elona likhulu okanye elona lincinci kumaqela amanani ukusuka ku-0 uye ku-10.
- Ayazi intsingiselo yamagama athi inkulu, incinci, ingaphezulu kune-, ingaphantsi kune-, eyona inkulu, eyona incinci, eezona zinini, ezona zinctini; kwaye akwazi nokuwasebenzisa ngokuchanekileyo.
- Ukwalatha inani elingaphezulu ngo-1 okanye elingaphantsi ngo-1 kumenani elithile (kuluhlulo 0–10).
- Ukwalatha inani elingaphezulu ngo-2 okanye elingaphantsi ngo-2 kumenani elithile (kuluhlulo 0–10).

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakhoye yokuncamfumile ukuze uthele amanqaku njengxalenyi yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
## Compare numbers 6 to 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Which tree has less?</td>
<td>LAB, tree poster, birds</td>
</tr>
<tr>
<td>2</td>
<td>Bigger than and smaller than</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>3</td>
<td>More than and less than</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>4</td>
<td>Comparing numbers</td>
<td>LAB, number cards</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Resources

- Mental Maths: Whose is bigger? number cards 0-10
- Game: 1, 2, 3 Show!

### After this week the learner should be able to:

- Order the numbers 0 to 10
- Decide which of two numbers from 0 to 10 is bigger or smaller
- Identify which of a group of numbers from 0 to 10 is biggest, smallest
- Know and use the words **bigger**, **smaller**, **more than**, **less than**, **biggest**, **smallest**, **most**, **least** accurately
- Identify the number that is 1 **more than** or 1 **less than** a number (range 0-10)
- Identify the number that is 2 **more than** or 2 **less than** a number (range 0-10)

### Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment.
Thelekisa amanani ukusuka ku-6 ukuya ku-10

**Izibalo zentloko**

- Sigxila kubafundi bethelekisa amanani.
- Siza Kwenza umdlalo othi 1, 2, 3 Veza! Abafundi bema ngeenyawo bajongane, izandla zabo zibe semqolo. Umfundi ngamnye uyajigqibela ukuba uza kuveza iminwe emingaphi emileyo nemingaphi egobileyo. Bathi 1, 2, 3 Veza! baze baveze izandla zabo ngaphambili. Abafundi bayachaza ukuba umntu ngamnye uveza iminwe emingaphi baze batsho ukuba ngubani oveza iminwe emininzi.
- Qala ngokucela abafundi ababini badlale phambi kweklasi yonke ukuze emva koko abafundi badlale ngababini lasiabafundi

**Umdlalo**

1, 2, 3 Veza!

**Uphuhliso lwengqiao**

Kule veki sigxila ekucwangciseni nasekuthelekiseni amanani ukusuka ku-6 ukuya ku-10. Oku kwakhela phezu kothelekiso lwamanani 1 ukuya ku-5 olwenziwe kwveki yoku-1 nejesi-2. Isigama esinxulumene nothelekiso siza kubelelelewa kule veki kuze kubelelelewe nengqiao malunga nokuthelekisa ubukhulu bamanani.

**Into emayiqatshelwe kule veki**

- Ingaba abafundi bayakwazi ukuchonga/ukukhetha ngokuqinisekileyo imijinge ukuya ku-10? Bayakwazi ukusebenzisa amagama amanani kwezi zixa kwaye bayakwazi na ukufunda nokubhala isimboli namagama amanani?
- Ingaba abafundi bayakwazi ukusebenzisa isigama esithi “ingaphezulu kune-” okanye “ingaphantsi kune-” ngokuchanekileyo?
- Ingba abafundi bayakwazi ukusebenzisa isigama esithi “inkulu kune-” okanye “incinci kune” kwakunye nesithi “eyona inkulu” okanye “eyona incinci” ngokuchanekileyo?
### Compare numbers 6 to 10

#### Mental Maths
- We focus on learners comparing numbers.
- We will use the game 1, 2, 3 Show! Learners stand facing each other with their hands behind their backs. Each learner decides how many fingers to have up on their hand and how many to fold down. They say 1, 2, 3 Show! and bring their hands to the front. The learners say how many each person is showing and decides who has more fingers up.
- Start by getting two learners to play it in front of the whole class then learners can play in pairs.

#### Game
1, 2, 3 Show!

#### Concept development
This week, focus on ordering and comparing numbers 6 to 10. This builds on the comparison of numbers 1 to 5 in weeks 1 and 2. The vocabulary related to comparison will be consolidated this week and conceptual understanding of the relative sizes of numbers will be reinforced.

#### What to look out for this week
- Are learners confidently identifying quantities up to 10? Can they use the number names for these amounts and can they read and write the number symbols and number names?
- Are learners able to use the vocabulary more than and less than correctly?
- Are learners able to use the vocabulary bigger than and smaller than and biggest and smallest correctly?
Nika abafundi ithuba lokuthelele isamanani 0-9.
Give learners opportunities to compare numbers 0-9.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imhla.
Remember to check the date and mark the register every day.

1. 2, 3 Veza!
2. 1, 2, 3 Show.
3. Mangaphi kumntu ngamnye?
4. How many do we each have?
5. 10
6. Ngubani onezininzi?
7. Who has more?
8. Ngubani onezimbalwa?
9. Who has less?
Which tree has less?

Zingaphi iintaka ezikumthi ngamnye? Ngowuphi umthi oneentaka ezininzi? Ngowuphi umthi oneentaka ezimbalwa?

How many birds are in each tree? Which tree has more birds? Which tree has less birds?

Lintaka ezisemthini omnncinci zimbalwa kuneentaka ezisemthini omkhulu.

