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.
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<td>Indawo necala Position and direction</td>
</tr>
</tbody>
</table>
Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

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

IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasehemenyaka xalakwazi 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 nentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:
- Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
- Linjongo zmisebenzi yezifundo zemihla ngemihla
- Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesiFundo esilungiselelwe iveni

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela seveki nganye silungiselelwe uvavanyo noqakaniso lomxholo ofundiswe kuloo veki.
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 iziko ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. Incwadi yomfundisa yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yafundisa elandelela ngcoselelo neyenzelwe ukufundisa umsebenzi owenzwi kwakalo. Le necwadi yemisebenzi izithetha amaphewu emisebenzi yeCAPS kuyenza nganye nganye nemidlalo elungiselele ukufunda imiba yengqiqo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimini.

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

Ezi iividiyo zinika ulwazi nobuqhelwe obufunyenwe kootitshala abaziintshatsheli obuligalelo kwelungisa efundwayo ngemathematika nobuqhelwe bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?
Ewe. Inkqubo yeBala Wande ijjolise ekufundiseni abafundi ukubala ngokusethwa xa bephumelele ibanga leesi-3. Le nkqubo yenzelwa kanye ikharithyulu yaseMzantsi Afrika kuyakha izithetha nqo neCAPS. IBala Wande ilandela iCAPS elungiselela ngcoselelo yiTMU ngemvume efundwayo kwesBe leMfundo esiSiseko.

• Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
• Ukusuka kusuku loku-1 ukuya kolwe-4 kwiveki nganye kukho imisebenzi yeCAPS elungiselele iintsuku ezi-4. Ezi iizifundo ezithatha imizumu engama-90 (kuquka imisetyenzana yokuqala yemihla ngemihla yezibalo zentoekho, ukufundisa okungundaza usuku ngalunye kuyenzelwa kuye-90, umisebenzi yezelaba kuyenzelwa kuye-90).
• Uquku lwesi-5 lunika ithuba lokwenza imisebenzi yokungqalisa nezimizulu engama-60. Sisifundo semizulu engama-60.
• Izicwangciso zovavanyo zekota namaphethshana amanhaka ziyafumaneka.

Ingaba kuza kufuneka sizigcine ezi zixhobo zongezelelelweyo zokufunda (LTSM)?
Ewe. Zikho zongezelelelweyo zokufunda zabafundi nootitshala zilungiselele wena neklazi yakho. Siyacela ukuba uzojonge ngenkathala kuba zixabisa kakhulu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usajine ubonise ukuyamkela kwakhona le bokisi kwaye iza kuba luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikhuyayo 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.

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<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
<td></td>
</tr>
<tr>
<td>• Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).</td>
<td></td>
</tr>
<tr>
<td>• Imisebenzi yokufundisa engundoqo exhaswa zizipowusta nezixhobo ezisebhokisini (iintsuku 1–4).</td>
<td></td>
</tr>
<tr>
<td>• Ikopisizamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwiisikhokelo sikatitshala).</td>
<td></td>
</tr>
<tr>
<td>• Uvavanyo lokufunda (usuku lwesi-5 kwiiveki 2–8).</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>• Uqukaniso ( usuku lwesi-5 iiveki 1–10).</td>
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<tr>
<td>• Izishunye ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo</td>
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<table>
<thead>
<tr>
<th>Isichazimagama esineelwimi ezimbini</th>
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<tr>
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<td>• Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.</td>
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<tr>
<td>• Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanje okanye ngokwamaqela.</td>
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<tr>
<td>• Imidloalb ehambelana nemisebenzi yezifundo</td>
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<table>
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<tr>
<th>Lipowusta</th>
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<tbody>
<tr>
<td>• Ikhalenda</td>
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<tr>
<td>• Irejista yeklasi ekwisakhelelo samashumi</td>
<td></td>
</tr>
<tr>
<td>• Lipowusta ezihambelana nezicwangciso zezifundo</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>• Iintlobo ngeentlobo ezixhobo eziziphathhekayo oza kuzisebenzisa xa ufundisa.</td>
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<td>• Ibhokisi enye kwigela ngalinye labafundi abab-6</td>
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<tr>
<td>• Ibhokisi epethethi ibindidi ezahlukeneayo ezixhobo zokufunda eziza kusetyenziswa ngabafUNDI kwimisebenzi yabo</td>
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<tr>
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<tr>
<td>• Isicwangciso sekotha sovavanyo.</td>
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</tr>
<tr>
<td>• Imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (iiveki 2–8).</td>
<td></td>
</tr>
<tr>
<td>• Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.</td>
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</tr>
</tbody>
</table>
2. **What’s in the box?**
Inside the box, you’ll find all the resources needed to use the Bala Wande programme effectively.

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

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

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

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

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

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

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

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

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

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimidini
3. Incwadi yemisebenzi yomfundiboni mumntwana ngamnye
4. Lipowuza
   a. Ikhalenda
   b. Irejista
   c. Umboniso 1 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-5)
   d. Umboniso 2 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
   e. Umboniso 1 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5)
   f. Umboniso 2 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10)
   g. Umboniso wasokelasini
   h. Ipowuza yemithi
   i. Umgcamanani
   j. Umzilamanani
   k. Isikwere se-100
   l. Iintsuku zeveki
   m. Imali
   n. Linyanga 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. Umtywa wamasona katitshala
7. Iblokho (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Iblokho ezinokumila kwe-2-D (iibhokisi ezi-4)
11. Libhokisi zabafuludla ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Iimoto yamama emincinci emi-6
   c. Amadlayisi amabini kumfundla ngamnye (elinamachokoza nelinamanani)
   d. Iblokho ezili-100 zokwabelana
   e. Lipakethe 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)
   - 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 xaphesiciza matematika?

Zonke izikhetha zokufunda zeBala Wande zifumaneka ngelewemangele. Oke kwenzelwe ukunika inkxaso kudlulelo olwimi/lewesiga semathematika ngesisiXhosa nangesiNgesi. Oke kwenzelwa ukuba kubeka lula ukutshintshathintshha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda uwazi ukusebenzisa ilwimi ezinini xa ucacisa amagama athile emathematika xa kuyimfunele yoko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazikuba ilwimi xa befundisa ngeenjongo zakunceda abafundi babo babo nokuqonda isigama semathematika. Oke kwenzelwe ukuba bayathshintshathintshha phakathi kwezelwe ulwimi ezinini xabe qinjongo ezingagaphezelulo xa becacisa imathematika. Uphando lubonisa ukuba ukwenza oku kuba luncedo kakhulu kubafundisa. Ukuxuba ilwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokunyinwa lwelimi olunye. Esi slengelo sissetejenziwa nakumazwe ngamawo xaye sibizwa ngokuba yi-
‘translanguaging’ ukuwela imida yelewimi.

Isiqendu sesi-4 seCAPS ehlaziyweyo (Uvavanyo) siphehlelela ukusetjenziwa ezinini xaze xuthetha xothetha ngokwamathematika.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundi

Iphepha lokuphala lamagqabantshintshi ekeke liqulethe oku:

Isishwankathelo esithuba sezibalo zentloko nemisebenzi yezezifundo zezezifundo zezezifundo ezinini xaze xuthetha xothetha.

Uluhlu lwenjongo zezezifundo zezezifundo zezezifundo zezifundo zezezifundo zezezifundo zezifundo zezifundo zezifundo.

Iinkcenzelo 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>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), matchfix</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.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need.

A list of aims for the week that can be used to check whether your class is on track.

A description of the assessment activity which is done on day 5 of the week.
Iphetha lesiBini lamagqabantshihtshi eveti liqulethe oku:

Inkcazel o yenkoqubela yemisebenzi yezipalo zentlolo zeveki kunye nentselela yomdlalo wevidiyo

Inkcazel o yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki.

Izinto ezithile ezinokuqwalaselwa evetini. Isenokuba zimpazamo esizaziyo ezixhaphakileyo esenziwa ngabafundisi okanye imiba ebalulekileyo efuna ukuxhininswa.

Eli phepha likusa kwizishunze zeviidiyo ezinika ulwazi oluela kootitshala abazintshathsheli olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngosuku ngalunye.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselele iweke nganye

- Funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
- Bukela ividadi - zibonisa izishunze zeklasi yokwenjani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ooti thala abafundisi eza zifundo banika ulwazi neengcibiso.
- WakuBe usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nakuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiveki 2–8 kuza kufuneka ulungiselele umsebenzi wovaVanyo weveki. Kubaluleke kakulu ukuba kwiveki eziza kuba novanango oluthethwayo noWenzeniwayo ucfungcise indlela oza kubahla ugcine ngayo inkqubela yomfundi ngamnye ushebenzise irubriki iweki yonke.

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

### 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.**

### Key concepts to be taught over the week

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

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

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

### Matching, sorting, ordering and comparing numbers

<table>
<thead>
<tr>
<th>Mental Maths video</th>
<th>Game video</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to identify numbers 1 to 5. The activity involves counting objects and matching them to numbers.</td>
<td>A game where learners match numbers to objects.</td>
</tr>
</tbody>
</table>

### Conceptual development video

- This week focuses on the numbers 1–5. There are two key aspects to what we want to achieve this week:
  - Teachers will focus on the conceptual understanding of numbers 1–5, helping learners to develop a concrete understanding of these numbers.
  - Learners will engage in activities that involve matching numbers to objects, using manipulatives and visual aids to reinforce the concept of quantity.

- **What to look out for this week**
  - Ensure that learners are able to accurately match counters to numbers and move them across to ten frames to find out how many items there are.
  - Encourage learners to verbalise their thinking and explain their actions when matching numbers to objects.

- **Skill to develop for this week**
  - Learners will develop their ability to count and match counters to numbers accurately.

### Mental Maths video

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- **Skill to develop for this week**
  - Learners will develop their ability to count and match counters to numbers accurately.
Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abasekalsini

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

Qiniseka ukuza abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwenkho semathematika bala inani labafundi abakhoya, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoya nomhlanje.”

Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukulala nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukuba ngokubekwa.

Xoxa nabafundi ngomhla wanamhlanje usebenzisise ikhalenda


Sebenzisa ifowutshathi ukuze ubale ukulandelelana kwemisebenzi yosuku

Ekuquleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzo eli-15)

Izibalo zentloko ziyinxaleni ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenziseku ukuphila ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuwo 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, 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.

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

Lintsku ezininzi ziza kuba nomsebenzi owenziwa yiklasi yonke apho uza kusebenza nabafundi ukuze nixo xe imba ephambili yolo suku.

