Le ncwadi sisiqhamo sentsebenziswa phakathi kweqela elibizwa ngokuba yiBala Wande–Magic Classroom Collective team kunye neqela lokuqinisekisa eleniwe ngabantu-ngabantu abakwiyunyesithi eziliqela ezahlukeneyo, imibutho engalawulwa ngurhulumento (NGOs) esebenza ngemathematika kwakanye neSebe leMfundo esiSiseko. Ezi zixhobo zokufunda zithathela incwadi zemisebenzi eziqulele ISebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokuqunyeleza nabakwaJade Education. Ezi bhokisi zinezixhobo zodidi oluphezulu ezinyinxalenyi ebalulekileyo yenkqubo yokufundisa nokufunda.

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.
# UKUSEBENZISA IBALA WANDE EKUFUNDISENI IMATHEMATIKA KWISIGABA SESISEKO

**USING BALA WANDE FOR TEACHING FOUNDATION PHASE MATHEMATICS**  

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Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?
IBala Wande yinkqubo yemathematika yeFunda Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nzuvo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zaseemakhaya xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala
Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela abafundi babe nokuqonda imathematika kwaye baqale ukubala ngokuzithemba besebenzisa izixhobo ezikwibhokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malunga nezibalo nzenxaleny ezebandlela ngokuphuhliswa kwesigama sezifundo eziquka:
• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelwe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela seveki nganye silungiselelwe uvavanyo noqukaniso lomxholo ofundiswe kuloo iveki.
Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning 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.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande programme support includes:

1.1 Teacher Guide

The Bala Wande Teacher Guide 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 using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

• resources teachers will need for each day’s activities
• objectives for the daily lesson activities
• things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis. The final lesson of each week is used to assess and consolidate the content covered in that week.
1.2 Izixhobo ezongezelelweyo zokufunda nokufundisa

Zonke izikolo ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwawangciso zezifundo zeBala Wande. Incwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yaphambiswayo elandelelaniswa ngocoselelo neyenzelwe ukufundisa umsebenzi owenziwa kulo kota. Le ncowadi yemisebenzi iqulethe amaphesha emisebenzi yeklasi, awabafundi abaza kuyenza nganye nganye nemidlalo elungiselelwe ukufundisa imiba yengqiqo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizixhobo ezifana nezakhelo zamashumi, izibalisi, oonotsheluza (iisimboli zamanani, amagama amanani kunye namakhadi amachokoza).

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli

Iividiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyeniwa eklasini. Ezi vidiyo zingasetyenziswa ngootitshala xa belungiselela izifundo zabo. Kuza kwenziwa nenzinje iividiyo ezindana zemisebenzi yezifundo ukuze zibe nokufumaneka.

Ezi vidiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligalele kwimi seBala Wande bafundi bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inkqubo yeBala Wande noma lokhu fakakumbi ekukhulukhuma ukuhambela iqalelweyo abafi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye iikharithyhalu yaseMzantsi Afrika kwaye ihambelana naqo neCAPS. IBala Wande ilandela iCAPS elungelelaniswa yiTMU ngemvume efunyenwe kwisebe leMfundo esisebe.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwicapS.
- Ukusuka kuquka lokho-1 ukuya kolwe-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelwe iintsuku ezi-4. Ezi zezifundo ezithatha imizuzo engama-90 (kuquka imisetyenzana yokucela ngemilha ngemilha yezizalo zentloko, ukufundisa okungundoqo usuku ngalunye kwenziwa nenjinje imisebenzi yakaqela okanye yomntu ngamnye ezimele).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokucela ngayefumana. Sisifundo semizuzo engama-60.
- Izicwangciso zovavanyo zekota namaphephishana amanqaku ziyafumaneka.

Ingaba kuza kufuneka sizicine ezi zixhobo zongezelelweyo zokufunda (LTSM)?

Ewe. Ezi zixhobo zongezelelweyo zokufunda zabadfundi noititshala zilungiselelwe wena nekasi yakho. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usajine ubonise ukuyamkela kwakho le bhokisi kwaye iza kuba luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikuyo ozinikiweyo.
1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The Bala Wande Learner Activity Book (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as ten frames, counters, flash cards (number symbols, number names and dot cards), cups and dice, bead strings and multifix cubes.

1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?
The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

- The content, time allocation and assessment for learning all are based on the CAPS.
- Day 1-4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided.

Do we get to keep the additional LTSM?
The additional Learner and Teacher Support Materials (LTSM) are for teachers and learners in the classroom. Please take good care of them. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.
2. Yintoni esebhokisini?
Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

**Isikhokelo sikatitshala**
- Isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).
- Imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4).
- Iikopi zamaphepha eencwadi zemisebenzi zafungakho (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).
- Uvavanyo lokufunda (usuku lwesi-5 kwiiveki 2–8).
- Uqukaniso ( usuku lwesi-5 iiveki 1–10).

**Ivindiyiyo**
- Izishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).
- Imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4).
- Iikopi zamaphepha eencwadi zemisebenzi zafungakho (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).
- Uvavanyo lokufunda (usuku lwesi-5 kwiiveki 2–8).
- Uqukaniso ( usuku lwesi-5 iiveki 1–10).

**Isichazimagama esineelwimi ezimbini**
- Isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo.

**Incwadi yemisebenzi yabafundi**
- Imisebenzi yemihla ngemihla ehangembelana nemisebenzi yezifundo.
- Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-nga kuyenza ngokwamaqela.
- Imidlalo ehangembelana nemisebenzi yezifundo

**Izipowuza**
- Ixhalane
- Irejista yeWelani ekwisisi yemphepha
- Izipowuza ezihambelana nezicwangciso zezifundo

**Izixhobo zokuncedisa zikatitshala**
- Iintlobo ngeentlobo ezixhobo ezizathatheleni oza kuzisebenzisa xa ufundisa.

**Ibhokisi yeziixhobo zokufunda abafundi**
- Ibhokisi enye kwiqela ngalinye labafundi abaz-6
- Ibhokisi epethe iindidi ezahlukenejo ezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo

**Izixhobo zovavanyo**
- Isicwangciso sekota sovavanyo.
- Imisebenzi nemisetyenzana yovavanyo ecwlangcisiwego ngosuku lwesi-5 Iweveki nganye (iiveki 2–8).
- Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.
2. **What’s in the box?**

Inside the box, you’ll find all the resources needed to use the Bala Wande programme effectively.

<table>
<thead>
<tr>
<th><strong>Bala Wande Teacher Guide</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• overview of the concepts to be taught each week</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• Mental Maths activities for every day (Days 1–4)</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (Days 1–4)</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• copies of the <em>Bala Wande Learner Activity Book</em> pages for the day (embedded in sequence in the Teacher Guide)</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• assessment for learning (Day 5, Weeks 2–8)</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• consolidation (Day 5, Weeks 1–10)</td>
<td><img src="https://example.com" alt="Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Videos</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bilingual dictionary</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bala Wande Learner Activity Book</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Posters</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a calendar</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• a ten frame class register</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Box of manipulatives for learners</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• one box for each group of 6 learners</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• a variety of manipulatives for learners to use in the activities</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tools for assessment</strong></th>
<th><img src="https://example.com" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment plan for each term</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• planned assessment tasks and activities for the 5th day of each week (Weeks 2–8)</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td>• mark record sheet that can be used to enter marks on SA SAMS.</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo

Uluhlu Iwezixhobo zokufunda zeBala Wande eziza kusetyenziswa kwibhokisi yekota yoku-1:

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. Incwadi yemisebenzi yomfundlwa kumntwana ngamnye

4. LipawuSta
   a. Ikhalenda
   b. Irejista
   c. Umboniso 1 nemifanekiso yasefama ethe saa (amanani ukuya kuma ku-5) Unclustered
   d. Umboniso 2 nemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
   e. Umboniso 1 nemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5) Clustered
   f. Umboniso 2 nemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10) Clustered
   g. Umboniso waseklasini
   h. LipawuSta yemithi
   i. Umgcamanani
   j. Umzilamanani
   k. Isikwere se-100
   l. lintsuku zeveki
   m. Imali
   n. lingana zonyaka

5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande 0–20 (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande 0–10 (alingene ukubonisa)
   c. Amakhadi amagama amanani eBala Wande 0–10 (ngesiXhosa) (alingene ukubonisa)(IsiXhosa)
   d. Amakhadi amagama amanani eBala Wande 0–10 (English) (alingene ukubonisa)

6. Umtya wamatho katitshala

7. Ibloko (100)

8. Ikomityi yeplasitiki

9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)

10. Ibloko ezinokumila kwe-2-D (iibhokisi ezi-4)

11. Iibhokisi zabafundi ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Imitiya yamasom emincinci emi-6
   c. Amadayisi amabini kumfundi nga姆nye (elini amachokoza nelinamanani)
   d. Ibloko ezili-100 zokwabelana
   e. Ipakethi ezi-6 zamakhadi zabafundi:
      - Amakhadi amanani eBala Wande (alingene abafundi)
      - Amakhadi amachokoza eBala Wande (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (IsiXhosa) (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (English) (alingene abafundi)
   f. Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi (ama-20 iseti nganye)
Checklist
You will find these Bala Wande resources in the Term 1 box:

1. Teacher Guide
2. Bilingual dictionary
3. Learner Activity Book (LAB) for each learner
4. Posters
   a. Calendar
   b. Register
   c. Unclustered farm scene 1 (numbers up to 5)
   d. Unclustered farm scene 2 (numbers up to 10)
   e. Clustered farm scene 1 (numbers up to 5)
   f. Clustered farm scene 2 (numbers up to 10)
   g. Classroom scene
   h. Trees poster
   i. Number line
   j. Number track
   k. 100 square
   l. Days of the week
   m. Money
   n. Months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0–20 (demo size)
   b. Bala Wande dot cards 0–10 (demo size)
   c. Bala Wande number name cards 0–10 (IsiXhosa) (demo size)
   d. Bala Wande number name cards 0–10 (English) (demo size)
6. Teacher bead string
7. Multifix blocks (100)
8. Plastic cup
9. Magnetic ten frame (2) with magnetic counters (20)
10. 2-D shape attribute blocks (4 boxes)
11. 6 learner boxes that include:
   a. 6 plastic cups
   b. 6 small bead strings
   c. 12 dice (2 per learner, one with dots and one with numbers)
   d. 100 multifix blocks to share
   e. 6 learner size packs of cards:
      - Bala Wande number cards (learner size)
      - Bala Wande dot cards (learner size)
      - Bala Wande number name cards (IsiXhosa) (learner size)
      - Bala Wande number name cards (English) (learner size)
   f. 6 plastic ten frames and counters (20 per set)
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?


Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetyenziswa ezininzi ezilwimi ukuze uthethe ngokwemathematika.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundisise

Ilephepha lokukala lamagqabantshintshintshi eveki liqulethe oku:

**Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezikhobo zakufunda ekufuneka uzilungisile:**

Ululhu wenejongo zeveki onakuzisebenzise ukudlulunyeleka ukuqinisekisa ubandile yikho iisebe kwayo kuchana eziyandi ayinisebeka elisikhazana eziyemathematika.

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweweke.
3. What language do I use when I teach mathematics?

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. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. 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’.

The revised CAPS Section 4 (Assessment) endorses the use of more than one language to speak mathematically.

4. Using the lesson plans and Bala Wande Learner Activity Book

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Match and sort counters on a picture</td>
<td>LAD, farm scene poster (unclustered), counters</td>
</tr>
<tr>
<td>2</td>
<td>Match and sort counters on a picture to compare numbers</td>
<td>LAD, farm scene poster (unclustered), counters</td>
</tr>
<tr>
<td>3</td>
<td>Compare numbers up to 5</td>
<td>LAD, counters, number cards (1 to 5)</td>
</tr>
<tr>
<td>4</td>
<td>Counting from 1 to 5</td>
<td>LAD, counters, number cards (1 to 5), matifix</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAD</td>
</tr>
</tbody>
</table>

Every day learners must mark themselves present in the register. Help learners to sort and count the number of learners present.

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

Written assessment: Numbers, operations and relationships
Record a mark out of 9 in the term mark sheet.
Ekukhanya elipha phakathi kusangakala okuwazi okufuneka isebenzi.
The second page provides more details about the week’s activities.

A description of how the Mental Maths activities progress over the week and a reminder of the game video.

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week.

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise.

This page also refers you to the video clips that provide insights from our master teachers into particular mathematical concepts or teaching techniques.

### 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 – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- 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
Usuku ngalunye

**Sebenzisa irejista ukuze ubale abafundi abaseklasini**

Ebhokisini kukho ipowusta yerejista yeklasi eyodwa. Ngosuku ngalunye umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye abhale oonobumba bokuqala begama lakhe kwirejista.

Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi 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 imihla ubethelela imbono yokubhelele nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukuba bungaswazi.

**Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda**


**Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku**

Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esisishwankathelo solandwilelwano lwemisebenzi yosuku.

**Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)**

Izibalo zentloko zizinaxalenye ebalulekileyo yesifundo ngasisinye. Imisebenzi yezibalo zentloko siyisebenziseka ukuba abafundi banolwazi olululo olusisiso. Kukho ividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa ekasini kwaye kukwakho nenkcazel evemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.
Each day

Use the register to count the learners in the class
In the box there is a special class register poster. Each 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, 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
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Use the flow diagram to see the sequence of activities for the day
At the start of each day, a flow diagram is given which summarises the sequence of activities for the day.

IZIBALO ZENTLOKO | MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA | WORKSHEET

IPHEPHA LOKUSEBENZELA | WORKSHEET

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 videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

The Bala Wande Teacher Guide also provides a photographic reminder of the Mental Maths activity for the day.
Yenza umsebenzi weklasi
lintsuku ezininzi ziza kuba nomsebenzi owenziwa yiklasi yonke apho uza kusebenza nabafundi ukuze nixoxe imiba ephambili yolo suku.

Kukho ividia ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakhlo nenkcazelo yemisebenzi efumaneka kumagqabantshintshi eveki.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. **Zingaphi izinja? How many dogs?**

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

3. **Zingaphi ihagu? How many pigs?**

4. **Masitshatise izilwanyana zasefama ze sizibale. Let us match and count the farm animals.**
Do the Concept Development
Most days there will be a Concept Development where the learners work together as a class to discuss the key ideas of the day.

There are 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.

For each day, the Bala Wande Teacher Guide provides a photographic reminder of the Concept Development for the day.
Incwadi yemisebenzi yomfundlalo iyinhalayo yesikhokelo sikatitshala

Uphawu oluhlahaza luxela ukuba luhlolo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

Imisebenzi yile kanye izaka kubonwa ngabafundi ezincwadini zabo.

Apha sinekhathuni yomdala oza kudla wa ngabafundi. Ngakwazisa lo mlala o mtsha kubafundi kufanele ukuba uboniswe kwikhulisi iphela phambili kokuba abafundwa badlale ngababini okanye ngokwamqaqela.

Yonke imiyakele nolwazi inikwa ngesiXhosa nangenguqulelo efumaneke ngesiXhosa.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).
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. In introducing a new game to the learners it is best to demonstrate the game to the whole class before letting learners play in pairs or groups.