There are less birds in the small tree than in the big tree.

Ziphi ezona ntaka zininzi? Ziphi ezona ntaka zimbalwa?

Where are there the most birds? Where are there the least birds?


Use the tree poster to show different numbers that can be compared. Give the learners opportunities to use the language of more than, less than and the same as when they talk about comparisons.
Beka iintaka kumthi ngamnye, ngowuphi umthi oneentaka ezininzi?
Put some birds into each tree. Which tree has more birds?

Sebenzisa izibalisi zakho.
Use your counters.
Which tree has less?

Zingaphi iintaka? Biyela umthi oneentaka ezimalwa.
How many birds? Circle the tree with **less** birds.

Which tree has less?
IVEKI 9 • USUKU 1

Ngowuphi umthi onezimalwa?

2. Zingaphi iintaka? Biyela umthi onezona ntaka zininzi?
   How many birds? Circle the tree with most birds.

   How many apples? Circle the basket with the least apples.

   How many flowers? Circle the bush with the least flowers.
Sebenzisa le patheni yeebloko (nezinye iincochoyi ukuba kuyimfuneko oko) nengxoxo efana nale ukuze uqinisekise ukuba abafundi bayiqonda intsingiselo yamagama aTHI ‘ingaphezulu kune’; ‘ingaphantsi kune’; ‘inkulu kune’ nokuthi ‘incinci kune’.

Use this pattern of multifix blocks (and other towers if necessary) and this kind of discussion to make sure learners understand the vocabulary of more than; less than; bigger than and smaller than.

Yenza incochoyi elandelayo kwipatheni. Make the tower that comes next in the pattern.

Ndinetsheyina leebloko ezi–5. Yenza itreyini eneebloko ezingaphezulu kuno–5. I have a train of 5 blocks. Make a train with more than 5 blocks.

Xoxa: Ngubani onezona bloko zimbalwa? Ukhona umntu onetshejina elineebloko ezilingana nezakho?

Discuss: Who has the least blocks? Does anyone have a chain with the same number of blocks as you?
Xoxani ukuba yeyiphi enezininzi okanye yeyiphi enezimbaliwa. 
Discuss which is more and which is less.

- u-5 ungaphezulu kuno-3. 5 is more than 3
- u-5 mkhulu kuno-3. 5 is bigger than 3
- u-3 ungaphantsi kuno-5. 3 is less than 5
- u-3 mncinci kuno-5. 3 is smaller than 5
Bigger than and smaller than

1. Biyela inani elikhulu.
   Circle the bigger number.
   ![Numbers](image1)

2. Biyela inani elincinci.
   Circle the smaller number.
   ![Numbers](image2)

   Circle the biggest number.
   ![Numbers](image3)

   Circle the smallest number.
   ![Numbers](image4)
Yenza amanye amatreyini abonisa ibloko ezingaphezulu okanye ezingaphantsi kunezinye.

Make more trains with more than and less than.
Yenza amanye amatreyini abonisa iibloko ezingaphezulu okanye ezingaphantsi kunezinye.

Make trains with more than and less than.

1 Eli itreyini lineebloko ezi-5.
Here is a train of 5.

Yenza itreyini elineebloko ezi-2 ngaphantsi.
Make a train with 2 less blocks.

Ezi-2 ngaphantsi kwezi-5 yenza ...
2 less than 5 is 3.

Yenza itreyini lineebloko ezi-1 ngaphantsi.
Make a train with 1 less block.

Ezi-1 ngaphantsi kwezi-5 yenza ...
1 less than 5 is 4.

Yenza itreyini lineebloko ezi-2 ngaphantsi.
Make a train with 2 less blocks.

Ezi-2 ngaphantsi kwezi-5 yenza ...
2 less than 5 is 3.
2 Eli itreyini lineebloko ezi-7.
Here is a train of 7.

Yenza itreyini elinebloko e-1 ngaphezulu.
Make a train with 1 more block.

E-1 ngaphezu kwezisi-7 yenza …
1 more than 7 is 8

Yenza itreyini elinebloko ezi-2 ngaphezulu.
Make a train with 2 more blocks.

Ezi-2 ngaphezu kwezisi-7 zenza …
2 more than 7 is 9

Yenza itreyini elinebloko e-1 ngaphantsi.
Make a train with 1 less block.

E-1 ngaphantsi kwezi-7 yenza …
1 less than 7 is 6

Yenza itreyini elinebloko ezi-2 ngaphantsi.
Make a train with 2 less blocks.

Ezi-2 ngaphantsi kwezi-7 zenza …
2 less than 7 is 5
More than and less than

3. Leliphi inani elingaphantsi ngo-1 kuno-4?
   What is 1 less than 4?

4. Leliphi inani elingaphantsi ngo-1 kuno-7?
   What is 1 less than 7?

Leliphi inani elingaphezulu ngo-1 kuno-4?
What is 1 more than 4?

Leliphi inani elingaphezulu ngo-1 kuno-7?
What is 1 more than 7?

Leliphi inani elingaphezulu ngo-2 kuno-4?
What is 2 more than 4?

Leliphi inani elingaphezulu ngo-2 kuno-7?
What is 2 more than 7?

Leliphi inani elingaphantsi ngo-2 kuno-4?
What is 2 less than 4?

Leliphi inani elingaphantsi ngo-2 kuno-7?
What is 2 less than 7?
5. **Yenza amachokoza ubonise inani.**
Draw dots to show the number.

- 6
- 4
- 8
- 9

6. **Yenza amachokoza bonise inani.**
Draw dots to show the number.