Kukho iividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho 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 iihagu?**
   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 yomfundiyinxa lenye yesikhokelo sikatitshala

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.
Apha sinekathuni yomdlalo oza kudlalwa ngabafundi.
Ngakwazisa lo mlalo lo kubafundi kufanele ukuba uboniswe kwiklasi iphepha phambi kokuba abafundi badiale ngababini okanye ngokwamaqela.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneke ngesihigesi.
Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

IVEKI 2 • USUKU 3
Ngaphezulu kuna- okanye ngaphantsi kuna-

Umdlalo: 123 Bonisa
Game: 123 Show

1. Zeziphi ibhekho ezinezinto ezlinganayo?
Phawula nge-ibhekho ezinezinto ezlinganayo.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneke ngesihigesi.
The *Bala Wande* Learner Activity Book is embedded in the Teacher Guide

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

- Xoxa ngerejista yeklasi
- Imihla neentsuku zokuzalwa
- Izibalo zentloko
  - Imizuzu eli-15
- Uphuhliso lwengqiqo • Amaphepha okusebenzela nemidlalo
  - Imizuzu eli-75

Ishedyuli yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>Xoxa ngerejista yeklasi</th>
<th>Xoxa ngerejista yeklasi</th>
<th>Xoxa ngerejista yeklasi</th>
</tr>
</thead>
<tbody>
<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 yomfund</td>
<td>Uvavanyo olubhalwayo</td>
<td>Gqibezela/Zalisa irubriki yovavanyo oluthethwayo yomntwana ngamnye</td>
</tr>
</tbody>
</table>

Umsebenzi womfundini emaphepheni oqukaniso
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 |
### 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>Ezobugcisa (30 min)</td>
<td></td>
</tr>
<tr>
<td>09:30–09:50</td>
<td>Ukuphulaphula nokuthetha; Ukufunda ukhwaza (Izakhono zobomi: Imizuzu engama-60 yokuqala)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:50–10:10</td>
<td>Isidlo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10–10:25</td>
<td>Ikhefu lokuqala</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 (15 min)</td>
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<td>Izandi (15 min)</td>
<td>Izandi (15 min)</td>
<td>Izandi (15 min)</td>
<td>Ukubhala ngesandla (15 min)</td>
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<td>Ukubhala ngesandla (15 min)</td>
<td>Ukubhala ngesandla (15 min)</td>
<td>Ukubhala ngesandla (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), Ukufunda nezandti (60), Ukubhala (60), Ulwimi (30)</td>
<td></td>
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<tr>
<td>12:05–12:20</td>
<td>Ikhefu lesibini</td>
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</tr>
<tr>
<td>12:20–12:50</td>
<td>GGR × amaqela ama-2 ngemini; Ukufunda ngababini; Ukufunda uwedwa (30 min)</td>
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</tr>
<tr>
<td>12:50–13:30</td>
<td>Ezobugcisa (× 2) Ukuzilolonga (× 3)</td>
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### Ulwimi lwasekhaya neZakhono zobomi

- Ulwimi Olongezelelwweyo 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>
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<tbody>
<tr>
<td>08:00–09:30</td>
<td><strong>Mental Maths (15 min)</strong></td>
<td><strong>Consolidation and Assessment (60 min)</strong></td>
<td><strong>Maths: whole class and independent work (75 min)</strong></td>
<td><strong>Creative Arts (30 min)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Maths: whole class and independent work (75 min)</strong></td>
<td><strong>Creative Arts (30 min)</strong></td>
<td><strong>Creative Arts (30 min)</strong></td>
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</tr>
<tr>
<td>09:30–09:50</td>
<td><strong>Listening and speaking; Read aloud (Life Skills: Beginning 60 min)</strong></td>
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<tr>
<td>09:50–10:10</td>
<td><strong>Feeding</strong></td>
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<tr>
<td>10:10–10:25</td>
<td><strong>First break</strong></td>
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<tr>
<td>10:25–11:10</td>
<td><strong>Shared (1) (15 min)</strong></td>
<td><strong>Shared (2) (15 min)</strong></td>
<td><strong>Shared (3) (15 min)</strong></td>
<td><strong>Phonics (15 min)</strong></td>
<td><strong>Phonics (15 min)</strong></td>
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<td><strong>Phonics (15 min)</strong></td>
<td><strong>Phonics (15 min)</strong></td>
<td><strong>Phonics (15 min)</strong></td>
<td><strong>Handwriting (15 min)</strong></td>
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<td><strong>Handwriting (15 min)</strong></td>
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<td><strong>Writing (15 min)</strong></td>
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<td><strong>Writing (15 min)</strong></td>
</tr>
<tr>
<td>11:10–12:05</td>
<td><strong>EFAL – Listening and speaking (60), Reading and phonics (60), Writing (60), Language use (30)</strong></td>
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<tr>
<td>12:05–12:20</td>
<td><strong>Second break</strong></td>
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<tr>
<td>12:20–12:50</td>
<td><strong>GGR × 2 groups a day; paired reading; independent reading (30 min)</strong></td>
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<tr>
<td>12:50–13:30</td>
<td><strong>Creative Arts (× 2) / PE (× 3)</strong></td>
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</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 neesimbali 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>Isimboli 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 ingaphenzulini</td>
<td>Ingaphantsi ngenye okanye ingaphantsi ngezimbini</td>
<td>Incinci kune- okanye inkulu kune-</td>
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<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>Tshatisa uze ubale amanani 6 ukuya ku-10</td>
<td>Amanani 6 ukuya ku-10</td>
<td></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></td>
<td>Uvavanyo noqukaniso</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 ncalu Amanani olandelelwano</td>
<td>Indawo ncalu</td>
<td>Indawo ncalu</td>
<td>Amanani olandelelwano</td>
<td>Amanani olandelelwano</td>
</tr>
</tbody>
</table>

### Inani, Izibalo nlwalamano

<table>
<thead>
<tr>
<th>Lipatheni, imisebenzi neAljebra</th>
<th>Indawo nemilo (Ijometri)</th>
<th>Umlinganiselo</th>
<th>Imisebenzi yentshayelelo</th>
</tr>
</thead>
</table>

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## 7. 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>Counting shapes</td>
<td>Who has more?</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 Ordinal numbers</td>
<td>Position and direction</td>
<td>Position and direction</td>
<td>Ordinal numbers</td>
<td>Ordinal numbers</td>
</tr>
</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>

**Consolidation**
8. Isicwangciso sovavanyo sekota yoku-1
Uvavanyo Iwekota luyilele kwizicwangciso zezifundo. Uvavanyo luquka umsebenzi obhalwayo, othethwayo novavanyo.

Usuku Iwesi-5 Iweveki nganye lucwangciselwe uqukaniso novavanyo
Isicwangciso sovavanyo sekota yoku-1 sifumaneka ngezantsi.


Kwiiveki 4 nakweye-7 kwenziwa izicwangciso zovavanyo oluthethwayo dolwenziyawo. Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenzisiyo/ezenzisiyo erekubrika yizinikiwe kumagaqabantshintshi eveki. Amaphepha okusebenzisa ayaphumakana kwiscwadi yemisebenzi yomfundisi ukuthi ukuhlawana ukuthi umsebenzi weveki kwaye abafundi bangasebenza kuwo ngelixwa wenzenza uvavanyo oluthethwayo dolwenziyawo nabaye abafundi ngokwamaqela okanye nganye-nga nganye.


Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenzisiyo/ezenzisiyo erekubrika yizinikiwe kumagaqabantshintshi eveki. Amaphepha okusebenzisa ayaphumakana kwiscwadi yemisebenzi yomfundisi ukuthi ukuhlawana ukuthi umsebenzi weveki kwaye abafundi bangasebenza kuwo ngelixwa wenzenza uvavanyo oluthethwayo dolwenziyawo nabaye abafundi ngokwamaqela okanye nganye-nga nganye.


Iimvavanyo ezikwikota yoku-1 zezi:

<table>
<thead>
<tr>
<th>Aweke</th>
<th>Amanqaku</th>
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</thead>
<tbody>
<tr>
<td>Iweki 2</td>
<td>Ukunakana amanani (1-5)</td>
</tr>
<tr>
<td>Iweki 3</td>
<td>Ukubhala amanani (0-5)</td>
</tr>
<tr>
<td>Iweki 4</td>
<td>Amanani, amakhulu namancinci</td>
</tr>
<tr>
<td>Iweki 4</td>
<td>Amanani, izibalo kunye oluwalamano: Qwalasela abafundi ukuze uqaphele izakhono zabo zokutshatisa, ukuhlela, ukucwangcisa kunye nokuthelekisa amanani ukuya kwisi-5.</td>
</tr>
<tr>
<td>Iweki 5</td>
<td>Iibhondi zamanani ukuya ku-5</td>
</tr>
<tr>
<td>Iweki 6</td>
<td>Ukubala iimilo</td>
</tr>
<tr>
<td>Iweki 7</td>
<td>Iipatheni: Amanani angaphambili nangasemva, amancinci namakhulu.</td>
</tr>
<tr>
<td>Iweki 7</td>
<td>Umlinganisela: Ixesha: Qwalasela abafundi ukuze uvavanye izakahono zabo zokusebenzisa ulwimi lwexesha.</td>
</tr>
<tr>
<td>Iweki 8</td>
<td>Iibhondi zamanani ukuya ku-9</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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessment Activity</th>
<th>Type</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Number recognition (1-5)</td>
<td>Written</td>
<td>9</td>
</tr>
<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>
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<tr>
<td>8</td>
<td>Number bonds to 9</td>
<td>Written</td>
<td>7</td>
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### 9. Iphetshana lamanqaku ovavanyo Iwekota yoku-1

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<tr>
<td>AMANQAKU AMANANI EWONKE</td>
<td>AMANQAKU EEPEPENI</td>
<td>AMANQAKU ENENDAWO NEEMILO</td>
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<td>AMANQAKU OMINGANISELO</td>
<td>AMANQAKU EEPATENI</td>
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<table>
<thead>
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<th>Igama nefani yomfundi</th>
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</tbody>
</table>

## 28
# 9. Term 1 assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>6</th>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 1 Term 1 Mathematics</strong></td>
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<tr>
<td>Suggested formal assessment mark sheet</td>
<td>Number written</td>
<td>Number written</td>
<td>Number oral</td>
<td>Number written</td>
<td>Number written</td>
<td>Number written</td>
<td>Space and shape written</td>
<td>Patterns written</td>
<td>Measurement oral</td>
</tr>
<tr>
<td><strong>Marks</strong></td>
<td>9</td>
<td>14</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>61</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL FOR NUMBER</strong></td>
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<tr>
<td><strong>TOTAL FOR SPACE AND SHAPE</strong></td>
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<tr>
<td><strong>TOTAL FOR PATTERNS</strong></td>
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<tr>
<td><strong>TOTAL FOR MEASUREMENT</strong></td>
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<td><strong>TERM TOTAL</strong></td>
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<td></td>
<td>93</td>
</tr>
</tbody>
</table>

Learner name and surname
## Imisebenzi yentshayelelo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi</td>
</tr>
<tr>
<td>2</td>
<td>Irejista yeklasi Yakha iiimilo zamanani</td>
<td>libloko ezidityaniswayo</td>
</tr>
<tr>
<td>3</td>
<td>Irejista yeklasi Ukubala kunye neesimboli zamanani</td>
<td>Ipowusta yerejista yeklasi, 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 vekhi kuba uza kuba uxakekile ubhalisa abafundi kwaye ulungisa iklasi yakho ukuze ilungele umsebenzi wekota.
Introductory activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class register</td>
<td>class register poster</td>
</tr>
<tr>
<td>2</td>
<td>Class register 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 entshayelelo). Ungakwenza oku yonke imihla nanjengoko ingumsebenzi weklasi owonwabisayo nokhokelela kumsebenzi wokubala oza kuwenza neklasi yonke.


Ngosuku lwesi-3 zalisa kwakhona irejista ekwisakhelo samashumi kwakhona. Ungakhe uphinde uhlaziye ukubala izinto usebenzise ipowusta enkulu yasefama (eyenziwe ngokudibanisa amacala amabini emifanekiso yasefama). Beka ezi powusta enye ecaleni kwenye ebhodini walathe kuwo ukuze ubale kunye neklasi amanani ahlukeneyo. Xa uthetha ngamanani ungabonisa iklasi isimbo akanani ukuqala ku-1 uye ku-10 (usebenzise amakhadi akho esimbo akanani okuzelisa uze uwabize amanani lawo). Usenakho ukubeka amanani ebhodini ecaleni kwepowusta.