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

All instructions and information are given in isiXhosa with an English translation below.
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla lintsuku 1–4

Ishedyuli yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>Iveki yesi-1, 9 neye-10</th>
<th>Iveki yesi-4 neye-7</th>
<th>Liveki 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
</tr>
<tr>
<td>Imihla neentsuku zokuzalwa</td>
<td>Imihla neentsuku zokuzalwa</td>
<td>Imihla neentsuku zokuzalwa</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundliso</td>
<td>Uvavanyo olubhalawayo</td>
<td>Gqibezela/ Zalisa irubriki yovavanyo oluthethwayo yomntwana ngamnaye</td>
</tr>
<tr>
<td></td>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundliso</td>
<td>Umsebenzi womfundliso emapheleni oqukaniso</td>
</tr>
</tbody>
</table>
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

- Discuss class register
- Date and birthdays
- Mental Maths
  - 15 minutes
- Concept Development • Worksheets and Games
  - 75 minutes

Daily schedule Day 5

<table>
<thead>
<tr>
<th>Weeks 1, 9 and 10</th>
<th>Weeks 4 and 7</th>
<th>Weeks 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss class register</td>
<td>Discuss class register</td>
<td>Discuss class register</td>
</tr>
<tr>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
</tr>
</tbody>
</table>
| Consolidate the week’s work
  Consolidation worksheets in the learner activity | Written assessment | Complete rubric for oral assessment for each learner
  Learners work on consolidation worksheets | Consolidate the week’s work
  Consolidation worksheets in the learner activity |
### 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00–09:30</td>
<td>Izibalo zentloko (15 min)</td>
<td></td>
<td></td>
<td></td>
<td>Uqukaniso novavanyo (60 min)</td>
</tr>
<tr>
<td></td>
<td>Izibalo: Uphuhliso lwengqiqo nowomntu ngamnye (75 min)</td>
<td></td>
<td></td>
<td></td>
<td>Ezobugcisa (30 min)</td>
</tr>
<tr>
<td>09:30–09:50</td>
<td>Ukuphulaphula nokuthetha; Ukufunda ukhwaza (Izakhono zobomi: Imizuzu engama-60 yokuqala)</td>
<td></td>
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</tr>
<tr>
<td>09:50–10:10</td>
<td>Isidlo</td>
<td></td>
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<tr>
<td>10:10–10:25</td>
<td>Ikhefu lokuqala</td>
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<tr>
<td>10:25–11:10</td>
<td>Ukufunda notitshala (1) (15 min)</td>
<td>Ukufunda notitshala (2) (15 min)</td>
<td>Ukufunda notitshala (3) (15 min)</td>
<td>Izandi (15 min)</td>
<td>Izandi</td>
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<tr>
<td></td>
<td>Izandi (15 min)</td>
<td>Izandi (15 min)</td>
<td>Izandi (15 min)</td>
<td>Ukubhala ngesandla (15 min)</td>
<td>Ukubhala ngesandla (15 min)</td>
</tr>
<tr>
<td>11:10–12:05</td>
<td>EFAL – Ukuphulaphula nokuthetha (60), Ukufund nezandi (60), Ukubhala (60), Ulwimi (30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:05–12:20</td>
<td>Ikhefu lesibini</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12:20–12:50</td>
<td>GGR × amaqela ama-2 ngemini; Ukufund negababini; Ukufund uwedwa (30 min)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:50–13:30</td>
<td>Ezobugcisa (× 2) Ukuzilolonga (× 3)</td>
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</tbody>
</table>

**Ulwimi lwasekhaya neZakhono zobomi**

**Ulwimi Olongzelelwwey Lokuqala**

**Izibalo/IMathematika**

**Ezobugcisa nezokuzilolonga**
### 6. Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00–09:30</td>
<td>Mental Maths (15 min)</td>
<td>Consolidation and Assessment (60 min)</td>
<td>Maths: whole class and independent work (75 min)</td>
<td>Creative Arts (30 min)</td>
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<td></td>
<td></td>
<td></td>
<td>Creative Arts (30 min)</td>
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<td></td>
</tr>
<tr>
<td>09:30–09:50</td>
<td>Listening and speaking; Read aloud (Life Skills: Beginning 60 min)</td>
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<td></td>
</tr>
<tr>
<td>09:50–10:10</td>
<td>Feeding</td>
<td></td>
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<tr>
<td>10:10–10:25</td>
<td>First break</td>
<td></td>
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<tr>
<td>10:25–11:10</td>
<td>Shared (1) (15 min)</td>
<td>Shared (2) (15 min)</td>
<td>Shared (3) (15 min)</td>
<td>Phonics (15 min)</td>
<td>Phonics (15 min)</td>
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</tr>
<tr>
<td>11:00–12:05</td>
<td>EFAL – Listening and speaking (60), Reading and phonics (60),</td>
<td></td>
<td>EFAL – (60), Reading and phonics (60), Language use (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing (60), Language use (30)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12:05–12:20</td>
<td>Second break</td>
<td></td>
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</tr>
<tr>
<td>12:20–12:50</td>
<td>GGR × 2 groups a day; paired reading; independent reading (30 min)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:50–13:30</td>
<td>Creative Arts (× 2) / PE (× 3)</td>
<td></td>
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</tr>
</tbody>
</table>

### Home language and Life Skills

### English FAL

### Maths

### Creative Arts and PE
## 7. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iweki</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>1</td>
<td>Imisebenzi yentshayelelo</td>
<td>Irejista yeklasi</td>
<td>Irejista yeklasi</td>
<td>Ukubala neesimbili zamanani</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tshatisa, hlela, bala, theleksisa uyokuma ku-55</td>
<td>Tshatisa, hlela uze ubale uyokuma ku-5</td>
<td>Tshatisa uze theleksisa uyokuma ku-5</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Amanani 1 ukuya ku-5</td>
</tr>
<tr>
<td>3</td>
<td>Amanani uyokuma ku-5</td>
<td>Lisimboli zamanani 0 ukuya ku-5</td>
<td>Leliphi inani</td>
<td>Zingaphi?</td>
<td>Amanani 1 ukuya ku-5</td>
</tr>
<tr>
<td>4</td>
<td>Ukutheleksisa amanani uyokuma ku-5</td>
<td>Amagama amanani ukusuka kunathi uye kwisihlanu</td>
<td>Ingaphezulu ngenye okanye ingaphenzulung xezimbini</td>
<td>Ingaphezulu ngenye okanye ingaphantsi ngezimbini</td>
<td>Incinci kune- okanye inkulu kune-</td>
</tr>
<tr>
<td>5</td>
<td>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>
</tr>
<tr>
<td>6</td>
<td>Tshatisa, hlela, bala, theleksisa uyokuma ku-10</td>
<td>Thatisa uze uhele amanani 6 ukuya ku-10</td>
<td>Amanani 6 ukuya ku-10</td>
<td>Ukubala imilo</td>
<td>Ngubani onezininzi?</td>
</tr>
<tr>
<td>7</td>
<td>Theleksisa amanani uyokuma ku-10</td>
<td>Ngowuphi umthi onezimbalwa</td>
<td>Inkulu kune- okanye incinci kune-</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Ukutheleksisa amanani</td>
</tr>
<tr>
<td>8</td>
<td>Libhondi zika-6 ukuya ku-9</td>
<td>Libhondi zika-6</td>
<td>Libhondi zika-7</td>
<td>Libhondi zika-8</td>
<td>Libhondi zika-9</td>
</tr>
<tr>
<td>9</td>
<td>Libhondi zika-10</td>
<td>Libhondi zika-10</td>
<td>Ishumi emabalini</td>
<td>Masenze u-10</td>
<td>Amanyathelo alishumi</td>
</tr>
<tr>
<td>10</td>
<td>Indawo necala Amanani olandelelwano</td>
<td>Indawo necala</td>
<td>Indawo necala</td>
<td>Amanani olandelelwano</td>
<td>Amanani olandelelwano</td>
</tr>
</tbody>
</table>
# Term plan: Grade 1 Term 1

<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory activities</td>
<td>Class register</td>
<td>Class register</td>
<td>Class register</td>
<td>Build number shapes</td>
</tr>
<tr>
<td>2</td>
<td>Match, sort, count, compare up to 5</td>
<td>Match, sort, and count up to 5</td>
<td>Match and compare up to 5</td>
<td>More than or less than</td>
<td>The numbers 1 to 5</td>
</tr>
<tr>
<td>3</td>
<td>Numbers up to 5</td>
<td>The number symbols 0 to 5</td>
<td>What number</td>
<td>How many?</td>
<td>Numbers 1 to 5</td>
</tr>
<tr>
<td>4</td>
<td>Comparing numbers up to 5</td>
<td>Number names zero to five</td>
<td>One more and two more</td>
<td>One less and two less</td>
<td>Smaller than and bigger than</td>
</tr>
<tr>
<td>5</td>
<td>Number bonds of 5</td>
<td>Number bonds of 3 and 4</td>
<td>Bonds of 5</td>
<td>Bonds of 5</td>
<td>Bonds of 5</td>
</tr>
<tr>
<td>6</td>
<td>Match, sort, count, compare up to 10</td>
<td>Match and sort numbers 6 to 10</td>
<td>Numbers 6 to 10</td>
<td>Who has more?</td>
<td>Counting shapes</td>
</tr>
<tr>
<td>7</td>
<td>Compare numbers up to 10</td>
<td>Which tree has less?</td>
<td>Bigger than and smaller than</td>
<td>More than and less than</td>
<td>Comparing numbers</td>
</tr>
<tr>
<td>8</td>
<td>Bonds 6-9</td>
<td>Bonds of 6</td>
<td>Bonds of 7</td>
<td>Bonds of 8</td>
<td>Bonds of 9</td>
</tr>
<tr>
<td>9</td>
<td>Bonds of 10</td>
<td>Bonds of 10</td>
<td>Ten in stories</td>
<td>Let’s make 10</td>
<td>Ten steps</td>
</tr>
<tr>
<td>10</td>
<td>Position &amp; direction</td>
<td>Position and direction</td>
<td>Position and direction</td>
<td>Ordinal numbers</td>
<td>Ordinal numbers</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number, operations and relationships</th>
<th>Patterns, functions and algebra</th>
<th>Space and shape (geometry)</th>
<th>Measurement</th>
<th>Introductory activities</th>
</tr>
</thead>
</table>

This table outlines the weekly activities and topics for Grade 1 Term 1, including introductory activities, counting, comparing numbers, number bonds, and more.
8. Isicwangciso sovavanyo sekota yoku-1


Kwiveki 2–8 kulungiselelwa uvavanyo olubhalwayo. Le masebenzi ifumaneka kwincwadi yemisebenzi yombathwa ukukhululeka umsebenzi weveki. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngakwincwadi yemisebenzi asezingcawo zabo zemisebenzi.

Imvavanyo ezikwikota yoku-1 zezi:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Amanqaku</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Iveki 2</strong></td>
<td>Ukunakana amanani (1-5)</td>
<td>Olubhalwayo 9</td>
</tr>
<tr>
<td><strong>Iveki 3</strong></td>
<td>Ukubhala amanani (0-5)</td>
<td>Olubhalwayo 14</td>
</tr>
<tr>
<td><strong>Iveki 4</strong></td>
<td>Amanani, amakhulu namancinci</td>
<td>Olubhalwayo 12</td>
</tr>
<tr>
<td><strong>Iveki 4</strong></td>
<td>Amanani, izibalo kunye nolwalamano: Qwalasela abafundi ukuze uqaphele izakhono zabo zakutshatisa, ukuhlela, ukucwangcisa kunye nokuthelekisa amanani ukuya kwisi-5.</td>
<td>Oluthethwayo nolwenziwayo 7</td>
</tr>
<tr>
<td><strong>Iveki 5</strong></td>
<td>Libhondi zamanani ukuya ku-5</td>
<td>Olubhalwayo 12</td>
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<tr>
<td><strong>Iveki 6</strong></td>
<td>Ukubala iimilo</td>
<td>Olubhalwayo 7</td>
</tr>
<tr>
<td><strong>Iveki 7</strong></td>
<td>Lipatheni: Amanani angaphambili nangasemva, amancinci namakhulu.</td>
<td>Olubhalwayo 18</td>
</tr>
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<td><strong>Iveki 7</strong></td>
<td>Umlinganisela: Ixesha: Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa ulwimi lwexesha.</td>
<td>Oluthethwayo nolwenziwayo 7</td>
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<tr>
<td><strong>Iveki 8</strong></td>
<td>Libhondi zamanani ukuya ku-9</td>
<td>Olubhalwayo 7</td>
</tr>
</tbody>
</table>
8. Term 1 assessment plan

The assessment for the term is included in the lesson plans. Assessment includes written, oral and practical activities.

Day 5 of each week is for consolidation and assessment

The assessment plan for Term 1 is provided below.

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

In Weeks 4 and 7, oral and practical assessment activities are planned. Use these practical activities and the rubric provided in the week overview to assess learners. Worksheets that consolidate the work for the week are provided in the LAB and the class can work on these while you complete the oral and practical assessments with learners in small groups or individually.

In Weeks 2–8, written assessment activities are planned. These are provided in the learner activity book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the learner activity book.

The assessments that are in Term 1 are as follows:

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<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>Assessment Type</th>
<th>Mark</th>
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<tbody>
<tr>
<td>2</td>
<td>Number recognition (1-5)</td>
<td>Written</td>
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<tr>
<td>3</td>
<td>Writing numbers (0-5)</td>
<td>Written</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, bigger and smaller</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>4</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</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Number bonds to 5</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Counting shapes</td>
<td>Written</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Patterns: numbers before and after, smaller and bigger</td>
<td>Written</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Measurement (time): observe learners to assess their ability to use the language of time.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Number bonds to 9</td>
<td>Written</td>
<td>7</td>
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## 9. Term 1 assessment mark sheet

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<tr>
<td>Space and shape</td>
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### Learner name and surname

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## Imisebenzi yentshayelelo

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<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
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<tbody>
<tr>
<td>1</td>
<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi</td>
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<td>Irejista yeklasi</td>
<td>Iibloko ezidityaniswayo</td>
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<td>Yakha iimilo zamanani</td>
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<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi,</td>
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<tr>
<td></td>
<td>Ukubala kunye neesimboli zamanani</td>
<td>Ipowusta yomfanekiso wasefama, amakhadi okuzekelisa katsitshala eesimboli zamanani</td>
</tr>
</tbody>
</table>

### Emva kwale veki kufuneka abafundi bakwazi ukwenza oku:

- Zalisa isakhelo samashumi serejista yeklasi
- Kufuneka ulungele ukuqalisa izifundo zezibalo/zemathematika kwiveki yesi-2.

### 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>
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<tbody>
<tr>
<td>1</td>
<td>Class register</td>
<td>class register poster</td>
</tr>
<tr>
<td>2</td>
<td>Class register Build number shapes</td>
<td>multifix cubes</td>
</tr>
<tr>
<td>3</td>
<td>Class register 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 learners 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 ekwisakhelo samashumi (jonga amaphepha entsheylelelo). Ungakwenza oku yonke imihla nanjengoko ingumsebenzi weklasi owonwabisayo nokhokelela kumsebenzi wokubala oza kwwenza neklasi yonke.


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.
Irejista

Practise completing the base ten register. Draw your dot in a frame.
WEEK 1 • DAY 2
Build number shapes

1. Sebenzisa iibloko wakhe amanani awenziwe ngeendlela ezahlukileyo.
   Use blocks to build numbers made in different ways. Build the numbers 1 to 10.

2. Yakha amanani uqile ku-1 uye ku-10.
   Build the numbers 1 to 10.
Bala izilwanyana ezisemfanekisweni. Zingaphi ozibonayo?

Count the animals in the picture. How many do you see?
Counting and number symbols
## Ukutshatisa, ukuhlela ukucwangcisa nokuthelekisa amanani

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Ukulinganisa nokubonisa amanani 1 ukuya ku-5</th>
</tr>
</thead>
</table>

| Umdlalo: 1, 2, 3 veza! |

### Usuku | Umsebenzi wesiFundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tshatisa uze uhele izibalisi ezimfanekisweni</td>
<td>Incwadi yemsebenzi yabafundi, ipowusta ebonisa efama (unclustered 1), izibalisi</td>
</tr>
<tr>
<td>2</td>
<td>Tshatisa uze uhele izibalisi ezimfanekisweni ukuze uthelekise amanani</td>
<td>Incwadi yemsebenzi yabafundi, ipowusta ebonisa efama (unclustered 1), izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>Thelekisa amanani ukuya ku-5</td>
<td>Incwadi yemsebenzi yabafundi, izibalisi, amakhadi amanani (1 ukuya ku-5)</td>
</tr>
<tr>
<td>4</td>
<td>Ukubala uqale ku-1 uye ku-5</td>
<td>Incwadi yemsebenzi yabafundi, izibalisi, amakhadi amanani (1 ukuya ku-5), iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo kujoliswe ekufundeni</td>
<td>Incwadi yemsebenzi yabafundi</td>
</tr>
</tbody>
</table>

Abafundi kufuneka baphawule ukuba bakhona kwirejista yonke imhla. Nceda abafundi ukuba bahlele baze babale inani labafundi abakhoyo.