- 7
- 5
- 9
- 10

**Zoba ibenye ngaphezulu.**
Draw 1 more.

- 5
- 9
- 10

**Zoba ibenye ngaphantsi.**
Draw 1 less.

- 4
- 8
- 9
Comparing numbers

Khetha inani elikhulu kuno-5 uze ulibeke apha.
Choose a number that is bigger than 5 and put it here.

Funa inani elingaphantsi ngo-1 kuno-8.
Find the number that is 1 less than 8.

Leliphi inani eliphambi ko-5?
What number comes before 5?

Sebenzisa isigama esithi “iza phambi kwe-” nesithi “iza emva kwe-” ukuze uthelekise amanani namhlanje.
Use the words comes before and comes after to compare numbers today.
Thelekisa amanani

**Umкалозоне: Lezikabani elikhulu?**

*Game: Whose is bigger?*

Kufuneka ube nabadlali ababa-2, iiseti ezi-2 zamakhadi aneenombolo eziqala ku-0 zime ku-10.

You need 2 players and 2 sets of cards numbered 0 to 10.

1. [Image of two children with cards showing 1 and 2]
2. [Image of two children with cards showing 3 and 4]
3. [Image of two children with cards showing 5 and 6]
4. [Image of two children with cards showing 7 and 8]
5. [Image of two children with cards showing 9 and 10]
6. [Image of two children with cards showing 11 and 12]

Umfundi onenani elikhulu ugcina amakhadi omabini naye.
Ukuba banamakhadi afanayo, umntu ngamnye uthatha ikhadi elinye.

The learner whose number is **bigger** keeps **both** cards. If they are the same keep one card each.

Ophumelelayo ngulowo unamakhadi amaninzi.

The winner is the one who has **more** cards.
1. Fakela amanani ashiyiweyo.
   Fill in the missing numbers.

2. Bhala inani.
   Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili (Before)</th>
<th>Elingasemva (After)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
1 Bhala inani.
   Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili</th>
<th>Elingasemva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>6 ← 7</td>
<td>8 ← 9</td>
</tr>
<tr>
<td>7 ← 8</td>
<td>6 ← 7</td>
</tr>
<tr>
<td>5 ← 6</td>
<td>4 ← 5</td>
</tr>
<tr>
<td>8 ← 9</td>
<td>9 ← 10</td>
</tr>
</tbody>
</table>

2 Biyela inani elikhulu.
   Circle the bigger number.

| 9 | 5 | 4 | 6 | 1 | 2 |

3 Biyela inani elincinci.
   Circle the smaller number.

| 6 | 3 | 7 | 9 | 2 | 8 |

4 Biyela elona inani likhulu.
   Circle the biggest number.

| 2 | 4 | 8 | 6 | 5 |

5 Biyela elona nani lincinci.
   Circle the smallest number.

| 6 | 2 | 8 | 3 | 6 |

6 | 10 | 6 | 5 | 9 | 7 |
6 Kwiboko nganye biyela iqela elinezona milo zimbalwa.
In each block, circle the group with less shapes.

7 Cwancisa la manani uqale ngelona lincinci uye kwelona likhulu.
Arrange the numbers from smallest to biggest.

8 Biyela elona nani lincinci.
Circle the smallest number.

9 Beke u-X kwelona likhulu.
Cross out the largest number.
### Iibhondi zika-6, 7, 8 no-9

<table>
<thead>
<tr>
<th>Ixhobo</th>
<th>Izibalo zentloko: Akwaba bendine</th>
<th>Umntya wamoso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ndihle ezingaphi?</td>
<td>Ilibloko ezidityaniswayo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izxhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Iibhondi zika-6</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Iibhondi zika-7</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, idayisi</td>
</tr>
<tr>
<td>3</td>
<td>Iibhondi zika-8</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>4</td>
<td>Iibhondi zika-9</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, ikomityi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikufuneka akwazi ukwenza oku:**

- Ukubonisa iibhondi zamanani zika-6, 7, 8 no-9 esebenzisa ibloko.
- Bhala phantsi iibhondi zamanani zika-6, 7, 8 no-9 kwimifanekiso ebonisa iinxalenye nezipheleleyo, umfanekiso wetsheri.
- Bhala phantsi zonke iibhondi zamanani zika-6, 7, 8 no-9 ngokulandelelanayo kwindlu yeebhondi.
- Ukuxela ngomlomo isivakalisi manani esibonisa iibhondi zamanani zika-6, 7, 8, umz. u-3 no-4 benza u-7.

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengxalenye yovavanyo oluqhubeckayo olungekho sesikweni olujolise ekufundeni.
# Bonds of 6, 7, 8 and 9

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonds of 6</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Bonds of 7</td>
<td>LAB, multifix blocks, dice</td>
</tr>
<tr>
<td>3</td>
<td>Bonds of 8</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Bonds of 9</td>
<td>LAB, multifix blocks, cup</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Mental Maths:** I wish I had  
**Game:** How many am I hiding?  

**Resources**
- bead string
- multifix blocks

**After this week the learner should be able to:**
- Show the number bonds of 6, 7, 8 and 9 using multifix blocks
- Record the number bonds of 6, 7, 8 and 9 in part-part-whole diagrams, cherry diagrams
- Record all the number bonds of 6, 7, 8 and 9 systematically in a bond house
- Represent number bonds of 6, 7, 8 verbally in a number sentence e.g. 3 and 4 make 7

### Assessment
There is no formal assessment this week.
You should observe the learners in your class daily and make notes as part of your informal ongoing assessment.
**Iibhondi zika-6, 7, 8 no-9**

### Izibalo zentloko

Kwizibalo zentloko abafundi baza kucengceleza iibhondi abazifunde kusuku olongaphambili. Umzekelo, ukuba bafunde ngeebhondi zika-7 ngowesibini baza kuziphinda kwakhona ngexesho leziabal ozentloko ngowesithathu.