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.
Practise completing the base ten register. Draw your dot in a frame.
**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 uqle 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: Ukulinganisa nokubonisa amanani 1 ukuya ku-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: 1, 2, 3 veza!</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>Tshatisa uze uhlele izibalisi ezimfanekisweni</td>
<td>Incwadi yemsebenzi yabafundi, ipowusta ebonisa efama (unclustered 1), izibalisi</td>
</tr>
<tr>
<td>2</td>
<td>Tshatisa uze uhlele 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), ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanayo 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 umfundikufuneka akwazi ukwenza oku:

- Ukutshatisa izibalisi nezinto ezikhoyo ngokuchanekileyo (enyenenyenye)
- 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 olubhalawayo: Inani, izibalo nolwalamano
Bhala phantsi amanqaku afunyenweyo kwali-9 kwiphetshana lamaqaku 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 lokuqhwaba, ukunqakraza iminwe, ukungaisha, ukuxhuma okanye ukutsiba bade bafike kumatyeli ama-5.
• Yalela abafundi ukuba balinganise inani leminwe oyibonisayo ngesandla esinye (de uBafike 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.
• Intu yokuqala esigxila kuyo yindlela eqingqiweyo yokubala. Sikwenza oku ngokubonisa abafundi ukuba babeke izibalisi kwizinto abafuna ukuqwalala baze baphinde babeke izibalisi kwisakhelo samashumi.
• Eyesibini kukuba abafundi baqonde ukuba kulala ukuthelekisa izixa izinto ngokusebenzisa indlela eqingqiweyo. Kufuneka baqonde ukusebenzisa indlela eqingqiweyo xa bethelekisa nto leyo ujenza baqonde intsingiselo yokuthi into ingaphetho okanye ingaphantsi kuneny.

Uza kusebenzisa ipowusta ebonisa efama ukubala izilwanyana. Xa abafundi betshatisa izibali nezinto abazibalayo, bakhuthaze ubabonisa ukuhlela ukuthelekisa izibali esinje nesilwanyana esinje esibaluleyo cubalulekile. Ukuba bafuna ukubala igusha (umzekelo) kufuneka babeke izibalisi esinje kumfanekiso wegusha nganye abajibonayo kwage kufuneka bathathe isibali ngasinye esipheze komfanekiso wegusha basifake kwisakhelo samashumi ukuze babone lula ukuba zingaphi igusha ezikhayo. Bayakuqaphela indlela yokuhlela amanan ngesakhele samashumi kubanceda ngayo ukubona umahluko phakathi kwamanani abawabalileyo isakhelo samakhumi ukuhlela amanan.

Into emayiqatshelwe kule veki
• Qinisekisa ukuba abafundi bayakwazi ukutshatisa izibalisi nezinto ngokuchanekileyo baze bazise kwisakhelo zamashumi ukuze bafumansane inani lezinto ezikhayo.
• Ingaba abafundi bayakwazi na ukusebenzisa ngokuchanekileyo esithi ‘ingaphetho 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.
Tshatisa kwaye uhlele ukuze ufumane inani lazo izilwanyana ezikwipowusta yasefama. Biza abafundi babe banizi baze ngaphambili ukuze bathathe inxaxheba.

Match and sort to find the number of all the animals on the farm poster. Call as many learners as possible to the front to participate.
Ukutshatisa, ukuhlela nokubala ukuya ku-5
Matching, sorting and counting up to 5

Tshatisa uze uhlele.
Match and sort.
Faka imibala kwimifanekiso emibini efanayo.

Colour two pictures that are the same.

1. [Image of similar birds]
2. [Image of similar flowers]
3. [Image of similar fish]
4. [Image of similar hearts]
2 Faka umbala kwinani elianekileyo.
Colour the correct number.

3 Bala.
Count.

Matching, sorting and counting up to 5
Week 2 • Day 1
Qaphela ukuba bonke abafundi bawabekile amachokoza kwi rejista, uze uqinisekise ukuba amachokoza abekwe kwindawo efanelekileyo. Bala ukuba bangaphi abafundi abakhoyo ujonge 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

WEEK 2 • DAY 2

UPHUHLISO LWENGQIWO | CONCEPT DEVELOPMENT

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

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

3. Tshatisa uze uhele. Match and sort.


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

<table>
<thead>
<tr>
<th>Zeziphi eziningi izeziphi ezimbalwa?</th>
<th>Which is more and which is less?</th>
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<table>
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<th>Zeziphi eziningi izeziphi ezimbalwa?</th>
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</tbody>
</table>
1 Biyela iseti enezininzi.
Circle the set with more.

2 Biyela iseti enezimalwa.
Circle the set with less.

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

Iveki 2 • Usuku 2
Ukutshatisa nokuthelekisa ukuya ku-5
Khuphela uze ubonise amanani 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 onokuzitshatisa uze usebenzise imisetyenzana ekwiLAB ukuze utshatise kwaye uthelekise amanani.
Draw other sets of shapes on the board that you can match and use the activity in the LAB to match and compare numbers.
Ngaphezulu kuna- okanye ngaphantsi kuna-

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

Iibhola zingaphantsi kunabafundi.
There are less balls than learners.

Abafundi bangaphezulu kuneebhola.
There are more learners than balls.
More than or less than
Ngaphezulu kuna- okanye ngaphantsi kuna-
More than or less than

1. 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-
Tshatisa imifanekiso nenani elilinganayo lamachokoza anombala.

Match the pictures to the **same** number of shaded dots.
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.

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.

Siyabona ukuba ezi-5 zininzi 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 nelako, iibloko ezinini kunezakho okanye iibloko ezimalwa kunezakho kwakanye 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.
## The numbers 1 to 5

### WEEK 2 • DAY 4

#### Bala. Biyela inani elichanekileyo.

Count. Circle the correct number.

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</tbody>
</table>

The numbers 1 to 5
Uvavanyo noqukaniso

   Count. Circle the correct number.

2. Biyela inani elifana nelolwibloko esekuqaleni.
   Circle the same number as the first block.
Fakela umbala kwinani le-0 elifana nenani lezinto ezikhoyo.
Colour the same number of 0 as the number of objects.

1. Zeziphi ezininzi?
   Which is more?

2. Zeziphi ezimbalwa?
   Which is less?

Assessment and consolidation
### Amanani 0 ukuya ku-5

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

<table>
<thead>
<tr>
<th>Umdlalo: Ngubani onenani elikhulu?</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amanani 0-5</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Emva kwale veki umfundikwazi akwazi ukwenza oku: [✓]

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

#### Uvavanyo

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo 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.
Ividiyo yezibalo zentloko
Sigxila ekwazini kwabafundi ukunakana kwangoko 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 kunokwenzeka.
• Baphakamisa amakhadi amanani 0 ukuya ku-5 xa ubabonisa amakhadi amachokoza.
• Baphakamisa amakhadi amachokoza 0 ukuya ku-5 xa ubabonisa amakhadi amachokoza xa ubabonisa amakhadi amanani u-0 ukuya ku-5.

Ividiyo yomdlalo
Ngubani onenani elikhulu?

Ividiyo yophuhliso lwengqiwo
Kule veki sigxila kumanani 0 ukuya ku-5. Mithathu imiba ebalulekileyo kwinto esifuna ukuyiphumeza kule veki.
• Owokuqala ngowokuba abafundi bayakwazi ukuchonga nokubhala isimbo zamani 0, 1, 2, 3, 4, no-5 kwaye bayakwazi ukunakana amagama amanani athi nothi, inye, zimbini, zintathu, zine, nozintlanu xa ebizwa.
• Siyahubeka nokubethelela indlela eziqiniweyo zokubala – sisebenzisa ukutshatisa nokuhlela izibilisi nezakhelo zamashumi.

Izinto emaziqatshelwe kule veki
• Ingaba abafundi bayakwazi ukubala izinto nokuchonga imiyinge yezinto ukuya ku-5 ngokuzithemba?
• Ingaba bayakwazi ukufunda nokubhala isimbo zamani u-0 ukuya ku-5?
• Bayakwazi na ukunakana (xa ebizwa ngomlomo) nokusebenzisa amagama amanankwezi 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)?
Isimboli zamanani 0 ukuya ku-5

Zingaphi? How many?

Ndibonise u-5
Show me 5

Zi-2
2

Zi-5
5

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

The number symbols 0 to 5

WEEK 3 • DAY 1

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

Bangaphi abafundi abakhayo?
How many learners are here?

Bangaphi abafundi abahlulelili phantsi? Bangaphi abamileyo?
How many learners are sitting? How many are standing?

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

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

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

Use your fingers to make these numbers. Trace.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>0</td>
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<td>3</td>
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<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
The number symbols 0 to 5

2 Fakela umbala kwinani leebloko.
Colour in the number of blocks.

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

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

The number symbols 0 to 5
Kumsetyenzana weklasi yonke wesifundo, qhuba nokusebenza ngamanani 0-5. Sebenzisa ipowusta yemiboniso 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.  

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

Biyela boonke oonombini.  
Circle all the twos.

2 4 2 4  
4 3 7 1  
1 5 2 3

2 2 2 2 2  
2 2 2  
2 2 2

Biyela boonke oonontathu  
Circle all the threes.

3 4 4 2 4  
2 3 7 1  
1 5 3 3

3 3 3 3 3  
3 3 3  
3 3 3
WEEK 3 • DAY 2

What number?

mbini
two

2

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

38 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.
**WEEK 3 • DAY 3**

How many?

1. **Zoba imifanekiso.**

   Draw pictures.

<table>
<thead>
<tr>
<th>Intyatyambo e-1</th>
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<tbody>
<tr>
<td>1 flower</td>
<td>🌸</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Imbuso ezi-2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2 faces</td>
<td>😊</td>
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</tbody>
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<thead>
<tr>
<th>Oonxantathu aba-3</th>
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<tbody>
<tr>
<td>3 triangles</td>
<td>△</td>
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<table>
<thead>
<tr>
<th>Izikwere ezi-4</th>
<th></th>
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<tbody>
<tr>
<td>4 squares</td>
<td>□</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Izangqa ezi-5</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5 circles</td>
<td>⬜</td>
</tr>
</tbody>
</table>
Zingaphi?

\[ n\text{thathu} \]
\[ \text{three} \]
\[ 3 \]

2. Bala.
Count.

- Butterflies
- Ladybugs
- Leaves
- Ants
- Turtles

Iveki 3 • Usuku 3 Zingaphi?
   Draw 4 squares.

Fakela umbala koobhintom aba-4.
   Colour 4 ladybirds.

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

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<th>4</th>
<th>6</th>
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<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>1</td>
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<tr>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

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

Fakela umbala kwizikhepe ezi-5.
   Colour 5 boats.

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

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<td>5</td>
<td>2</td>
<td>6</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

How many?
Amanani 0 ukuya ku-5

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 LWENGQIQO | CONCEPT DEVELOPMENT

Masihlaziye ulwazi lwamanani 1 ukuya ku-5 sisebenzise izinto eziseklasini, izibalisi nezakahelo 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.
0 nothi
zero

1 nye
one

2 mbini
two
Numbers 0 to 5

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.
WEEK 3 • DAY 4
Numbers 0 to 5

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

4. Umntu ophumeleleyo ngulowo 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

WEEK 3 • DAY 5

Uqkaniso: Consolidation

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

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

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 ngsezimbini

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ingaphezulu kune-; ingaphantsi kune-</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ukwakha iincochoyi</td>
<td>Amakhadi amanani nawamagama amanani 0–5; idayisi; 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>Sebenzisa izakhele zamashumi nezibalisi ubonise amanani 1 ukuya ku-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi, amakhadi amanani navamagama amanani</td>
</tr>
<tr>
<td>2</td>
<td>Sebenzisa ibloko wake amanani uze wenze angaphezulu</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epheleleyo yamakhadi amanani</td>
</tr>
<tr>
<td>3</td>
<td>Sebenzisa ibloko wake amanani uze wenze angaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epheleleyo yamakhadi amanani</td>
</tr>
<tr>
<td>4</td>
<td>Chonga amanani amancinci namakhulu kunamanja</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavano olujolise ekufundeni.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

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

- Ukubala izinto ukuya ku-5 (bebiza amanani ngokuchanelelelo ngokulandelelana kwawo).
- Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimalwa kune ziyane eqeleni.
- Ukunika amanani angaphezulu okanye angaphantsi ngo-1 okanye ngo-2 kune nenani elini kweleku ku-0 ukuya ku-5.
- Ukunakana nokusebenzisa amagama amanani ukusuka ku-0 ukuya ku-5.
- Ukunakana nokubhala isimboli zamashumi uqale ku-0 ukuya ku-5.
- Ukunakana kwangoko amanani 1, 2, 3, 4, 5 aboniswe kwizakhelo zamashumi.