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

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

### Uvavanyo

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano
Bhala phantsi amanqaku afunyenweyo kwali-9 kwiphetshana lamangaku ekota.
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>Match and sort counters on a picture</td>
<td>LAB, farm scene poster (unclustered 1), counters</td>
</tr>
<tr>
<td>2</td>
<td>Match and sort counters on a picture to compare numbers</td>
<td>LAB, farm scene poster (unclustered 1), counters</td>
</tr>
<tr>
<td>3</td>
<td>Compare numbers up to 5</td>
<td>LAB, counters, number cards (1 to 5)</td>
</tr>
<tr>
<td>4</td>
<td>Counting from 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>

Every day, learners must mark themselves present in the register. Help learners to sort and count the number of learners present.

**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**

**Written assessment:** Numbers, operations and relationships

Record a mark out of 9 in the term mark sheet.
Ividiyo yezibalo zentloko

Evekini qhubangou hlobo:
• Yalela abafundi ukuba balinganise inani lokwqhabwa, ukunqakraza iminwe, ukungqaisha, ukuxhuma okanye ukutsiba bade bafize kumatjeli ama-5.
• Yalela abafundi ukuba balinganise inani leminwe oyiibonisayo ngesandla esinye (de ufike ku-5). Mabalinganise lento ubabonisa yona.

Ividiyo yomdlalo
1 2 3 Veza!

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani 1 ukuya ku-5. Zimbini izinto ezibalulekileyo kwizinto esifuna ukuzifumana kule veki.
• Into yokuqala esigxila kuyo yindlela eeqingqiweyo yokubala. Sikwenza oku ngokubanisa abafundi ukuba babeke izibalisi kwizinto abafuna ukuzibala baze baphinde babeke izibalisi kwisakhelo samashumi.
• Eyesibini kukuba abafundi baqonde ukuba kulula ukuthelekisa izixa izinto ngokusebenzisa indlela eeqingqiweyo. Kufuneka baqonde ukubonisa yona.

Uza kusebenzisa ipowusta ebonisa efama ukubala izilwanyana. Xa abafundi betshatisa izibalisi nezinto ezikhayo, bakhuthaze ubaqondise ukuba ukutshatisa izibalisi esinye nesilwanyana esinye esibaluleyo kubalelele. Ukuba bafuna ukubala igusha (umzekela) kufuneka babeke izibalisi esinye kemfunekiski wequsha nganye abajibonya tiqwe kufuneka bathathe izibalisi ngesinye eesiphu kumfunekiski wequsha basifake kwisakhelo samashumi ukuze babone lula ukuba zingaphi igusha ezikhayo. Bayakuqaphela indlela yokuhlela amanani ngesakheko samashumi kubanceda ngayo ukubona umahluko phakathi kwamani abawabalileyo isakhelo samakhumi ukuhlela amanani.

Into emayiqatshelwe kule veki
• Qinisekisa ukuba abafundi bayakwazi ukutshatisa izibalisi nezinto ngokuchanalileyo baze bazise kwisakhelo samashumi ukuze bafumanise inani lezinto ezikhayo.
• Ingaba abafundi bayakwazi na ukusebenzisa ngokuchanalileyo isigama esithi ‘ingaphezulu kune-’ okanye ingaphantsi kune-?
Matching, sorting, ordering and comparing numbers

Mental Maths video
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 video
1,2,3 Show!

Conceptual development video
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?

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.

2. 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.

3. Zingaphi izinja? How many dogs?

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

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

Zingaphi iihagu? How many pigs?
Ukutshatisa, ukuhlela nokubala ukuya ku-5
Matching, sorting and counting up to 5

Tshatisa uze uhlele.

Match and sort.

1. Sheep
2. Cow
3. Dog
4. Horse
5. Pig
Faka imibala kwimifane kiso emibini efanayo.

Colour two pictures that are the same.
Matching, sorting and counting up to 5

2. Faka umbala kwinani elichane kileyo.
   Colour the correct number.

3. Bala.
   Count.

Matching, sorting and counting up to 5
Qaphela ukuba bonke abafundi bawbekile amachokoza kwi rejista, uze uqinisekise ukuba amachokoza bebekwes kwinda efelelekele. Bala ukuba bangaphi abafundi abakhayo ujenge kwisiseko samashumi.

Check that all the learners have put a dot in the register and make sure all the dots are in the correct place. Count how many learners are present referring to the ten frames.
Matching and comparing up to 5

UPHUHLISO LWENGQISO | CONCEPT DEVELOPMENT

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

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

Tshatisa uze uhlélé. Match and sort.

Tshatisa kwaye uhlèle ukuze uthelekise amanani ezilwanyana ezikwipowusta yasefama. Biza abafundi babe boninzi baze ngaphambili ukuze bathathe inxaxheba.

Match and sort to compare the numbers of animals on the farm poster. Call as many learners as possible to the front to participate.
Ukutshatisa nokuthelekisa ukuya ku-5
Matching and comparing up to 5

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

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

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

2 Biyela iseti enezimbalwa.
Circle the set with less.

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

Iveki 2 • Usuku 2 Ukutshatisa nokuthelekisa ukuya ku-5
Khuphela uze ubonise ama-nani 1-5.
Copy and show numbers 1 to 5

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

Zoba ebhodini ezinye iiseti zeemilo onokuzitsatisa 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.
Ngaphezulu kuna- okanye ngaphantsi kuna-

Inani lezitulo liyalingana nenani labafundi.
The number of chairs is the same as the number of learners.

Tibhola zingaphantsi kunabafundi.
There are less balls than learners.

Abafundisangaphezulu kuneebhola.
There are more learners than balls.
More than or less than
Ngaphezulu kuna- okanye ngaphantsi kuna-
**WEEK 2 • DAY 3**

More than or less than

---

**Umdlalo: 1, 2, 3 Veza**
Game: 1, 2, 3 Show

1, 2, 3 Vezal
1, 2, 3 Show!

Ezam zingaphantsi kunezakhe.
I have less than him.

Ezam zingaphelulungu kunezakhe.
I have more than her.

---

**Zeziphi iibhokisi ezinezinto ezilinganayo?**
Phawula nge-✓ iibhokisi ezinezinto ezilinganayo.

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

---

**Iveki 2 • Usuku 3**
Ngaphezulu kuna- okanye ngaphantsi kuna-
Tshatise imifanekeiso nenani elilinganayo lamachokoza anombala.

Match the pictures to the same number of shaded dots.
IZIBALO ZENTLOKO | MENTAL MATHS

Khuphela uze ubonise amanani 1–5.
Copy and show numbers 1–5.

Ukhumble ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sebenza neqabane. Cwangcisa amakhadi amanani 1 ukuya ku-5 alandelelane etafileni yakho.
Work with a partner. Put the number cards 1 to 5 on your table in order.

Yakha incochoyi ngeebloko zakho ukuze zitshate namanani.
Build towers with your blocks to match the numbers.

Incochoyi yam ineebloko ezi-4. Khandibonise incochoyi eneebloko ezininzi nekhadi lenani elifana nayo.
My tower has 4 blocks. Show me a tower with more blocks and its matching number card.

Siyabona ukuba ezi-5 zinini kunezi-4, e-1 ingaphantsi kunezi-3.
We can see that 5 is more than 4, 1 is less than 3 and so on.

Qhuba ngolu hlobo, ubonise abafundi incochoyi okanye amakhadi amanani uze utsho bakubonise incochoyi eneebloko ezilinani elifanayo nelakho, ibloko ezininzi kunezakho okanye ibloko ezimalwa kunezakho kwakune 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.
Mingaphi imivundla? Biyela inani elichanekileyo.

How many rabbits? Circle the correct number.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
### Week 2 • Day 4

**The numbers 1 to 5**

**2 Bala. Biyela inani elichanekileyo.**

Count. Circle the correct number.

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<tbody>
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<td></td>
<td>1</td>
<td>3</td>
<td>2</td>
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<td></td>
<td>4</td>
<td>5</td>
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<td>4</td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   Count. Circle the correct number.

2. Biyela inani elifana nelokwibloko esekuqaleni.
   Circle the same number as the first block.
Assessment and consolidation

1. Fakela umbala kwinani le-0 elifana nenani lezinto ezikhoyo.
   Colour the same number of 0 as the number of objects.

2. Zeziphi ezininzi?
   Which is more?

3. Zeziphi ezimbalwa?
   Which is less?

Assessment and consolidation
Week 2 • Day 5
Amanani 0 ukuya ku-5

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

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Usuku</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezkhelo zamashumi</td>
</tr>
<tr>
<td>2</td>
<td>Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yemiboniso yasefama (iqokelelwe)</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ukutshisa nokuqhelela 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 yasekhasini, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>5</td>
<td>Ukuqukanisa nokuvavanya okujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundikwazi akwazi ukwenza oku:

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimbalwa eqeleni.</td>
</tr>
<tr>
<td>Ukubiza amanani 0 ukuya ku-5</td>
</tr>
<tr>
<td>Ukunakana nokubhala manani 0 ukuya ku-5</td>
</tr>
<tr>
<td>Ukubala izinto ezikhoyo ngokuchanekileyo (ukuya kwizinto ezi-5)</td>
</tr>
<tr>
<td>Ukwazi ukuba ungabona okanye ucinge ngeamanani ngeendlela ezahlukene.</td>
</tr>
</tbody>
</table>

Uvavanyo

Uvavanyo olubhalwayo: Inani, izibalo nolwalamano
Bhala phantsi amanqaku ofunyenweyo kwali-14 kwiphetshana lamanqaku ekota.
# 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

**Written assessment:** Numbers, operations and relationships

Record a mark out of 14 in the term mark sheet.
Amanani 0 ukuya ku-5

Ividiyo yezibalo zentloko
Sigxila ekwazini kwabafundi ukunakana kwangoko ahamadhi amanani ukusuka ku-0 ukuya ku-5 kwezi mo zilandelayo: njengoko ebonisiwe kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimbali, nangamagama.

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

Ividiyo yomdlalo
Ngubani onenani elikhulu?

Ividiyo yophuhliso lwengqiyo
Kule veki sigxila kumanani 0 ukuya ku-5. Mithathu imiba ebalulekileyo kwinto esifuna ukuyiphumeza kule veki.
• Owokuqala ngowokuba abafundi bayakwazi ukuchonga nokubhala isiimbo zamanani 0, 1, 2, 3, 4, no-5 kwange bayakwazi ukunakana amagama amanani athi nothi, inye, zimbini, zintathu, zine, nozintlanu xa ebizwa.
• Siyaqhubeka nokubethelela indlela eziqingiqweyo zokubala – sisebenzisa ukuthathisa nokuhlela izibalisi nezakhelo zamashumi.

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

### Mental Maths video

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 video

*Who has the bigger number?*

### Conceptual development video

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)?
Zingaphi? How many?

Zi-5
5

Ndibonise u-5
Show me 5

Zi-2
2

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Bangaphi abafundi abahleli phantsi? Bangaphi abemini ngeenyawo?

How many learners are sitting? How many are standing?

Yenza u-5 ngomnwe wakho emqolo kumhlobo wakho.

Use your finger to make a 5 on your friend’s back.


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.
Isimboli zamanani 0 ukuya ku-5

The number symbols 0 to 5

<table>
<thead>
<tr>
<th>Nothi (zero)</th>
<th>0</th>
<th>Amaqhina ama-2</th>
<th>2 knots</th>
<th>Amaqhina angu-0</th>
<th>0 knots</th>
</tr>
</thead>
</table>

Sebenzisa iminwe yakho umise la manani. Treyisa.

Use your fingers to make these numbers. Trace.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WEEK 3 • DAY 1
The number symbols 0 to 5

2. Fakela umbala kwinani leebloko.
   Colour in the number of blocks.
   2
   4
   3
   5
   0
   1

3. Biyela bonke oonothi (0).
   Circle all the zeros.
   1 6 1 0
   0 4 0 1
   7 0 4 5

4. Zoba isikwere esikhulu esinye.
   Draw one big square.
   Fakela umbala kwicunube elinye.
   Colour one strawberry.

Biyela bonke oononye.
Circle all the ones.

7 6 1 2
1 4 7 1
7 1 4 5

The number symbols 0 to 5  Week 3 • Day 1
Remember to check the date and mark the register every day.

Kumsetyenzana weklasi yonke wesifundo, qhuba nokusebenza ngamanani 0-5. Sebenzisa ipowusta yemboniso yasefama ecukeneyo (0-5) phambi kokuvumela abafundi benze umsebenzi waseklasini ozimeleyo.

Continue working with the numbers 0-5. Use the clustered farm scene poster (0-5) before allowing the learners to do the independent classwork.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the *register* every day.
What number?
1. Yenza izangqa ezibini.
   Draw 2 circles.
   Fakela umbala kwiimoto ezi-2.
   Colour 2 cars.

2. Yenza izikwere ezi-3.
   Draw 3 squares.
   Fakela umbala koololiwe aba-3.
   Colour 3 trains.

Biyela boonke oonombini.
Circle all the twos.

Biyela boonke oonontathu
Circle all the threes.

What number? Week 3 • Day 2
WEEK 3 • DAY 2

What number?

mbini
two
2

3 Bala. Bhala inani.
Count. Write the number.

Iveki 3 • Usuku 2 Leliphi inani?
Kwesi sifundo abafundi baqhubela phambili nokusebenza ngamanani 0-5. Kufuneka baye ngqo kwimisetyenzana yaseklasini kwaye kufuneka usebenze nabo ubancede apho kuyimfuneko.

In this lesson, learners continue working with the numbers 0-5. They should go directly to the classwork activities and you should engage with them and help them as needed.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
How many?

1 Zoba imifanekeiso.
Draw pictures.

<table>
<thead>
<tr>
<th>Intiyatambo e-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 flower</td>
</tr>
<tr>
<td><img src="image" alt="Flower" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imbuso ezi-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 faces</td>
</tr>
<tr>
<td><img src="image" alt="Smiley" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ooxantathu aba-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 triangles</td>
</tr>
<tr>
<td><img src="image" alt="Triangle" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izikwere ezi-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 squares</td>
</tr>
<tr>
<td><img src="image" alt="Square" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izanqa ezi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 circles</td>
</tr>
<tr>
<td><img src="image" alt="Circle" /></td>
</tr>
</tbody>
</table>
2 Bala. Count.

- Butterfly
- Ladybird
- Leaf
- Ant
- Turtle
- Bird
How many?

   Draw 4 squares.

Fakela umbala koobhantom ab-a-4.
   Colour 4 ladybirds.

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

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

Fakela umbala kwizikhephe ezi-5.
   Colour 5 boats.

Biyela bonke oo-5.
   Circle all the 5s.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi ithuba lokunakana nokubonisa amanani 0–5. Give learners opportunities to recognise and show numbers 0–5. Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla. Remember to check the date and mark the register every day.

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

Masihlaziye ulwazi lwamanani 1 ukuya ku-5 sisebenzise izinto eziseklasini, izibalisi nezakhelo zamashumi. Let’s revise the numbers 1 to 5 using the classroom scene poster, counters and ten frames.
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

IVEKI 3 • WEEK 3

IVEKI 4 • DAY 4

Amanani 0 ukuya ku-5
Numbers 0 to 5

0 nothi
zero

1 nye
one

2 mbini
two
WEEK 3 • DAY 4

Numbers 0 to 5

IZIBALO ZENTLOKO
MENTAL MATHS

UHULISO LWENGQIQO
CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA
WORKSHEET

UMDHLALO
GAME

3
ntathu
three

4
ne
four

5
ntlanu
five
1. Bhala ukuba isilwanyana ngasinye sinezinto ezingaphi.
Write how many objects each animal has.

2. Biyela isilwanyana esinezinto ezininzi.
Circle the animal that has more.

---

Amanani 0 ukuya ku-5
Numbers 0 to 5

WEEK 3 • DAY 4

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. Umfundwi onekhadi elinenani elikhulu uwegcina omabini amakhadi.
   Ukuba ayafana, umfundwi ngamnye ugcina iikhadi 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 unamakhadi amaninzi.
   The winner is the one who has more cards.
1. Treyisa.
   Trace.
   