Ngosuku ngalunye siza kudla omdla othi “Akwaba bendine-...”


**Wahambise amaso ukuze babone amaso ama-2 amanye afihlakale, uze uthi “Akwaba bendina-7. Mangaphi angekhoyo?”**

Kufuneka abafundi bathi ma-5.

**Babonise ngokubabonisa amaso ama-5 kula ma-2 ukuze enze asi-7. Phinda ubabonise usebenzise elinye inani, umz., babonise amaso ama-4 uze uthi “Akwaba bendina-7. Mangaphi angekhoyo?”**

### Umdlalo

Ndifihle ezingaphi?

### Uphuhliso lwengqiao

Kule veki sigxila kwiibhondi zamanani zika-6, 7, 8 no-9.

Kwinani ngalinye kula 6, 7, 8, no-9, siza kuhlola iibhondi zamanani ngokwenza oku:
- ngokwahlula kabini iitreyini zeebloko ezidityaniswayo.
- ngokubhala iibhondi zamanani kwimifanekiso yeenxalenye zento ephelileyo
- ukubhala ngokucwangcileyo zonke iibhondi zamanani kwindlu yeebhuboni
- ngokudlala umdlalo oza kubethelela iibhondi
- ngokubhala kwitsheri dayagram
- ngokubhala njengesivakalisi manani

Abafundi kufuneka baqonde ukuba ezi ndlela zahlukileyo zokubhala zibonisa into inye.

### Into emayiqatshelwe kule veki

Iibhondi zamanani zibonisa indlela anokucazululwa ngayo amanani okanye akhiwe ngokudibanisa iinxalenye. Umzekelo, siyabona ukuba u-6 angacazululwa abe ngu-4 no-2 okanye u-4 no-2 bangadityaniswa benze u-6.

Ukwakha nokucalula amanani ngumsebenzi obalulekileyo:
- Wokuqwondisa ukuba amanani enziwe ngamanike amanani
- Wokwakha isiseko sokudibanisa nokuthabatha.
Bonds of 6, 7, 8 and 9

Mental Maths
Get learners to practise the bonds they looked at day before.
For example, if they learnt about the bonds of 7 on Tuesday, they will practise them in the Mental Maths section on Wednesday.

Each day, play a game called “I wish I had…”
If you are practicing bonds of 7, hold up the bead string with 7 beads showing. Ask “How many beads are there?” Make sure that learners can see that there are 7. Encourage them to see this immediately by seeing the 5 and 2 rather than counting all of the beads one by one.

Now move the beads so that only 2 are showing and the rest are hidden and say “I wish I had 7. How many are missing?”

The learners should respond with 5.

Show them by pushing 5 beads together with the 2 beads to make the 7. Repeat with a different number, for example, show them 4 beads and say “I wish had 7. How many are missing?”

Game
How many am I hiding?

Concept development
The focus this week is on the number bonds of 6, 7, 8 and 9.

For each of the numbers 6, 7, 8 and 9 we will explore their number bonds by:
• breaking trains of multifix blocks into 2 pieces
• recording the number bonds in part-part-whole diagrams
• systematically recording all the number bonds of a number in a bond house
• playing a game to practise the bonds
• recording in a cherry diagram
• writing as a number sentence

The learners should see that the different representations all represent the same thing.

What to look out for this week
Number bonds show how numbers can be broken down into component parts or built up from component parts. For example, 6 can be broken down into 4 and 2 and 4 and 2 can be put together to make 6.

Building up and breaking down numbers are important activities for:
• understanding that numbers are made up out of other numbers
• laying the foundations for addition and subtraction

Each day, play a game called ‘I wish I had’. Practice bonds of 6-9.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.

1. Akwaba bendinezi-5.
   I wish I had 5.

2. Kufuneka abe nezi-3.
   You need 3.

   I wish I had 7.

   You need 2.

   I wish I had 9.

   You need 7.
Continue breaking 6 into different combinations. Remember to record the different bonds of 6 in the number tables in the LAB.

---

**IZIBALO ZENTLOKO**
MENTAL MATHS

**AKWABA BENDINE**
1 WISH I HAD

**UPHUHLISO LWENQIQO**
CONCEPT DEVELOPMENT

**UMDLALO GAME**

**AMAPHEPHA OKUSEBENZELA WORKSHEETS**

---

1. **Masahlule itreyini lam elina-6 libe ngamaqhekeza amabini.** Let’s break my train of 6 into two pieces.

2. **U-6 uyafana no-4 odibene no-2**
   6 is the same as 4 and 2.

3. **U-4 no-2 benza u-6.**
   4 and 2 make 6.

4. **Bhala oku kwitheyibhile esencwadini yakho.**
   Write this in the table in your book.

5. **Masiyahlule ke ngoku itreyini yam enamakhareji ama-6 ngenye indlela ibe ngamaqhekeza amabini.**
   Now let’s break my train of 6 into two pieces in a different way.

---

Qhuba nokucazulula isi-6 sibe ziindibanisela ezahlukileyo. Ukhumbule ukubhala iibhondi ezahlukileyo zesi-6 kwitheyibhile zamanani ezikwiLAB.

Continue breaking 6 into different combinations. Remember to record the different bonds of 6 in the number tables in the LAB.
ntandathu

Yenza u-6.
Make 6.
   Record the ways to make up 6 in the bond house.

