Le ncwadi sisiqhamo sentsebenziswano phakathi kweqela elibizwa ngokuba yiBala Wande–Magic Classroom Collective team kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiyinivesithi eziliqela ezahlukenegro, imibutho engalawulwa ngurhulumunte (NGOs) esebenza ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi zikhobo zokufunda zithathela incwadi zemisebenzi eziqulunqwe lSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Libhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokucebisa naJade Education. Ezi bhokisi zezixhobo zodidi oluphezulu ezizinxalenyi ebalulekileyo yenqubo yokufundisa nokufunda.

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

Artist: Mary-Anne Hampton

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IVEKI 3 • AMANANI 0 UKUYA KU-5 WEEK 3 • THE NUMBERS 0 TO 5 ................................................................. 64

USUKU 1 • DAY 1 Isimbooli zamanani 0 ukuya ku-5 The number symbols 0 to 5 ......................................................... 68
USUKU 2 • DAY 2 Leliphi inani? What number? ........................................................................................................ 72
USUKU 3 • DAY 3 Zingaphi? How many? .................................................................................................................... 76
USUKU 4 • DAY 4 Amanani 0 ukuya ku-5 Numbers 0 to 5 .......................................................................................... 80
USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......................................................... 86

IVEKI 4 • AMAGAMA AMANANI; INGAPHEZULU OKANYE INGAPHANTSI NGONONYE OKANYE NGEZIMBINI WEEK 4 • NUMBER NAMES AND ONE OR TWO MORE THAN OR LESS THAN ........................................... 88

USUKU 1 • DAY 1 Amagama amanani ukusuka kunothi ukuya kwishlanu Number names zero to five .......................................................... 94
USUKU 2 • DAY 2 Enye ngaphezulu nezimbini ngaphezulu One more and two more ....................................................... 98
USUKU 3 • DAY 3 Zingaphantsi nge-1, zingaphantsi ngezi-2 One less and two less ...................................................... 103
USUKU 4 • DAY 4 Incinci kuna-okanye inkulu kuna-Smaller than and bigger than ........................................... 108
USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation ...................................................... 112

IVEKI 5 • IIBHONDI ZAMANANI UKUYA KU-5 WEEK 5 • NUMBER BONDS TO 5 .................................................. 114

USUKU 1 • DAY 1 Iibhondi zika-3 no-4 Bonds of 3 and 4 .......................................................................................... 118
USUKU 2 • DAY 2 Iibhondi zika-5 Bonds of 5 ............................................................................................................. 122
USUKU 3 • DAY 3 Iibhondi zika-5 Bonds of 5 ............................................................................................................. 126
USUKU 4 • DAY 4 Iibhondi ukuya ku-5 Bonds of 5 .................................................................................................. 131
USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......................................................... 136

IVEKI 6 • HLELA, BALA UZE UTHELEKISE AMANANI 6 UKUYA KU-10 WEEK 6 • MATCH, SORT, COUNT AND COMPARE NUMBERS 6 TO 10 ................................................................. 138

USUKU 1 • DAY 1 Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10 Matching and sorting numbers 6 to 10 .................................................................................. 142
USUKU 2 • DAY 2 Amanani ukusuka ku-6 ukuya ku-10 Numbers 6 to 10 .................................................................... 148
USUKU 3 • DAY 3 Ukubala iimilo Counting shapes .................................................................................................... 154
USUKU 4 • DAY 4 Ngubani onezininzi? Who has more? ........................................................................................ 160
USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......................................................... 164

IVEKI 7 • THELEKISA MANANI UKUSUKA KU-6 UKUYA KU-10 WEEK 7 • COMPARE NUMBERS 6 TO 10 ................................................................. 166

USUKU 1 • DAY 1 Ngowuphi umthi onezimbalwa? Which tree has less? ........................................................................... 172
USUKU 2 • DAY 2 Inkulu kune-; incinci kune- Bigger than and smaller than .............................................................. 177
USUKU 3 • DAY 3 Ingaphezulu kune-; ingaphantsi kune- More than and less than ...................................................... 182
USUKU 4 • DAY 4 Thelekisa amanani Comparing numbers ........................................................................................ 187
USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......................................................... 190
IVEKI 8 • IIBHONDI ZIKA-6, 7, 8 NO-9 WEEK 8 • BONDS OF 6, 7, 8 AND 9 ...................................................... 192
USUKU 1 • DAY 1  libhondi zika-6 Bonds of 6.......................................................................................... 196
USUKU 2 • DAY 2  libhondi zika-7 Bonds of 7.......................................................................................... 201
USUKU 3 • DAY 3  libhondi zika-8 Bonds of 8.......................................................................................... 206
USUKU 4 • DAY 4  libhondi zika-9 Bonds of 9.......................................................................................... 210
USUKU 5 • DAY 5  Uvavanyo noqukaniso Assessment and consolidation.................................................. 214

IVEKI 9 • IIBHONDI ZIKA-10 WEEK 9 • BONDS OF 10 ............................................................................. 216
USUKU 1 • DAY 1  libhondi zika-10 Bonds of 10....................................................................................... 220
USUKU 2 • DAY 2  Ishumi ebalini Ten in stories....................................................................................... 225
USUKU 3 • DAY 3  Masenze ishumi Let’s make 10...................................................................................... 230
USUKU 4 • DAY 4  Amanyathelo alishumi Ten steps............................................................................... 233
USUKU 5 • DAY 5  Uqukaniso Consolidation............................................................................................ 236

IVEKI 10 • AMANANI ESINGAPHI NEMISEBENZI ENGEZINTO EZIZI-3D WEEK 10 • ORDINAL NUMBERS AND SOME WORK ON 3-D OBJECTS ...................................................... 238
USUKU 1 • DAY 1  Indawo necala Position and direction........................................................................... 242
USUKU 2 • DAY 2  Indawo necala Position and direction........................................................................... 246
USUKU 3 • DAY 3  Amanani olandelelwaniso Ordinal numbers.............................................................. 248
USUKU 4 • DAY 4  Amanani olandelelwaniso Ordinal numbers.............................................................. 252
USUKU 5 • DAY 5  Uqukaniso Consolidation............................................................................................ 255
Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFunda Wande.

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


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemhla ngemhla 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 neenxalenye zokuphuhliswa kwesigama sezfundo eziquka:
• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelwe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela seveki nganye silungiselelwe uvavanyo noqukaniso lomxholo ofundiswe kuloo 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 lozithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwawcisco zezifundo zeBala Wande. Incwadi yomfundi yemisebenzisi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzisi yabafundi elandelelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi oweniwi kulela kulela. Le ncwadi yemisebenzisi iqulethe amaphepha emisebenzi yeklasa, awabafundi abaza kuyenza nganye ngezifundo zokuncedisa abafundi nootitshala ezihambelana neCAPS kwaye yincwadi yemisebenzi yezifundo zozikhululwane umsebenzi oweniwi kulela kulela. Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeqevelwimi ezimbini.

Ezinye izixhobo zokufunda ezizika kunikezelwa zizikhokho nezakheho zamashumi, izibaliwiso, konosithula (iSimbilo zizamani, amagama amanani kunye namakhadi amachokhoza).

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli


Ezi iividiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuliphendula kwiqigqiso ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubalala ngokuzithembha xa bekuphumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikiharithyhalalale yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandela iCAPS elungiselelaniswe ytMU ngemvume efunyenwe kwissebe leMfundu esisiseke.

• Umxholo, ukwabiwa kwexesha kunye novavanyo lwesixhobo, konke oku kusekelwe kwicaps.
• Ukusuka kusuka loku-1 uku kolwe-4 kwiveki nganye kuthi imisebenzi yezifundo elungiselele eintsuku ezi-4. Ezi zezifundo ezizithatha izimzuzu engama-90 (kuza imisetyenzana yokupha yemhlaba ngemhlaba yezibalo zentloko, ukufundisa okungundoqo usuku ngenzuzu kunye nesinisa imisebenzi yamaqela okanye yomntu ngamnye ezimele).
• Usuku lwesi-5 lulinika ithuba lokwenza imisebenzi yokuphakanyo ngemvala iwezifundo. Sisifundo semenzuzu engama-60.
• Izicwangciso zovavanyo zekota namaphethshana amanqaku ziyafumaneka.

Ingaba kuza kufuneka sizigcine ezixhobo zongezelelweyo zokufunda (LTSM)?

Ewe. Ezi zixhobo zongezelelweyo zokufunda zabafundi nootitshala zilungiselelwe wena nekelani yakho. Siyacela ukuba uzijongo ngenkhalo kuba zixabisa kokhulu kwaye kunzima ukuzifumana kwakhe. Kuza kufuneka usajine ubonise ukuyamkela kwakho le bhekhisile kwaye iza kuba luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikuyayo ozinhloko.
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 multi-fifx 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.

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
<td><img src="1" alt="Image" /></td>
</tr>
<tr>
<td>• Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).</td>
<td><img src="3" alt="Image" /></td>
</tr>
<tr>
<td>• Imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4).</td>
<td><img src="4" alt="Image" /></td>
</tr>
<tr>
<td>• Ikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwiisikhokelo sikatitshala).</td>
<td><img src="5" alt="Image" /></td>
</tr>
<tr>
<td>• Uvavanyo lokufunda (usuku lwesi-5 kwiiveki 2–8).</td>
<td><img src="6" alt="Image" /></td>
</tr>
<tr>
<td>• Uqukaniso (usuku lwesi-5 iiveki 1–10).</td>
<td><img src="7" alt="Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Iliviɗiyọ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Izishunqe ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo</td>
<td><img src="8" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isichazimagama esineelwimi ezimbini</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo.</td>
<td><img src="9" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incwadi yeMisebenzi yabafundi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.</td>
<td><img src="10" alt="Image" /></td>
</tr>
<tr>
<td>• Imisebenzi yemihla ngemihla yaba abaza kuyenza ngayenza ngakanye-nga ngakanye ngokwamaqela.</td>
<td><img src="11" alt="Image" /></td>
</tr>
<tr>
<td>• Imidlalo ehambelana nemisebenzi yezifundo</td>
<td><img src="12" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iipowusta</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ikhalenda</td>
<td><img src="13" alt="Image" /></td>
</tr>
<tr>
<td>• Irejista yeklasi ekwisakhelo samashumi</td>
<td><img src="14" alt="Image" /></td>
</tr>
<tr>
<td>• Iipowusta ezihambelana nezicwangciso zezifundo</td>
<td><img src="15" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zokuncedisa zikatitshala</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Iintslibolo ngeentlobo izixhobo ezifundisa oza kuzisebenzisa xalufunda.</td>
<td><img src="16" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ibhokisi yeZixhobo zokufunda abafundi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ibhokisi enye kwiqela ngalinye labafundi aba-6</td>
<td><img src="17" alt="Image" /></td>
</tr>
<tr>
<td>• Ibhokisi ephethe iindidi ezahlukene yo izixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo</td>
<td><img src="18" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zovavanyo</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwangciso sekota soxovavanyo.</td>
<td><img src="19" alt="Image" /></td>
</tr>
<tr>
<td>• Imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (iiveki 2–8).</td>
<td><img src="20" alt="Image" /></td>
</tr>
<tr>
<td>• Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.</td>
<td><img src="21" alt="Image" /></td>
</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.