   0 1 2 3 4 5

2. Iintanga zethanga
   Pumpkin seeds
   
   Zingaphi? How many?
   Zingaphi? How many?
   Zingaphi? How many?
   Zingaphi? How many?
   Zingaphi? How many?
   Zingaphi? How many?
Assessment and consolidation

Ukulaniso: Umdlalo okhumbuzayo otshatisha amanani
Game: Matching numbers memory game

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

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

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

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:</th>
<th>Izixhobo</th>
<th>Umtya wamaso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingaphezulu kune-; ingaphantsi kune-</td>
<td>Amakhadi amanani nawamagama amanani 0–5; idayisi; ibloko</td>
<td></td>
</tr>
</tbody>
</table>

**Umdialo:**

- Ukwakha incochoyi

### Izixhobo

<table>
<thead>
<tr>
<th>No.</th>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sebenzisa izakhele zamashumi nezibalisi ubonise amanani 1 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhele zamashumi, amakhadi amanani nawamagama amanani</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sebenzisa ibloko wakhe amanani uze wenze angaphezulu</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epheleleyo yamakhadi amanani</td>
<td></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>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chonga amanani amancinci namakhulu kunamananye</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, ibloko</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

- Ukubala izinto ukuya ku-5 (bebiza amanani ngokuchanelekileyo ngokulandelelana kwawo).
- Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimbaliwa kunezinye eqeleni.
- Ukunika amanani angaphezulu okanye angaphantsi ngo-1 okanye ngo-2 kumenani elinikiwayo kuluhlu luka-0 ukuya ku-5.
- Ukunakana nokusebenzisa amagama amanani ukusuka ku-0 ukuya ku-5.
- Ukunakana nokubhala isimboli zamanani uqale ku-0 ukuya ku-5.
- Ukunakana kwangoko amanani 1, 2, 3, 4, 5 aboniswe kwizakhelo zamashumi.

---

**Uvavanyo**

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku ofunyenweyo kwali-12 kwiphetshana lamanqaku ekota.
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 <em>multifix</em> to build numbers and make more</td>
<td>LAB, <em>multifix</em>, number cards full set.</td>
</tr>
<tr>
<td>3</td>
<td>Use <em>multifix</em> to build numbers and make less</td>
<td>LAB, <em>multifix</em>, number cards full set.</td>
</tr>
<tr>
<td>4</td>
<td>Identify numbers that are <em>smaller than</em> and <em>bigger than</em></td>
<td>LAB, number cards, <em>multifix</em></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**

**Written assessment:** Numbers, operations and relationships

Record a mark out of 12 in the term mark sheet.
Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

Uvawunyolaphethethwayo nolwenziwayo
Sebenzisa uluhlu lwezinto ezifunwayo olungezantsi ngevekile ngomqoba lwe-5 ukuze uuvawunye izakhono zamfundo zokuhlela nokucwangcisa izinto ezikhoyo.

Ividiyo yezibalo zentloko

Evekini qhuba ngolu hlobo:
• Cela abafundi balinganise inani obabonise lona ngeminwe okanye umtya wamaso. Khumbula ukubonisa u-0. Nabo mababonise inani eliphantse ukuba bangayibali iminwe yabo kokwabanye bakukwazi bulungela omfundo izinto ezikhoyo. Bakhuthaze abafundi ukuba bangayibali iminwe yabo kokwabanye bakukwazi bulungela omfundo izinto ezikhoyo.
• Yalela abafundi babonise ngeminwe yabo okanye ngamoso ukuba ingaphelzulu ngo-1 okanye ngamoso ngo-2. Khumbula ukukhanka no-0 ngendlela efanelekeleko.
• Yalela abafundi babonise ngeminwe yabo okanye ngamoso ukuba ingaphelzulu ngo-1 okanye ngamoso ngo-2. Khumbula ukukhanka no-0 ngendlela efanelekeleko.

Ividiyo yomdlalo
Ukwakha iincochoyi
Number names and one or two more than or less than

Oral and practical assessment

Use the assessment checklist below during the week and on Day 5 to assess learner’s ability to sort and order counted items.

<table>
<thead>
<tr>
<th>CAPS: Number operations and relationships</th>
<th>Mark: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Observe learners to assess their ability to match, sort, order and compare numbers up to 5</td>
<td></td>
</tr>
<tr>
<td>Criteria checklist: correct/incorrect/almost</td>
<td>✓ x ●</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 more (bigger) than another</td>
<td></td>
</tr>
<tr>
<td>Able to compare numbers to say which one is less (smaller) 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>

Record a mark out of 7 in the term mark sheet.

Mental Maths video

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 video

Building towers
Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

Ividiyo yophuhliso lwengqiqo

Kule veki siyaqhube nokuxila kumanani 0 ukuya ku-5 nasekuthelekiseni amanani akolu luhlu.

Mibini imiba esifuna ukuyiphumeza kule veki.
• Owokuqala kukuba abafundi baphucula izakhono zabo zokuchonga nokubhala isimhlo zamanani 0, 1, 2, 3, 4, no-5. Bakwaqalisa nokubhala amagama amanani (kusuka kunothi ukuya kwishlanu), ukutreyisa amagama ukulungiselela ukuwabhala bengancediswa ukuphela kwakota.
• Owesibini kukuba abafundi bandies ulwazi lwabo malunga nobukhulu obothelekisekayo bamanani. Nokuba kukho amanani amakhudlwana nancinci. Izixa zingalingana, zingangaphezulu okanye zibe ngaphatsi kunezinye.


Kufuneka uqaphele ntoni kule veki

• Bangakwazi na abafundi ukuxela ngoko nangoko ukuba ngu-4 bengakhange babale?
• Ingaba abafundi bachonga ngokuzithembisa izixa ukuya ku-5?
• Bayakwazi ukusebenzisa amagama amanani kwezi zixa?
• Bayakwazi ukufunda nokubhalaisimboli zamanani?
• Bayakwazi abafundi ukusebenzisa isigama esithi ‘ingaphezulu kune-’ okanye ingaphantsi kune-’ ngendlela echanekileyo?
• Bayakwazi abafundi ukwenza inani libe ngaphezulu ngo-1 okanye libe ngaphantsi ngo-1 kunenani elini kwiyayo ukuya ku-5?
• Bayakwazi abafundi ukusebenzisa isigama esithi inkulu kune okanye incinci kune ngendlela echanekileyo?
Conceptual development video
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 on 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

1

Bonisa kwa eli nani.
Show the same number.

2

Bonisa kwa eli nani.
Show the same number.

3

4

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Tshatisa izibalisi, amaso, iibloko namagama amanani usebenzise amakhadi amanani (IsiXhosa nesiNgesi). Oku kuza kubethelela ulwazi lwabundi 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.
Amagama amanani ukusuka kunothi ukuya kwisihlanu

1. Tshatisa.
   Match.

   0  1  2  3  4  5

   zintathu
   three

   zintlanu
   five

   zimbini
   two

   nothi
   zero

   zine
   four

   inye
   one
**2. 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 zero</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>inye one</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>zimbini two</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>zintathu three</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>zine four</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>zintlanu five</td>
<td></td>
</tr>
</tbody>
</table>

Number names zero to five

**Week 4 • Day 1**
Enye ngaphezulu nezimbini ngaphezulu

IZIBALO ZENTLOKO | MENTAL MATHS

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

   Show 2 more.

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

**UPHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. **Yenza amatsheyina anebloko e-1 ngaphezulu kunye namanane anezi-2 ngaphezulu.**
   Make a train with 1 more block and make a train with 2 more blocks.

2. **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.

3. **Qhuba nokwenza oololiwe nokuthelekisa amanani usebenzise iibloko: ingaphezulu ngo-1 nango-2 okanye ziyafana. Sebenzisa amanani ahlukenyelo 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.

4. **Ungakwazi ukwenza amatsheyina afanayo?**
   Can you make trains that are the same?
Nanku uloliwe oneebloko ezi-3.
Here is a train of 3 blocks.

Yenza uloliwe oneebloko ezingaphezulu ngo-1.
Make a train with 1 more block.

Zingaphi iibloko kuloliwe wakho?
How many blocks are there in your train?

4

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

Yenza uloliwe oneebloko ezi-2 ngaphezulu.
Make a train with 2 more blocks.

Zingaphi iibloko kuloliwe wakho?
How many blocks are there in your train?

5

Bala uze uthelekise.
Count and compare.

U-5 mkhulu kuno-3.
5 is bigger than 3.

U-3 mncinane kuno-5.
3 is smaller than 5.
### WEEK 4 • DAY 2

**One more and two more**

<table>
<thead>
<tr>
<th><strong>1</strong> Yenza abe-1 ngaphezulu.</th>
<th>Bangaphi zisonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw 1 more.</strong></td>
<td><strong>How many altogether?</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Triangle" /></td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3" alt="Triangle" /></td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td><img src="image5" alt="Triangle" /></td>
<td><img src="image6" alt="Image" /></td>
</tr>
<tr>
<td><img src="image7" alt="Triangle" /></td>
<td><img src="image8" alt="Image" /></td>
</tr>
<tr>
<td><img src="image9" alt="Triangle" /></td>
<td><img src="image10" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2</strong> Yenza ama-2 ngaphezulu.</th>
<th>Mangaphi ewonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw 2 more.</strong></td>
<td><strong>How many altogether?</strong></td>
</tr>
<tr>
<td><img src="image11" alt="Circle" /></td>
<td><img src="image12" alt="Image" /></td>
</tr>
<tr>
<td><img src="image13" alt="Circle" /></td>
<td><img src="image14" alt="Image" /></td>
</tr>
<tr>
<td><img src="image15" alt="Circle" /></td>
<td><img src="image16" alt="Image" /></td>
</tr>
<tr>
<td><img src="image17" alt="Circle" /></td>
<td><img src="image18" alt="Image" /></td>
</tr>
<tr>
<td><img src="image19" alt="Circle" /></td>
<td><img src="image20" alt="Image" /></td>
</tr>
<tr>
<td><img src="image21" alt="Circle" /></td>
<td><img src="image22" alt="Image" /></td>
</tr>
</tbody>
</table>
### Worksheer: IVEKI 4 • WEEK 4

<table>
<thead>
<tr>
<th>3</th>
<th>Mangaphi?</th>
<th>Yenza libe-1 ngaphezulu</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many?</td>
<td>Draw 1 more</td>
<td>How many now?</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Mangaphi?</th>
<th>Yenza ama-2 ngaphezulu</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many?</td>
<td>Draw 2 more</td>
<td>How many now?</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
One less and two less

1. Show 1 less.

2. Show 2 less.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Zingaphantsi nge-1, zingaphantsi ngezi-2

   Make trains with 1 less block. Make trains with 2 less blocks.

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

3. Ungakwazi ukwenza amatsheyina afanayo?
   Can you make trains that are the same?

   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.
# WEEK 4 • DAY 3

## One less and two less

### ZZINGAPHANTSI NGE-1, ZINGAPHANTSI NGEZI-2

<table>
<thead>
<tr>
<th>Nanku uloliwe weebloko ezi-3.</th>
<th><img src="image1" alt="Image of a train of 3 blocks" /></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 abe neebloko ezingaphantsi ngo-1.</th>
<th><img src="image2" alt="Image of a train with 1 less block" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a train with 1 less block.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibloko ezikuloliwe wakho?</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many blocks are there in your train?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nanku uloliwe weebloko ezi-3.</th>
<th><img src="image1" alt="Image of a train of 3 blocks" /></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 abe neebloko ezingaphantsi ngo-2.</th>
<th><img src="image2" alt="Image of a train with 2 less blocks" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a train with 2 less blocks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibloko ezikuloliwe wakho?</th>
<th><img src="image2" alt="Image of a train with 1 less block" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many blocks are there in your train?</td>
<td>1</td>
</tr>
</tbody>
</table>

### Bala uze uthelekise.

**Count and compare.**

<table>
<thead>
<tr>
<th><img src="image3" alt="Image of 3 blocks" /></th>
<th><img src="image4" alt="Image of 1 block" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>U-3 mkhulu kuno-1.</td>
<td>U-1 mncinane kuno-3.</td>
</tr>
</tbody>
</table>

3 is **bigger** than 1. 1 is **smaller** than 3.
### Zingaphantsi nge-1, zingaphantsi ngezi-2

<table>
<thead>
<tr>
<th></th>
<th>Yenza zibe ngaphantsi nge-1.</th>
<th>Zingaphi eziseleyo?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make 1 less.</td>
<td>How many left?</td>
</tr>
<tr>
<td><img src="image-1" alt="Image" /></td>
<td><img src="image-2" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="image-3" alt="Image" /></td>
<td><img src="image-4" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yenza zibe ngaphantsi ngezi-2.</th>
<th>Zingaphi eziseleyo?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make 2 less.</td>
<td>How many left?</td>
</tr>
<tr>
<td><img src="image-5" alt="Image" /></td>
<td><img src="image-6" alt="Image" /></td>
<td><img src="image-7" alt="Image" /></td>
</tr>
<tr>
<td><img src="image-8" alt="Image" /></td>
<td><img src="image-9" alt="Image" /></td>
<td><img src="image-10" alt="Image" /></td>
</tr>
<tr>
<td><img src="image-11" alt="Image" /></td>
<td><img src="image-12" alt="Image" /></td>
<td><img src="image-13" alt="Image" /></td>
</tr>
<tr>
<td><img src="image-14" alt="Image" /></td>
<td><img src="image-15" alt="Image" /></td>
<td><img src="image-16" alt="Image" /></td>
</tr>
</tbody>
</table>
### Week 4 • Day 3

**One less and two less**

<table>
<thead>
<tr>
<th></th>
<th>Mangaphi?</th>
<th>Yenza ama-● abengaphantsi nｇo-1.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How many?</td>
<td>Draw one less.</td>
<td>How many now?</td>
</tr>
<tr>
<td></td>
<td><img src="image1" alt="Grid" /></td>
<td><img src="image2" alt="Grid" /></td>
<td><img src="image3" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image4" alt="Grid" /></td>
<td><img src="image5" alt="Grid" /></td>
<td><img src="image6" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image7" alt="Grid" /></td>
<td><img src="image8" alt="Grid" /></td>
<td><img src="image9" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image10" alt="Grid" /></td>
<td><img src="image11" alt="Grid" /></td>
<td><img src="image12" alt="Grid" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mangaphi?</th>
<th>Yenza ama-● abengaphantsi nｇo-2.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How many?</td>
<td>Draw two less.</td>
<td>How many now?</td>
</tr>
<tr>
<td></td>
<td><img src="image13" alt="Grid" /></td>
<td><img src="image14" alt="Grid" /></td>
<td><img src="image15" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image16" alt="Grid" /></td>
<td><img src="image17" alt="Grid" /></td>
<td><img src="image18" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image19" alt="Grid" /></td>
<td><img src="image20" alt="Grid" /></td>
<td><img src="image21" alt="Grid" /></td>
</tr>
<tr>
<td></td>
<td><img src="image22" alt="Grid" /></td>
<td><img src="image23" alt="Grid" /></td>
<td><img src="image24" alt="Grid" /></td>
</tr>
</tbody>
</table>

---

*One less and two less  Week 4 • Day 3*
Ukhumbule ukuqinisekisa umhla nokawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Smaller than and bigger than

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Masibeke amanani kungca-manani ngokulandelana kwawo.
   Let’s put the numbers onto the number line in order.

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

3. Silibeka phi elona nani lincinci?
   Where do we put the smallest number?

   Put in a number that is smaller than 3.

5. 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.

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
   4  1
   0  2

   Circle the smaller number.
   
   3  5
   2  1
   4  0

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

5. Biyela elona nani lincinci kumqaca.
   Circle the smallest number in the row.
   
   2  5  1  3
WEEK 4 • DAY 4

Smaller than and bigger than

Umdlalo: Ukwakha iincohoyi
Game: Building towers

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

1

Nika umfundzi 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 iibloko.
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 kwizela lakho?
Zingaphi iibloko ezikuloo ncochoyi?
Who has the biggest tower in your group? How many blocks are in the tower?

Ngubani oneyona ncochoyi incinci kwizela lakho?
Zingaphi iibloko ezikuloo ncochoyi?
Who has the smallest tower in your group? How many blocks are in the tower?
1. Treyisa amagama amanani.
   Trace the number names.

<table>
<thead>
<tr>
<th></th>
<th>Xhosa</th>
<th>English</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.

![Numbers 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.

![Numbers 4, 2, 0, 1, 3, 5]
Yenza.
Draw.