   Umdalo: Ndifihle ezingaphi?
   Game: How many am I hiding?

   Start with 7 blocks

   Zingaphi ibloko endizifihlileyo?
   How many blocks am I hiding?
2. Ngawaphi amanye amanani enza u-6?
What other numbers make 6?

- u- 4 no- 2 benza u- 6
- u- 2 no- 4 benza u- 6
- u- 3 no- 3 benza u- 6
- u- 3 no- 3 benza u- 6
- u- 0 no- 6 benza u- 6
- u- 6 no- 0 benza u- 6

Bonds of 6

Week 10 • Day 1
Masahlule itreyini lam elina-7 kabini. Let’s break my train of 7 into two pieces.

U-7 uyafana no-4 odibene no-3. 7 is the same as 4 and 3.

Bhala oku kwitheyibhile esencwadini yakho. Write this in the table in your book.

Masiyahlude ke ngoku itreyini yam ena-7 kabini ngenye indlela. Now let’s break my train of 7 into two pieces in a different way.

Qhuba nokucazulula isi-7 sibe ziindikanisele ezahlukileyo. Ukhumbule ukubhala phantsi iibhondi ezahlukileyo zesi-7 kwitheyibhile zamani ezikwileLAB.

Continue breaking 7 into different combinations. Remember to record the different bonds of 7 in the number tables in the LAB.
IVEKI 10 • USUKU 2

libhondi zika-7

Bonds of 7

Yenza u-7.
Make 7.

seven
7

7
3 4

7
5 2

7
0 7

7
1 6

4 3

2 5

7
0 7
Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iibhondi zika-7.
Record the ways to make up 7 in the bond house.

Umdlalo: Singakwazi ukwenza u-7?
Game: Can we get 7?

Kufuneka ndibe na-5.
I need 5.

U-2 no-4 abenzi 7.
2 and 4 don’t make 7.

Kufuneka ndibena-4.
I need 4.

Yheel! Yay!

U-3 no-4 benza u-7.
3 and 4 make 7.
2. Ngawaphi amanani enza u-7?
What other numbers make 7?

- 7 and 0
- 0 and 7
- 4 and 3
- 3 and 4
- 2 and 5
- 5 and 2
Let’s break my train of 8 into two pieces in a different way.

5 and 3 make 8.

Now let’s break my train of 8 into two pieces in a different way.

8 is the same as 5 and 3.

Write this in the table in your book.
Yenza u-8.

Make 8.
Bhala kule ndlu yeebhondi iiindlela onokwenza ngazo iibhondi zika-8.
Record the ways to make up 8 in the bond house.

Umdlalo: Ndihle ezingaphi?
Game: How many I am hiding?

Zingaphi iibloko endizifihlileyo?
How many blocks am I hiding?

Start with 8 blocks

Zi-3
3

Iveki 10 • Usuku 3
libhondi zika-8
2. Ngawaphi amanye amanani enza u-8?

What other numbers make 8?

- $6 + 2 = 8$
- $2 + 6 = 8$
- $5 + 3 = 8$
- $0 + 8 = 8$
- $8 + 0 = 8$
- $4 + 4 = 8$
- $7 + 1 = 8$
- $1 + 7 = 8$
Bonds of 9

**IZIBALO**
Mental Maths

**AKWABA BENDINE**
I Wish I Had

**UPHUHLISO LWENQIQO**
Concept Development

**UMDLALO GAME**

**AMAPHENGA OKUSEBENZELA WORKSHEETS**

---

**UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT**

1. **Masilahlule itshyina lam libe ngamaqhekeza amabini.**
   Let’s break my train of 9 into two pieces.

2. **u-9 uyafana no-7 olibene no-2.**
   9 is the same as 7 and 2.

3. **u-7 no-2 benza u-9.**
   7 and 2 make 9.

4. **Masiyahlule ke ngoku itreyini enamakhareji asi-9 ibe ngamaqhekeza amabini.**
   Now let’s break my train of 9 into two pieces in a different way.

- **Bhala oku kwitheyibhile esencwadini yakho**
  Write this in the table in your book.

---

**Qhuba nokucazulula i-9 libe ziindibanisela ezahlukileyo. Ukhumbule ukubhala phantsi ibhondi ezahlukileyo ze-9 kwitheyibhile zamanani ezikwLAB.**

Continue breaking 9 into different combinations. Remember to record the different bonds of 9 in the number tables in the LAB.
**IVEKI 10 • USUKU 4**

libhondi zika-9

Bonds of 9

Yenza u-9.
Make 9.

```
  q
 / 
1 8
```

```
  q
 / 
8 1
```

```
  q
 / 
2 7
```

```
  q
 / 
7 2
```

```
  q
 / 
3 6
```

```
  q
 / 
6 3
```

```
  q
 / 
4 5
```

```
  q
 / 
5 4
```
Bonds of 9

   Record the ways to make up 9 in the bond house.

   Umdlalo: Chitha iibloko
   Game: Spill the blocks

   Ndineebloko ezili-9 ekomityini yam.
   I have 9 blocks in my cup.

   Zingaphi iibloko ezishiyekonokwenza ekomityini yam?
   How many are still in my cup?

   Zi-5
   5

   Uchanile!
   You’re right!
2. Ngawaphi amanye amanani enza u-9?
What other numbers make 9?

- u- 6 and 3 make 9
- u- 3 and 6 make 9
- u- 8 and 1 make 9
- u- 1 and 8 make 9
- u- 9 and 0 make 9
- u- 0 and 9 make 9
- u- 4 and 5 make 9
- u- 5 and 4 make 9
- u- 2 and 7 make 9
- u- 7 and 2 make 9

IVEKI 10 • USUKU 4
libhondi zika-9
1 Yenza amachokoza ukuzed uqongqothwane amachokoza ama-6 ewonke.
Draw spots so the ladybird has 6 spots altogether.