**Uvavanyo**

**Uvavanyo olubhalawayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku ofunyenweyo kwali-12 kwiphethshana lamanqaku ekota.
Number names and one or two more than or less than

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> More than and less than</td>
</tr>
<tr>
<td><strong>Game:</strong> Building towers</td>
</tr>
</tbody>
</table>

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

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

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

**Assessment**

- **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

Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa ululu lwezinto ezifunywayo olunjegzantsi ngeveki nangosuku lwesi-5 ukuze uvavanye izakhono zomfundi zokuhlela nokucwangcisa izinto ezikhoyo.

<table>
<thead>
<tr>
<th>CAPS: Inani, izibalo nolwalamano</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inqobo zokugweba</strong> - Ululu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantsi**</td>
<td>✔</td>
</tr>
<tr>
<td>Uyakwazi ukutshatisa izibalisi nezinto ezikhoyo.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukhlela izibalisi kwisakhelo sezihlanu.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubala inani lezinto ezikhoyo ukuba ku-5.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leelphi elingaphezulu (elikhulu) kunelinye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leelphi elingaphezantsi (elincinci) kunelinye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukunakana isimboli zamanani ukuqala ku-0 ukuba ku-5.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubhala isimboli zamanani ukuqala ku-0 ukuba ku-5.</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku elifunyenweyo kwasi-7 kwiphepha lamanqaku ekota.

**Ividiyo yezibalolo zentloko**

Sigxila ekuphuhliseni ukuqonda intsingiselo ka-ingaphezulu kune- okanye ingaphantsi kune-. Dała umdlalo usebenzise iminwe yakho. Yelela abafundi bakubonise amanani (amakhulu kunamanywe okanye amancinci kunamanye) besebenzisa iminwe yabo.

Evekini qhuba ngolu hlabo:
- Cela abafundi balinganise inani obabonise lona ngeminwe okanye umtya wamaso. Khumbula ukubonisa u-0. Nabo mababonise inani elifanayo nelo umbulibonisile basebenzise iminwe okanye umtya wamaso. Bakhuthaze abafundi ukuba bangajibali iminwe yabo koko mabavele babonise zisuka nje ukuba kunokwenzeka.
- Yelela abafundi babonise ngeminwe yabo okanye ngamaso ukuba ingaphezulu ngo-1 okanye ngo-2. Khumbula ukuqala no-0 ngendlela efanelekhileyo.
- Yelela abafundi babonise ngeminwe okanye ngamaso ukuba ingaphantsi ngo-1 okanye ngo-2. Khumbula ukuqala no-0 ngendlela efanelekhileyo.

**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>
</tbody>
</table>

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

Able to match counters to objects
Able to sort counters onto a five frame
Able to count a number of objects up to 5
Able to compare numbers to say which one is more (bigger) than another
Able to compare numbers to say which one is less (smaller) than another
Able to recognise the number symbols 0 to 5
Able to write the number symbols 0 to 5

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 siyaphutha nokugxila kumanani 0 ukuya ku-5 nasekathelelikeni amanani akolu luhlul.

Mibini imiba esifuna ukuyiphumeza kule veki.
- Owokuqala kukuba abafundi baphucula izakhono zabo zokukheza nokubhala isiimbi zoxam hasi 0, 1, 2, 3, 4, no-5. Bakwaqalisa nokubhala amagama amanani (kusuka kunothi ukuya kwishi banhu), ukutrejisa amagama ukulungiselela ukuwakhala bengancediswa ukuphela kwakota.


**Kufuneka uqaphele ntoni kule veki**

- Bangakwazi na abafundi ukuxela ngoko nangoko ukuba ngu-4 bengakhange babale?
- Ingaba abafundi bachonga ngokuzithemba izixa ukuya ku-5?
- Bayakwazi ukusebenzisa amagama amanani kwezi zixa?
- Bayakwazi ukufunda nokubhalaisimboli zomanani?
- 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 eliniweyo ukuya ku-5?
- Bayakwazi abafundi ukusebenzisa isigama esithi inkulu kune okanye incinci kune ngendlela echanekileyo?
Number names and one or two more than or less than

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. Bonisa kwa eli nani. Show the same number.

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

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 lwabafundi lwamagama amanani.

Match counters, beads and multifix blocks to number names using number name cards (IsiXhosa and English). This will consolidate learner’s knowledge of number names.
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tshatisa.</td>
<td>Match.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>zintathu</th>
<th>zintlanu</th>
<th>zimbini</th>
<th>nothi</th>
<th>zine</th>
<th>inye</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>three</td>
<td>five</td>
<td>two</td>
<td>zero</td>
<td>four</td>
<td>one</td>
</tr>
</tbody>
</table>
Treyisa amagama amanani.
Trace the number names.

<table>
<thead>
<tr>
<th></th>
<th>Nothi</th>
<th>Inye</th>
<th>Zimbini</th>
<th>Zintathu</th>
<th>Zine</th>
<th>Zintlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>zero</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enye ngaphezulu nezimbini ngaphezulu

IZIBALO ZENTLOKO | MENTAL MATHS

1

Bonisa engaphezulu nge-1.
Show 1 more.

2

Bonisa ezingaphezulu ngezi-2.
Show 2 more.

3

4

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Qhubeka nokwenza oololiwe nokuthlekeleka amanani usebenzise iibloko: ingaphenzulu ngo-1 nango-2 okanye ziyafana. Sebenzisa amanani ahlukeneyo ukuze oololiwe bangabi ngaphenzulu 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.
Enye ngaphezulu nezimbini ngaphezulu

<table>
<thead>
<tr>
<th>Nanku uloliwe oneebloko ezi-3.</th>
<th>Here is a train of 3 blocks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yenza uloliwe oneebloko ezingaphezulu ngo-1.</td>
<td>Make a train with 1 more block.</td>
</tr>
<tr>
<td>Zingaphi iibloko kuloliwe wakho?</td>
<td>How many blocks are there in your train?</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nanku uloliwe oneebloko ezi-3.</th>
<th>Here is a train of 3 blocks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yenza uloliwe oneebloko ezingaphezulu ngo-2.</td>
<td>Make a train with 2 more blocks.</td>
</tr>
<tr>
<td>Zingaphi iibloko kuloliwe wakho?</td>
<td>How many blocks are there in your train?</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Bala uze uthelekise.
Count and compare.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 is bigger than 3.</td>
<td>3 is smaller than 5.</td>
</tr>
</tbody>
</table>
### One more and two more

#### WEEK 4 • DAY 2

**Yenza abe-1 ngaphezulu.**

Draw 1 more.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>△</td>
<td>△</td>
<td>△</td>
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<td></td>
</tr>
</tbody>
</table>

**Bangaphi zizonke?**

How many altogether?

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

#### WEEK 4 • DAY 2

**Yenza ama-2 ngaphezulu.**

Draw 2 more.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>○</td>
<td>○</td>
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<tr>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Mangaphi ewonke?**

How many altogether?

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
###IVEKI 4 • USUKU 2

**Enye ngaphezulu nezimbini ngaphezulu**

<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>
<tr>
<td>3</td>
<td>[□□□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[□□□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[□□□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[□□□□□□□]</td>
<td></td>
<td></td>
</tr>
</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>
<tr>
<td>1</td>
<td>[□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>[□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[□□□□□]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>[□□□□□]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Iveki 4 • Usuku 2** Enye ngaphezulu nezimbini ngaphezulu
Remember to check the date and mark the register every day.

Bonisa engaphantsi ngo-1.
Show 1 less.

Bonisa angaphantsi ngo-2.
Show 2 less.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
IVEKI 4 • USUKU 3
Zingaphantsi nge-1, zingaphantsi ngezi-2

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

1

Yenza amatsheyina aneebloko ezingaphantsi ngo-1. Yenza amatsheyina aneebloko ezingaphantsi ngo-2.
Make trains with 1 less block. Make trains with 2 less blocks.

2

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

3

Qhuba nokwenza oololiwe nokuthelekisa amanani usebenzise iibloko: ingaphezulu ngo-1 nango-2 okanye ziyafana. Sebenzisa amanani ahlukeneyo ukuze oololiwe bangabi ngaphezulu kunesi-5.
Continue making trains and comparing numbers using the multifix blocks: 1 and 2 less or the same. Use different numbers so that the trains are not more than 5.

4

Ungakwazi ukwenza amatsheyina afanayo?
Can you make trains that are the same?
Zingaphantsi nge-1, zingaphantsi ngezi-2
One less and two less

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

Yenza uloliwe abe neebloko ezingaphantsi ngo-1.
Make a train with 1 less block.

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

| 2 |

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

Yenza uloliwe abe neebloko ezingaphantsi ngo-2.
Make a train with 2 less blocks.

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

| 1 |

Bala uze uthelekise.
Count and compare.

U-3 mkhulu kuno-1. 3 is bigger than 1.
U-1 mncinane kuno-3. 1 is smaller than 3.
1. Yenza zibe ngaphantsi nge-1.
   Make 1 less.
   Zingaphi eziselelyo?
   How many left?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Fish" /></td>
<td><img src="image2" alt="Fish" /></td>
<td><img src="image3" alt="Fish" /></td>
</tr>
<tr>
<td><img src="image4" alt="Fish" /></td>
<td><img src="image5" alt="Fish" /></td>
<td><img src="image6" alt="Fish" /></td>
</tr>
<tr>
<td><img src="image7" alt="Crab" /></td>
<td><img src="image8" alt="Crab" /></td>
<td><img src="image9" alt="Crab" /></td>
</tr>
<tr>
<td><img src="image10" alt="Shell" /></td>
<td><img src="image11" alt="Shell" /></td>
<td></td>
</tr>
</tbody>
</table>

   Make 2 less.
   Zingaphi eziselelyo?
   How many left?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image12" alt="Seahorse" /></td>
<td><img src="image13" alt="Seahorse" /></td>
<td><img src="image14" alt="Seahorse" /></td>
</tr>
<tr>
<td><img src="image15" alt="Sailboat" /></td>
<td><img src="image16" alt="Sailboat" /></td>
<td></td>
</tr>
<tr>
<td><img src="image17" alt="Fish" /></td>
<td><img src="image18" alt="Fish" /></td>
<td><img src="image19" alt="Fish" /></td>
</tr>
<tr>
<td><img src="image20" alt="Palm Tree" /></td>
<td><img src="image21" alt="Palm Tree" /></td>
<td><img src="image22" alt="Palm Tree" /></td>
</tr>
<tr>
<td><img src="image23" alt="Octopus" /></td>
<td><img src="image24" alt="Octopus" /></td>
<td></td>
</tr>
</tbody>
</table>
### WEEK 4 • DAY 3

**One less and two less**

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

<table>
<thead>
<tr>
<th>4</th>
<th>Mangaphi?</th>
<th>Yenza a-• abehaphantsi ngo-2.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many?</td>
<td>Draw two less •.</td>
<td>How many now?</td>
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</tbody>
</table>
Bonisa ezingaphezulu ngezi-2. Show 2 more.

Bonisa engaphantsi ngo-1. Show 1 less.

Ukhumbule ukuqinisekisa umhla nokawula irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 4 • DAY 4

Smaller than and bigger than

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. **Masibeka amanani kungenca-manani ngokulandelelana 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. **Faka inani elikhulu kuno-3.**
   Put in a number that is bigger than 3.

4. **Faka inani elincinci kuno-3.**
   Put in a number that is smaller than 3.

5. **Buza eminye imibuzo efana nale: Yalatha neliphi na inani elikhulu kuno-3.**
   Ask other questions like: Point to any number that is bigger than 3.