Abe ngaphezulu ngo-1
1 more

Abe ngaphezulu ngo-2
2 more

Abe ngaphezulu ngo-3
3 more

Alingane
The same
libhondi zamanani ukuya ku-5

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: libhondi zamanani ukuya ku-5</th>
<th>Umtya wamaso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ndifihle ezingaphi?</td>
<td>Ukunqumla umlambo</td>
<td>Ikomityi, izibalisi, idayisi</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>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 umfundik ufuneka akwazi ukwenza oku:**

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

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphetshana lamanqaku ekota.
Number bonds to 5

<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

Written assessment: Numbers, operations and relationships
Record a mark out of 12 in the Term mark sheet.
Ibidhoni zamanani ukuya ku-5

Ividiyo yezibalo zentloko
Sigxila ekubeni abafundi bakwazi ukuhlanganisa ulwazi lweebhondi ukuya ku-5. Dalala umdlalo ‘weendlebe zomvundlana’ nothi ‘Akwaba bendine ...’

Iindlebe zomvundlana
Yithi: ndibonise u-5 usebenzise iminwe ezindlebe zomvundlana. Abafundi kufuneka basebenzise iminwe ekwizandla zozibini benze u-5. (Umzekelo, iminwe emibini kwisandla esinye nemithathu kwesinye.) Phinda kwakhona usebenzise eminye iminwe eyahlukileyo kwisandla ngasinye.’

Akwaba bendine ...

Qhuba iveki ngolu hlobo:
• Yitsho abafundi babonise ibbhondi zamanani zika-2, 3, 4 no-5 ngokwenza iindlebe zomvundlana ngominwe yabo. Bakhuthaze bangabali iminwe yabo koko bavela babonise kube kanye nje ukuba kuyenzeka.
• Baphendule umzuko othi ‘Akwaba bendine ...’ weebhondi ukuya ku-5 basebenzise iminwe nemitya yamaso.

Ividiyo yomdlalo
Ndifihle ezingaphi?
Ukunqumla umlambo

Ividiyo yophuhliso lwengqiqo

• Owokuqala kukuba siza cubonisa abafundi ukuba ungacinga ngamanani ngeendlela eyahlukileyo. Baza kuqonda ukuba amanani 3, 4, no-5 angeniwa ngeendlela eyahlukileyo. Udibanisa iinkelenye ezenza inta enye epheleleyo ezibizwa ngokuba ‘ziibhondi zamanani’.
• Owesibini esigxila kuwo yindlela eqingqiweyo yokubonisa iibhondi zikanani ukuya ku-5. Sikwenza oku ngeebloko, izakhelo zamashumi nezibalisi nangokuzoba imifanekiso yeebhondi ukubhala nokubonisa iibhondi zikanani.

Kule veki kufuneka usebenzise isigama seebhondi zikanani – okona kubalulekileyo kukuba amanani anokubhala ngeendlela eyahlukeneyo apho inxalenye eyahlukeneyo zidibana zenze into epheleleyo. Oku kuxunxwini ngaokusebenzisa itheyibhile nemifanekiso yeebhondi. Kule veki abafundi bazoba izindlu zeebhondi zikanani u-3, 4 no-5.

Siqwalasela oku kule veki
• Abafubdi bangakwazi na ukubonisa iibhondi zikanani u-3, 4 no-5 besebenzisa iibloko?
• Abafundi bangakwazi na ukubonisa iibhondi zika-3, 4, no-5 besebenzisa izakhele zamashumi nezialisi?
• Bangakwazi na abafundi ukubhala phantsi iibhondi zikanani ukuya ku-5 besebenzisa itheyibhile zeebhondi nemifanekiso yeebhondi?
Number bonds to 5

Mental Maths video
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 video
How many am I hiding?
Crossing the river

Conceptual development video
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?
Yenza iindlebe zomvundla ngeminwe yakho undibonise u-2.
Show me 2 with bunny ears.

Yenza iindlebe zomvundla ngeminwe yakho undibonise u-5.
Show me 5 with bunny ears.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Iintaka zidiniwe kukubhabha, zifuna ukuphumla emithini. Khawuzibeke ke kule mithi. The birds are tired of flying and want to rest in the trees. Come and put them into the trees.

Masibhale ezincwadini zethu. Let's record this in our books.

Iintaka ziyabhabha zimke kwakhona. Intaka e-1 neentaka ezi-2 zenza iintaka ezi-3 esibhakabhakeni. The birds fly off again. 1 bird and 2 birds make 3 birds in the sky.

Sebenzisa ipowusta yomthi nezibalisi uze ubize abafundi baze ngaphambili bazokubonisa ibhondi zika-3 no-4. Use the tree poster and counters and ask learners to come to the front to show the bonds of 3 and 4.
Zingaphi iindlela ezahlukeneyo ezingahlala ngazo iintaka kumthi?

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

3

4
Bonds of 3 and 4

**Umdalo: Ndifihile ezingaphi?**
Game: How many am I hiding?

1. Zingaphi izibalisi ezikhayo?
   How many counters are there?

2. Zingaphi ozibonayo?
   Zingaphi endizifihileya?
   How many can you see?
   How many am I hiding?

3. Ifihle ezi-2.
   You are hiding 2.

   My turn now. I’ll start with 4.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Today we have 5 birds flying in the sky. Let’s figure out all the different ways they can rest in the trees.

Let’s record this in our books.

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.
Zingaphi iindlela onokwenza ngazo u-5?

How many different ways can you make 5?

Umdlalo: Ndifihle ezingaphi?

Game: How many am I hiding?

Zingaphi izibalisi ezikhayo?
How many counters are there?

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

Nhlonipha ezi-4, ufaile e-4:
I see 4 so you are hiding 1.
Bonds of 5

Fakela amachokoza okanye amanani angekhoyo.
Fill in the missing dots or numbers.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
Bonds of 5

Qhuba nokucazulula isi-5 sibe zindibanisela ezahlukileyo. Ukhumbule ukubhala iibhondi ezahlukeneyo zesi-5 kwitheyibhile zamanani kwilAB.

Continue breaking 5 into different combinations. Remember to record the different bonds of 5 in the number tables in the LAB.
Iibhondi zika-5

Yenza u-5.
Make 5.

five

5

5

5

5

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 ibbleko endizifiliwe?
How many blocks am I hiding?

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

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


3. Akwaba bendina-5. I wish I had 5.


Nikhumbule ukukhangela umhla nize niphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
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.
Bonds of 5

Umdlalo: Ukunqumla umlambo
Game: Crossing the river

1. Thatha ikhadi. Take a card.
2. Ndiku-2 kwaye kufuneka ndithathe amanyathelo amo-3 ngaphenzulu ukuse ndifike ku-5.
   I am at 2 and need to take 3 more steps to get to 5.

Undlovukazi noQwarhashe kufuneka bahambe phezu kwala matye ukuze banqumle umlambo. Dlala neqabane lakho nibone ukuba ngubani oza kufika kuqala. Sebenzisa amakhadi 1 no-2 uhambe ngawo.

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

**2** Yenza amachokoza ukuze wenzu u-5 uze ufakele amanani ashiyiweyo.

Draw dots to make up 5 and fill in the missing numbers.

<table>
<thead>
<tr>
<th>5 dots</th>
<th>u-</th>
<th>no-</th>
<th>benza u-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
<tr>
<td></td>
<td>u-</td>
<td>no-</td>
<td>benza u-5</td>
</tr>
</tbody>
</table>

---

135
Uvavanyo noqukaniso

**Bhala amanani.**
Write the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Balloon 1" /></td>
<td><img src="image.png" alt="Number 1" /></td>
<td><img src="image.png" alt="Number 2" /></td>
</tr>
<tr>
<td><img src="image.png" alt="Count 1" /> and 1</td>
<td><img src="image.png" alt="Count 2" /> and 2</td>
<td><img src="image.png" alt="Count 3" /> and 3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><img src="image.png" alt="Circle 1" /></td>
<td><img src="image.png" alt="Circle 2" /></td>
<td><img src="image.png" alt="Circle 4" /></td>
</tr>
</tbody>
</table>
### Biyela inani elichane kileyo lamachokoza.
Circle the correct number of dots.

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

### Gqibezela.
Complete.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>nothi</td>
<td>zero</td>
</tr>
<tr>
<td>.</td>
<td>inye</td>
<td>one</td>
</tr>
<tr>
<td>.</td>
<td>zintathu</td>
<td>three</td>
</tr>
<tr>
<td>:</td>
<td>zine</td>
<td>four</td>
</tr>
<tr>
<td>.</td>
<td>2</td>
<td>zimbini</td>
</tr>
<tr>
<td>:</td>
<td>zintlanu</td>
<td>five</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 nayamagama amanani, amakhadi amachokoza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo wokukhumbula amanani atshatayo</td>
<td>Amakhadi amanani 0–10; amakhadi amachokoza 0–10</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>Sebenzisa ukutshatisa nokuhlela ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezili-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 nokuhlela ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezili-10. Bhala iisimboli zamanani</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ukutshatisa nokuhlela ukuze ubale iimilo (amananiukusuka 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 umfundl kufuneka akwazi ukwenza oku:**

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

**Uvavanyo**

Olubhalwayo – Indawo neemilo (ngokunxulumene namanani, izibalo noyalamano).

Sebenzisa imisebenzi yovavanyo ngosuku lwes-5 ukuse uvavanye isakhono somfundi sokuchonga, ukuhlala nokubala oonxantathu, izangqa nezikwere.

Bhala amanqaku ali-7 kwiphepha lamangqaku leKota.
Match, sort, count and compare numbers 6 to 10

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Recognise and show numbers 6–10</td>
</tr>
<tr>
<td>number cards, number name cards, dot cards</td>
</tr>
<tr>
<td><strong>Game:</strong> Matching numbers memory game</td>
</tr>
<tr>
<td>number cards 0–10, dot cards 0–10</td>
</tr>
</tbody>
</table>

**Day** | **Lesson activity** | **Lesson resources** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 Write the number symbols</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**

Written – space and shape (in the context of numbers, operations and relationships).

Use the written assessment task on day 5 to assess learner’s ability to identify, sort and count triangles, circles and squares.

Record a mark out of 7 in the term mark sheet.
Ividiyo yezibalo zentloko

Sigxila kubafundi abanakana kwangokolo amanani usukuka ku-6 ukuya ku-10 kwezi mo zilandelayo: njengokuba kuboniswa kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, njengamagama.

Evekini qhuba ngolu hlabo:
- Yalela abafundi ukuba baxele ukuba babona ezingaphi kwaye mabakubonise amanani athile besebenzisa iminwe yaba.
- Abafundi baphakamisa amakhadi ano-0 ukuya ku-10 ukuboniswa inani leminwe oyibonisayo okanye ikhadi lamachokoza alibonisayo.

Ividiyo yomdlalo

Umdlalo wokukhumbula amanani atshatayo

Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kumanani 6 ukuya ku-10. Mibini imiba ephambili kwizinto esifuna ukuzifiso kule veki:
- Sigxila ekusebenziseni indlela ezingqweyo yokubala. Sikwenza aku ngokuyalela abafundi babeke izibonise kwizonto abafuna ukuzibala baze bazithathe bazifake kwisakhelo samashumi (njengoko bebenzile kuluhlu luka-0 ukuya ku-5).
- Siqinisekisa ukuba abafundi bayakwazi ukuvela nokuhala isimboli zamanani 6, 7, 8, 9 no-9 nokunakana magama amanani thandathu, sixhenxe, sibhozo, lithoba, lishumi.

Ngeli xa abafundi babala izinto ezahlukene yolo kule veki, thetha nabo ngezinto abazibaliqileyo usebenzise magama afana nala; ezona zininzini, ezona nimbala, ezininzi kune-, zimbala kune-, ziyafana ne-, zininzini kange-umz. “Kukho amadada ama-6 kukwakho neentaka ezisi-7 into ethetha ukuba iintaka zininzini kunamadada.” Kuza kujoliswa kwesi sigama kwiveki yesi-6, ngoko ke kubalulikile ukuba kugaliwe ngoku ukusisebenzisa.

Siqwalasela oku kule veki

- Abafundi kufuneka bakwazi ukunakana nokuhala isimboli zamanani 6, 7, 8, 9 no-10 kwaye sifuna bakwazi nokunakana babale magama amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
- Qinisekisa ukuba abafundi bayakwazi ukubala izinto ngokuchanekileyo (bafike kwizonto ezili-10). Kufuneka bakwazi ukwenza oku ngokumana besalatha kwinto nganye okanye ngokubeka izibonise kwezo zinto baze bazicwangcise kwisakhelo samanani.
- Ngokusebenzisa isakhelo samanani sifuna ukukhuthaza abafundi bakwazi ukubona amanani ngoko nangoko, umz. bakwazi ukunakana njengo-7 bengakhange babale izibonise nganye-nganye.
## Match, sort, count and compare numbers 6 to 10

### Mental Maths video
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 video
Matching numbers memory game

### Conceptual development video
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.
Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10

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Zingaphi?
How many?

Zi-7
7

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Tshatisa kwaye uhlele usebenzise iipowusta zemiboniso yasefama eqeeleneyo ukuze ufumane inani lazo zonke iziwanyana ezisefama. Xa uzisebenzisa zombini iipowusta luyanda 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
Matching and sorting numbers 6 to 10
1. 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</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>[Hand gesture 0]</td>
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<td>10</td>
</tr>
</tbody>
</table>
Matching and sorting numbers 6 to 10

2 Yenza amachokoza ukuze ubonise la amanani.
Draw dots to show the numbers.

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

Zingaphi iintaka?
How many birds?

Hlela izibalisi kwisakhelo seshumi.
Sort the counters into the ten frame.
**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**WEEK 6 • DAY 2**

**Numbers 6 to 10**

**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 ipowusta zemiboniso yasefama ecukuneyo ukuze ufumane inani lazo zonke zilwanyana 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.
IVEKI 6 • USUKU 2
Amanani ukusuka ku-6 ukuya ku-10

IVEKI 6 • WEEK 6
USUKU 2 • DAY 2
Amanani ukusuka ku-6 ukuya ku-10
Numbers 6 to 10

1 2 3 4 5
1 2 3 4 5

Counting practice with animals and numbers.
WEEK 6 • DAY 2
Numbers 6 to 10

IZIBALO ZENTLOKO
MENTAL MATHS

UPHULISO LWENYAGGO
CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA
WORKSHEET

UMDLALO
GAME

6  7  8  9  10

6  7  8  9  10

6
1. **Zoba izikwere ezithandathu.**
   Draw six squares.

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

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

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<tr>
<td>7</td>
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</tbody>
</table>

   **Treyisa. Trace.**

   **Bhala. Write.**

   **zintandathu six**

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

   **Fakela umbala kwitiyini ezisixhenxe.**
   Colour seven trains.

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

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<td>7</td>
<td>1</td>
<td>4</td>
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</tbody>
</table>

   **Treyisa. Trace.**

   **Bhala. Write.**

   **zisixhenxe seven**
Numbers 6 to 10

Umdlaio: Umdlaio wokukhumbula amanani atshatayo
Game: Matching numbers memory game

1

2

3

4

Yhoo, azifani!
Oh no, they don’t match!

5

6

Yhee, ziyafana!
Yay, they match!

7

Umntu ophumelele yo
gulowo unamakhadi
amanini.
The winner is the one who has
more cards.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Counting shapes

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

1. **Tshatisa izibalisi neemilo**
   Match counters onto the shapes.

2. **Hlela izibalisi kwisakhelo seshumi**
   Sort the counters into the ten frame.

3. **Emva kokuba kuhlelwe izibalisi kwimilo kwisakhelo seshumi, abafundi bangabhala amanani kwilAB**
   After the sorting the counters from the shapes onto the ten frames, learners can write the numbers in the LAB.

Namhlanje sebenzisa izibalisi kunye nezakhelo zeshumi ukuze utshatise kwaye uhele ngenjongo yokufumana inani leemilo. Abafundi kufuneka babhale iisimboli zamanani ezahlukeneryo eziphakathi kuka-0 ne-10.