2 Zoba amachokoza ukuze uqongqothwane amachokoza ama-7 ewonke.
Draw spots so the ladybird has 7 spots altogether.
Fakela amanani ashiyiweyo.

Fill in the missing numbers.

3. Fakela amanani ashiyiweyo.

Fill in the missing numbers.
Uvavanyo lwekota yoku-1
Uvavanyo lwekota luyilelwe kwizicwangciso zezikufundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esipheleleyo sovavanyo seKota yoku-1 sifumaneka kwitheyibhile engezantsi.

Usuku Iwesi-5 Iweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yesi-4, yesi-6 akwincwadi umsebenzi wowavanyo olubhalwayo. Le masebenzi ifumaneka kulo mFULU wowavanyo kumagqabantshintshi eweke. Imisebenzi ethethwayo neyenziwayo kufuneka yenyiwe iveki yonke, ngumfundi ngamnye okanye ngokwamaqela abafundi ngeli xa ikhlas izizenze bumsebenzi yasebenzi yaseklasini bemgancediswa muntu.


Kufuneka wenze uvavanyo olusisiseko njengoko kuvelilelele liphondo lokho. Izikhobo zenkxaso eziziziliveni kufuneka zisetjenziwe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okubhala amanqaku asemgangathweni ngomsebenzi ngamnye. Sekhulisa amanqaku eyenziwayo neyenziwayo nolwenziwayo

```
<table>
<thead>
<tr>
<th>Ikweke</th>
<th>Uvavanyo olubhalwayo</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>238</td>
</tr>
<tr>
<td>3</td>
<td>240</td>
</tr>
<tr>
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<td>246</td>
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<tr>
<td>7</td>
<td>248</td>
</tr>
<tr>
<td>8</td>
<td>250</td>
</tr>
</tbody>
</table>
```

 limbavanyo ezikwikota yoku-1 zezi:
Term 1 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 1 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 4, 6 and 8, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 1 assessments are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>Type</th>
<th>Page</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Number recognition (1-5)</td>
<td>Written</td>
<td>238</td>
<td>18</td>
</tr>
<tr>
<td>Week 3</td>
<td>Writing numbers (0-5)</td>
<td>Written</td>
<td>240</td>
<td>14</td>
</tr>
<tr>
<td>Week 4</td>
<td>Numbers, bigger and smaller</td>
<td>Written</td>
<td>242</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Numbers, operations and relationships: observe learners to assess their ability to match, sort, order and compare numbers up to 5</td>
<td>Oral and practical/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>234</td>
<td>7</td>
</tr>
<tr>
<td>Week 5</td>
<td>Patterns</td>
<td>Written</td>
<td>244</td>
<td>21</td>
</tr>
<tr>
<td>Week 6</td>
<td>Data handling: sort and count</td>
<td>Written</td>
<td>246</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Measurement – Time: observe learners to assess their ability to use the language of time.</td>
<td>Oral and practical</td>
<td>234</td>
<td>7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Position and direction and ordinal numbers</td>
<td>Written</td>
<td>248</td>
<td>9</td>
</tr>
<tr>
<td>Week 8</td>
<td>Measurement: Mass</td>
<td>Written</td>
<td>250</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Mass: observe learners and assess their ability to use the terminology of mass and a balance scale</td>
<td>Oral and practical</td>
<td>236</td>
<td>7</td>
</tr>
</tbody>
</table>
Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa uluhlu lokuqwalaselwayo/irubriki yovavanyo engasezantsi ngezo veki zabelwe kuzo. Iklasi yakho ungayahlula ibe ngamaqela uze uvavanye iqela elinje ngosuku kuloo veki ukuze kungabikho xinzelelo lokwenza lo msebenzi neklasi yonke yngosuku olunye.

Iveki 4 Uvavanyo oluthethwayo nolwenziwayo: Amanani, iindlela zokubala kunye nolwalamano

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokutshatisa, ukuhlela, ukucwangcisa kunye nokuthelekisa amanani ukuya kwisi-5.</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inqobo zokugweba – Uluhlu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantsile</strong></td>
<td>✔</td>
</tr>
<tr>
<td>Uyakwazi utshatisa izibalisi nezinto ezikhoyo.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuhlela izibalisi kwisakhelo sezihlana.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubala inani lezinto ezikhoyo ukuya ku-5.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leliphile elingaphezulu (elikhulu) kunelinye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leliphile elingaphantsi (elincinci) kunelinye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukunakana iisimboli zamanani ukukala ku-0 ukuya ku-5.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubhala iisimboli zamanani ukukala ku-0 ukuya ku-5.</td>
<td></td>
</tr>
</tbody>
</table>

Iveki 6 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Ixesha

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa ulwimi lwexesha.</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inqobo zokugweba – Uluhlu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantsile</strong></td>
<td>✔</td>
</tr>
<tr>
<td>Uyakwazi ukuthetha ngxesha ngokuthi alandelelanise iziganeko kubomi babo.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa ubude bexesha esebenzisa isigama esifana nesi, umz., lide, lifutshane, liyakhawuleza, liyacotha.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulandelelanise iziganeko esebenzisa isigama esifana nesi, umz., izolo, namhlane, ngomso.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuchaza xa kusenzeka into asebenzise amagama afana nathi umz., kusasa, emva kwemini, ebusuku, kamsinya, emva kwexesha.</td>
<td></td>
</tr>
<tr>
<td>Uyaxela aze alandelelanise amagama eentsuku zeveki</td>
<td></td>
</tr>
<tr>
<td>Uyaxela aze alandelelanise amagama eenyanga zonyaka</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubeka imihla yokuzalwa kwikhalenda</td>
<td></td>
</tr>
</tbody>
</table>
Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