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

<table>
<thead>
<tr>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bilingual dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and</td>
</tr>
<tr>
<td>examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande Learner Activity Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities</td>
</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups</td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a calendar</td>
</tr>
<tr>
<td>• a ten frame class register</td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for teachers to use in the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box of manipulatives for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• one box for each group of 6 learners</td>
</tr>
<tr>
<td>• a variety of manipulatives for learners to use in the activities</td>
</tr>
</tbody>
</table>

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

Uluhlu Iwezixhobo zokufunda zeBala Wande eziza kusetyenziswa kwibhokisi yekota yoku-1:
1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. Incwadi yemisebenzi yomfundi kumntwana ngamnye
4. lipowusta
   a. Ikhalenda
   b. Irejista
   c. Umboniso 1 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-5) Unclustered
   d. Umboniso 2 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
   e. Umboniso 1 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5) Clustered
   f. Umboniso 2 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10) Clustered
   g. Umboniso waseklasini
   h. Ipowusta 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. Umtya wamoso katitshala
7. Ibloko (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Ibloko ezinokumila kwe-2-D (iibhokisi ezi-4)
11. Iibhokisi zabafundi ezi-6:
   a. likomitlyi zeplasitiki ezi-6
   b. lymiitya yamano emincinci emi-6
   c. Amadayisi amabini kmfundi njambnye (elinamachokoza nelinamanani)
   d. ibloko 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)
   f. Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi (ama-20 iseti nganye)
Checklist

You will find these Bala Wande resources in the Term 1 box:

1. Teacher Guide
2. Bilingual dictionary
3. Learner Activity Book (LAB) for each learner

4. Posters
   a. Calendar
   b. Register
   c. Unclustered farm scene 1 (numbers up to 5)
   d. Unclustered farm scene 2 (numbers up to 10)
   e. Clustered farm scene 1 (numbers up to 5)
   f. Clustered farm scene 2 (numbers up to 10)
   g. Classroom scene
   h. Trees poster
   i. Number line
   j. Number track
   k. 100 square
   l. Days of the week
   m. Money
   n. Months of the year

5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0–20 (demo size)
   b. Bala Wande dot cards 0–10 (demo size)
   c. Bala Wande number name cards 0–10 (IsiXhosa) (demo size)
   d. Bala Wande number name cards 0–10 (English) (demo size)

6. Teacher bead string

7. Multifix blocks (100)

8. Plastic cup

9. Magnetic ten frame (2) with magnetic counters (20)

10. 2-D shape attribute blocks (4 boxes)

11. 6 learner boxes that include:
   a. 6 plastic cups
   b. 6 small bead strings
   c. 12 dice (2 per learner, one with dots and one with numbers)
   d. 100 multifix blocks to share
   e. 6 learner size packs of cards:
      - Bala Wande number cards (learner size)
      - Bala Wande dot cards (learner size)
      - Bala Wande number name cards (IsiXhosa) (learner size)
      - Bala Wande number name cards (English) (learner size)
   f. 6 plastic ten frames and counters (20 per set)
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?

Zonke izikhobha zokufunda zeBala Wande zifumaneka ngegewe ezimimi. Ou kwenzelwe ukunike inkxaso kuphuhliyo lolwimi lwesigama semathematika ngesiXhosa nangesiNgesi. Ou kwenzelwa ukuba kube lula ukuthshintshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa ilwimi ezininzi xa ucacisa amagama athile emathematika xa kuyimfuneko yoko.


Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetjenziswa ezininzi ukuze ukusebenza utethe ngokwemathematika.

4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundleng

Iphepha lokuvila lamagqabantshintshi evekiliquelele ou:

Isishwankathelo esifutshane sezibalo zentlako nemisebenzi yezifundo zeveki nezikhobho zokufunda ekufuneka uzilungisile.

Ululhu iweenjongo zeka onkuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elihekileyo.

Inkazelilo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki.
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), matifix</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAD</td>
</tr>
</tbody>
</table>

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

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 9 in the term mark sheet.
Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku:

Inkcazelulo yenqubela yemisebenzi yezibalo zentloko zevi eveki kunye nentsalela yomdlalo wevidiyo

Inkcazelulo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxinisiza kule veki.

Izinto ezithile ezinokuqwalaselwa evekini. Isenokuba zimpazamo esizaziyo ezikhaphakileyo esenzwi ngabafundi okanye imiba ebalulekileyo efuna ukugxinisiza.

Eli phepha likusa kwizishunye zevidiyo ezinika ulwazi olulwa kootitshale abazintshathsheli olumalunga nesigama esithile semathamatikana okanye ubuchule bokufundisa ngosuku ngalunye.

Kufuneka wenze ntoni ukuze ukwazi ukulingiselela iwevi nganye

- Funda isikhokelokho uze ulingiselele iwevi nesifundo ngasinye.
- Bukela iividiyo - zibonisa izishunye zeklasi yokwenyane apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshale abafundise ezo zifundo banika ulwazi neengcebiso.
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nakuba ungenza ntoni eyahlukileyo ukuba unokufundisa esu fufumo kwakhona.
- Kwiliveki 2–8 kuza kufuneka ulwazi ukuze ukwazi ukulingiselela umsebenzi woyavanyo weveki. Kubaluleke kakulu ukuza kwiliveki eziza kuba novavanjo oluthethwayo welwenzwayo wcwangcise indiela oza kubhala ugcine ngayo inkubhela yomfundi ngenyane usebenzise irobhiki iwevi yonce.
The second page provides more details about the week’s activities.

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

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

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

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

What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week
Usuku ngalunye

**Sebenzisa irejista ukuze ubale abafundi abasekalsini**

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

Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

Ekugaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo nochukho amahlane."

Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuhlela nokubala ngamashumi kuqasebenza kwaye kwenza abafundi bayeke ukubala ngingxanya.

**Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda**


**Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku**

Ekugaleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwlelwano lwemisebenzi yosuku.

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

Izibalo zentloko ziyinhalweni ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenzisele ukuphathelisa ukuba abafundi banolwazi olululo olusisisela. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa ekhasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

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

**Use the register to count the learners in the class**

In the box there is a special class register poster. Each day each learner will mark themselves by putting a dot or their initials on the register.

Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, “Ten, twenty, thirty, forty, 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
Lintuku ezininzi ziza kuba nomsebenzi owensiwa yiklasi yonke apho uza kusebenza nabafundi ukuze nixoxe imibaephambili yolo suku.

Kukho iividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi efumaneka kumagqabantshintshi. eveki.

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

UPHUHLISO LWENGQILO | CONCEPT DEVELOPMENT

1. Zingaphi izinja? How many dogs?
   Kukho izinja ezi-4 There are 4 dogs.

2. Zingaphi iihagu? How many pigs?
   Masitshatise izilwanyana zasefama ze sizibale. Let us match and count the farm animals.

3. Zingaphi izinja? How many dogs?

4. Zingaphi iihagu? How many pigs?
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 yomfundi iyinxalenye yesikhokelo sikatitshala

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

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.

Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngakwazisa lo mlalo lo mhla futhi kufanele ukuba uboniswe kwiklasi iphela phambi kokuba abafundi badla le ngababini okanye ngokwamaqela.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesihlqesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).
The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners it is best to demonstrate the game to the whole class before letting learners play in pairs or groups.
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedulyi yemihla ngemihla lintsuku 1–4

Ishedulyi yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>Iweki yesi-1, 9 neye-10</th>
<th>Iweki yesi-4 neye-7</th>
<th>Iweki 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
</tr>
<tr>
<td>Imihla neentsuku zokuzalwa</td>
<td>Imihla neentsuku zokuzalwa</td>
<td>Imihla neentsuku zokuzalwa</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td>Uvavanyo olubhalawayo Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td>Gqibezela/ Zalisa irubriki yovavanayo oluthethwayo yomntwana ngamnye Umsebenzi womfundi emaphepheni oqukaniso</td>
</tr>
</tbody>
</table>
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

Discuss class register

Date and birthdays

Mental Maths
15 minutes

Concept Development • Worksheets and Games
75 minutes

Daily schedule Day 5

<table>
<thead>
<tr>
<th>Weeks 1, 9 and 10</th>
<th>Weeks 4 and 7</th>
<th>Weeks 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss class register</td>
<td>Discuss class register</td>
<td>Discuss class register</td>
</tr>
<tr>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
</tr>
<tr>
<td>Consolidate the week’s work</td>
<td>Written assessment</td>
<td>Complete rubric for oral assessment for each learner</td>
</tr>
<tr>
<td>Consolidation worksheets in the learner activity</td>
<td>Consolidate the week’s work</td>
<td>Learners work on consolidation worksheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>08:00–09:30</td>
<td>Izibalo zentloko (15 min)</td>
<td>Izibalo: Uphuhliso lwengqiqo nowomntu ngamnye (75 min)</td>
</tr>
<tr>
<td>09:30–09:50</td>
<td>Ukuphulaphula nokuthetha; Ukufunda ukhwaza (Izakhono zobomi: Imizuzu engama-60 yokuqala)</td>
<td></td>
</tr>
<tr>
<td>09:50–10:10</td>
<td>Isidlo</td>
<td></td>
</tr>
<tr>
<td>10:10–10:25</td>
<td>Isidlo</td>
<td></td>
</tr>
<tr>
<td>10:25–11:10</td>
<td>Ukufunda notitshala (1) (15 min)</td>
<td>Izandi (15 min)</td>
</tr>
<tr>
<td></td>
<td>Ukufunda notitshala (2) (15 min)</td>
<td>Izandi (15 min)</td>
</tr>
<tr>
<td></td>
<td>Ukufunda notitshala (3) (15 min)</td>
<td>Izandi (15 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10–12:05</td>
<td>EFAL – Ukuphulaphula nokuthetha (60), Ukufunda nezandi (60), Ukubhala (60), Ulwimi (30)</td>
<td></td>
</tr>
<tr>
<td>12:05–12:20</td>
<td>Ikhefu lesibini</td>
<td></td>
</tr>
<tr>
<td>12:20–12:50</td>
<td>GGR × amaqela ama-2 ngemini; Ukufunda ngababini; Ukufunda uwedwa (30 min)</td>
<td></td>
</tr>
<tr>
<td>12:50–13:30</td>
<td>Ezobugcisa (× 2) Ukuzilolonga (× 3)</td>
<td></td>
</tr>
</tbody>
</table>

**Ulwimi lwasekhaya neZakhono zobomi**

**Ulwimi Olongezelelwayo Lokuqala**

**Izibalo/ IMathematika**

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

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

**Home language and Life Skills**

**English FAL**

**Maths**

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

<table>
<thead>
<tr>
<th>Iveki</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 neesimboli zamanani</td>
<td>Irejista yeklasi</td>
</tr>
<tr>
<td></td>
<td>Tshatisa, hlala, bala, thelekisa uyokuma ku-55</td>
<td>Tshatisa, hlala uze ubale uyokuma ku-5</td>
<td>Tshatisa uze uthelekise uyokuma ku-5</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Amanani 1 ukuya ku-5</td>
</tr>
<tr>
<td>2</td>
<td>Amanani uyokuma ku-5</td>
<td>Leliphi inani</td>
<td>Zingaphi?</td>
<td>Amanani 1 ukuya ku-5</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>3</td>
<td>Ukuqheleleka amanani uyokuma ku-5</td>
<td>Amagama amanani ukusuka kunathi uye kwisihanu</td>
<td>Ingaphezulu nganye okanye ingaphelzini</td>
<td>Ingaphantsi nganye okanye ingaphantsi ngezimbi</td>
<td>Incinci kune- okanye inkulu kune-</td>
</tr>
<tr>
<td>5</td>
<td>Tshatisa, hlala, bala, thelekisa uyokuma ku-10</td>
<td>Amanani 6 ukuya ku-10</td>
<td>Ukubala imilo</td>
<td>Ngubani onezinini?</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>6</td>
<td>Thelekisa amanani uyokuma ku-10</td>
<td>Ngowuphi umthi onezimbalwa</td>
<td>Inkulu kune- okanye incinci kune-</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Ukuphaqheleka amanani</td>
</tr>
<tr>
<td>7</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>8</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>9</td>
<td>Indawo necala Amanani olandelelwano</td>
<td>Indawo necala</td>
<td>Indawo necala</td>
<td>Amanani olandelelwano</td>
<td>Amanani olandelelwano</td>
</tr>
</tbody>
</table>

### Inani, Izibalo no lwalamano

- Lipatheni, imisebenzi ne Aljebra
- Indawo nemilo (Ijometri)
- Umlinganiselo
- Imisebenzi yentshayelelo
## 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>Who has more?</td>
<td>Assessment and consolidation</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 then</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>

### Subject Areas
- **Number, operations and relationships**
- **Patterns, functions and algebra**
- **Space and shape (geometry)**
- **Measurement**
- **Introductory activities**

---

25
8. Isicwangciso sovavanyo sekota yoku-1


Kwiiveki 4 nakweye-7 kwenziwa izicwangciso zovavanyo oluthethwayo olwenziwayo. Xa uvavanyo abafundi uma kunsika imisebenzi eyenzezisayo/esebenzisayo nerubrika aqinye kumagqabantshintshi eke. Amaphetha akusebenzisa elumali yoku-1 sifumaneka ngezantsi. Ukuhlana ukuthakancane kwini, iyasebenza wakhe kwencode ukuthi yokubaluleke ngabe abafundi bangasebenza naye ngakakunti, abafundi wokufanele kuthi ufanele ngemisebenzi.