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.
Ukubala iiMilo

**Ukubala iiMilo**

**Counting shapes**

<table>
<thead>
<tr>
<th>Oonxantathu</th>
<th>Izangqa</th>
<th>Izikwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangles</td>
<td>Circles</td>
<td>Squares</td>
</tr>
</tbody>
</table>

**Oonxantathu ababomvu**

Red triangles

<table>
<thead>
<tr>
<th>Oonxantathu</th>
<th>Izangqa</th>
<th>Izikwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red triangles</td>
<td>Red circles</td>
<td>Red squares</td>
</tr>
</tbody>
</table>

**Izangqa ezibomvu**

Red circles

<table>
<thead>
<tr>
<th>Oonxantathu</th>
<th>Izangqa</th>
<th>Izikwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue triangles</td>
<td>Blue circles</td>
<td>Blue squares</td>
</tr>
</tbody>
</table>

**Izikwere ezibomvu**

Red squares

**Zeziphi ezi milo?**

*What shapes are these?*
Counting shapes

1 Zingaphi?
How many?

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<th>Oonxantathu</th>
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<tr>
<td>Triangles</td>
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<thead>
<tr>
<th>Izangqa</th>
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<tbody>
<tr>
<td>Circles</td>
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<table>
<thead>
<tr>
<th>Izikwere</th>
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<tbody>
<tr>
<td>Squares</td>
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</tbody>
</table>
2. Yenza oonxanthathu abasi-8.  
  Fakela umbala kwintlanzi ezisi-8.  
  Draw 8 triangles.  
  Colour 8 fish.

  Fakela umbala kwizitsaba ezili-9.  
  Draw 9 circles.  
  Colour 9 crowns.

Treyisa. Trace.  
Bhala. Write.
### Counting shapes

**WEEK 6 • DAY 3**

#### Biyela inani elichanekileyo.
*Circle the correct number.*

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<tr>
<th>zisixhenxe</th>
<th>0</th>
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</table>

#### Fakela amanani ashyiweyo.
*Fill in the missing numbers.*

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td></td>
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</tbody>
</table>
Ngubani onezininzi?

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.

Sebenzisa amanani ahlukenyoye ezibalisi ukuze abafundi bafumane ithuba lokuthelekisa amanani. Sebenzisa isigama esithi ‘ingaphezulu kunxa’- okanye ‘ingaphantsi kunxa’-. Imboniso 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.
Who has more?

1. Bhala ukuba isiwanyana ngasinye sinezinto ezingaphi. Write how many objects each animal has.
2. Biyela isiwanyana esinezinhle. Circle the animal that has more.
3 Bhala igama lenani. Fakela umbala eziblokweni.

Write the number name. Colour the blocks.

1 inye
2 zimbini
3 zintathu
4 zine
5 zintlanu
6 zintandathu
7 zisixhenxe
8 zisibhozo
9 zilithoba
10 zilishumi
4. Fakela umbala kwezi milo kodwa usebenzise imibala engafaniyo. Colour the shapes using different colours.

5. Zingaphi?
   How many?

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</table>

76  Iweki 6 • Usuku 4  Ngubani onezinzi?
1. Zingaphi?
   How many?

<table>
<thead>
<tr>
<th>Zingaphi?</th>
<th>Biyela igama lemilolo.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>unxantathu</td>
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<tr>
<td></td>
<td>isangqa</td>
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<td></td>
<td>sikwere</td>
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<tr>
<td></td>
<td>triangle</td>
</tr>
<tr>
<td></td>
<td>circle</td>
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<tr>
<td></td>
<td>square</td>
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<tr>
<td></td>
<td>unxantathu</td>
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<td></td>
<td>isangqa</td>
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<td>circle</td>
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<td>square</td>
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2. Faka umbala kunye nokubala.
   Colour and count.

   | △ | ○ | □ | □ |

   | △ | △ | △ | △ |

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Assessment and consolidation

1. Tshatisa.
   Match.

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

2. Bala uze ubhale inani elichanekeleyo.
   Count and write the correct number.

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</table>

Iveki 6 • Usuku 5 Uvavanyo noqukaniso
Thelekisa manani ukusuka ku-6 ukuya ku-10

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

**Izixhobo**

**Usuku** | **Umsebenzi wesifundo** | **Izixhobo zezifundo**
---|---|---
1 | Thelekisa amanani (6–10) | Incwadi yemisebenzi yabafundi (LAB), ipowusta yemithi (XX), intaka |
2 | Thelekisa amanani (6–10) | Incwadi yemisebenzi yabafundi, ibloko |
3 | Fumana enye (1) ngaphezulu nenye (1) ngaphantsi | Incwadi yemisebenzi yabafundi, *multifix* |
4 | Thelekisa amanani (6–10) | Incwadi yemisebenzi yabafundi, *number cards* |
5 | Uqukaniso novavanyo olujolise ekufundeni | Incwadi yemisebenzi yabafundi |

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

- Ukucwangcisa amanani ukusuka ku-0 uye ku-10
- Ukuthatha isigqibo sokuba leliphi inani elikhulu okanye elincinci phakathi kwamabini ukusuka ku-0 uye ku-10.
- Ukukhetha ukuba leliphi iqela lamanani kwakhoyo 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 zininzi, ezona zinzenzi, kwaye akwazi nokuwasebenzisa ngokuchanekileyo.
- Ukwalatha inani elingaphezulu ngo-1 okanye elingaphantsi ngo-1 kunenani elithile (kuluhlu 0–10).
- Ukwalatha inani elingaphezulu ngo-2 okanye elingaphantsi ngo-2 kunenani elithile (kuluhlu 0–10).

**Uvavanyo**

**Uvavanyo olubhalwayo:** lipatheni

Bhala phantsi amanqaku afunyenweyo kwali-18 kwiphetshana lamanqaku ekota.
## 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>Compare numbers (6–10)</td>
<td>LAB, tree poster, birds</td>
</tr>
<tr>
<td>2</td>
<td>Compare numbers (6–10)</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>3</td>
<td>Find 1 more and 1 less</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>4</td>
<td>Compare numbers (6–10)</td>
<td>LAB, 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:

- 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

**Written assessment:** Patterns

Record a mark out of 18 in the term mark sheet.
Thelekisa manani ukusuka ku-6 ukuya ku-10

Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa uluhlu olungasezantsi lwezinto ezifunekayo kuvavanyo evekini nangosuku lwesi-5 ukuze uvavanye isakhono sabafundi sokusbenzisa ulwimi lokulinganisa ixesha

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Ingqobo zokugweba – Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✔ ☒ ●</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthetha ngxesha ngokuthi alandelelanise iziganeko kubomi babo.</td>
<td></td>
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</tr>
<tr>
<td>Uyakwazi ukuthelekisa ubude bexesha esebenzisa esifana nesi, umz., lide, lifutshane, liyakhawuleza, liyacotha.</td>
<td></td>
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</tr>
<tr>
<td>Uyakwazi ukulandelelanisa iziganeko esebenzisa esifana nesi,umz., izolo, namhlane, ngomso</td>
<td></td>
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</tr>
<tr>
<td>Uyakwazi ukuchaza xa kusenzeka into asebenzise amagama afana nathi umz., kususa, emva kwemini, ebusuku, kamsinya, emva kwexesha</td>
<td></td>
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<tr>
<td>Uyaxela aze alandelelanise amagama entsuku zeveki</td>
<td></td>
<td></td>
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<tr>
<td>Uyaxela aze alandelelanise amagama enyanga zonyaka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubeka imihla yokuzalwa kwikalenda</td>
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</tr>
</tbody>
</table>

Bhala amaqaku awafumeneyo asi-7 kwiphepha lamanqaku eKota.
Compare numbers 6 to 10

Oral and practical assessment
Use the assessment checklist below during the week and on day 5 to assess learner’s ability to use the language of measurement of time.

<table>
<thead>
<tr>
<th>CAPS: Measurement: Time</th>
<th>Mark: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe learners to assess their ability to use the language of time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria checklist: correct/incorrect/almost</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
</tr>
</tbody>
</table>

- Able to talk about time by ordering events from their own lives
- Able to compare lengths of time using language for example, longer, shorter, faster, slower
- Able to sequence events using language such as yesterday, today, tomorrow
- Able to describe when something happens using words such as morning, afternoon, night, early, late
- Name and sequence days of the week
- Name and sequence months of the year
- Place birthdays on a calendar

Record a mark out of 7 in the term mark sheet.
Ividiyo yeziyalo zentloko

- Re tsepelela go barutwana ka go bapetša dipalo.
- Re tla šomiša papadi ya 1, 2, 3 bontšha. Barutwana ba ema ba lebelelana ka difahlego ba išitše matsogo ka morago. Morutwana yo mongwe le yo mongwe o tšea sephetho sa go re o emiša menwana ye mekae le go re o khupa goba o phutha menwana ye mekae. Ba re, 1, 2, 3 bontšha le go tšea sephetho sa go re ke mang yoo a nago le menwana ye mentši yeo e emeletšego.
- Thoma ka go dumelela barutwana ba babedi go raloka papadi ka pele ga phapoši ka moka, ke moka barutwana ba ka raloka ka bobedi.

Ividiyo yomdlalo

1,2,3 Veza!

Ividiyo yophuhliso lwengqiqo

Kule veki sigxila ekucwangciseni nasekuthelekiseni amanani ukusuka ku-6 ukuya ku-10. Oku kwakhela phezu kothelekiso lwamanani 1 ukuya ku-5 olwenziwe kwiveki yoku-1 neyesi-2. Isigama esinxulumene nothelekiso siya kubethelelwa kule veki kuze kubethelelwa nengqiqo malunga nokuthelekisa ubukhulu bamanani.

Siqwalasela oku kule veki

- Ingaba abafundi bayakwazi ukuchonga/ukukhetha ngokuqinisekileyo imyiinge ukuya ku-10? Bayakwazi ukusebenzisa amagama amanani kwezi zixa kwaye bayakwazi na ukufunda nokubhala iisimboli 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?
Mental Maths video

- 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 video

1,2,3 Show!

Conceptual development video

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?
Ngowuphi umthi onezimbalwa?

1,2,3 Veza!
1, 2, 3 show.

Mangaphi kumntu ngamnye?
How many do we each have?

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Which tree has less?

Sebenzisa ipowusta yomthi ukuze ubonise amanani ahlukeneyo anokuthelekswa. Nika abafundi ithuba lokusebenzisa isigama esithi inkulu/ingaphezulu kuna-, incinci/ingaphantsi kuna- okanye iyalingana/iyafana xa bethetha ngokutheleksisa

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.
Ngowuphi umthi onezimbalwa?

Beka iintaka kumthi ngamnye, ngowuphi umthi oneentaka ezininzi?

Put some birds into each tree. Which tree has more birds?
WEEK 7 • DAY 1

Which tree has less?

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

3 Mangaphi ama-apile? Biyela ibhasikiti enawona ma-apile ambalwa.
How many apples? Circle the basket with the least apples.

4 Zingaphi iintyatyambo? Biyela isihlahla esinezona ntyatyambo zimbalwa.
How many flowers? Circle the bush with the least flowers.

Which tree has less?
Bigger than and smaller than

IZIBALO ZENTLOKO | MENTAL MATHS

Ngubani onezininzi?
Who has more?

Ngubani onezimalwa?
Who has less?

Nika abafundi ithuba lokuthelekisa amanani besebenzisa iminwe yabo.
Give learners opportunities to compare numbers using their fingers.
Inkulu kune-; incinci kune-

Sebenzisa le patheni yeebloko (nezinye incochoyi ukuba kuyimfuneko oko) nengxoxo efana nale ukuze uqinisekise ukuba abafundi bayajigonda 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.

Sibona ukuba u-9 ungaphezulu kuno-8.
We see 9 is more than 8.

Kwakhona sibona ukuba u-6 ungaphantsi kuno-8.
And we see 6 is less than 8.

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

Zingaphi ibloko onazo?
How many blocks do you have?
**Zingaphi iibloko ezikwitreyini lakho?**
How many blocks are in your train?

**Ndinetsheyni leebloko ezisi-7. Yenza itreyini elineebloko ezingaphezulu kunesi-7.**
I have a train with 7 blocks. Make a train with less than 7 blocks.

**Zenzele elakho itreyini olithandayo.**
Make any train you want to.

**Ngubani onetsheyni elinezona bloko zininzi?**
Who has the most blocks?

**Xoxa: Ngubani onetsheyni elinezona bloko zimalwa? Ukhona umntu onetsheyni elineebloko ezilingana nezakho?**
Discuss: Who has the least blocks? Does anyone have a chain with the same number of blocks as you?
Xoxani ukuba yejiyiphi enezinini okanye yejiyiphi enezimalwa. Discuss which is more and which is less.

**IVEKI 7 • WEEK 7**

- 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
### WEEK 7 • DAY 2

#### Bigger than and smaller than

1. **Biyela inani elikhulu.**
   Circle the bigger number.

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</table>

2. **Biyela inani elincinci.**
   Circle the smaller number.

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<td>8</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>10</td>
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</table>

3. **Biyela elona nani likhulu.**
   Circle the biggest number.

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<td>6</td>
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</table>

4. **Biyela elona nani lincinci**
   Circle the smallest number.

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<td>8</td>
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</table>

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Bigger than and smaller than  
Week 7 • Day 2
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi ithuba lokuthelekisa amanani besebenzisa iminwe yabo.
Give learners opportunities to compare numbers using their fingers

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Fakela ibloko e-1 ngaphezulu enombala owahlukileyo. Zingaphi ibloko onazo ngoku?
Put on 1 more block using a different colour. How many do you have now?

Ewe, u-4 ungaphezulu ngo-1 kuno-3.
Yes, 4 is 1 more than 3.

Fakela ibloko e-1 ngaphezulu enombala owahlukileyo. Zingaphi ibloko onazo ngoku?
Put on 1 more block using a different colour. How many do you have now?

Ewe, u-5 ungaphezulu ngo-2 kuno-3.
Yes, 5 is 2 more than 3.

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

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Yenza amanye amatreyini abonisa iibloko ezingaphezulu okanye ezingaphantsi kunezinye.
Make trains with more than and less than.

Elipitreyini lineebloko ezi-5.
Here is a train of 5.

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

E-i ngaphezulu kwezi-5 yenza ...
1 more than 5 is ...

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

Ezi-2 ngaphezulu kwezi-5 zenza ...
2 more than 5 is ...

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

E-i ngaphantsi kwezi-5 yenza ...
1 less than 5 is ...

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

Ezi-2 ngaphantsi kwezi-5 zenza ...
2 less than 5 is ...
**IVEKI 7 • USUKU 3**

**Ingaphezulu kune-; ingaphantsi kune-**

1. **Eli itreyini linebloko ezi-7.**
   Here is a train of 7.

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

3. **E-1 ngaphezulu kwezi-7 yenza ...**
   1 more than 7 is ...

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

5. **Ezi-2 ngaphezulu kwezi-7 zenza ...**
   2 more than 7 is ...

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

7. **E-1 ngaphantsi kwezi-7 yenza ...**
   1 less than 7 is ...

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

9. **Ezi-2 ngaphantsi kwezi-7 zenza ...**
   2 less than 7 is ...

**More than and less than**  
Week 7 • Day 3  
89
More than and less than

2. Lelaphi inani elingaphantsi ngo-1 kuno-4?
   What is 1 less than 4?

3. Lelaphi inani elingaphantsi ngo-1 kuno-7?
   What is 1 less than 7?

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

Lelaphi inani elingaphantsi ngo-2 kuno-7?
What is 2 less than 7?

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

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

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

Lelaphi inani elingaphezulu ngo-2 kuno-7?
What is 2 more than 7?
4. Yenza amachokoza ubonise inani.  
Draw dots to show the number.

6
4
8
9

5. Yenza amachokoza bonise inani.  
Draw dots to show the number.

7
5
9
10
Comparing numbers

IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi ithuba lokuthelekisa amanani besebenzisa iminwe yabo.
Give learners opportunities to compare numbers using their fingers.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

Funa inani ealingaphantsi 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-” ukuse uthelekise amanani namhlane.
Use the language comes before and comes after to compare numbers today.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Kufuneka ube nabadlali abazisi, esi-izwi ezisaneza zama amakhezi ane izo izi ku-0, izi ku-10.
You need 2 players, 2 sets of cards numbered 0 to 10.

1

2

3

4

5

6

Umfundisi onenani elikhulu ugcina amakhazi ombonile naye.
Ukuba banamakhazi afanayo, umuntu wosinzeni ukuthi ikhali e lifine.
The learner whose number is bigger keeps both cards. If they are the same, keep one card each.