**Week 4 Oral and practical assessment: Numbers, operations and relationships**

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to match, sort, order and compare numbers up to 5</th>
<th>Mark: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria checklist: correct/incorrect/almost</td>
<td>✔️ ✘ ●</td>
</tr>
<tr>
<td>Able to match counters to objects</td>
<td></td>
</tr>
<tr>
<td>Able to sort counters onto a five frame</td>
<td></td>
</tr>
<tr>
<td>Able to count a number of objects up to 5</td>
<td></td>
</tr>
<tr>
<td>Able to compare numbers to say which one is <strong>more (bigger)</strong> than another</td>
<td></td>
</tr>
<tr>
<td>Able to compare numbers to say which one is <strong>less (smaller)</strong> than another</td>
<td></td>
</tr>
<tr>
<td>Able to recognise the number symbols 0 to 5</td>
<td></td>
</tr>
<tr>
<td>Able to write the number symbols 0 to 5</td>
<td></td>
</tr>
</tbody>
</table>

**Week 6 Oral and practical assessment: Measurement – Time**

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to use the language of time.</th>
<th>Mark: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria checklist: correct/incorrect/almost</td>
<td>✔️ ✘ ●</td>
</tr>
<tr>
<td>Able to talk about time by ordering events from their own lives</td>
<td></td>
</tr>
<tr>
<td>Able to compare lengths of time using language for example, longer, shorter, faster, slower</td>
<td></td>
</tr>
<tr>
<td>Able to sequence events using language such as yesterday, today, tomorrow</td>
<td></td>
</tr>
<tr>
<td>Able to describe when something happens using words such as morning, afternoon, night, early, late</td>
<td></td>
</tr>
<tr>
<td>Name and sequence days of the week</td>
<td></td>
</tr>
<tr>
<td>Name and sequence months of the year</td>
<td></td>
</tr>
<tr>
<td>Place birthdays on a calendar</td>
<td></td>
</tr>
</tbody>
</table>
## Uvavanyo oluthethwayo nolwenziwayo

### Iveki 8 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Ubunzima

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigama sobunzima uze usebenzise isikali sokulinganisela.</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uluhlulwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Uyakwazi ukusebenzisa ulwimi oluchanekileyo xa ethetha ngobunzima (ikhaphukhaphu, ikhaphukhaphu kuna-)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukusebenzisa ulwimi oluchanekileyo xa ethetha ngokuthelekisa ubunzima (inzima, inzima kuna-)</td>
<td></td>
</tr>
<tr>
<td>Uyazi ukuba isikali sokulinganisela sisetyenziselwa ukulinganisela ubunzima.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubalo inani leeyunithi ezilinganisela into ethile esikalini.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuhlela izinto ngokobunzima (eyona ikhaphukhaphu ukuya kweyona inzima)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuhlela izinto ngokobunzima (eyona inzima ukuya kweyona ikhaphukhaphu)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukurekhodisha ubunzima ngeeyunithi ezingekho sesikweni. Umz. iibhetri.</td>
<td></td>
</tr>
</tbody>
</table>

Sebenzisa eziQR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo.

![QR Code]

**Uxwebhu lokumakisha lwakwa Funda Wande**
Oral and practical assessment

Week 8 Oral and practical assessment: Measurement – Mass

Observe learners and assess their ability to use the terminology of mass and a balance scale

Checklist: correct/incorrect/almost

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
<th>X</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to use relevant language to talk about mass (light, lighter)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to use relevant language to talk about comparison of mass (heavy, heavier)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows that a balance scale is used to measure mass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to count the number of units that balance an item in a balance scale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to sort items according to mass (lightest to heaviest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to sort items according to mass (heaviest to lightest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to record a mass in non-standard units, for example, batteries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet
Igama | Name
---|---
Umhla | Date

**1** Bala. Biyela inani elichanekileyo.

Count. Circle the correct number.

<p>| | | | | |</p>
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**2** Biyela inani elifana neko likwibleko esekuqaleni.

Circle the same number as the first block.

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<td>4</td>
<td>4</td>
<td>3</td>
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<td>2</td>
</tr>
</tbody>
</table>
Bala. Biyela inani elichanekileyo.
Count. Circle the correct number.

1

2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Biyela inani elifana nelol kwiblokolo esekuzalelani.
Circle the same number as the first block.

2 2 3 1 5 4 1 0 1 2
1 4 5 1 2 5 3 1 0 1
3 2 3 1 5 4 3 0 1 3
5 4 5 1 2 5 3 1 0 5
4 4 3 1 5 4 1 0 4 2
1 Treyisa.
Trace.

0 1 2 3 4 5

2 Iintanga zethanga
Pumpkin seeds

<table>
<thead>
<tr>
<th>Zingaphi?</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
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<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
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<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
</tr>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Zingaphi?</td>
<td>How many?</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
1. Trace.

2. Zingaphi?
   How many?
Uvavanyo olubhalwayo • Written assessment

1. **Treyisa amagama amanani.**
   Trace the number names.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi</td>
<td>zero</td>
</tr>
<tr>
<td>1</td>
<td>inye</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>zimbini</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>zintathu</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>zine</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>zintlanu</td>
<td>five</td>
</tr>
</tbody>
</table>

2. **Fakela umbala kuwo onke amakhadi anamanani amakhulu kuno-2.**
   Colour in all the cards with numbers **bigger** than 2.