Kwiiveki 2–8 kulungiselelela uvavanyo olubhalwayo. Le msebenzi ifumaneka kwincwadi yemisebenzi yobafundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphetha akusebenzisa olwenziwayo naye ngakakunti, abafundi bangasebenza ngakakunti, abafundi bangasebenza ngakakunti.

Izicwangciso sovavanyo sekota yoku-1

<table>
<thead>
<tr>
<th>Amanqaku</th>
<th></th>
</tr>
</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 nohlwalameno: Qwalasela abafundi ukuze uqaphile izikhono zabo zokutshatisa, ukuhlela, ukucwangcisa kunye nohethelelekisa 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>Ukwatala iimilo</td>
</tr>
<tr>
<td>Iweki 7</td>
<td>Iipatheni: Amanani angaphambili nangasemva, amancinci namakhulu.</td>
</tr>
<tr>
<td>Iweki 7</td>
<td>Umlinganiselwa: Ishezama: Qwalasela abafundi ukuze uvavanye izikhono zabo zokusebenzisa ulwimi lweshezama.</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>Task Description</th>
<th>Assessment Type</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Number recognition (1-5)</td>
<td>Written</td>
<td>9</td>
</tr>
<tr>
<td>Week 3</td>
<td>Writing numbers (0-5)</td>
<td>Written</td>
<td>14</td>
</tr>
<tr>
<td>Week 4</td>
<td>Numbers, bigger and smaller</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>Week 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>Week 5</td>
<td>Number bonds to 5</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>Week 6</td>
<td>Counting shapes</td>
<td>Written</td>
<td>7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Patterns: numbers before and after, smaller and bigger</td>
<td>Written</td>
<td>18</td>
</tr>
<tr>
<td>Week 7</td>
<td>Measurement (time): observe learners to assess their ability to use the language of time.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Number bonds to 9</td>
<td>Written</td>
<td>7</td>
</tr>
</tbody>
</table>
9. Iphetshana lamanqaku ovavanyo Iwekota yoku-1

<table>
<thead>
<tr>
<th>Iveki</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>IBANGA 1 Ikota 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amanqakus 9</td>
<td>14</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>61</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

Amanqakus: 93

Igama nefani yomfundi

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| | | | | | | | | | |
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>Marks</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>TOTAL FOR NUMBER</td>
<td>7</td>
<td>18</td>
<td>18</td>
<td>7</td>
<td>7</td>
<td>93</td>
<td></td>
<td></td>
<td></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</td>
<td>Iibloko ezidityaniswayo</td>
</tr>
<tr>
<td></td>
<td>Yakha iimilo zamanani</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Irejista yeklasi</td>
<td>Ipowusta yerejista yeklasi,</td>
</tr>
<tr>
<td></td>
<td>Ukubala kunye neesimboli</td>
<td>Ipowusta yomfanekiso</td>
</tr>
<tr>
<td></td>
<td>zamanani</td>
<td>wasefama, amakhadi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>okuzekelisa katsitshala</td>
</tr>
<tr>
<td></td>
<td></td>
<td>eesimboli</td>
</tr>
<tr>
<td></td>
<td></td>
<td>zamanani</td>
</tr>
</tbody>
</table>

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

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

### Uvavanyo

Akukho zifundo okanye zimvavanyo kule veki kuba uza kube uxakekile ubhalisa abafundi kwaye ulungisa iklasi yakh oke 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 nokutelekisa amanani

Ngosuku loku-1, kufuneka ufundise abafundi indlela yokuzalisa irejista yeklasi ekwisakhelo samashumi (jonga amaphepha entshayelelo). Ungakwenza oku yonke imihla nanjengoko ingumsebenzi weklati owonwabisayo nokhohelela kumsebenzi wokubala oza kuwenza neklati 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 enje ecaleni kwenyeni ebhodini walathe kuwo ukuze ubale kunye neklati amanani ahlukeneyo. Xa uthetha ngamanani ungabonisa iklasi iisimboli zama amanani ukuqala ku-1 uye ku-10 (usebenzise amakhadi akho eesimboli zama amanani okuzekelisa uze uwabize amanani lawo). Usenakho ukubeka amanani ebhodini ecaleni kwepowusta.

**Introductory activities**

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

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

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

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

Practise completing the base ten register. Draw your dot in a frame.
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 uq’le 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 nakubonisa amanani 1 ukuya ku-5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: 1, 2, 3 veza!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
</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 novavanyo kujoliswe ekufundeni</td>
<td>Incwadi yemsebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ukutshatisa izibalisi nezinto ezikhoyo ngokuchanekileyo (enyenenyenye)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuhlela izibalisi kwisakhelo sezihlana okanye samashumi</td>
</tr>
<tr>
<td>Ukutelekisa amanani aboniswa kwisakhelo sezihlana okanye kwezamashumi</td>
</tr>
<tr>
<td>Ukusebenzisa isigama esithi ingaphezulu kune- okanye ingaphantsi kune- xa uthelekisa amanani</td>
</tr>
<tr>
<td>Ukunakana amanani 1, 2, 3, 4, no-5</td>
</tr>
</tbody>
</table>

Uvavanyo

<table>
<thead>
<tr>
<th>Uvavanyo olubhalwayo: Inani, izibalo nokwalamano</th>
</tr>
</thead>
</table>

Bhala phantsi amanqaku afunyenweyo kwali-9 kwiphetshana lamangqaku 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 lokugwabwa, ukunqakraza iminwe, ukungqasha, ukuxhuma okanye ukutsiba bade bafike kumatyeli ama-5.
• Yalela abafundi ukuba balinganise inani leminwe oyibonisayo ngesandla esinye (de ufike ku-5). Mabalinganise lento ubabonisa yona.

Ividiyo yomdlalo
1 2 3 Veza!

Ividiyo yophuhliso lwengqiao
Kule veki sigxila kumanani 1 ukuya ku-5. Zimbini izinto ezibalulekileyo kwintso esifuna ukuzifumana kule veki.
• Into yokuqala esigxila kuyo yindlela eqingqiweyo yokubala. Sikwenza oku ngokubonisa abafundi ukuba babeke izibilisi kwintso abafuna ukubalulela baze baphinde babeke izibilisi kwisakhelo samashumi.
• Eyesibini kukuba abafundi baqonde ukuba kulula ukuthetha iziwa izoxi sezinto ngokusebenzisa indlela eqingqiweyo. Kufuneka baqonde kubalulela izisxiphi sebenzisa indlela eqingqiweyo xa bethelekisa ngenxa lemgqinza esinye enzi-

Into emayiqatshelwe kule veki
• Qinisekisa ukuba abafundi bayakwazi ukutshatisa izibilisi nezinto ngokuchanekileyo baze bazise kwisakhelo samashumi ukuze bafumaniywa inani lezingi ezikhoyo.
• Ingaba abafundi bayakwazi na ukusebenzisa ngokuchanekileyo isigama esithi 'ingaphezulu kune-' okanye ingaphantsi kune-?
Matching, sorting, ordering and comparing numbers

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

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

Game video
1,2,3 Show!

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

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

What to look out for this week
• Ensure that learners are able to accurately match counters to items and move them across to ten frames to find out how many items there are.
• In using ten frames to structure numbers we want to encourage learners to be able to instantly see what number is shown.
  For example we want learners to recognise as 4 without having to count each individual counter. This week learners will match, sort and order numbers by using counters and ten frames. They will start to use the number names 1 to 5.
• Are learners able to use the vocabulary more than and less than correctly?

Every day you should check the year, month, day and date with the class. Refer to the wall calendar and mark the date. Also check if there are any birthdays and mark them on the calendar.

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

WEEK 2 • DAY 1

Tshatisa uze uhlele.
Match and sort.

- Sheep
- Cow
- Dog
- Horse
- Pig
1. Faka imibala kwimifane kiso emibini efanayo.
   Colour two pictures that are the same.

![Picture of two birds and five fish with a heart symbol]

**Worksheet**

**IVEKI 2 • WEEK 2**

**IVEKI 2 • USUKU 1**

Ukutshatisa, ukuhlela nokubala ukuya ku-5
2 Faka umbala kwinani elichane kileyo.
Colour the correct number.

3 Bala.
Count.

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

IZIBALO ZENTLOKO:
MENTAL MATHS

Linganisa mna.
Copy me.

Qaphela ukuba bonke abafundi bawabekile amachokoza kwi rejista, uze uqinisekise ukuba amachokoza abekwe kwinda wo efaneleklelo. 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.

IZIBALO ZENTLOKO | MENTAL MATHS
UPHLILISO LWENGQISO | CONCEPT DEVELOPMENT

WEEK 2 • DAY 2
Matching and comparing up to 5

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

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

Which is more and which is less?

- Zeziphi ezinini izeziphi ezimbalwa?

- Zeziphi ezinini izeziphi ezimbalwa?

- Zeziphi ezinini izeziphi ezimbalwa?
1. Biyela iseti enezinini.
   Circle the set with more.

2. Biyela iseti enezimbalwa.
   Circle the set with less.

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

**IVEKI 3 • DAY 3**

Ngaphezulu kuna- okanye ngaphantsi kuna-

**More than or less than**

**IZIBALO ZENTLOKO**
Mental Maths

**UPHULISO LWENGQISO**
Concept Development

**UMDLALO GAME**

**2 AMPHEPHA OKUSEBENZELA**
2 Worksheets

---

**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

WEEK 2 • DAY 3

Ngaphezulu kuna- okanye ngaphantsi kuna-
Ngaphezulu kuna- okanye ngaphantsi kuna-
More than or less than

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

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

Ezam zingaphantsi kunezakhe.
I have less than him.

Ezam zingaphenzulu kunezakhe.
I have more than her.

1 Zeziphi iibhokisi ezinezinto ezilinganayo?
Phawula nge-

Which boxes have the same number of objects? Put a tick \(\checkmark\) in the boxes with the same number of objects.

---

**Iveki 2 • Usuku 3**
Ngaphenzulu kuna- okanye ngaphantsi kuna-
### 2 Tshatisa imifaneKidiso nenani elilinganayo lamachokoza anombala.

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

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<tbody>
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<td>![Picture 1]</td>
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<td>![Picture 17]</td>
<td>![Picture 18]</td>
<td>![Picture 19]</td>
<td>![Picture 20]</td>
</tr>
</tbody>
</table>
The numbers 1 to 5

IZIBALO ZENTLOKO | MENTAL MATHS

Khuphela uze ubonise amanani 1–5.
Copy and show numbers 1–5.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHLULISO LWENGQIQO | CONCEPT DEVELOPMENT

Sebenza neqabane. Cwangcisa amakhadi amanani 1 ukuya ku-5 alandelelele 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, ibloko ezininzi kunezakho okanye ibloko 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.