Ophumelelayo ngulowe umakhzimo iyazintshi.
The winner is the one who has more cards.
Comparing numbers

1. Fakela amanani ashiyiweyo.
   Fill in the missing numbers.

2. Bhala inani.
   Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili</th>
<th>Elingasemvu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td>3</td>
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<td>6</td>
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</tbody>
</table>
Uvavanyo noqukaniso

**1. Bhala inani.**
Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili</th>
<th>Elingasemva</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td><strong>After</strong></td>
</tr>
<tr>
<td>← 7</td>
<td>← 8</td>
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<tr>
<td>← 8</td>
<td>← 6</td>
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<tr>
<td>← 6</td>
<td>← 4</td>
</tr>
<tr>
<td>← 9</td>
<td>← 9</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 | 4 | 6 | 9 | 3 |

**5. Biyela elona nani lincinci.**
Circle the smallest number.

| 6 | 2 | 8 | 3 | 6 | 10 | 6 | 5 | 9 | 7 |
Assessment and consolidation

Uqukaniso | Consolidation

1 Kwibloko nganye biyela iqela elinezona milo zimbalwa.
In each block, circle the group with less shapes.

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

3 Biyela elona nani lincinci.
Circle the smallest number.

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

<table>
<thead>
<tr>
<th>Ibibalo zentloko: Akwaba bendine</th>
<th>Umtya wamaso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izibalo: Ndihile ezingaphi?</td>
<td>Ibloko</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>Iibhondi zika-6</td>
<td>Incwadi yemisebenzi yabafundi, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Iibhondi zika-7</td>
<td>Incwadi yemisebenzi yabafundi, iibloko, idayisi</td>
</tr>
<tr>
<td>3</td>
<td>Iibhondi zika-8</td>
<td>Incwadi yemisebenzi yabafundi, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Iibhondi zika-9</td>
<td>Incwadi yemisebenzi yabafundi, iibloko, ikomityi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundikufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonisa iibhondi zamanani zika-6, 7, 8 no-9 usebenzisise iibloko.</td>
</tr>
<tr>
<td>Bhala phantsi iibhondi zamanani zika-6, 7, 8 no-9 kwamifanekiso ebonisa iinxalenyne neziphheleleyo.</td>
</tr>
<tr>
<td>Bhala phantsi zonke iibhondi zamanani zika-6, 7, 8 no-9 ngokulandelelanayo kwindlu yeebhondi.</td>
</tr>
<tr>
<td>Thetha isivakalisi manani esibonisa iibhondi zamanani zika-6, 7, 8, umz. u-3 no-4 benza u-7.</td>
</tr>
</tbody>
</table>

### Uvavanyo

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphethshana lam anakaku ekota.
Bonds of 6, 7, 8 and 9

<table>
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<th>Lesson resources</th>
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</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 and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

Written assessment: Numbers, operations and relationships

Record a mark out of 14 in the term mark sheet.
Ividiyo yezibalo zentloko

Kwizibalo zentloko abafundi baza kucengceleza ibhondi abazifunde kusuku ulungaphambi. Umzekelo, ukuba bafunde ngeebhondi zika-7 ngolwesibini baza kuziphinda kwakhona ngesheza lezibalo zentloko ngolwesithathu.

Ngosuku ngalunye siza kudlala umdlalo othi “Akwaba bendine-…”


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


Ividiyo yomdlalo
Ndifihle ezingaphi?

Ividiyo yophuhliso lwengqiqo

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

Kwinani ngalinye kula 6, 7, 8, no-9, siza kuhlola ibhondi zamanani ngokwenza oku:
- Ngokwahlula amatreyini eebloko abe ngamaqhekeza amabini.
- Ngokubhala ibhondi zamanani kwimifanekiso yeenxalenye zento ephethleyo
- Ukubhala ngokucwancileyo zonke ibhondi zamanani kwindlu yeebhondi
- Ngokudlala umdlalo oza kubethela ibhondi
- Ngokubhala kwitsheri dayagram
- Ngokubhala njengesivakalisi manani

Abafundi kufunekela baqonde ukuba ezidelela zahlukeneteyi zokubhala zibonisa into inye.

Into emayiqatshelwe kule veki

Ibhondi zamanani zibonisa indlela anokucazuluwa ngayo amanani okane akhiwe ngokudibanisa iinxalenye. Umzekelo, siyabona ukuba u-6 angacazuluwa abe ngu-4 no-2 okanye u-4 no-2 bangadityaniswa benze u-6.

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

Mental Maths video
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 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 video
How many am I hiding?

Conceptual development video
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
Remember to check the date and mark the register every day.

Akwaba bendinezi-5. I wish I had 5.

Kufuneka abe nezi-3. You need 3.

Akwaba bendinezi-7. I wish I had 7.

Kufuneka ube nezi-2. You need 2.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Bonds of 6

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.


Qhuba nokucazulula isi-6 sibe ziindibanisela ezahlukeneyo. Ukhumbule ukubhala iibhondi ezahlukeneyo 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
six
6

Yenza u-6.
Make 6.
Bonds of 6

Bhala kule ndlu yeebhondi iindlela onokwenza ngazo u-6.
Record the ways to make up 6 in the bond house.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Zingaphi ibloko endizifihileyo?
How many blocks am I hiding?

i-l
2. Ngawaphi amanye amanani enza u-6?  
What other numbers make 6?

u- 4 no- and 2 benza u- make

u- 3 no- and 3 benza u- make

u- 0 no- and 6 benza u- make

u- 1 no- and 5 benza u- make
Bonds of 7

Akwaba bendinezi-6.
I wish I had 6.

Kufuneka ndibenezi-2.
You need 2.

Akwaba bendinezi-9.
I wish I had 9.

Kufuneka ube nezi-7.
You need 7.

Ukhumbule ukuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Qhuba nokucazulula isi-7 sibe ziindibanisela ezahlukenyeyo. Ukhumbule ukubhala phantsi ibhondi ezahlukenyenyo zesi-7 kwitheyibhile zamanani ezikwiLAB.

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

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

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

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

- **Kufuneka ndibe na-5.**
  I need 5.

- **u-2 no-4 benzi 7.**
  2 and 4 don’t make 7.

- **Kufuneka ndibe na-4.**
  I need 4.

- **u-3 no-4 benza u-7.**
  3 and 4 make 7.
Bonds of 7

2. Ngawaphi amanani enza u-7?
What other numbers make 7?

- 7 and 0 make 7
- 4 and 3 make 7
- 2 and 5 make 7
Ziqhelise iibhondi zesi-7 namhlanje.
Practice bonds of 7 today.
Ukhumbele ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

Qhuba nokucazulula isi-8 sibe ziindibanisela ezahlukeneyo. Ukhumbele ukubhala phantsi iibhondi ezahlukeneyo zesi-8 kwitiywibhile zamanani ezikwiLAB.
Continue breaking 8 into different combinations. Remember to record the different bonds of 8 in the number tables in the LAB.
Yenza u-8.
Make 8.
**libhondi zika-8**

   Record the ways to make up 8 in the bond house.

   ![Diagram showing ways to make up 8](image)

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

   Zingaphi iibloko endizifihileyo?
   How many blocks am I hiding?

   Zi-3
   3

   Bonds of 8  Week 8 • Day 3
WEEK 8 • DAY 3

Bonds of 8

2. Ngawaphi amanye amanani enza u-8?
What other numbers make 8?

- 5 and 3 make 8
- 0 and 8 make 8
- 4 and 4 make 8
- 7 and 1 make 8
Ziqhelise iibhondi zesi-8.
Practice bonds of 8 today.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

Qhuba nokucazulula i-9 libe ziindibanisela ezahlukeneyo. Ukhumbule ukubhala phantsi iibhondi ezahlukeneyo ze-9 kwitheyibhile zamanani ezikwiLAB.
Continue breaking 9 into different combinations. Remember to record the different bonds of 9 in the number tables in the LAB.
Bonds of 9

Yenza u-9.
Make 9.

![Diagram of bonds of 9 with red and green elements]
Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iibhondi zika-9.

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

Umdlalo: Chitha iibloko
Game: Spill the blocks

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

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

Zi-5
5

Uchantile! You’re right!
Bonds of 9

2. Ngawaphi amanye amanani enza u-9?
What other numbers make 9?

- \[\text{u-6 no-3 benza u-9}\]
- \[\text{u-3 no-6 benza u-9}\]
- \[\text{u-8 no-1 benza u-9}\]
- \[\text{u-no-0 benza u-9}\]
- \[\text{u-4 no-5 benza u-9}\]
- \[\text{u-no-7 benza u-9}\]
- \[\text{u-no-2 benza u-9}\]
1. Yenza amachokoza ukuzed uqongqothwane abe namachokoza ama-6 ewonke.
   Draw spots so the ladybird has 6 spots altogether.

```
   | 2 | 6 |
   | no | benza |
   | and | make |
```

```
   | 3 | 6 |
   | no | benza |
   | and | make |
```

```
   | 4 | 6 |
   | no | benza |
   | and | make |
```

```
   | 5 | 6 |
   | no | benza |
   | and | make |
```

2. Zoba amachokoza ukuze uqongqothwane abe namachokoza a-7 ewonke.
   Draw spots so the ladybird has 7 spots altogether.

```
   | 4 | 7 |
   | no | benza |
   | and | make |
```

```
   | 2 | 7 |
   | no | benza |
   | and | make |
```

```
   | 3 | 7 |
   | no | benza |
   | and | make |
```
Fakela amanani ashiyiweyo.
Fill in the missing numbers.
libhondi zika-10

Iziphumelele

Izibalo zentloko: Akwaba bendine
Umtya wamaso

Umdlalo: Umtya wamasos, Ofike kuqala ku-10, Ukunqumla umlambo
Umtya wamaso, izakhelo zamashumi, izibalisi, idayisi, lbhodi yomdlalo

Usuku Umsebenzi wesifundo Izixhobo zezifundo

| 1 | libhondi zika-10 | Incwadi yemisebenzi yabafundi, iiblokho, imitya yamaso emincinci |
| 2 | libhondi zika-10 ebalini | Incwadi yemisebenzi yabafundi, ipowusta yomthi, izibalisi |
| 3 | libhondi zika-10 kusetyenziswa izakhelo samashumi | Incwadi yemisebenzi yabafundi, izakhelo zamashumi, izibalisi, idayisi |
| 4 | libhondi zamanani kusetyenziswa umzila wamanani | Incwadi yemisebenzi yabafundi, amakhadi esimboli (1, 2 3) |
| 5 | Uqukaniso novvanyo olujolise ekufendeni. | Incwadi yemisebenzi yabafundi. |

Emva kwale veki umfundli kufuneka akwazi ukwenza oku:

Ukubonisa libhondi zamanani zika-10 usebenzise

Ukubhala libhondi zamanani zika-10 kwimifane kiso yenxalenye zento epheleleyo nakwiitshere dagaram.

Ukubhala zonke libhondi zamanani zika-10 ngokucwangcileyo kwindlu yeebhodi zamanani

Ukuthetha ubonise libhondi zamanani zika-10 kwisivakalisi manani

Ukubonisa libhondi zamanani zika-10 kwisakhelo samahumi

Ukukhumbula kakuhle libhondi zamanani zika-10

Uxamunye

Akukho vavanyo lusesiweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufendeni.
# Bonds of 10

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<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Bonds of 10</td>
<td>LAB, multifix blocks, mini bead strings</td>
</tr>
<tr>
<td>2</td>
<td>Bonds of 10 through story</td>
<td>LAB, tree poster, counters</td>
</tr>
<tr>
<td>3</td>
<td>Bonds of 10 using ten frames</td>
<td>LAB, ten frames, counter, dice</td>
</tr>
<tr>
<td>4</td>
<td>Bonds of 10 using number track</td>
<td>LAB, symbol cards (1, 2 3)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Resources**
- bead string

**Mental Maths:** I wish I had bead string

**Game:** Bead strings, First to 10, Crossing the river bead string, ten frame, counters, dice, game board

**After this week the learner should be able to:**
- Show the number bonds of 10 using *multifix blocks*
- Record the number bonds of 10 in part-part-whole diagrams, cherry diagrams
- Record all the number bonds of 10 systematically in a bond house
- Represent number bonds of 10 verbally in a number sentence
- Represent number bonds of 10 in a *ten frame*
- Fluently recall the number bonds of 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 for learning.
Ividiyo yezibalo zentloko


Utitshala uyatshintsha-twshintsha ukubiza amanani nokuthi “Fizz”. Ungenza umdlalo ube nomdla nangokutshintsha uthi “Pop” ze iklasi ithi “Fizz” okanye ukuba uthi “Fizz Fizz” iklasi ithi “Pop Pop”. Kodwa ungayilibali eyona njongo yomdlalo ekukuphathelise ukuba abafundi bayazazi ibhondi zika-10!

Ividiyo yomdlalo

Ofike kuqala ku-10
Ukunqumla umlambo

Ividiyo yophuhliso lwengqiqo


Siqwalasela oku kule veki

- Naxa ibali leentaka liloise kwiibhondi zika-10, likhasinika ithuba lokuhlaziya isigama esithi, ingaphezulu kune-, ingaphantsi kune-, ziyafana okanye ziyalingana.
- Sisenza nesakhelo samashumi Lo mfanekiso uluncedo kakhulu kubafundi kuba wenza baqaphele ukwakhwiwa kwamanani. Umzokela, apha sifuna abafundi bakwazi ukubona u-7 kwangoko (endaweni yokubala nganye-nganye) kwaye baqaphele kwangoko izithuba ezi-3 ezifunikayo ukwenza u-10.
- Umdlalo wokunqumla umlambo ufundisa ngomzila wamanani esiza kwakhela kuwo xa sifundisa umgcamanani. Umgcamanani ngumfanekiso obalulekileyo kwaye ukuthatha amanyathelo usiya phambili okanye ubuya umva kumgcamanani yindlela echanekileyo yokubonisa ukudibanisa nokuthabatha.
### Bonds of 10

#### Mental Maths video
On Monday, practise the bonds of 9 using the bead string in the same way we did in week 7. For the rest of the week, play the game Fizz Pop and use it to practise the bonds of 10. For Fizz Pop when the teacher says “Fizz” the class must respond with “Pop” and when the teacher says a number, for example “6”, the class must call out the number that goes with 6 to make 10 (in other words, “4”).

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 video
First to 10
Crossing the river

#### Conceptual development video
The focus this week is bonds of 10. It is a particularly important number in our number system and learners need to be very familiar with the bonds of 10. Throughout the week, learners encounter the bonds of 10 in a variety of contexts.

#### What to look out for this week
- Although the birds in trees story focuses on the bonds of 10, it also provides an opportunity for revision of the vocabulary more, less, the same.
- We also use the ten frame. This is a very useful image for helping learners to focus on the structure of the numbers. E.g. here we want learners to be able to pretty instantly see the 7 (rather than counting it one by one) and to immediately see the 3 spaces needed to make 10.
- The river crossing game introduces the idea of the number track which we will build on when we introduce the number line. The number line is an important image and taking steps forward and backward on the number line are useful representations for addition and subtraction.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Continue breaking 10 into different combinations. Remember to record the different bonds of 10 in the number tables.
libhondi zika-10

Yenza u-10.
Make 10.
Bonds of 10

Bhala kule ndlu yeebhondi zamanani iindlela onokwenza ngazo u-10.
Record the ways to make up 10 in the bond house.

Umdlalo: Imitya yamaso
Game: Bead strings

Mangaphi amaso endiwafihilelela?
How many beads am I hiding?

Ma-6
6
2. Ngawaphi amanye amanani enza u-10?

What other numbers make 10?

- 5
- 4
- 9
- 0
- 7
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi ze-10 namhlanje.
Practice bonds of 10 today.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iintaka ezikumthi omncinci kwaye zingaphi ezikumthi omkhulu?
Beka amakhadi amanani phantsi kwemithi ubonise oku.
How many birds are in the small tree and how many birds are in the big tree? Put the number cards underneath the trees to show this.

UNtakana Ntyilo ukhalaza kakhulu.
Zininzi kakhulu iintaka ezikulo mthana mncinci.
Akukho zintaka tu kumthi omkhulu.
There are too many birds in the small tree.
Billy Bird moans.
There are no birds in the big tree.

Ask the learners how many birds are in the small tree and how many birds are in the big tree. Put the number cards underneath the trees to show this. Ask the learners where there are more birds and where there are less birds. Write more and less above the trees.

Billy Bird moans
There are still more birds in the small tree and less in the big tree.
What do you think happens next?