   4  2  0  1  3  5

3. **Fakela umbala kuwo onke amakhadi anamanani amancinci kuno-3.**
   Colour in all the cards with numbers **smaller** than 3.

   4  2  0  1  3  5
1. Treysa amagama amanani.
Trace the number names.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi</td>
<td>Zero</td>
</tr>
<tr>
<td>1</td>
<td>inye</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>zimbini</td>
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<td>3</td>
<td>zintathu</td>
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<td>4</td>
<td>zine</td>
<td>four</td>
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<td>5</td>
<td>zintlanu</td>
<td>five</td>
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2. Fakela umbala kuwo onke amakhadi anamanani amakhulu kuno-2.
Colour in all the cards with numbers bigger than 2.

3. Fakela umbala kuwo onke amakhadi anamanani amancinci kuno-3.
Colour in all the cards with numbers smaller than 3.
1 Gqibezela ipatheni yamachokoza ukuze wenze inani u-5.
Complete the pattern of dots to make the number 5.

2 Zoba iimilo ezilandelayo kwezi patheni ziphindaphindayo.
Draw the next shapes in these patterns that repeat.
1. Gqibezele ipatheni yamachokoza ukuze wenze inani u-5.
   Complete the pattern of dots to make the number 5.

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2. Zoba iimilo ezilandelayo kwezi patheni ziphindaphindayo.
   Draw the next shapes in these patterns that repeat.

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1. Fakela umbala kwezi milo kodwa usebenzise imibala engafaniyo.
   Colour the shapes using different colours.

2. Zingaphi?
   How many?

- all correctly shaded (2)
- only some shaded (1)

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<td>1</td>
<td>7</td>
<td>9</td>
<td>4</td>
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1. Fakela umbala kwezi milo kodwa usebenzise imibala engafaniyo.
   Colour the shapes using different colours.

2. Zingaphi?
   How many?

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<td><img src="image2" alt="Circle" /></td>
<td><img src="image3" alt="Triangle" /></td>
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<td><img src="image32" alt="Circle" /></td>
<td><img src="image33" alt="Triangle" /></td>
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Uvavanyo olubhalwayo • Written assessment

Igama | Name
----- | ----

Umhla | Date
----- | ----

Memorandum

TOTAL MARKS: 9

1. Zingaphi
   How many
   ezingaphakathi esityeni? 5
   inside the bowl?
   ezingaphandle kwesitya? 4
   outside the bowl?
   zizonke? 9
   altogether?

2. Zingaphi
   How many
   ezisemva kocingo? 1
   behind the fence?
   eziphambi kocingo? 3
   in front of the fence?
   zizonke? 4
   altogether?

3. Fakela umbala kwisilwanyana esikwindawo exeliweyo ukusukua ngasekhohlo.
   Colour in the animal in the position given from the left.

yesi-7 7th

yesi-2 2nd

yokugqibela last
1. Zingaphi
   How many ezingaphakathi esityeni? □ □
   inside the bowl?
   ezingaphandle kwesitya? □ □
   outside the bowl?
   zizonke? □
   altogether?

2. Zingaphi
   How many ezisemva kocingo? □ □
   behind the fence?
   eziphambi kocingo? □ □
   in front of the fence?
   zizonke? □
   altogether?

3. Fakela umbala kwisilwanyana esikwindawo exeliweyo ukusuka ngasekhohlo.
   Colour in the animal in the position given from the left.

   ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  yesi-7
   7th

   ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  yesi-2
   2nd

   ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  yokugqibela
   last
Igama | Name
--- | ---
| Memorandum
Umhla | Date
--- | ---
| TOTAL MARKS: 12

1 Biyela.
Circle.

<table>
<thead>
<tr>
<th>eyona inzima</th>
<th>eyona ikhaphukhaphu</th>
</tr>
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<tbody>
<tr>
<td>the heaviest</td>
<td>the lightest</td>
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2 Zoba iapile kunye nepenisile kwesi sikali.
Draw an apple and a pencil in the scale.

3 Bala iibloko uze uggibezele izivakalisi.
Count the blocks and complete the sentences.

Iibloko ezi-____ zikhaphukhaphu kuneebloko ezi-____.
6 blocks is lighter than 8 blocks.

Iibloko ezi-____ zinzima kuneebloko ezi-____.
9 blocks is heavier than 5 blocks.
1 Biyela.
   Circle.

<table>
<thead>
<tr>
<th>eyona inzima</th>
<th>eyona ikhaphukhaphu</th>
</tr>
</thead>
<tbody>
<tr>
<td>the heaviest</td>
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</table>

- ![Cow and Mouse](image1.png)
- ![Elephant](image2.png)
- ![Strawberry](image3.png)
- ![Apple](image4.png)
- ![Feather](image5.png)

2 Zoba iapile kunye nepenisile kwesi sikali.
   Draw an apple and a pencil in the scale.

   ![Balance Scale](image6.png)

   inzima
   heavier

   ikhaphukhaphu
   lighter

3 Bala iiboko uze ugqibezele izivakalisi.
   Count the blocks and complete the sentences.

   ![Balanced Blocks](image7.png)

   - Iiboko ezi-____ zikhaphukhaphu kuneebloko ezi-____.
   - ____ blocks is lighter than ____ blocks.

   ![Unbalanced Blocks](image8.png)

   - Iiboko ezi-____ zinzima kuneebloko ezi-____.
   - ____ blocks is heavier than ____ blocks.