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<td>7</td>
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</tbody>
</table>
The numbers 1 to 5

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<td>4</td>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

Count. Circle the correct number.
Count. Circle the correct number.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pig</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bird</td>
<td></td>
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<tr>
<td>Rabbit</td>
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</tbody>
</table>

2. Biyela inani elifana nelokwibloko esekudumene.  
Circle the same number as the first block.

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<th>2</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>5</th>
<th>4</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
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<td>5</td>
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<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 2 • DAY 5

Assessment and consolidation

Uqukaniso: Consolidation

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

2. Zeziphi ezininzi?
   Which is more?
   okanye or

3. Zeziphi ezimbalwa?
   Which is less?
   okanye or
## Amanani 0 ukuya ku-5

<table>
<thead>
<tr>
<th>Izibalolo: Qaphela uze ubonise amanani 0-5</th>
<th>Izixhobo: Amakhadi amachokoza, amakhadi amanani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ngubani onenani elikhulu?</td>
<td>Amakhadi amanani 0-5</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>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 ukutshtisa nokuhlela ukuze ubale imilo (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 umfundi kufuneka 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 ezahlukenyelo.

### Uvavanayo

**Uvavanayo olubhalawayo:** Inani, izibalo nolwalamano

Bhala phantsi amanqaku ofunyenweyo kwali-14 kwiphetshana lamanqaku ekota.
## The numbers 0 to 5

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

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

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

### Assessment

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

Record a mark out of 14 in the term mark sheet.
Ividiyo yezibalo zentloko
Sigxila ekwazini kwabafundi ukunakana kwangoko amanani ukusuka ku-0 ukuya ku-5 kwezi mo zilandelayo: njengoko ebonisiwe kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, nangamagama.

Evekini qhuba ngolu hlobo:
- Yalela abafundi baxele ukuba babona ezingaphi (xa ubonisa inani leminwe ukuya ku-5) baze bakubonise amanani 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 amanani u-0 ukuya ku-5.

Ividiyo yomdlalo
Ngubani onenani elikhulu?

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani 0 ukuya ku-5. Mithathu imiba ebalulekileyo kwinto esifuna ukuyiphumeza kule veki.
- Owokuqala ngowokuba abafundi bayakwazi ukuchonga nokubhala isimbi zamani 0, 1, 2, 3, 4, no-5 kwaye bayakwazi ukunakana amagama amanani athi nothi, inye, zimbini, zinthu, zine, nozintlanu xa ebizwa.
- Siyaqhubeka nokubethelela iindlela eziningqiweyo zokubala – sisebenzisa ukutshatisa nokuhlela izibali izekhulo zamashumi.

Izinto emaziqatshelwe kule veki
- Ingaba abafundi bayakwazi ukubala izinto nokuchonga imiyinge yezinto ukuya ku-5 ngokuzithembe?
- Ingaba bayakwazi ukufunda nokubhala isimbi zamani u-0 ukuya ku-5?
- Bayakwazi na ukunakana (xa ebizwa ngomlomo) nokusebenzisa amagama amanankwezi zixa?
- Bayakwazi na ukuthelekisa amanani ngokuthi ingaphantsi kune-okanye ingaphantsi kune-?
- Ingaba abafundi bayakwazi ukutsho ngoko ngoko ukuba abakubona aphha 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

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

**WEEK 3 • DAY 1**

The number symbols 0 to 5

Bangaphi abafundi abakhoyo?
How many learners are here?

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

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

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

zintlanu five

Bangaphi abafundi abahleli phantsi? Bangaphi abamileyo?
How many learners are sitting? How many are standing?
Sebenzisa iminwe yakho umise la manani. Treyisa.

Use your fingers to make these numbers. Trace.

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<td>![Hand gesture]</td>
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<td>![Hand gesture]</td>
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<td>![Hand gesture]</td>
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**WEEK 3 • DAY 1**

The number symbols 0 to 5

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

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

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<td>6</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>4</td>
<td>0</td>
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<tr>
<td>7</td>
<td>0</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

4. **Zoba isikwere esikhulu esinye.**
   Draw one big square.

**Fakela umbala kwigunube elinye.**
   Colour one strawberry.

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

**Biyela bonke oononye.**
   Circle all the ones.

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</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Kumesetyenzana 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?
Leliphi inani?

1. Yenza izangqa ezibini.  
   Draw 2 circles.  
   Fakela umbala kwiimoto ezi-2.  
   Colour 2 cars.

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

Biyela boonke oonombini.  
Circle all the twos.

Biyela boonke oonontathu  
Circle all the threes.

What number? Week 3 • Day 2
What number?

**mbini**

two

2

3 Bala. Bhala inani.

Count. Write the number.

---

**Iveki 3 • Usuku 2**

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

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

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Zoba imifanekiso.
Draw pictures.

<table>
<thead>
<tr>
<th>Intyatyambo e-1</th>
<th>Imbuso ezi-2</th>
<th>Oonxantathu aba-3</th>
<th>Izikwere ezi-4</th>
<th>Izangqa ezi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 flower</td>
<td>2 faces</td>
<td>3 triangles</td>
<td>4 squares</td>
<td>5 circles</td>
</tr>
<tr>
<td><img src="image" alt="Flower" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Triangle" /></td>
<td><img src="image" alt="Square" /></td>
<td><img src="image" alt="Circle" /></td>
</tr>
</tbody>
</table>
Zingaphi?

2 Bala. 
Count.

30 Iweki 3 • Usuku 3 Zingaphi?
How many?

   Draw 4 squares.

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

Fakela umbala koobhantom aba-4.  
Colour 4 ladybirds.

Fakela umbala kwizikhephe ezi-5.  
Colour 5 boats.

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

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

Nika abafundi ithuba lokunakana nokubonisa amanani 0–5.
Give learners opportunities to recognise and show numbers 0–5.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masihlaziye ulwazi lwamanani 1 ukuya ku-5 sisebenzise izinto eziseklasini, izibalisi nezakhelo zamashumi.
Let’s revise the numbers 1 to 5 using the classroom scene poster, counters and ten frames.
Today you consolidate learning about the numbers 0–5 using the classroom scene poster. Learners will also play a game, using their 0–5 number cards to further consolidate this knowledge.
Amanani 0 ukuya ku-5

0 nothi
go to

1 nye
one

2 mbini
two
WEEK 3 • DAY 4

Numbers 0 to 5

IZIBALO ZENTLOKO
MENTAL MATHS

UPHULISO LWENGGİQO
CONCEPT DEVELOPMENT

IPHEPHA LOKUSEBENZELA
WORKSHEET

UMDLALO
GAME

3
ntathu
three

4
e
four

5
ntlanu
five
**IVEKI 3 • USUKU 4**

**Amanani 0 ukuya ku-5**

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.

---

**Iveki 3 • Usuku 4**

Amanani 0 ukuya ku-5
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-l umntu ngamnye.
Leliphi ikhadi elinenani elikhulu?
Turn over 1 card each.
Which card has the bigger number?

3. Umfundi onekhadi elinenani elikhulu uwagonca 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.
Uvavanyo noqukaniso

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**

**Uqukaniso: 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 ngezimbini**

| Izibalo zentloko: Ingaphezulu kune-; ingaphantsi kune- | Umslasha
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdialo: Ukwakha incochoyi</td>
<td>Amakhadi amanani nawamagama amanani 0–5; idayisi; ibloko</td>
</tr>
</tbody>
</table>

**Izixhobo**

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

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

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukubala izinto ukuya ku-5 (bebiza amanani ngokuchanekileyo ngokulandelelana kwawo).</td>
</tr>
<tr>
<td>Ukuthilekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimalwa kunezinye eqeleni.</td>
</tr>
<tr>
<td>Ukunika amanani angaphezulu okanye angaphantsi ngo-1 okanye ngo-2 kunenani elini kwelulhu ku-0 ukuya ku-5.</td>
</tr>
<tr>
<td>Ukunakana nokusebenzisa amagama amanani ukusuka ku-0 ukuya ku-5.</td>
</tr>
<tr>
<td>Ukunakana nokubhala isimboli zamanani uqale ku-0 ukuya ku-5.</td>
</tr>
<tr>
<td>Ukunakana kwangoko amanani 1, 2, 3, 4, 5 aboniswe kwizakhelo zamashumi.</td>
</tr>
</tbody>
</table>

**Uvavanyo**

**Uvavanyo olubhalwayo:** Inani, izibalo nolwalamano

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

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

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

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

### Assessment

**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 uluhlule wenzinta ezifunywa olunjengenzani ngevekile nangosuku lwesi-5 ukuze uvavanye izakhe zonumfundo zokuhlela nokucwangcisa izinto ezikhoheyo.

CAPS: Inani, izibalo nolwalamanano

<table>
<thead>
<tr>
<th>Inqobo zokugweba - Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantsi</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uyakwazi ukutshatisa izibalo nezinto ezikhoheyo.</td>
<td>✔</td>
</tr>
<tr>
<td>Uyakwazi ukuhlela izibalo kwekuthelo sezihlanu.</td>
<td>×</td>
</tr>
<tr>
<td>Uyakwazi ukubala inani lezinto ezikhoheyo ukuya ku-5.</td>
<td>●</td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku elifunyenweyo kwesi-7 kwiphepha lamanqaku ekota.

Ividiyo yezibalokuzentloko
Sigxila ekuphuhliseni ukuqonda intsingiselo ka-ingaphezulu kune- okanye ingaphantsi kune-. Dlaa urmdalo usebenzise iminwe yakho. Yala 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 ubulibonisile basebenzise iminwe okanye umtya wamaso. Bakhuthaze abafundi ukuba bangayibali iminwe yabo koko mabavele babonise zisuka nje ukuba kunokwenzeka.
• Yala abafundi babonise ngeminwe yabo okanye ngamaso ukuba ingaphezulu ngo-1 okanye ngo-2. Khumbula ukuquka no-0 ngendlela efanelekileyo.
• Yala abafundi babonise ngeminwe okanye ngamaso ukuba ingaphantsi ngo-1 okanye ngo-2. Khumbula ukuquka no-0 ngendlela efanelekileyo.

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

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

Mental Maths video

We focus on developing understanding of the meaning of more than and less than. Play a game using your fingers. Ask learners to show more than or less than numbers using their fingers.

Over the week progress from:
- asking learners to copy a number that you show using fingers or a bead string. Remember to show 0 as well. The must show the same number using fingers or a bead string. Encourage learners not to count their fingers but to show them with one move if possible.
- asking learners to show 1 or 2 more using fingers or a bead string. Remember to include 0 in an appropriate way.
- asking learners to show 1 or 2 less using fingers or a bead string. Remember to include 0 in an appropriate way.

Game video

Building towers
Ividiyo yophuhliso lwengqiqo

Kule veki siyaqhube nokugxila kumanani 0 ukuya ku-5 nasekutheleleiseni amanani akolu luhlu.

Mibini imiba esifuna ukuyiphumeza kule veki.

- Owokuqala kukuba abafundi baphucula izakhono zabo zokuchonga nokubhala isimbi zomanani 0, 1, 2, 3, 4, no-5. Bakwaqalisa nokubhala amagama amanani (ukusuka kunothi ukuya kwisihlanu), ukutreyisa amagama ukulungiselela ukuwabhala bengancediswa ukuphela kwekota.