   **Biyela u-2 uze ubuze: Yalatha neliphi na inani elingaphezulu kuno-2. Yalatha neliphi na inani elingaphantsi kuno-2.**
   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.

   ![Diagram with numbers and pencils filling in gaps]

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 kumqca.
   Circle the smallest number in the row.

   2 | 5 | 1 | 3
**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 umfundl ngamnye inani ukusuka ku-1 ukuya ku-5.
   Give each learner a number from 1 to 5.

   Take turns to roll the dice. If your number comes up take a block.

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

4. Qhubani zide ziphele zonke ibloko.
   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 kwqela lakho? Zingaphi iibloko ezikuloo ncochoyi?**
Who has the biggest tower in your group? How many blocks are in the tower?

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

1. Treyisa amagama amanani.
Trace the number names.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>0</td>
<td>nothi</td>
<td>zero</td>
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<tr>
<td>1</td>
<td>inye</td>
<td>one</td>
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<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.

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

### Abe ngaphezulu ngo-1
1 more

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### Abe ngaphezulu ngo-2
2 more

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### Abe ngaphezulu ngo-3
3 more

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### Alingane
The same

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</tr>
</tbody>
</table>
libhondi zamanani ukuya ku-5

<table>
<thead>
<tr>
<th>Izibalo zentloko: libhondi zamanani ukuya ku-5</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umtya wamaso</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Ndifihle ezingaphi? Ukunqumla umlambo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikomityi, izibalisi, idayisi</td>
<td></td>
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</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 umfundi kufuneka 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 isimboli 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 kwizakhelo zamashumi
- Ukuqonda ukuba amanani angajongwa kwaye kucingwe ngawo ngeendlela ezahlukeneyo.
- Ukubonisa ibhondi zika-3, 4 no-5 esebenzisa izibalisi neebloko.
- Bhala ibhondi zika-3, 4 no-5 usebenzisa imizobo yemithi.

Uvavanyo

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

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

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

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

After this week the learner should be able to:

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

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 12 in the Term mark sheet.
Ividiyo yezibalolo zentloko

Sigxila ekubeni abafundi bakwazi ukuhlangalisa ulwazi iwebhondi ukuya ku-5. Dalala umdlalo ‘weendlebe zomvundlana’ nothi ‘Akwaba bendine ...’

Indlebe 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 iweki ngolu hlobo:
- Yitsho abafundi babonise iibhondi zamanani zika-2, 3, 4 no-5 ngokwenza indlebe zomvundlana ngominwe yabo. Bakhuthaze bangabali iminwe yabo koko bavele babonise kube kanye nje ukuba kuyenzeka.
- Baphendule umbuzo othi ’Akwaba bendine ...’ weebhondi ukuwa ku-5 usebenzise iminwe nemitya yamaso.

Ividiyo yomdlalo

Ndifihle ezingaphi?

Ukunqumla umlambo

Ividiyo yophuhliso lwengqiqo

- Owokuqala kukuba siza kubonisa abafundi ukuba ungacinga ngamanani ngeendlela eyahlukileyo. Baza kuqonda ukuba amanani 3, 4, no-5 angenzwi ngeendlela eyahlukileyo. Udibanisa iinxelenge ezenza into enye epheleleyo ezibizwa ngokuba ‘ziibhondi zamanani’.
- Owesibini esigxila kuwo yindlela eqingqiweyo yokubonisa ibhondi zamanani ukuya ku-5. Sikwenza oku ngeebloko, izakhelo zamashumi nezibalisi nangokuzoba imifanekiso yeebhondi ukuhala nokubenisa ibhondi zamanani.


Siqwalaselwa oku kule veki

- Abafubdi bangakwazi na ukubonisa ibhondi zamanani u-3, 4 no-5 besebenzisa ibbloko?
- Abafundi bangakwazi na ukubonisa ibhondi zika-3, 4, no-5 besebenzisa izakhelo zamashumi nezialis?
- Bangakwazi na abafundi ukubhala phantsi ibhondi zamanani 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 though 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?
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.

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?
**WEEK 5 • DAY 1**

*Bonds of 3 and 4*

**IZIBALO ZENTLOKO**
Mental Maths

**Uphuhloso lwengqilo**
Concept Development

**Umdlalo**
Game

---

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

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

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

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

My turn now. I’ll start with 4.

---

*Bonds of 3 and 4*  
*Week 5 • Day 1*
Akwaba bendina-3.  
I wish I had 3.

Akwaba bendinezi-4.  
I wish I had 4.

Kufuneka ube nama-2.  
You need 2.

Kufuneka ube nezi-4.  
You need 4.

Ukhumbe 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.

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.
libhondi zika-5

Zingaphi iindlela onokwenza ngazo u-5?
How many different ways can you make 5?

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

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

2. Zi: 5

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

My turn now.

Ndibona ezi-4, ufihle e-1.
I see 4 so you are hiding 1.
Fakela amachokoza okanye amanani angekhoyo.
Fill in the missing dots or numbers.

1. 

2. 

3. 

4. 

Bonds of 5 • WEEK 5 • DAY 2

53

125
Ukhumbule ukuqinisekisa umhla nokawula irejista yonke imihla.

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

Qhuba nokucazulula isi-5 sibe ziindibanisela 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.
Yenza u-5.

Make 5.
Bhala ezinye iindlela zokwenza u-5 kule ndlu yeebhondi.
Record the ways to make up 5 in the bond house.

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

Zingaphi ibbloko endizifihileyo?
How many blocks am I hiding?

Zi-2
2

Bonds of 5  Week 5 • Day 3
2. Ngawaphi amanye amanani enza u-5?

What other numbers make 5?

- u- 1 no- 4 benza u- 5
- u- 0 no- 5 benza u- 5
- u- 3 no- 2 benza u- 5
- u- 2 no- 3 benza u- 5
Nikhumbule ukukhangela umhla nize niphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
IVEKI 5 • USUKU 4

libhondi zika-5

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

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

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

**Bonds of 5**

**Umdlalo: Ukunqumla umlambo**

Game: Crossing the river

1. Thatha ikhadi. Take a card.

2. Ndiku-2 kwaye kufuneka ndithathe amanyathalo amo-3 ngaphezulu ukuse ndifike ku-5.
   I am at 2 and need to take 3 more steps to get to 5.


4. UNdlovukazi noQwarhashe kufuneka bahambe phezu kwala matye ukuze banqumle umlambo. Dlala negabane 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.
Mingaphi imitsi ukuya ku-5?

How many steps to 5?
Yenzi amachokoza ukuze wenzé u-5 uze ufakelé amanani ashiyiweyo.

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

<table>
<thead>
<tr>
<th>u-1 no-1 and 1benza u-make</th>
<th>1 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>u-1 no-2 and 2benza u-make</td>
<td>1 2</td>
</tr>
<tr>
<td>u-2 no-2 and 2benza u-4 make</td>
<td>4 2</td>
</tr>
<tr>
<td>u-3 no-2 and 2benza u-4 make</td>
<td>4 3</td>
</tr>
<tr>
<td>u-4 no-4 and 4benza u-5 make</td>
<td>5 4</td>
</tr>
<tr>
<td>u-2 no-3 and 3benza u-make</td>
<td>2 3</td>
</tr>
</tbody>
</table>
1. Biyela inani elichanekileyo lamachokoza. 

   Circle the correct number of dots.

   2. 3. 4.

2. Gqibezela. 

   Complete.

<table>
<thead>
<tr>
<th></th>
<th>nothi</th>
<th>zero</th>
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</thead>
<tbody>
<tr>
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<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>2</td>
<td>zimbini</td>
<td>two</td>
</tr>
<tr>
<td></td>
<td>zintlanu</td>
<td>five</td>
</tr>
</tbody>
</table>

Assessment and consolidation
Hlela, bala uze uthelekise amanani 6 ukuya ku-10

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

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

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 umfundi kufuneka akwazi ukwenza oku:

<table>
<thead>
<tr>
<th>Ukunakana ezi simboli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukubhala iisimboli</td>
</tr>
<tr>
<td>Ukunakana amagama amanani zintandathu, zisixhenze, zisisibhoza, zilithoba zilishumi</td>
</tr>
<tr>
<td>Ukubala izinto ezikhoyo kakuhle/ngokuchanekileyo (ukuya kwezilishumi</td>
</tr>
<tr>
<td>Ukunakana kwangoko amanani 6, 7, 8, 9 ,10 aboniswe kwisakhelo samashumi</td>
</tr>
</tbody>
</table>

Uvavanyo

Olubhalwayo – Indawo neemilo (ngokunxulumene namanani, izibalo nolwalamano).
Sebenzisa imisebenzi yovavanyo ngosuku lwesi-5 ukuze uvavanye isakhono somfundi sokuchonga, ukuhlela nokubala oonxantathu, izangqa nezikwere.
Bhala amanqaku ali-7 kwiphepha lamanzaku leKota.
Match, sort, count and 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>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 ukusuka ku-6 ukuya ku-10 kwezi mo zilandelayo: njengokuba kuboniswa kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, njengamagama.

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

Ividiyo yomdlalo
Umdlalo wokukhumbula amanani atshatayo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani 6 ukuya ku-10. Mibini imiba ephambili kwizinto esifuna ukuzifekizi kule veki:
• Sigxila ekusebenziseni indlela ezingqiweyo yokubala. Sikwenza oku nokuyalela abafundi babeke izibonisa kwizinto abafuna ukuzibala baze bazithathethe bazifake kwisakhelo samashumi (njengoko bebenzile luka-0 ukuya ku-5).
• Siqinisekisa ukuba abafundi bayakwazi ukuxela nokubhalahle isimangaliso amanani 6, 7, 8, 9 no-9 nokunakana amagama amanani thanathu, sixhenxe, sibhozo, lithoba, lishumi.

Ngeli xa abafundi babala izinto erazilweneyo kule veki, ethetha nabo ngezinto abazibalileyo usebenzi yeamagama afana nala; ezona zinimzi, ezona nimbalwa, ezinini kune-, zimbalwa kune-, ziyafana ne-, zinini kanganje-umz. “Kukho amadada am-6 kukwakho neentaka ezisi-7 into ethetha ukuba iintaka zinini kunamadada.” Kuza kujoliswa kwesi sigama kwiveki yesi-6, ngoko ke kubalulikile ukuba kuqaliswe ngoku ukusibonisa.

Siqwalasela oku kule veki
• Abafundi kufuneka bakwazi ukunakana nokubahla isimangaliso amanani 6, 7, 8, 9 no-10 kwaye sifuna bakwazi nokunakana babhale amagama amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
• Qinisekisa ukuba abafundi bayakwazi ukubala izinto ngokuchanelekileyo (bafike kwizinto ezili-10). Kufuneka bakwazi ukwenza oku ngokumana besalatha kwinto nganye okanye ngokubeka izibonisa kwezo zinto baze bazicwangcise kwisakhelo samanani.
• Ngokusebenzisa isakhelo samanani sifuna ukukhuthaza abafundi bakwazi ukubona amanani ngoko nangoko, umz. bakwazi ukunakana njengo-7 bengakhange babale izibonisa nganye-nganye.

Hlela, bala uze uthelekise amanani 6 ukuya ku-10
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 7 without having to count each individual counter.
Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10

IZIBALO ZENTLOKO | MENTAL MATHS

Zingaphi?
How many?

Zi-7
7

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

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
WEEK 6 • DAY 1

Matching and sorting numbers 6 to 10

UPHUHLISO LWENQISO | CONCEPT DEVELOPMENT

Tshatisa kwaye uhlele usebenzise iipowusta zemiboniso yasefama eqeeleneyo ukuze ufumane inani lazo zonke izilwanyana 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
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>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 0 to 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

**Iveki 6 • Usuku 1**

Ukutshatsia nokuhlela amanani ukusuka ku-6 ukuya ku-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 imihla.
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.
Emva komsebenzi wokutshatisa nokuhlela abafundi bangakhuphele amanani kwiLAB.
After the matching and sorting activity learners can trace the numbers in the LAB.