Billy Bird still moans.
There are the same number of us in the small tree and the big tree, but I want more space.
What do you think happens next?
1 bird flies to the big tree.
Ten in stories

Continue in this way letting one bird fly across to the big tree at a time. Each time ask the learners how many are in each tree and put the matching number cards underneath the trees. Ask the learners where there are more birds and where there are less birds. Write more and less above the trees.


Continue in this way letting one bird fly across to the big tree at a time. Each time ask the learners how many are in each tree and put the matching number cards underneath the trees. Ask the learners where there are more birds and where there are less birds. Write more and less above the trees.
Sebenzisa izibalisi zakho ubalise ibali lika Ntakana Ntyilo nabahlalo bakhe. Qala ngeentaka ezilishumi ezisemthini omncinci, wenze ukuba zibhabehele kumthi omkhulu nganye-nganye.

Use your counters to tell the story of Billy Bird to a friend. Start with 10 birds in the small tree and let them fly over to the big tree one by one.
Ten in stories
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ibhondi ze-10 namhlanje.
Practice bonds of 10 today.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Lahlela idayisi uhambise isibalisi sakho.
Throw the dice and move your counter.

Ndina-3 kwaye kufuneka ndibe na-7 ngaphezulu ukuze ndiphumelele.
I have 3 and I need 7 more to win.

Ofike kuqala ku-10 nguye ophumeleleyo.
First to 10 is the winner.
Let's make 10

**Masenze ishumi**

Let's make 10

Umdlalo: Ofike kuqala ku-10

Game: First to ten

1. **Ndina-3 kwaye kufuneka ntile 7 ngaphelulu ukuse ndiphumelele.**
   *I have 3 and I need 7 more to win.*

2. **Hayi bo, ininzi ggitha loo nto.**
   *Oh no, this is too much.*

3. **U-5 no-5 benza ishumi ngoko ke ndiyaphumelela njalo.**
   *5 and 5 make ten so I win.*

4. **Ndina-3 kwaye kufuneka ntile 7 ngaphelulu ukuse ndiphumelele.**
   *I have 3 and I need 7 more to win.*
**Kufuneka zibe ngaphi ukuze zenze u-10?**

How many more to make 10?

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</thead>
<tbody>
<tr>
<td><img src="Image" alt="Image of 6 blocks" /></td>
<td>u-6 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 4 blocks" /></td>
<td>u-4 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 8 blocks" /></td>
<td>u-8 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 2 blocks" /></td>
<td>u-2 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 5 blocks" /></td>
<td>u-5 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 9 blocks" /></td>
<td>u-9 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 1 block" /></td>
<td>u-1 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 3 blocks" /></td>
<td>u-3 no- and make benza u-10</td>
</tr>
<tr>
<td><img src="Image" alt="Image of 0 blocks" /></td>
<td>u-0 no- and make benza u-10</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi ze-10 namhlanje.
Practice bonds of 10 today.
Ukumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Namhlane abafundi badlala umdlalo othi Ukunqumla umlambo. Ofike kuqala kwi-10 nguye ophumeleleyo.
Today the learners play the game Crossing the river. First to 10 is the winner.
Umdalol: Ukungumla umlambo
Game: Crossing the river

Ungvo ukukhwele ukuze bboomla umlambo. Dala negubani lekhulwe ukubalulekile ngokwesideyo kanye ngokwembe ngokubalulekile.}

Elnphant 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.
Mangaphi amanyathelo aya ku-10?
How many steps to 10?
1. Yenza amachokoza uze ubhale amanani angekhayo.
   Draw the dots and fill in the missing numbers.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>no</td>
<td></td>
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</tbody>
</table>

- Benza $u \quad 4 \quad$ and $u \quad 10 \quad$
- Benza $u \quad 5 \quad$ and $u \quad 10 \quad$
- Benza $u \quad 9 \quad$ and $u \quad 10 \quad$
- Benza $u \quad 7 \quad$ and $u \quad 10 \quad$
- Benza $u \quad 2 \quad$ and $u \quad 10 \quad$
**Gqibeze ezi theyibhile.**

Complete the number tables.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

| 9 | 5 |
| 2 | 4 |
| 7 | 2 |
| 10 | 0 |
| 6 | 2 |
Amanani esingaphi nemisebenzi engezinto ezizi-3D

Izibalo zentloko: Utitshala uthi

Umdlalo: Akukho mdlalo

<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 ebinisa 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</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundlakahle kufuneka akwazi ukwenza oku:

Ukuchaza indawo ekuyo into ekhoyo esebenzise amagama athi ngasekhohlo, ngasekunene, ngasemva/emva kwe-, ngapambili/phambi kwe-, ngaphantsi/phantsi kwe-, phakathi, ngasentle, ngasezantsi.

Azazi amagama athi: yokuqala, yesibini, yesithathu, yesine, yesihlanu, yesithandathu, yesixhenxe, yesibhozo, yeshumi, yokugqibela kwaye akwazi ukuwasebenzisa ngokulandelelasa.

Azazi isimboli: yoku-1, yesi-2, yesi-3, yesi-4, yesi-5, yesi-6, yesi-7, yesi-8, ye-9, ye-10 akwazi nokuzisebenzisa ukwalatha/ukuchaza indawo yento kuludwe alunikiweyo ngokokulandelela kwaza.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olunekho sesikweni olujolise ekufundeni.
Ordinal numbers and some work on 3-D objects

<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</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**

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.
## Ividiyo yezibalo zentloko
Iveki yonke uza kudlala nabafundi umdlalo othi "Utitshala uthi". Lo mdalalo ulula: Xa usithi "uititshala uthi phakamisa isandla sasekunene" kufuneka abafundi benze oko, kodwa xa usithi “phakamisa isandla sasekunene” kufuneka abafundi bangakwenzi oko. Eyona njongo yalo mdalalo kukuqhelisa abafundi isigama esifundiswayo evekini esimalunga nendawo. Gxila kula magama:
- Ekhohlo nasekunene
- Ngaphambili/Phambi kwe- ngasemva/emva kwe-
- Phezulu nasezantsi
- Ngaphezelu nangaphantsi
- Phakathi
- Ngasentla nangasezantsi

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

Kanti ke ungenza nolaziyo lwengqiao ngamanani, umz.
"Utitshala uthi qhwaba kathathu".

### Ividiyo yomdlalo
Akukho mdalalo

### Ividiyo yophuhliso lwengqiao
Kule veki sisebenza ngeekhonsepthi/ngeengqiao ezimbini
- Eyokuqala yindawo nokuchaza icala
- Eyesibini ngamanani esingaphi

### Into emayiqatshelwe kule veki
Kuwo omabini la macandelo kuza kufuneka abafundi basebenzise isigama ngendlela echanekileyo. Kubalulekelele ukuthwabeza nokusebenzisa esi sigama ngeli xa usenza eminye imisetyenzana yaseklasini. U mz., yitsho abafundi bafake ifipisele zabo ngaphakathi ebhokisini yeepenisile.
- okanye yitsho abafundi balande incwadi ephezu kwepepha;
- okanye bachele iphepha eliphantsi kwe desika.
Ordinal numbers and some work on 3-D objects

**Mental Maths video**
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 video**
No game

**Conceptual development video**
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.
Indawo necala

IZIBALO ZENTLOKO | MENTAL MATHS

Utitshala uthi: Bbeka izandla phezu kwentloko yakho.
Teacher says: Put your hands on top of your head.

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

Yalatha ngomnwe phezulu.
Point your finger up.

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.

Ukumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 10 • DAY 1

Position and direction

UPHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT

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

2. Eminye imiyalelo oyinika abafundi:
   Hambisa itreyini yakho ngokukhawuleza ibuye umva.
   Hambisa itreyini yakho iye ngasekhohlo.
   Hambisa itreyini yakho iye 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 phambili 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.

3. Hambisa itreyini yakho kancinci iye phambili.
   Move your train forward slowly.
Le yitreyini yam enebloko ebomvu ngaphambili. This is my train with the red block at the front.

1 Biyela.
Circle.
Itreyini emfutshane ______ kwetreyni yam. The short train is ______ my train.

**ingaphazulu** on top of **ingaphantsi** under

Itreyini emfutshane ______ kwetreyni yam. The short train is ______ my train.

**ingaphazulu** on top of **ingaphantsi** under

2 Biyela.
Circle.

**ingaphazulu** on top of **ingaphantsi** under

**ingaphazulu** on top of **ingaphantsi** under

**ingaphazulu** on top of **ingaphantsi** under

**ingaphazulu** on top of **ingaphantsi** under

**ingaphazulu** on top of **ingaphantsi** under

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

3 Biyela.

Circle.

**Itryeni emfutshane ______ kwetreyini yam.**
The short train is ______ my train.

- iphambi in front of
- isemva behind

4 Biyela.

Circle.

- iphambi in front of
- isemva behind

**Itryeni emfutshane ______ kwetreyini yam.**
The short train is ______ my train.
Dialani umdlalo othi Uthi utitshala!
Play the game Teacher says!

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sesiphi isilwanyana esiphambi kocingo?
Which animal is in front of the fence?

Eminye imibuzo emayibuzwe:
Sesiphi isilwanyana esingemva kocingo?
Sesiphi isilwanyana esingaphantsi kwendlwana yomvundla?
Sesiphi isilwanyana esiphezu kwendlwana yomvundla?
Sesiphi isilwanyana esingaphakathi ebuhlanti?
Zeziphi izilwanyana ezikufuphi neteletele?
Sesiphi isilwanyana esisecaleni komthi?

Other questions to ask:
Which animal is behind the fence? Which animal is underneath the chicken hutch? Which animal is on top of the chicken hutch? Which animal is inside the kraal? Which animals are near to the tractor? Which animals are next to the tree?

Sebenzisa isigama sokwalatha indawo namhlanje njengokuba usakha ngeebloklo.
Use the language of position today as you build with blocks.
Position and direction

1. Zingaphi
   - How many ezikwisandla sakhe sasekhohlolo?
   - 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?
   - eziphambhi kocingo?
   - in front of the fence?
   - zizonke?
   - altogether?
Amanani olandelelwano

**IZIBALO ZENTLOKO | MENTAL MATHS**

Dlalani umdlalo othi Uthi utitshala!

Play the game *Teacher says!*

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Umntwana wesi-4 ukusuka ngaphambili makabeke izandla zako entloko.

The 4th child from the front must put his hands on his head.

Umntwana we-9 ukusuka ngaphambili makalathe iinzwane zako.

The 9th child from the front must point their toe.

Ngubani ophambi kwendlulamthi emgceni?

Who is before Giraffe in the queue?

Ngubani osemva kwelosini emgceni?

Who is after Leopard in the queue?

Eminye imiyalelo enikwayo

Abafundi aba-3 bokuqala mabaphakamise izandla zabo. Umfundi wesi-5 ukusuka ngaphambili makaqhwabe izandla.

Yalela iklasi yenze oku:

Xela umfundi wokugqibela emgceni. Xela umfundi wesi-3 ukusuka ngaphambili. Xela umfundi ophakathi komfundi A nomfundi B. Xela umfundi osemva komfandi A. Xela umfundi ophambi komfundi A.

Some other instructions to give:

The first 3 learners must put their hands in their 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

- *yoku-1* (1st)
- *yesi-2* (2nd)
- *yesi-3* (3rd)
- *yesi-4* (4th)
- *yesi-5* (5th)
- *yesi-6* (6th)
- *yesi-7* (7th)
- *yesi-8* (8th)
- *ye-9* (9th)
- *ye-10* (10th)

**Yeza ngowokuqala** (is first)

**Yeza ngowokugqibela** (is last)

**Uphambi ko-** (is before)

**Usemva ko-** (is after)

**Yesibini** (is second)

**Yesithandathu** (is sixth)
Amanani olandelelwaniso

1. Fakela umbala obomvu kwizangqwa ezi-2 eziphezulu. Colour the top 2 circles red.

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

3. Fakela umbala obomvu kwizangqwa ezi-5 eziphezulu. Colour the top 5 circles red.

4. Fakela umbala omnyama kwizangqwa ezi-5 ezisezantsi. Colour the bottom 5 circles black.

5. Fakela umbala omnyama kwisangqwa soku-1 ukusuka ngasentla. Colour the 1st circle from the top black.

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

7. Fakela umbala omnyama kwisangqwa soku-1, kwesesi-3 nakwesesi-5 ukusuka ngasentla. Colour the 1st, 3rd, 5th circles from the top black.

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

<table>
<thead>
<tr>
<th>Shape</th>
<th>Ordinal Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td>Seventh</td>
</tr>
<tr>
<td>Circle</td>
<td>Last</td>
</tr>
<tr>
<td>Triangle</td>
<td>First</td>
</tr>
<tr>
<td>Heart</td>
<td>Eighth</td>
</tr>
<tr>
<td>Hexagon</td>
<td>Third</td>
</tr>
<tr>
<td>Heart</td>
<td>Fifth</td>
</tr>
<tr>
<td>Star</td>
<td>Ninth</td>
</tr>
<tr>
<td>Star</td>
<td>Second</td>
</tr>
<tr>
<td>Heart</td>
<td>Fourth</td>
</tr>
<tr>
<td>Diamond</td>
<td>Sixth</td>
</tr>
<tr>
<td>Circle</td>
<td>Tenth</td>
</tr>
<tr>
<td>Heart</td>
<td>After</td>
</tr>
<tr>
<td>Heart</td>
<td>Before</td>
</tr>
</tbody>
</table>

**Yeyiphi imilo ...?**
Which shape is ...?

**Iveki 10 • Usuku 3**
Amanani olandelelwaniso
Amanani olandelelwaniso

IZIBALO ZENTLOKO | MENTAL MATHS

Dialani umdlalo othi Uthi utitshala!
Play the game Teacher says!
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Eminye imisebenzi enokwenziwa:
Ibloko yesithathu ukusuka ngasezantsi inombala onjani? Ibloko ephezu kwebloko ebomvu inombala onjani? Zinombala onjani ibloko ezisecaleni kwebloko eluhlaza?
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?

IZIBALO ZENTLOKO | MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Eminye imisebenzi enokwenziwa:
Yenza incchoyi eneebloko ezi-5. Ibloko yesibini ukusuka ngasezantsi mayibe bomvu.
Yenza incchoyi eneebloko ezi-4. Yenza incchoyi eneebloko ezi-3 zokuqala ezispensumane mazibe nombala ofanayo.
Make a tower of 5 blocks. The second block from the top must be red.
Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.

IZIBALO ZENTLOKO | MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Eminye imisebenzi enokwenziwa:
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 2nd block from the top must be yellow and the 3rd block from the top must be blue.
**WEEK 10 • DAY 4**

**Amanani olandelelwaniso**

**Ordinal numbers**

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

**Biyela inja yesi-5 ukusuka ngasekunene.**
Circle the 5th dog from the right.

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

**Biyela inja yesine ukusuka ngasekunene.**
Circle the fourth dog from the right.

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

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

**Biyela izinja ezi-2 zokugqibela ngasekunene.**
Circle the last 2 dogs on the right.
Amanani olandelelwaniso

Fakela umbala **obomvu** kwisangqa soku-1, kwesesi-3, nakwesesi-5.
Colour the 1st, 3rd, 5th circles **red**.

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

Gqibezele ipatheni.
Complete the pattern.

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

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

Gqibezele ipatheni.
Complete the pattern.

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

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

Gqibezele ipatheni.
Complete the pattern.
### Consolidation

**Week 10 • Day 5**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Question</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Zingaphi How many ezikwisandla sakhe sasekhohlo? in his left hand? ezikwisandla sakhe sasekunene? in his right hand? zizonke? altogether?</td>
<td><img src="image1.png" alt="Diagram 1" /></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Zingaphi How many eziphezu kwedesika? on top of the desk? eziphantsi kwedesika? under the desk? zizonke? altogether?</td>
<td><img src="image2.png" alt="Diagram 2" /></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Zingaphi How many ezingaphakathi esityeni? inside the bowl? ezingaphandle kwesityya? outside the bowl? zizonke? altogether?</td>
<td><img src="image3.png" alt="Diagram 3" /></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Zingaphi How many ezisemva kocingo? behind the fence? eziphambili kocingo? in front of the fence? zizonke? altogether?</td>
<td><img src="image4.png" alt="Diagram 4" /></td>
</tr>
</tbody>
</table>
Fakela umbala kwisilwanyana esikwindawo exeliweyo ukusuka ngasekhohlo.

Colour in the animal in the position given from the left.