Ngeli xa abafundi babala izinto ezahlukeneyo kule veki, thetha nabo malunga nezinto abazibakileyo besebenzisa isigama sokutheleleksa: ingaphezulu kune, ingaphantsi kune-, ziyalingana, zininzi kangange; umz. *“Kukho iigusha ezi-3 nezinja ezi-4 nto leyo ethetha ukuba izinja zininzi kuneegusha.* Kule veki bajonge ukuthelekisa okugqalileyo kwengaphezulu okanye engaphantsi kuka-1 Ingaba abafundi bayakwazi ukuchonga ngokuzithemba u-2.

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 ukwenzwa inani lebe ngaphezulu ngo-1 okanye lebe ngaphantsi ngo-1 kunenani elinikiweyo 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.
WEEK 4 • DAY 1
Number names zero to five

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

Ndibonise ikhadi lenani elifanayo. Show me the matching number symbol card.

Ndibonise ikhadi elinechokoza elifanayo. Show me the matching dot card.

Ndibonise u-5 kwisakhelo sakho samashumi. Show me 5 in your ten frames.

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.
1. Tshatsa.
   Match.

   0  
   1  
   2  
   3  
   4  
   5  

   zintathu
   thre
   e

   zintlanu
   five

   zimbini
   two

   nothi
   zero

   zine
   four

   inye
   one
2 Trace number names.

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

IZIBALO ZENTLOKO | MENTAL MATHS

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

   Show 2 more.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

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

Continue making trains and comparing numbers using the *multifix blocks*: 1 and 2 more or the same. Use different numbers so that the trains are not more than 5.
Enye ngaphezulu nezimbini ngaphezulu

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

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

3. Zingaphi iibloko kuloliwe wakho?
   How many blocks are there in your train?
   4

   Here is a train of 3 blocks.

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

6. Zingaphi iibloko kuloliwe wakho?
   How many blocks are there in your train?
   5

Bala uze uthelekise.
Count and compare.

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

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

**One more and two more**

<table>
<thead>
<tr>
<th>Yenza abe-1 ngaphezulu.</th>
<th>Bangaphi zizonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw 1 more.</td>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Triangle 1</th>
<th>Triangle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="triangle1.png" alt="Triangle 1" /></td>
<td><img src="triangle2.png" alt="Triangle 2" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mangaphi ewonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle 1</th>
<th>Circle 2</th>
<th>Circle 3</th>
<th>Circle 4</th>
<th>Circle 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="circle1.png" alt="Circle 1" /></td>
<td><img src="circle2.png" alt="Circle 2" /></td>
<td><img src="circle3.png" alt="Circle 3" /></td>
<td><img src="circle4.png" alt="Circle 4" /></td>
<td><img src="circle5.png" alt="Circle 5" /></td>
</tr>
</tbody>
</table>

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**One more and two more**  Week 4 • Day 2
<table>
<thead>
<tr>
<th></th>
<th>Mangaphi?</th>
<th>Yenza libe-1 ngaphezulu.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How many?</td>
<td>Draw 1 more</td>
<td>How many now?</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
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<td></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
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<td><img src="image7.png" alt="Image" /></td>
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<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
<tr>
<td>4</td>
<td>Mangaphi?</td>
<td>Yenza ama-2 ngaphezulu.</td>
<td>Mangaphi ngoku?</td>
</tr>
<tr>
<td></td>
<td>How many?</td>
<td>Draw 2 more</td>
<td>How many now?</td>
</tr>
<tr>
<td></td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
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<td><img src="image22.png" alt="Image" /></td>
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</tr>
</tbody>
</table>
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
Zingaphantsi nge-1, zingaphantsi ngezi-2

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.
### 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 iiblokolo ezikuloliwe wakho?
How many blocks are there in your train?

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

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 iiblokolo ezikuloliwe wakho?
How many blocks are there in your train?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

1

#### Bala uze uthelekise.
Count and compare.

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

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.**  
**Zingaphi eziseleyo?**  
*Make 1 less.*  
| ![Shark 1] | ![Shark 2] | ![Shark 3] | ![Shark 4] |
| ![Dolphin 1] | ![Dolphin 2] | ![Dolphin 3] | ![Dolphin 4] |
| ![Crab 1] | ![Crab 2] | ![Crab 3] | ![Crab 4] |
| ![Shell 1] | ![Shell 2] |

2. **Yenza zibe ngaphantsi ngezi-2.**  
**Zingaphi eziseleyo?**  
*Make 2 less.*  
| ![Sea Horse 1] | ![Sea Horse 2] | ![Sea Horse 3] | ![Sea Horse 4] |
| ![Sailboat 1] | ![Sailboat 2] |
| ![Fish 1] | ![Fish 2] | ![Fish 3] | ![Fish 4] |
| ![Palm Tree 1] | ![Palm Tree 2] | ![Palm Tree 3] | ![Palm Tree 4] |
| ![Sea Horse 5] | ![Sea Horse 6] | ![Sea Horse 7] | ![Sea Horse 8] |
### Week 4 • Day 3

**One less and two less**

<table>
<thead>
<tr>
<th></th>
<th>Mangaphi?</th>
<th>Yenza ama-abe ngaphantsi ngo-1.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>How many?</td>
<td>Draw one less ●</td>
<td>How many now?</td>
</tr>
<tr>
<td><img src="image1.png" alt="Grid" /></td>
<td><img src="image2.png" alt="Grid" /></td>
<td><img src="image3.png" alt="Grid" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mangaphi?</th>
<th>Yenza ama-abe ngaphantsi ngo-2.</th>
<th>Mangaphi ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>How many?</td>
<td>Draw two less ●</td>
<td>How many now?</td>
</tr>
<tr>
<td><img src="image13.png" alt="Grid" /></td>
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Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
Smaller than and bigger than

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**WEEK 4 • DAY 4**

Masibeke amanani kuncema-
manani ngokulandlelela
kwawo.
Let’s put the numbers onto
the number line in order.

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

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

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

Biyela u-2 uze 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.
**IVEKI 4 • USUKU 4**

**Incinci kuna- okanye inkulu kuna-**

**IVEKI 4 • WEEK 4**

**USUKU 4 • DAY 4**

**Smaller than and bigger than**

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

   ![Image of numbers with missing spaces]

   - 0 _____________________________
   - _____________________________
   - 3 _____________________________
   - _____________________________
   - _____________________________

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

   3   5

   4   1

   0   2

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

   3   5

   2   1

   4   0

4. **Biyela elona nani likhulu emgceni.**
   Circle the biggest number in the row.

   3   1   0   4

5. **Biyela elona nani lincinci kumgca.**
   Circle the smallest number in the row.

   2   5   1   3
Smaller than and bigger than

**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.

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

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

4. **Qhubani zide ziphele zonke iblako.**
   Keep going until you have used up all the blocks.

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

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

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

### IVEKI 4 • USUKU 5

#### USUKU 5 • DAY 3

Uvavanyo noqukaniso
Assessment and consolidation

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

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

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

   4  2  0  1  3  5

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

   4  2  0  1  3  5
Yenza.
Draw.

Abe ngaphezulu ngo-1
1 more

Abe ngaphezulu ngo-2
2 more

Abe ngaphezulu ngo-3
3 more

Alingane
The same
libhondi zamanani ukuya ku-5

IZIHOOBO

IZIBALO ZENTLOKO: libhondi zamanani ukuya ku-5
Umtya wamaso

UMDLALO: Ndifihle ezingaphi?
Ukunqumla umlambo
Ikomityi, izibalisi, idayisi

UDBHONDI ZAMANANI UKUYA KU-5

IZIXHOBO

1 Libhondi zamanani u-3 no-4
Incwadi yemisebenzi yabafundi, izibalisi.

2 Libhondi zamanani zika-5
Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi

3 Libhondi zamanani zika-5
Incwadi yemisebenzi yabafundi, izibalisi

4 Libhondi zamanani zika-5
Incwadi yemisebenzi yabafundi, izibalisi neekomityi, amakhadi amanani

5 Uqukaniso novavanyo olujolise ekufundeni
Incwadi yemisebenzi yabafundi

EMVA KWALE VEKI UMFUNDI KUFUNEKA AKWAZI UKWENZA OKU:

Ukusebenzisa amanani ukuze athelekise xa kukho izinto ezininzi okanye ezimbalwa eqeleni.

Ukubiza amagama amanani ukugala ku-0 ukuya ku-5

Ukunakana nokubhala iisimboli zamanani ukugala 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 ezahlukenuyo.

Ukubonisa ibhondi zika-3, 4 no-5 esebenzisa izibalisi neebloko.

Bhala ibhondi zzika-3, 4 no-5 usebenzisa imizobo yemithi.

UVAVANYO

UVAVANYO OLBHALWAYO: Inani, izibalo nalwalamano

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

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Bonds up to 5</td>
</tr>
<tr>
<td>Game: How many am I hiding? Crossing the river</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 yezibalo zentloko**
Sigxila ekubeni abafundi bakwazi ukuhlanganisa ulwazi Iweebhondi ukuya ku-5. Dlala umdlalo ‘weendlebe zamvundlana’ nothi ‘Akwaba bendine …’

**Indlebe zamvundlana**

**Akwaba bendine …**

**Ividiyo yomdlalo**
Ndifihle esizakhe?
Ukungumla umlambo

**Ividiyo yophuhliso lwengqiqo**
- Owokuqala kukuba siza kubonisa abafundi ukuba ungacinga ngamanani ngeendlela ezahlukileyo. Baza kuka kwa amanani 3, 4, 5, 6 angenziwa nga endlela ezahlukileyo. Udibanisa iinxelenye ezenza into enye epheleleyo ezibizwa ngokuba ‘ziibhondi zamanani’.
- Owesibini esigxila kuwo jindlela eqingqiweyo yokubonisa ibhondi zamanani ukuya ku-5. Sikwenza oku ngeebloko, izakhele zamashumi nezibalisi nangokuzoba imifanekiso yeebhondi ukuhlunkala nokubonisa iibhondi zamanani.


**Siqwalasela oku kule veki**
- Abafubedi bangakwazi na ukubonisa iibhondi zamanani u-3, 4 no-5 besebenzisa ibbloko?
- Abafundi bangakwazi na ukubonisa iibhondi zika-3, 4, 5 besebenzisa izakhele zamashumi nezialsoli?
- Bangakwazi na abafundi ukubhala phantsi iibhondi zamanani ukuya ku-5 besebenzisa iithihlohelele 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.
Lintaka 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.

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

Lintaka zidiniwe kukubhabha, zifuna ukuphumla emithini. Yiza sikhangele enye Indlela baze ngaphambili bazokubonisa iibhondi zika-3 no-4. The birds are tired of flying and want to rest in the trees. Come and find a different way to put them in the trees.

Sebenzisa ipowusta yomthi nezibalisi uze ubize abafundi baze ngaphambili bazokubonisa iibhondi 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?
Bonds of 3 and 4

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

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

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

   You are hiding 2.

   My turn now.
   I'll start with 4.

---

**IZIBALO ZENTLOKO**
Mental Maths

**UPHILISO LWENGQISO**
Concept Development

**UMDLALO**
Game
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Namhlanje sineentaka ezi-5 esibhakabhakeni. Makhe sicinge ngazo zonke inindlela ezinokuza kuphumla ngazo emithini. Today we have 5 birds flying in the sky. Let’s figure out all the different ways they can rest in the trees.

Masibhale oku ezincwadini zethu. Let’s record this in our books.

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

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

How many different ways can you make 5?

Umdlalo: Ndifihle ezingaphi?

Game: How many am I hiding?

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

2. Zi: 5
   5

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

   I see 4 so you are hiding 1.

Ndlela ngoku.
My turn now.
WEEK 5 • DAY 2
Bonds of 5

Fakela amachokoza okanye amanani angekhoyo.
Fill in the missing dots or numbers.

1 2 3
2 3 4
3 4 5
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Continue breaking 5 into different combinations. Remember to record the different bonds of 5 in the number tables in the LAB.
ntlanu
five

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 iiboko endizifihileyo?
How many blocks am I hiding?