Tshatisa uze uhlele zombini ipowusta zemiboniso yasefama ecukeneyo 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.
Amanani ukusuka ku-6 ukuya ku-10

Numbers 6 to 10
WEEK 6 • DAY 2
Numbers 6 to 10

Fakela umbala kumaqunube amathandathu. Colour six strawberries.

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

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>


zintandathu six


Fakela umbala kwiitregini ezisixhенxe. Colour seven trains.

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

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>1</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>


zisixhенxe seven
WEEK 6 • DAY 2
Numbers 6 to 10

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

1

2

3

4

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

5

6

Yhee, ziyafanal
Yay, they match!

7

Yigem yakho
ke ngoku.
Your turn now.

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

Numbers 6 to 10
Week 6 • Day 2

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Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 6 • DAY 3

Counting shapes

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Tshatisa izibalisi neemilo
Match counters onto the shapes.

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

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.

Namhlane sebenzisa izibalisi kunye nezakhelo zeshumi ukuze utshatise kwaye uhele ngenjongo yokufumana inani leemilo. Abafundi kufuneka babhale iisimboli zamanani ezahlukenyvo 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

#### Zeziphi ezi milo?
What shapes are these?

<table>
<thead>
<tr>
<th>Shapes</th>
<th>Diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oonxantathu ababomvu</strong> (Red triangles)</td>
<td>![Red triangles]</td>
</tr>
<tr>
<td><strong>Izangqa ezibomvu</strong> (Red circles)</td>
<td>![Red circles]</td>
</tr>
<tr>
<td><strong>Izikwere ezibomvu</strong> (Red squares)</td>
<td>![Red squares]</td>
</tr>
<tr>
<td><strong>Oonxantathu abablowu</strong> (Blue triangles)</td>
<td>![Blue triangles]</td>
</tr>
<tr>
<td><strong>Izangqa eziblowu</strong> (Blue circles)</td>
<td>![Blue circles]</td>
</tr>
<tr>
<td><strong>Izikwere eziblowu</strong> (Blue squares)</td>
<td>![Blue squares]</td>
</tr>
</tbody>
</table>
Counting shapes

1. Zingaphi?
   How many?

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oonxantathu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izangqa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izikwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squares</td>
</tr>
</tbody>
</table>

Week 6 • Day 3
2. Yenza oonxanthathu abasi-8.
   Draw 8 triangles.

   Draw 9 circles.

Fakela umbala kwintlanzi ezisi-8.
   Colour 8 fish.

Fakela umbala kwizithsaba ezili-9.
   Colour 9 crowns.

Treysa. Trace.

Bhala. Write.

zisibhozo
   eight

zilithoba
   nine
### Counting shapes

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

<table>
<thead>
<tr>
<th>zisixhenxe (seven)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>zintlanu (five)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zisibhozo (eight)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zine (four)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zilithoba (nine)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zintathu (three)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zilishumi (ten)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>inye (one)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>nothi (zero)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zintandathu (six)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>zimbini (two)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

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

```
2 3 5 7 9
0 1 4 7
```
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 ahlukeneyo ezibalisi ukuze abafundi bafumane ithuba lokutelekisa amanani. Sebenzisa isigama esithi 'ingapehezulu kuna-' okanye 'ingaphantsi kuna-'. Imiboniso yezakhelo zeshumi inceda abafundi babone ukuba zeziphi ezininzi kwaye zeziphi ezimbalwa

Use different numbers of counters to allow many learners opportunities to compare numbers. Use the language of more than and less than. The ten frame displays help learners to see which is more and which is less.
Who has more?

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

2. Biyela isilwanyana esinezininzi.
   Circle the animal that has more.
Write the number name. Colour the blocks.

1. inye one

2. zimbini two

3. zintathu three

4. zine four

5. zintlanu five

6. zintandathu six

7. zisixhenxe seven

8. zisibhozo eight

9. zilithoba nine

10. zilishumi ten
**Who has more?**

4. Fakela umbala kwezi milo kodwa usebenzise imibala engafaniyo.
   Colour the shapes using different colours.

5. Zingaphi?
   How many?

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Iveki 6 • Usuku 4
Ngubani onezinzi?
# Uvavanyo noqukanisa

## IVEKI 6 • WEEK 6

### USUKU 5 • DAY 5

**Uvavanyo noqukaniso**  
Assessment and consolidation

### UVAVANYO  
ASSESMENT  
IPHEPHA LOKUSEBENZELA  
WORKSHEET

#### 1 Zingaphi?  
How many?

|   | Biyela igama lemilo.  
Circle the name of the shape. |
|---|---|
|   | unxantathu  
isangqa  
sikwere |
|   | triangle  
circle  
square |
|   | unxantathu  
isangqa  
sikwere |
|   | triangle  
circle  
square |
|   | unxantathu  
isangqa  
sikwere |
|   | triangle  
circle  
square |

#### 2 Faka umbala kunye nokubala.  
Colour and count.

<p>| | | | |</p>
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</tbody>
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164
Assessment and consolidation

### Tshatisa.

**Match.**

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

### Bala uze ubhale inani elichanekileyo.

**Count and write the correct number.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>🍓草莓</td>
<td>3</td>
<td>🍓草莓</td>
</tr>
<tr>
<td>⚽️足球</td>
<td>10</td>
<td>⚽️足球</td>
</tr>
<tr>
<td>🐟鱼</td>
<td>4</td>
<td>🐟鱼</td>
</tr>
<tr>
<td>🐰兔子</td>
<td>8</td>
<td>🐰兔子</td>
</tr>
</tbody>
</table>
### Izilekisa manani ukusuka ku-6 ukuya ku-10

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

#### Izixhobo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi (LAB), ipowusta yemithi (XX), iintaka</td>
</tr>
<tr>
<td>2</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Fumana enye (1) ngaphezulu nengye (1) ngaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, <em>multifix</em></td>
</tr>
<tr>
<td>4</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi, <em>number cards</em></td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

- Ukucwangcisa amanani ukusuka ku-0 uye ku-10
- Ukuthatha isigqibo sokuba leliphi inani elikhulu okanye elincenci phakathi kwamabini ukusuka ku-0 uye ku-10.
- Uukhetha ukuba leliphi iqela laamanani kwakhoyo elona likhulu okanye elona lincenci kumaqela amanani ukusuka ku-0 uye ku-10.
- Ayazi intsingiselo yamagama athi inkulu, incinci, ingaphezulu kune-, ingaphantsi kune-, eyona inkulu, eyona incinci, eezaona zininzi, ezona zincinci; 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 laamanqaku 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>

### Resources
- Mental Maths: Whose is bigger? (number cards 0-10)
- Game: 1, 2, 3 show!

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

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

### Assessment

**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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</tr>
</thead>
<tbody>
<tr>
<td>lingqobo zokugweba – Ululu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
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>

Criteria checklist: correct/incorrect/almost

- 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 yezibalo 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 šisitše 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 tšia šatsogo a bona ka pele. Barutwana ba bolela gore motho yo mongwe le yo mongwe o bontšha gakae 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 nasekutholekiseni amanani ukusuka ku-6 ukuya ku-10. Oku kwakhela phezu kutholekiso lwamanani 1 ukuya ku-5 olwenziwe kwiveki yoku-1 neyesi-2. Isigama esinxulumene notholekiso siya kubethelelwa kule veki kuze kubethelelwe nengqiaqo malunga nokutholekisa ubukhulu bamanani.

### Siqwalasela oku kule veki

- Ingaba abafundi bayakwazi ukuchonga/ukukhetha ngokugqinisekileyo imiyinge ukuya ku-10? Bayakwazi ukusebenzisa amagama amanani kwezi zixa kwaye bayakwazi na ukufunda nokubhala iisimbi namagama amanani?
- Ingaba abafundi bayakwazi ukusebenzisa esithi “ingaphezulu kune-” okanye “ingaphantsi kune-” ngokuchanelekileyo?
- Ingaba abafundi bayakwazi ukusebenzisa esithi “inkulu kune-” okanye “incinci kune” kwakunye nesithi “eyona inkulu” okanye “eyona incinci” ngokuchanelekileyo?
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 onezimalwa?

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.
Zingaphi iintaka ezikumthi ngamnye?
Ngowuphi umthi oneentaka ezininzi?
Ngowuphi umthi oneentaka ezimbalwa?
How many birds are in each tree? Which tree has more birds? Which tree has less birds?

Iintaka ezisemthini omncinci zimbalwa kuneentaka ezisemthini omkhulu.
There are less birds in the small tree than in the big tree.

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

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?
Which tree has less?

   How many birds? Circle the tree with less birds.
Ngowuphi umthi onezimalwa?

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

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

   How many flowers? Circle the bush with the least flowers.

Which tree has less?
WEEK 7 • DAY 2
Bigger than and smaller than

IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO
MENTAL MATHS

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA
WORKSHEET

Ngubani onezinini?
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.
IVEKI 7 • USUKU 2
Inkulu kune-; incinci kune-

UPHUHLISO LWENGQIQU | CONCEPT DEVELOPMENT

Sebenzisa le patheni yeebloko (nezinye incochoyi ukuba kuyimfuneko oko) nengxoxo efana nale ukuze uqinisekise ukuba abafundi bayajigonda intsingiselo yamagama athi ‘ingaphenzulu 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 ungaphenzulu 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.

Sibona ukuba u-9 ungaphenzulu 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 ezingaphenzulu kuno-5.
I have a train of 5 blocks. Make a train with more than 5 blocks.

Zingaphi iibloko onazo?
How many blocks do you have?
**WEEK 7 • DAY 2**

Bigger than and smaller than

**Zingaphi ibloko ezikwitreyini lakho?**
How many blocks are in your train?

**Ndinetsheyina 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 onetsheyina elinezona bloko zininzi?**
Who has the most blocks?

**Xoxa: Ngubani onetsheyina elinezona bloko zimbalwa? Ukhona umntu onetsheyina elineebloko ezilingana nezakho?**
Discuss: Who has the least blocks? Does anyone have a chain with the same number of blocks as you?
Discuss which is more and which is less.

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

1. Biyela inani elikhulu.
   Circle the bigger number.
   3 5 1 4 3 2
   6 5 4 6 5 3

2. Biyela inani elincinci.
   Circle the smaller number.
   10 9 4 5 6 8
   10 8 7 2 1 10

   Circle the biggest number.
   2 8 4
   6 3
   5 6 9
   10 7

4. Biyela elona nani lincinci
   Circle the smallest number.
   2 6 4 5
   8 3
   5 6 3
   4 9

Bigger than and smaller than 
Week 7 • Day 2
Ingaphezulu kune-; ingaphantsi kune-

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

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 ngaphezulu 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 ngaphezulu 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 amatrejini abonisa iibloko ezingaphezulu okanye ezingaphantsi kunezinye.

Make trains with more than and less than.

**Eli itrejini lineebloko ezi-5.**
Here is a train of 5.

![Train of 5 blocks](image)

**Yenza itrejini elineebloko e-1 ngaphezulu.**
Make a train with 1 more block.

![Train of 6 blocks](image)

**E-1 ngaphezu kwezi-5 yenza ...**
1 more than 5 is ...

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

![Train of 7 blocks](image)

**Ezi-2 ngaphezu kwezi-5 zenza ...**
2 more than 5 is ...

**Yenza itrejini elineebloko e-1 ngaphantsi.**
Make a train with 1 less block.

![Train of 4 blocks](image)

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

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

![Train of 3 blocks](image)

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

Ingaphezulu kune-; ingaphantsi kune-

   Here is a train of 7.