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

- \( \begin{array}{c}
    \text{u-} \\
    \text{2 and 3 make 5} \\
    \text{u-} \\
    \text{3 and 2 make 5} \\
\end{array} \)

- \( \begin{array}{c}
    \text{u-} \\
    \text{1 and 4 make 5} \\
    \text{u-} \\
    \text{no and 5 make 5} \\
\end{array} \)

- \( \begin{array}{c}
    \text{u-} \\
    \text{0 and 5 make 5} \\
    \text{u-} \\
    \text{no and 5 make 5} \\
\end{array} \)
WEEK 5 • DAY 4
WEEK 5 • DAY 4
Bonds of 5

IZIBALO ZENTLOKO  |  MENTAL MATHS
UPHUHLISO LWENGQIQO  |  CONCEPT DEVELOPMENT
UMDLALO  |  GAME
AMAPHEPHA OKUSEBENZELA AMA-2  |  2 WORKSHEETS

IZIBALO ZENTLOKO  |  MENTAL MATHS

Nikhumbule ukukhangela umhla nize niphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Dlala umdlalo ubone ukuba ngubani oza kufika kuqala ku-5. Ungadlala ngamakhadi ka-0, 1 no-2 okanye amakhadi ka 1 no-2.

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

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

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

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

**Bonds of 5**

**Umhlalo: Ukunqumla umlambo**

Game: Crossing the river

1. Thatha ikhadi. Take a card.
2. Ndiiku-2 kwaye kufuneka ndithathe amanyathelo ama-3 ngaphezulu ukuze ndifike ku-5.
   I am at 2 and need to take 3 more steps to get to 5.

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

How many steps to 5?

0 1 2 3 4 5
### Bonds of 5

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

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

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- u- no- and benza u- 5

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- u- no- and benza u- 5

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- u- no- and benza u- 5

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- u- no- and benza u- 5

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- u- no- and benza u- 5
Uvavanyo noqukaniso

Bhala amanani.
Write the numbers.

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<td>and</td>
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</table>
### Biyela inani elichanekeleyo lamachokoza.
Circle the correct number of dots.

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

### Gqibezela.
Complete.

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<td>inye</td>
<td>one</td>
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<tr>
<td>..</td>
<td>zintathu</td>
<td>three</td>
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<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>
### Hlela, bala uze uthelekise amanani 6 ukuya ku-10

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qaphela uze ubonise amanani 6–10</td>
<td>Amakhadi amanani, amakhadi amanani nawamagama amanani, amakhadi amachokoza</td>
</tr>
<tr>
<td>Umdlalo: Umdlalo wokukhumbula amanani atshatayo</td>
<td>Amakhadi amanani 0–10; amakhadi amachokoza 0–10</td>
</tr>
</tbody>
</table>

#### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sebenzisa ukuthatisa 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 ukuthatisa 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 ukuthatisa 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>Theleksisa 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: |

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

#### Uvavanyo

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

Sebenzisa imisebenzi yovavanyo ngosuku lwesi-5 ukuze uvavanye isakhono somfundi sokuchonga, ukuhlela nokubala oonxantathu, izangqa nezikwere.

Bhala amanqaku ali-7 kwiphepha lamangaku 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:**

<table>
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<tbody>
<tr>
<td>Recognise the symbols 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Write the symbols 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Recognise the number names six, seven, eight, nine, ten</td>
<td></td>
</tr>
<tr>
<td>Accurately count objects (up to 10 objects)</td>
<td></td>
</tr>
<tr>
<td>Instantly recognise the numbers 6, 7, 8, 9, 10 shown in ten frames</td>
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**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 yeziwalo zentloko

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

Evekini qhuba ngalu hlabo:
• 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 alibonisayo.

Ividiyo yomdlalo

Umdlalo wokukhumbula amanani atshatayo

Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kumanani 6 kuuya ku-10. Mibini imiba ephambili kwizinto esifuna ukuzifekisisa kule veki:
• Sigxila ekusebenziseni indlela ezingqiweyo yokubala. Sikwenza oku ngokuyalela abafundi babeke izibali sisebenzisiya izinto abafuna ukuzibala baze bazithethe bazifake kwisakhelo samashumi (njengoko bebemzile kuhluphi luka-0 ukuya ku-5).
• Siqinisekisa ukuba abafundi bayakwazi ukuxelalisa nokubhala izinsimi zamani 6, 7, 8, 9 no-9 nokunakana amagama amanani thatandathu, sixhenxe, sibhozo, lithoba, lishumi.

Ngeli xa abafundi babala izinto ezahlukeneyo kule veki, ethetha nabonkuyalela abazibali sisebenzise amagama afana nala; ezona zininzini, ezona nimbalwa, ezininzi kune-, zimbawla kune-, ziyafana ne-, zininzini kange-umz. “Kukho amadada ama-6 kukwakho neentaka ezisi-7 Into ethetha ukuba intaka zininzini kunamadada.” Kuza kujoliswa kwesi sigama kwiveki yesi-6, ngoko ke kubalulikile ukuba kuqaliswe ngoku ukusebenzisa.

Siqwalasela oku kule veki

• Abafundi kufuneka bakwazi ukunakana nokubhala iisimboli zamani 6, 7, 8, 9 no-10 kwaye sifunza bakwazi nokunakana babhale amagama amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
• Siqinisekisa ukuba abafundi bayakwazi ukuba izinto izinto esifuna ukuzisizwe ukuba abafunzi abazibali sisebenzise amagama izinto babhale amanani zintandathu, zisixhenxe, zisibhozo, zilithoba, zilishumi.
• Abafundi kufuneka abafunde bayakwazi ukubala izinto ngokuphuliseyo (bafike kwizinto ezili-10). Kufuneka bakwazi ukwenzza oku ngokumana besalatha kwinto nganye okanye ngokubeka izibali sisebenzisa kweso zinto baze bazicwangcise kwisakhelo samashumi.
• Ngokusebenzisa isakhelo samanani sifuna ukukhuthaza abafundi bakwazi ukubona amanani ngoko nangoko, umz. bakwazi ukunakana njengo-7 bengakhange babale izibali sisebenzisa nganye-anganye.
Match, sort, count and compare numbers 6 to 10

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

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

**Game video**
Matching numbers memory game

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

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

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

Zingaphi?
How many?

Ukhumbule ukuqinisekisa umhla nokawhala irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 6 • DAY 1

Matching and sorting numbers 6 to 10

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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 nokuhelela amanani ukusuka ku-6 ukuya ku-10

Matching and sorting numbers 6 to 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>
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<tbody>
<tr>
<td><strong>Numbers 0 to 10</strong></td>
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<td><img src="image" alt="Hand" /></td>
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<tr>
<td><img src="image" alt="Hand" /></td>
</tr>
</tbody>
</table>
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 ukquinisekisa umhla nokuphawula irejista yonke imhla.
Remember to check the date and mark the register every day.

Zingaphi iintaka?
How many birds?

Hlela izibalisi kwisakhelo seshumi.
Sort the counters into the ten frame.
Numbers 6 to 10

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

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
1 Zoba izikwere ezithandathu. Fakela umbala kumaqunube amathandathu.
   Draw six squares. Colour six strawberries.

   Biyela bonke oo-6. Circle all the 6s.
   6
   7 6 2
   9 4 7 1
   6 3 6 5

   zintandathu six

2 Yenza izangqa ezisixhenxe. Fakela umbala kwitiyini ezisixhenxe.
   Draw seven circles. Colour seven trains.

   Biyela bonke oo-7. Circle all the 7s.
   7
   7 6
   6
   1 4
   1
   7 1 4
   5

   zisixhenxe seven
WEEK 6 • DAY 2
Numbers 6 to 10

Umdlalo: Umdlalo wokuhumbula amanani atshatayo
Game: Matching numbers memory game

1

2

3

4

Yhoo, azifanl!
Oh no, they don't match!

5

6

Yhee, ziyafanl!
Yay, they match!

7

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

UPHUHLISO LWENIQIQO | CONCEPT DEVELOPMENT

1. Tshatisa izibalisi neemilo
   Match counters onto the shapes.

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

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

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

### Counting shapes

**Oonxantathu**
- Triangles

**Izangqa**
- Circles

**Izikwere**
- Squares

<table>
<thead>
<tr>
<th>Oonxantathu ababomvu</th>
<th>Red triangles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Red Triangles" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izangqa ezibomvu</th>
<th>Red circles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image2" alt="Red Circles" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izikwere ezibomvu</th>
<th>Red squares</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image3" alt="Red Squares" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oonxantathu abablowu</th>
<th>Blue triangles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image4" alt="Blue Triangles" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izangqa eziblowu</th>
<th>Blue circles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image5" alt="Blue Circles" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izikwere eziblowu</th>
<th>Blue squares</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image6" alt="Blue Squares" /></td>
</tr>
</tbody>
</table>
Counting shapes

1. Zingaphi? How many?

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

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

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

3. **Yenza izangqa ezili-9.**
   Draw 9 circles.

---

**Fakela umbala kwintlanzi ezisi-8.**
Colour 8 fish.

**Fakela umbala kwizithsaba ezili-9.**
Colour 9 crowns.

---

**Treyses.** Trace.

**Bhales.** Write.

**zisibhozo**
*eight*

**zilithoba**
*nine*
### Counting shapes

#### WEEK 6 • DAY 3

**Counting shapes**

4. **Biyela inani eliChanekileyo.**
   
   Circle the correct number.

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

5. **Fakela amanani ashiyiweyo.**

   Fill in the missing numbers.

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

---

Counting shapes  | Week 6 • Day 3 | 73
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 ahlukene ezhali amathuba akukwazi abafundi babumane ithuba lokuthelekisa amanani. Sebenzisa isigma esithi ‘ingaphezulu kuna’- okanye ‘ingaphantsi kuna’-. Imboniso yezakhelo zeshumi inceda abafundi babone ukuba zeziphi ezininzi kwaye zeziphi ezimbalwa

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

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

2. Biyela isilwanyana esinezininzi.
   Circle the animal that has more.
3 Bhala igama lenani. Fakela umbala eziblokweni.
Write the number name. Colour the blocks.

1 inye .......................... one

2 zimbini ....................... two

3 zintathu ...................... three

4 zine ............................ four

5 zintlanu ..................... five

6 zintandathu ............... six

7 zisixhenxe ............... seven

8 zisibhozo ................... eight

9 zilithoba .................. nine

10 zilishumi ............... ten

Who has more? Week 6 • Day 3
Who has more?

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

5. Zingaphi?
   How many?

Iveki 6 • Usuku 4  Ngubani onezinzi?
**Uvavanyo noqukanisa**

1. **Zingaphi?**
   How many?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Triangle Pattern]</td>
<td>![Circle Pattern]</td>
<td>![Square Pattern]</td>
</tr>
</tbody>
</table>

   - unxantathu
   - isangqa
   - sikwere

   - triangle
   - circle
   - square

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

   - ![Counting Shapes Diagram]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Triangle]</td>
<td>![Circle]</td>
<td>![Square]</td>
</tr>
</tbody>
</table>

   - triangle
   - circle
   - square
1. Tshatisa.
Match.