![Image of a train of 7 blocks]

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

![Image of a train of 8 blocks]

E-1 ngaphezulu kwezisi-7 yenza …
1 more than 7 is …

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

![Image of a train of 9 blocks]

Ezi-2 ngaphezulu kwezisi-7 zenza …
2 more than 7 is …

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

![Image of a train of 6 blocks]

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

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

![Image of a train of 5 blocks]

Ezi-2 ngaphantsi kwezi-7 zenza …
2 less than 7 is …

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

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

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

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

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

86 Iweki 7 • Usuku 3 Ingaphezulu kune-; ingaphantsi kune
4. Yenza amachokoza ubonise inani.  
Draw dots to show the number.

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<tbody>
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<td>9</td>
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</tbody>
</table>

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

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>7</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
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</tbody>
</table>
Comparing numbers

IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi ithuba lokutheleksa 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 elingaphantsi ngo-1 kuno-8.
Find the number that is 1 less than 8.

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

Sebenzisa isigama esithi “iza phambi kwe-”
nesithi “iza emva kwe-” ukuze uthelekise amanani namhlanje.
Use the 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 nabdlali abap-2, isiisi izi-2 zamakhadi aneenombolo eziqala ku-0 ziye ku-10.
You need 2 players, 2 sets of cards numbered 0 to 10.

Umfundi onenani elikhulu ugcina amakhadi omabini naye.
Ukuba banamakhadi afanayo, umntu ngamnye uthatha ikhadi elinye.
The learner whose number is bigger keeps both cards. If they are the same keep one card each.

Ophumelelayo ngulowo unamakhadi amaninzi.
The winner is the one who has more cards.
Comparing numbers

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

2. Bhala inani.
   Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili</th>
<th>Elingasemva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>5</td>
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<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Comparing numbers Week 7 • Day 4
1 Bhala inani.
Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili</th>
<th>Elingasemva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

3 Biyela inani elincinci.
Circle the smaller number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

4 Biyela elona inani likhulu.
Circle the biggest number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

5 Biyela elona nani lincinci.
Circle the smallest number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Assessment and consolidation

1. Kwibloko nganye biyela iqela elinezona milo zimbaliwa.
   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.

   Circle the smallest number.

   Cross out the largest number.
<table>
<thead>
<tr>
<th>Iibhondi zika-6, 7, 8 no-9</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izibalo zentloko: Akwaba bendine</td>
<td>Umtya wamaso</td>
</tr>
<tr>
<td>Umdlalo: Ndifihle 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>

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

Bonisa iibhondi zamanani zika-6, 7, 8 no-9 usebenzise iibloko.

Bhala phantsi iibhondi zamanani zika-6, 7, 8 no-9 kwimifanekiso ebonisa iinxaleniye nezipheleleloyo.

Bhala phantsi zonke iibhondi zamanani zika-6, 7, 8 no-9 ngokulandelelanayo kwindlu yeebhondi.

Thetha isivakalisi manani esibonisa iibhondi zamanani zika-6, 7, 8, umz. u-3 no-4 benza u-7.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwalli-14 kwiphethshana lamanqaku ekota.
Bonds of 6, 7, 8 and 9

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: I wish I had</td>
</tr>
<tr>
<td>Game: How many am I hiding?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 olungaphambili. Umzekelo, ukuba bafunde ngeebhondi zika-7 ngoLwesibini baza kuziphinda kwakhona ngesexha 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?”

Kufuneka abafundi bathi ma-5.

Babonise ngoku dibanisa amaso ama-5 kula ma-2 ukuze enze u-7. Phinda ubabonise usebenzise elinye inani, umz., babonise amaso ama-4 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 epheleleyo
• Ukubhala ngokucwangcileyo zonke ibhondi zamanani kwindlu yeebhondi
• Ngokudlala umdlalo oza kubelela ibhondi
• Ngokubhala kwitsheri dayagram
• Ngokubhala njengesivakalisi manani

Abafundi kufuneka baqonde ukuba ezi ndlela zahlukeneyo zkubhala zibonisa into inye.

Into emayiqatshelwe kule veki
Iibhondi zamanani zibonisa indlela anokucazuluwa ngayo amanani okane akhiwe ngokudibanisa iinxalenye. Umzekelo, siyabona ukuba u-6 angacazuluwa abe ngu-4 no-2 okanye u-4 na-2 bangadityaniswa benze u-6.

Ukwakha nokucalula amanani ngumsebenzi obalulekileyo:
• Wokuqondisa ukuba amanani enzwe ngamanje amanani
• Wokwakha isiseko sokudibanisa nokuthathatha.
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 I had 7. How many are missing?”

The learners should respond with 5.

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

Game 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 practice 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
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Bonds of 6

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

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

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

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

Masahlule ke ngoku itreyini lam nganye indlela elina-6 libe ngamaqhekeza amabini. Now let’s break my train of 6 into two pieces in a different way.

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

Bhala oku kwi tafile yakho encwadini. Write this in the table in your book.
ntandathu

six

6

Yenza u-6.
Make 6.
Bonds of 6

   Record the ways to make up 6 in the bond house.

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

   **Zingaphi ibloko endizifihileyo?**
   How many blocks am I hiding?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Ngawaphi amanye amanani enza u-6?
What other numbers make 6?

- $4 + 2 = 6$
- $3 + 3 = 6$
- $0 + 6 = 6$
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 ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
libhondi zika-7

Qhuba nokucazulula isi-7 sibe ziindibanisela ezahlukenayo. Ukhumbule ukubhala phantsi iibhondi ezahlukenayo 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.

---

izixhenxe
seven
7

---

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUIHLISO LWENOSIQo
CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA
WORKSHEET

UMDLALO
GAME

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

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

Kufuneka ndlebe na-5. I need 5.

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

Kufuneka ndlebe na-4. I need 4.

Yheee! Yay!

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

Qhuba nokucazulula isi-8 sibe ziindibanisela ezahlukeneyo. Ukhumbule ukubhala phantsi iibhondi ezahlukeneyo zesi-8 kwitheyibhile 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.
   Record the ways to make up 8 in the bond house.

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

Zingaphi iibloko endizifihleleyo?
How many blocks am I hiding?

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?

- \(u-6\) no and \(2\) benza \(u-8\)
- \(u-2\) no and \(6\) benza \(u-8\)
- \(u-5\) no and \(3\) benza \(u-8\)
- \(u-0\) no and \(8\) benza \(u-8\)
- \(u-4\) no and \(4\) benza \(u-8\)
- \(u-7\) no and \(1\) benza \(u-8\)
- \(u-1\) no and \(7\) benza \(u-8\)

Iveki 8 • Usuku 3 libhondi zika-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.
Bhala kule ndu yeebhondi iindlela onokwenza ngazo iibhondi zika-9.

Record the ways to make up 9 in the bond house.
WEEK 8 • DAY 4

Bonds of 9

2 Ngawaphi amanye amanani enza u-9?

What other numbers make 9?

u- 6 no- 3 benza u- q

u- 3 no- 6 benza u- q

u- 8 no- 1 benza u- q

u- 2 no- 7 benza u- q

u- 4 no- 5 benza u- q

u- 0 no- benza u- q

Bonds of 9  Week 8 • Day 4
Uvavanyo noqukaniso

**IVEKI 8 • USUKU 5**

1. Yenza amachokoza ukuzed uqongqothwane abe namachokoza ama-6 ewonke.
   Draw spots so the ladybird has 6 spots altogether.

2. Zoba amachokoza ukuze uqongqothwane abe namachokoza a-7 ewonke.
   Draw spots so the ladybird has 7 spots altogether.
Fakela amanani ashiyiweyo.
Fill in the missing numbers.

Uqkaniso | Consolidation

Assessment and consolidation
Week 8 • Day 5
**libhondi zika-10**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Akwaba bendine</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umtya wamasos</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Umtya wamasos, Ofike kuqala ku-10, Ukunqumla umlambo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umtya wamasos, izakhelo zamashumi, izibalisi, idayisi, libhodi yomdlalo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>libhondi zika-10</td>
<td>Incwadi yemisebenzi yabafundi, iibloko, imitya yamaso emincinci</td>
</tr>
<tr>
<td>2</td>
<td>libhondi zika-10 ebalini</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yomthi, izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>libhondi zika-10 kusetyenziswa izakhelo samashumi</td>
<td>Incwadi yemisebenzi yabafundi, izakhelo zamashumi, izibalisi, idayisi</td>
</tr>
<tr>
<td>4</td>
<td>libhondi zamanani kusetyenziswa umzila wamanani</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi eesimboli (1, 2 3)</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novvanyo olujolise ekufendi.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

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

- Ukubonisa iibhondi zamanani zika-10 usebenzise
- Ukubhala iibhondi zamanani zika-10 kwimifanekiso yeenxalenye zento ephelelayo nakwiitsheri dayagram.
- Ukubhala zonke iibhondi zamanani zika-10 ngokucwangcileyo kwindlu yeebhodi zamanani
- Ukuthetha ubonise iibhondi zamanani zika-10 kwisivakalisi manani
- Ukubonisa iibhondi zamanani zika-10 kwisakhelo samahumi
- Ukukhumbula kakuhle iibhondi zamanani zika-10

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufendi.
## Bonds of 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<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>

### 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.
Ibhowo zika-9

Ividiyo yezibalo zentloko

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

Ividiyo yomdlalo
Ofike kuqala ku-10
Ukunqumla umlambo

Ividiyo yophuhliso lwengqiqo

Siqwalasela oku kule veki
• Naxa ibali leentaka lilomise kwibhondi zika-10, likwasinika ithuba lokuhlaziya isigama esithi, ingaphezulu kune-, ingaphantsi kune-, ziyafana okanye ziyalingana.
• Sisenzisa nesakhelo samashumi. Lo mfanekiso uluncedo kakulu kubafundi kuba wenza baqaphele ukwakhiwa kwamankan. Umpakwe, apha sifuna abafundi bakwazi ukubona u-7 kwengoko (endaweni yokubala nganye-nganye) kwaye baqaphele kwengoko ezi-3 ezifunekayo ukwenza u-10.
• Umdlalo wokunqumla umlambo ufundisa ngomzila wamankan esiza kwakhe kuwo xa sifundisa umgcamanani. Umqcamanani ngumfanekiso obalulekileyo kwaye ukuthatha amanyathelo u-7 kwamhlabo okanye ubuya umva kumgcamanani yindlela echanekileyo yokubonisa ukudibana 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.
Bonds of 10

Qhuba nokucazulula i-10 libe ziindibanisela ezahlukeneyo. Ukhumbule ukubhala phantsi iibhondi ezahlukeneyo ze-10 kwitheyibhile zamanani ezikwilAB.

Continue breaking 10 into different combinations. Remember to record the different bonds of 10 in the number tables.
Yenza u-10.

Make 10.

lishumi
ten
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 endiwalile? How many beads am I hiding?
Ma-6
2. Ngawaphi amanye amanani enza u-10?

What other numbers make 10?

\[ 5 + 5 = 10 \]
\[ 4 + 6 = 10 \]
\[ 1 + 9 = 10 \]
\[ 0 + 10 = 10 \]
\[ 3 + 7 = 10 \]
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

Namhlanje ndiza kunibalisela ibali elingoNtakana Ntyilo nabahlolo bakhe.
Today I am going to tell you a story about Billy Bird and his friends.

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.

WEEK 9 • DAY 2
Ten in stories

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.

BUtakana Ntyilo usakhalaza nangoku.
Ziseninzi intaka ezikumthi omncinci kwaye zisembalwa iintaka kumthi omkhulu. Ucinga ukuba kwenzeka ntoni elandelayo?
Billy Bird moans
There are still more birds in the small tree and less in the big tree. What you think happens next?

Xa uneentaka ezi-5 kumthi ngamnye yithi:
When you have 5 birds in each tree say:

BUtakana akayeki ukukhalaza.
Inani lethu kulo mtshi mncinci lisalingana neliya likumthi omkhulu. Mna ndifuna indawo enkulu. Ucinga ukuba kuza kwenzeka ntoni?
Intaka e-1 ibhahela kumthi omkhulu.
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.