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

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

- [Strawberries: 3]
  - 3

- [Soccer balls: 4]
  - 4

- [Fish: 3]
  - 3

- [Rabbits: 5]
  - 5
Thelekisa manani ukusuka ku-6 ukuya ku-10

<table>
<thead>
<tr>
<th>Izibalo zentloko: Lelikabani elikhulu?</th>
<th>Amakhadi amanani 0-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo:</strong> 1, 2, 3 Veza!</td>
<td></td>
</tr>
<tr>
<td></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>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 nenyе (1) ngaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, multifix</td>
</tr>
<tr>
<td>4</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi, number cards</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ukucwangcisa amanani ukusuka ku-0 uye ku-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuthatha isigqibo sokuba leliphi inani elikhulu okanye elincinci phakathi kwamabini ukusuka ku-0 uye ku-10.</td>
</tr>
<tr>
<td>Ukukhetha ukuba leliphi iqela laamanani kwakhoyo elona likhulu okanye elona incinci kumaqela amanani ukusuka ku-0 uye ku-10.</td>
</tr>
<tr>
<td>Ayazi intsingiselo yamagama athi inkulu, incinci, ingaphezulu kune-, ingaphantsi kune-, eyona inkulu, eyona incinci, eezaona zininzi, ezona zincinci; kwaye akwazi nokuwasebenzisa ngokuchanekileyo.</td>
</tr>
<tr>
<td>Ukwalatha inani elingaphezulu ngo-1 okanye elingaphantsi ngo-1 kunenani elithile (kuluhlu 0-10).</td>
</tr>
<tr>
<td>Ukwalatha inani elingaphezulu ngo-2 okanye elingaphantsi ngo-2 kunenani elithile (kuluhlu 0-10).</td>
</tr>
</tbody>
</table>

**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</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

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

Assessment

Written assessment: Patterns

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

Uvavanyo oluthethwayo nolwenziwayo
Sebenzisa uluhlul olingasezantsi lwezinto ezifunekayo kuvavanyo evekini nangsoku lweesi-5 ukuze uvavanye isakhono sabafundi sokusbenzisa ulwimi lokulinganisa ixesha

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iinqobo zokugweba - Uluhlul lwezinto ezijongwayo:</strong> Ilungile/ayilunganga/iphantse</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Uyakwazi ukuthetha ngexesha ngokuthi alandelelanise iziganeko kubomi babo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukutheleksisa ubude bexesa esebenzisa esigama esifana nesi, umz., lide, lifutshane, liyakhawuleza, liyacotha.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulandelelanise iziganeko esebenzisa esigama esifana nesi, umz., izolo, namhlane, ngomso</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuchaza xa kusenzeka into asebenzise amagama afana nathi umz., kusasa, emva kwemini, ebusuku, kamsinya, emva kwexesha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyaxela aze alandelelanise amagama entsuku zeveki</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyaxela aze alandelelanise amagama enyanga zonyaka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubeka imihla yokuzalwa kwikhalenda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Oral and practical assessment

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

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

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

Record a mark out of 7 in the term mark sheet.
**Thelekisa manani ukusuka ku-6 ukuya ku-10**

### Ividiyo yezebalo zentloko

- Re tsepelela go barutwana ka go bapetša dipalo.
- Re tla šomiša papadi ya 1, 2, 3 bontšha. Barutwana ba ema ba lebelelane ka difahlego ba išitše matsogo ka morago. Morutwana yo mongwe le yo mongwe o tšea sephetho sa go re o emiša menwana ye mekae le go re o khupa goba o phutha menwana ye mekae. Ba re, 1, 2, 3 bontšha le go tšia matsogo 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 nasekuthulekeliseni amanani ukusuka ku-6 ukuya ku-10. Oku kwakhela phezu ketotheleleko lwamanani 1 ukuya ku-5 olwenziwe kwiveki yoku-1 neyesi-2. Isigama esinxulumene notheleleko siya kubethelelewa kule veki kuze kubethelelwena nengqiqo malunga nokuthulekelisa ubukhulu bamanani.

### Siqwalasela oku kule veki

- Ingaba abafundi bayakwazi ukuchonga/ukukhetha ngokuqinisekileyo imiyinge ukuya ku-10? Bayakwazi ukusebenzisa amagama amanani kwezi zixa kwyage bayakwazi na ukufunda nokubhala isimbi amagama amanani?
- Ingaba abafundi bayakwazi ukusebenzisa esithi “ingaphezulu kune-” okanye “ingaphantsi kune-” ngokuchanekeleyo?
- Ingba abafundi bayakwazi ukusebenzisa esithi “inkulu kune-” okanye “incinci kune” kwakunye nesithi “eyona inkulu” okanye “eyona incinci” ngokuchanekeleyo?
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 show.

How many do we each have?

Remember to check the date and mark the register every day.
Which tree has less?

Sebenzisa ipowusta yomthi ukuze ubonise amanani ahlukanayo anokutelekiwa. Nika abafundi ithuba lokusebenzisa isigama esithi inkulu/ingaphezulu kuna-, incinci/ingaphantsi kuna- okanye iyalalinga/iyafana xa bethetha ngokuthlekleisa

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?

1 Zingaphi iintaka? Biyela umthi oneentaka ezimbalwa.

How many birds? Circle the tree with less birds.
176

IVEKI 7 • USUKU 1

Ngowuphi umthi onezimalwa?

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

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

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

Which tree has less? Week 7 • Day 1
Bigger than and smaller than

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
Sebenzisa le patheni yeebloko (nezinye incochoyi ukuba kuyimfuneko oko) nengxoxo efana nale ukuze uqinisekise ukuba abafundi bayajiqonda intsingiselo yamagama athi ‘ingaphezulu kune-’; ‘ingaphantsi kune-’; ‘inkulu kune-’ nokuthi ‘incinci kune-’.

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

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

**WEEK 7 • DAY 2**

**Zingaphi iibloko 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 zimalwa? Ukhona umntu onetsheyina elineebloko ezilingana nezakho?**

*Dicsuss: Who has the least blocks? Does anyone have a chain with the same number of blocks as you?*
Xoxani ukuba yeyiphi enezininzi okanye yeyiphi enezimbalwa. 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
**WEEK 7 • DAY 2**

**Bigger than and smaller than**

1. Biyela inani elikhulu.
   
   Circle the bigger number.

   
   
   3    5

   1    4

   6    5

   4    6

   3    2

   5    3

2. Biyela inani elincinci.

   Circle the smaller number.

   
   10    9

   4    5

   6    8

   7    2

   1    10


   Circle the biggest number.

   
   2    8

   4

   6    3

   5    9

   10    7

4. Biyela elona nani lincinci

   Circle the smallest number.

   
   2    6

   4    5

   5    3

   4    9
Nieka 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 ungaphezulu ngo-1 kuno-3.
Yes, 4 is 1 more than 3.

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

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

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

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

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

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

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

E-1 ngaphezulu kwezi-5 yenza …
1 more than 5 is …

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

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

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

E-1 ngaphantsi kwezi-5 yenza …
1 less than 5 is …

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

Ezi-2 ngaphantsi kwezi-5 zenza …
2 less than 5 is …
Here is a train of 7.

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

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

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

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

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

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

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

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

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

   ![Image of 3 red circles](image1)

   ![Image of 4 red circles](image2)

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

   ![Image of 5 red circles](image3)

   ![Image of 6 red circles](image4)

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

   ![Image of 2 red circles](image5)

   ![Image of 3 red circles](image6)

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

   ![Image of 5 red circles](image7)

   ![Image of 6 red circles](image8)

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

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

More than and less than Week 7 • Day 3
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi ithuba lokuthelele ama nani 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 uthelelese
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 abazi-2, iseti ezi-2 zamakhadi aneenombolo eziqala ku-0 ziye ku-10.
You need 2 players, 2 sets of cards numbered 0 to 10.

1

2

3

4

5

6

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 ashiyiweyo.
   Fill in the missing numbers.

2. Bhala inani.
   Write the number.

<table>
<thead>
<tr>
<th>Elingaphambili Before</th>
<th>Elingasemva After</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
**Uvavanyo noqukaniso**

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>
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<tr>
<td>8</td>
<td>6</td>
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<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

4. **Biyela elona inani likhulu.**
   Circle the biggest number.

   | 2 | 4 | 8 | 6 | 5 |

   | 5 | 4 | 6 | 9 | 3 |

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

   | 6 | 2 | 8 | 3 | 6 |

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

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

   Circle the smallest number.

   Cross out the largest number.
### Ilibhondi zika-6, 7, 8 no-9

<table>
<thead>
<tr>
<th>Izibalo zentloko: Akwaba bendine</th>
<th>Umtya wamaso</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo: Ndihile ezingaphi?</strong></td>
<td><strong>Ibloko</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Usuku</strong></th>
<th><strong>Umsebenzi wesifundo</strong></th>
<th><strong>Izixhobo zezifundo</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ilibhondi zika-6</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ilibhondi zika-7</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, idayisi</td>
</tr>
<tr>
<td>3</td>
<td>Ilibhondi zika-8</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ilibhondi zika-9</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, 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 ibloko.
- Bhala phantsi iibhondi zamanani zika-6, 7, 8 no-9 kwimifanekiso ebonisa iinxaleny neziphelelelelo.
- 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 oluRubhalwayo:** Inani, izibalo nolwalamano

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

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

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


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

Kufuneka abafundi bathi ma-5.


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:
- Ngokwakhulula amatreyini eeabloko abe ngamaqhekeza amabini.
- Ngokubhala ibhondi zamanani kwimifanekiso yeenxalenye zento ephethuleyo
- Ukubhala ngokucwangelileyo zonke ibhondi zamanani kwindlu yeibhondi
- Ngokudlala umdlalo oza kubethela ibhondi
- Ngokubhala kwitsheri dayagram
- Ngokubhala njengesivakalalisani manani

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

Into emayiqatshelwe kule veki

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

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

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

Each day, play a game called “I wish I had ...”

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

Now move the beads so that only 2 are showing and the rest are hidden and say “I wish 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 practise the bonds
- recording in a cherry diagram
- writing as a number sentence

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

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

Building up and breaking down numbers are important activities for:
- understanding that numbers are made up out of other numbers
- laying the foundations for addition and subtraction
Ukhumbule ukuqinisekisa umhla nokawhalula irejista yonke imihla.

Remember to check the date and mark the register every day.
Qhuba nokucazulula isi-6 sibe ziindibanisela ezahlucheneyo. Ukhumbule ukubhala iibhondi ezahlucheneyo zesi-6 kwitheygihile zamanani ezikwiLAB.

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

six

6

Yenza u-6.
Make 6.
Bhala kule ndlu yeebhondi iindlela onokwenza ngazo u-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?

Bonds of 6 • Week 8 • Day 1
2. Ngawaphi amanye amanani enza u-6?

What other numbers make 6?

- 4 and 2 make 6
- 3 and 3 make 6
- 0 and 6 make 6

Diagram: 6
IZIBALO ZENTLOKO | MENTAL MATHS

WEEK 8 • DAY 2

Bonds of 7

IZIBALO ZENTLOKO
MENTAL MATHS

Uphuhliso lwengqiqo
CONCEPT DEVELOPMENT

Izibalo Zentloko
MENTAL MATHS

Umdlalo
GAME

Iphepha lokusebenzela
WORKSHEET

Iphepha lokusebenzela
WORKSHEET

1

Akwaba bendinezi-6.
I wish I had 6.

2

Kufuneka ndibenezi-2.
You need 2.

3

Akwaba bendinezi-9.
I wish I had 9.

4

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 ezahlukenyenyo. Ukhumbule ukubhala phantsi ibhondi ezahlukenyenyo zesi-7 kwitheyihile 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.
**1. Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iibhondi zika-7.**

Record the ways to make up 7 in the bond house.

---

**Umdlalo: Singakwazi ukwenza u-7?**

Game: Can we get 7?

- Kufuneka ndibe na-5. I need 5.
- u-2 no-4 obenzi 7. 2 and 4 don't make 7.
- Yheel! 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?

- u-6 no-1 benza u-7
- u-1 no-6 benza u-7

- u-7 no-0 benza u-7
- u-4 no-3 benza u-7
- u-2 no-5 benza u-7

Bonds of 7  Week 8 • Day 2
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.
Bonds of 8

Yenza u-8.