Siba-4 ngoku kulo mthi mncinci. Zimbalwa iintaka ezilapha kunentsa ezisemthini omkhulu, kodwa ndisafuna indawo enkulu.

Ucinga ukuba kuza kwenzeka ntoni?

There are 4 of us in the small tree.

There are less birds here than in the big tree, but I still want more space.

What do you think happens next?

Billy Bird moans.

I am all alone. I am lonely.

What do you think happens next?

Billy Bird flies to the big tree.

Now there are 10 birds having fun in the big tree.
Sebenzisa izibalisi zakho ubalise ibali lika Ntakana Ntyilo nabahlolo bakhe. Qala ngeentaka ezilishumi ezisemthini omncinci, wenze ukuba zibhabhele 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
Masenze ishumi

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

Umdlalo: Ofike kuqala ku-10
Game: First to ten

1. Ndina-3 kwyen kufuneka ndibe na-7 ngapherulukuze ndiphumelele. I have 3 and I need 7 more to win.

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

3. U-3 no-5 benza ishumi ngoko ke ndiyaphumelela njalo. 5 and 5 make ten so I win.
<table>
<thead>
<tr>
<th>Number</th>
<th>U-</th>
<th>No.</th>
<th>Benza U-</th>
<th>Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>u-</td>
<td>6</td>
<td>u-10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>u-</td>
<td>4</td>
<td>u-10</td>
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<td>8</td>
<td>u-</td>
<td>8</td>
<td>u-10</td>
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<tr>
<td>2</td>
<td>u-</td>
<td>2</td>
<td>u-10</td>
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<td>5</td>
<td>u-</td>
<td>5</td>
<td>u-10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>u-</td>
<td>9</td>
<td>u-10</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>u-</td>
<td>1</td>
<td>u-10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>u-</td>
<td>3</td>
<td>u-10</td>
<td></td>
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<tr>
<td>0</td>
<td>u-</td>
<td>0</td>
<td>u-10</td>
<td></td>
</tr>
</tbody>
</table>

Kufuneka zibe ngaphi ukuze zenze u-10?  
How many more to make 10?
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi 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

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

Game: Crossing the river

Elephant and Zebra must cross the river by stepping on the stepping stones. Players take turns to see who will get there first. Use your 1 and 2 cards to move.

UNDlovukazi noQ, warhasho kufuneka bahambhe phezu kwakwabili matyiye ukuze bangumile umlambo. Dlaa negobane lakho nabe ukuba ngumbani oza kufika kuqala. Sebenzisa amakhadi i-no-2, uhambe ngawo.
Mangaphi amanyathelo aya ku-10?

How many steps to 10?
1 Yenza amachokoza uze ubhale amanani angekhoyo.

Draw the dots and fill in the missing numbers.

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<table>
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</tr>
</thead>
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<td>4</td>
<td></td>
<td>no</td>
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<td>10</td>
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<td>5</td>
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<td>no</td>
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<td>10</td>
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<td>7</td>
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<td>no</td>
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<td>no</td>
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<td>10</td>
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</tr>
</tbody>
</table>
2. **Gqibezele ezi theyibhile.**  
*Complete the number tables.*

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>5</td>
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<tr>
<td>10</td>
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<td>4</td>
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<td>2</td>
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<tr>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
## Amanani esingaphi nemisebenzi engezinto ezizi-3D

<table>
<thead>
<tr>
<th>Izibalo zentloko: Utitshala uthi</th>
</tr>
</thead>
</table>

**Umdlalo:** Akukho mdlalo

### Usuku | Umsebenzi wesiFundo | Izixhobo zezifundo
--- | --- | ---
1 | Indawo necala ekuyiwa ngakulo | Incwadi yemisebenzi yabafundi, ibbloko
2 | Indawo necala ekuyiwa ngakulo | Incwadi yemisebenzi yabafundi, ipowusta ebinisa efama, ibbloko
3 | Amanani esingaphi | Incwadi yemisebenzi yabafundi
4 | Amanani esingaphi | Incwadi yemisebenzi yabafundi, ibbloko
5 | Uqukaniso | Incwadi yemisebenzi yabafundi

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

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

**Azazi amagama athi:** yokuqala, yesibini, yesithathu, yesine, yesihlanu, yesithandathu, yesixhenxe, yesibhozo, yeshumi, yokugqibela kwaye akwazi ukuwasebenzisa ngokwalatha/ukuchaza indawo yento kuludwe alunikiweyo ngokokulandelanayo.

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

### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenyi yovavanyo oluqhubekayo olungekho 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 mdlalo ulula: Xa usithi “utitshala uthi phakamisa isandla sasekunene” kufuneka abafundi benze oko, kodwa xa usithi “phakamisa isandla sasekunene” kufuneka abafundi bangakwenzi oko. Eyona njongo yalo mdlalo 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

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

Kanti ke ungenza nohlaziyo lwengqaqo ngamanani, umz. “Utitshala uthi qhwaba kathathu”.

### Ividiyo yomdlalo

Akukho mdlalo

### Ividiyo yophuhliso lwengqaqo

Kule veki sisebenza ngekekhonsepthi/ngengqaqo ezimbini
- Eyokuqala yindawo nokuchaza icala
- Eyesibini ngamanani esingaphi

### Into emayiqatshelwe kule veki

Kuwo omabini la macandelola kuza kufuneka abafundi basebenzise isigama ngendlela echanekileyo. Kubalulekile ukuqhubeke nokusebenzisa esi sigama ngeli xa usenza eminye imisetyenzana yaseklasini. Umz., yitsho abafundi bafake ipenisile zabo ngaphakathi ebhokisini yeepenisile.
- okanye yitsho abafundi balande incwadi ephezu kweepheda;
- okanye bachele iphepha eliphantsi kwegesika.
### 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.
Ukhumbule ukugisinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
UPHLISO LWENGQISO | CONCEPT DEVELOPMENT

Position and direction

You are the train driver and must follow my instructions.

Move your train forward slowly.

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.

Further instructions to give the learners:

Make a train of 5 blocks. The front of your train must be a red block.

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.

You are the train driver and must follow my instructions.

Move your train forward slowly.

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.

Make a train of 5 blocks. The front of your train must be a red block.

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.
Le yitreyini yam enebloko ebomvu ngaphambili. This is my train with the red block at the front.

1 Biyela.

Circle.

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

-ingaphazelu on top of -ingaphantsi under

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

-ingaphazelu on top of -ingaphantsi under

2 Biyela.

Circle.

-ingaphazelu on top of -ingaphantsi under

-ingaphazelu on top of -ingaphantsi under

-ingaphazelu on top of -ingaphantsi under

-ingaphazelu on top of -ingaphantsi under

-ingaphazelu on top of -ingaphantsi under

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

3 Biyela.
Circle.

Itreyini emfutshane _______ kwetreyini yam. The short train is _______ my train.

iphambi in front of
Semva behind

Itreyini emfutshane _______ kwetreyini yam. The short train is _______ my train.

iphambi in front of
Semva behind

4 Biyela.
Circle.

iphambi in front of
Semva behind

iphambi in front of
Semva behind

iphambi in front of
Semva behind

iphambi in front of
Semva behind

iphambi in front of
Semva behind

iphambi in front of
Semva behind
Dialani umdlalo othi Uthi utitshala!
Play the game Teacher says!
Ukhubule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Eminye imibuzo emayibuzwe:
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 ngeebloko.
Use the language of position today as you build with blocks.
Position and direction

1. Zingaphi
   How many
ezikwisandla sakhe sasekhohlo?
in his left hand?
ezikwisandla sakhe sasekunene?
in his right hand?
zizonke?
altogether?

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

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

4. Zingaphi
   How many
ezisemva kocingo?
behind the fence?
eziphambili kocingo?
in front of the fence?
zizonke?
altogether?
Dlalani umdlalo oti Uthi uitshala!
Play the game Teacher says!
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.

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

Yalela ikliyi yenze oku:
Xela umfundi wokugqibela emgceni. Xela umfundi wesi-3 ukusuka ngaphambili. Xela umfundl 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**

**Yokulale** (first)  
**Yesi-2** (second)  
**Yesi-3** (third)  
**Yesi-4** (fourth)  
**Yesi-5** (fifth)  
**Yesi-6** (sixth)  
**Yesi-7** (seventh)  
**Yesi-8** (eighth)  
**Yesi-9** (ninth)  
**Ye-10** (tenth)

**Ngowokusala** is first  
**Ngowokugqibela** is last

**Uphambi ko-** is before  
**Usemva ko-** is after

**Yesibini** is second  
**Yesithandathu** is sixth
Amanani olandelelwaniso

**Worksheet**

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

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

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

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

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

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

7. **Gqibezela ipatheni.**
   Complete the pattern.

8. **Fakela umbala obomvu kwisangqa sesi-2, esesi-4 nesesi-6 ukusuka ngasentla.**
   Colour the 2nd, 4th, 6th circles from the top **red**.

9. **Fakela umbala omnyama kwisangqa soku-1, kwesesi-3 nakwesesi-5 ukusuka ngasentla.**
   Colour the 1st; 3rd, 5th circles from the top **black**.

10. **Gqibezela ipatheni.**
    Complete the pattern.
2. Iimpilo zicwangozisiwe ukusuka ekhothole ukuya ekunene.
The shapes have been placed in order from left to right.

<table>
<thead>
<tr>
<th>yesixhenxe</th>
<th>yokugqibela</th>
</tr>
</thead>
<tbody>
<tr>
<td>seventh</td>
<td>last</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yokuqala</th>
<th>yesibhozo</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>eighth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yesithathu</th>
<th>yesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td>third</td>
<td>fifth</td>
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</table>

<table>
<thead>
<tr>
<th>yethoba</th>
<th>yesibini</th>
</tr>
</thead>
<tbody>
<tr>
<td>ninth</td>
<td>second</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yesine</th>
<th>yesithandathu</th>
</tr>
</thead>
<tbody>
<tr>
<td>fourth</td>
<td>sixth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yeshumi</th>
<th>emva kwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>tenth</td>
<td>after</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>emva kwe</th>
<th>phambili kwe-</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>before</td>
</tr>
</tbody>
</table>
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.

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?

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.
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 olandelelwano

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**.

Gqibezela 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**.

Gqibezela 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**.

Gqibezela ipatheni.
Complete the pattern.
### Consolidation

**WEEK 10 • DAY 5**

<table>
<thead>
<tr>
<th></th>
<th>Image Description</th>
</tr>
</thead>
</table>
| 1 | ![Image of a boy with flowers and questions](image1.png)  
**Zingaphi**  
*How many ezikwisandla sakhe sasekhohlo?*  
in his left hand?  
ezikwisandla sakhe sasekunene?  
in his right hand?  
zizonke?  
altogether? |
| 2 | ![Image of pencils on a desk](image2.png)  
**Zingaphi**  
*How many eziphezu kwedesika?*  
on top of the desk?  
eziphantsi kwedesika?  
under the desk?  
zizonke?  
altogether? |
| 3 | ![Image of flies and bowl](image3.png)  
**Zingaphi**  
*How many ezingaphakathi esityeni?*  
inside the bowl?  
ezingaphandle kwesityya?  
outside the bowl?  
zizonke?  
altogether? |
| 4 | ![Image of pigs and a fence](image4.png)  
**Zingaphi**  
*How many ezisemva kocingo?*  
behind the fence?  
eziphambili kocingo?  
in front of the fence?  
zizonke?  
altogether? |
Fakela umbala kwisilwanyana esikwindawo exeliweno ukusuka ngasekhohlo.

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

- yesi-5
- yoku-1
- yesi-3
- yesi-4
- yesi-2
- yesi-7
- yokugqibela

last