Make 8.
1 Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iibhondi zika-8.

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

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

Zingaphi 3 iblokole endizifihleko?
How many blocks am I hiding?

Zi-3 3
WEEK 8 • DAY 3

Bonds of 8

NGAWAPHI AMANYE AMANANI ENZA U-8?
What other numbers make 8?

1. 2, 6
2. 3, 5
3. 4, 4
4. 1, 7
5. 8, 0

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.
Yenza u-9.

Make 9.
**1. Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iibhondi zika-9.**

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

<p>| | | |</p>
<table>
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<tbody>
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<td>1</td>
<td>8</td>
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</tbody>
</table>

**Umdlalo: Chitha iibloko**

Game: Spill the blocks

- Ndineebloko ezili-9 ekomityini yam. I have 9 blocks in my cup.
- Zingaphi iibloko ezishiyise ekomityini yam? How many are still in my cup?
- Zi-5 5
- Uchanile! You’re right!
WEEK 8 • DAY 4
Bonds of 9

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

- $u-3$, no, 6, benzla u-
- make

Bonds of 9
1. Yenza amachokoza ukuzed uqongqothwane abe namachokoza ama-6 ewonke.
Draw spots so the ladybird has 6 spots altogether.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>no-</th>
<th>benza u-</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>and</td>
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<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>no-</th>
<th>benza u-</th>
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<th>4</th>
<th>no-</th>
<th>benza u-</th>
<th>6</th>
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<thead>
<tr>
<th></th>
<th>5</th>
<th>no-</th>
<th>benza u-</th>
<th>6</th>
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<td>and</td>
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</table>

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

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<th>4</th>
<th>no-</th>
<th>benza u-</th>
<th>7</th>
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<td>1</td>
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<th>2</th>
<th>no-</th>
<th>benza u-</th>
<th>7</th>
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</thead>
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<th>3</th>
<th>no-</th>
<th>benza u-</th>
<th>7</th>
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<td>1</td>
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</table>
Fakela amanani ashiyiweyo.
Fill in the missing numbers.

6
4 2

4 2
2 4

3 4 6
2

8

q q

2 7 2 6

7 8 q

5 5 5

Assessment and consolidation
Week 8 • Day 5
### Iibhondi zika-10

<table>
<thead>
<tr>
<th>Izibalo zentloko: Akwaba bendine</th>
<th>Izhiko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Umtya wamasos, Ofike kuqala ku-10, Ukunqumla umlambo</td>
<td>Umtya wamaso, izakhelo zamashumi, izibalisi, idayisi, ibhodi yomdlalo</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>Iibhondi zika-10</td>
<td>Incwadi yemisebenzi yabafundi, iibloko, imitya yamaso emincinci</td>
</tr>
<tr>
<td>2</td>
<td>Iibhodi zika-10 ebalini</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yomthi, izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>Iibhondi zika-10 kusetyenziswa izakhelo samashumi</td>
<td>Incwadi yemisebenzi yabafundi, izakhelo zamashumi, izibalisi, idayisi</td>
</tr>
<tr>
<td>4</td>
<td>Iibhondi zamanani kusetyenziswa umzila wamanani</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi eesimboli (1, 2 3)</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novvanyo olujolise ekufendeni.</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 yeenkelenywe zento epheleleyo nakwiitsheri dayagram.
- Ukubhala zonke iibhondi zamanani zika-10 ngokucwangleyo kwendlu yeebhodi zamanani
- Ukuthetha ubonise ibhondi zamanani zika-10 kwisivakalisiphi manani
- Ukubonisa iibhondi zamanani zika-10 kwisakhelo samahumi
- Ukukhumbula kakhule iibhondi zamanani zika-10

### Uvavanyo

Akuhlo vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxelenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufendeni.
Bonds of 10

Resources

| Mental Maths: I wish I had | bead string |
| Game: Bead strings, First to 10, Crossing the river | bead string, ten frame, counters, dice, game board |

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
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</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>
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<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.
Ividiyo yezibalo zentloko


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

Ividiyo yomdlalo

Ofi ke kuqala ku-10
Ukunqumla umlambo

Ividiyo yophuhliso Iwengqilo


Siqwalasela oku kule veki

- Naxa ibali leentaka lijolise kwibhondi zika-10, likwasinika ithuba lokuhlaziya isigama esithi, ingaphezulu kune-, ingaphantsi kune-, ziyafana okanye ziyalingana.
- Sisenzisa nesakhelo samashumi. Lo mfanekiso uluncedo kakhulu kubafundi kuba wenza baqaphele ukwakhiwa kwamanani. Umzekela, apha sifuna abafundi bakwazi ukubona u-7 kwangoko (endaweni yokubala nganye-nganye) kwaye baqaphele kwangoko izithuba ezi-3 ezifunekayo ukwenza u-10.
- Umdlalo wokunqumla umlambo ufundisa ngomzila wamanani esiza kwakhela kuwo xa sifundisa umgcamani. Umgcamani ngumfanekiso obalulekileyo kwaye ukuthatha amanyathelo usiya phambili okanye ubuya umva kumgcamani yindlela echanekileyo yokubonisa ukudibanisa nokuthabatha.
Bonds of 10

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

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

Game video
First to 10
Crossing the river

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

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

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

Umdlalo: Imitya yamaso
Game: Bead strings

Mangaphi amaso endiwaahlileyo?
How many beads am I hiding?

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

What other numbers make 10?

- u-8 no-2 benza u-10
- u-2 no-8 benza u-10
- u-5 no-5 benza u-10
- u-6 no-4 benza u-10
- u-1 no-9 benza u-10
- u-0 no-10 benza u-10
- u-3 no-7 benza u-10
- u-0 no-10 benza u-10
- u-5 no-5 benza u-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.

UNTakana Ntyilo ukhalaza kakhulu.
Zinzi kakhulu iintaka ezikulo mthana mncinci.
Akukho zintaka tu kumthi omkhulu.

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.

There are too many birds in the small tree.
Billy Bird moans.
There are no birds in the big tree.
Ishumi ebalini


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.

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

UNtakana akayeki ukukhalaza.
Inani lethu kulo mthi mncinci lisalingana neliya likumthi omkhulu. Mna ndifuna indawo enkulu. Ucinga ukuba kuza kwenzeka ntoni?
Intaka e-1 ibhabhela 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.

UNtakana Ntyilo usakhalaza nangoku.
Ziseninzi intaka ezikumthi omncinci kwaye zisembalwa iintaka kumthi omkhulu.
Ucinga ukuba kwenze ka 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?
Ten in stories

Week 9 • Day 2

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.

Billy Bird moans.
I am all alone. I am lonely.
What do you think happens next?

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?

Now there are 10 birds having fun in the big tree.

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?
Sebenzisa izibalisi zakho ubalise ibali lika Ntakana Ntyilo nabahlolo bakhe. Qala ngaentaka 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 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

Lahlala 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 kwaye kufuneka ndlibe na-7 ngaphexulu ukuze ndiphumelela. I have 3 and I need 7 more to win.

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

3. U-5 no-5 benza ishumi ngoko ke ndiyaphumelela njalo. 5 and 5 make ten so I win.
### Kufuneka zibe ngaphi ukuze zenze u-10?
How many more to make 10?

<table>
<thead>
<tr>
<th>6</th>
<th>and 6</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>and 6</td>
<td>10</td>
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<tr>
<td>8</td>
<td>and 2</td>
<td>10</td>
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<tr>
<td>2</td>
<td>and 8</td>
<td>10</td>
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<tr>
<td>5</td>
<td>and 5</td>
<td>10</td>
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<tr>
<td>9</td>
<td>and 1</td>
<td>10</td>
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<td>3</td>
<td>and 7</td>
<td>10</td>
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<td>0</td>
<td>and 10</td>
<td>10</td>
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</table>
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 othi Ukunqumla umlambo. Ofike kuqala kwi-10 nguye ophumeleleyo.
Today the learners play the game Crossing the river. First to 10 is the winner.
Amanyathelo alishumi

Umdlalo: Ukungumla umlambo
Game: Crossing the river

Umgqisela

Umgqisela

UNDlovukazi noQwarhoshu kufuneka bahambene phezu kwakalwuka matywe ukuzo bongumle umlambo. Dlala negobane lehlako nibone ukuba nguberni oza kufika kugqala. Sebenzisa amakhadi no-2, uhambene 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 hand 2 cards to move.
**Mangaphi amanyathelo aya ku-10?**

How many steps to 10?

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1. Yenza amachokoza uze ubhale amanani angekhoyo.

Draw the dots and fill in the missing numbers.

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</tr>
</tbody>
</table>
2. Gqibezeala ezi theyibhile. Complete the number tables.

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

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

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

### Izixhobo

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

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


Azi amagama athi: yokuqala, yesibini, yesithathu, yesine, yesihlanu, yesithandathu, yesixhenxe, yesibhozo, yeshumi, yokugqibela kwaye akwazi ukuwasebenzisa ngokulandelelana kwa-.

Azazi iisimboli: 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 ngokokulandelelana kwaza.

### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenzaIeny eYovavanyo 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, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Position and direction</td>
<td>LAB, <em>farm scene poster, multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td>Ordinal numbers</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ordinal numbers</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Resources

- Mental Maths: Teacher says
- Game: No game

### 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 yeziyalano zentloko

Iveki yonke uza kudlala nabafundi umdlalo othi “Utishala uthi”. Lo mdalalo ulula: Xa usithi “utishala uthi phakamisa isandla sasekunene” kufuneka abafundi benze oko, kodwa xa usithi “phakamisa isandla sasekunene” kufuneka abafundi bangakwenzi oko. Eyona njongo yalo mdalalo kukuqhelisa abafundi isigama esifundiswayo evekini esimalunga nendawo. Gxila kula magama:

• Ekhooho nasekunene
• Ngaphambili/Phambi kwe- ngasemva/emva kwe-
• Phezulu nasezantsi
• Ngaphezelu nangaphantsi
• Phakathi
• Ngasentla nangasezantsi

Ungajithsintsha-tshintsha imiyalelo yakho ngokuthanda kwakho:
“Utishala uthi thatha inyathelo elinye uye ngasekhooho” okanye
“Utishala uthibeka ubhontsi wakho phantsi kwestilevu”.

Kanti ke ungenza nohlaziyo lwengqiqo ngamanani, umz. “Utishala uthi qhwaba kathathu”.

Ividiyo yomdlalo

Akukho mdalalo

Ividiyo yophuhliso lwengqiqo

Kule veki sisebenza ngeekhonsepthi/engeengqiqo ezimbini
- Eyokuqala yindawo nokuchaza icala
- Eyesibini ngamanani esingaphi

Into emayiqatshelwe kule veki

Kuwo omabini la macandelo kuza kufuneka abafundi basebenzise isigama ngendlela echanekileyo. Kubalulekile ukuqhubeka nokusebenzisa esigama ngeli xa usenza eminye imisetyenzana yaseklasini. Umz., yitsho abafundi bafake ipenisile zabo ngaphakathi ebhokisini yeepenisile.
- okanye yitsho abafundi balande incwadi ephezu kwepephepha;
- okanye bachole iphepha eliphantsi kwareseka.
Ordinal numbers and some work on 3-D objects

Mental Maths video
Throughout the week, play the game Teacher says with the learners. The game is simple. If you say “Teacher says: Raise your right hand”, the learners must do what you say, but if you just say “Raise your right hand” without saying “Teacher says”, the learners mustn’t do it. Your instructions must focus on the position vocabulary:
- **left** and **right**
- **in front of** and **behind**
- **up** and **down**
- **on top of** and **beneath/under**
- **between**
- **above** and **below**

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

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

Game video
No game

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

What to look out for this week
In both of these sections learners will need to use the vocabulary correctly. It is also important to continue to use this vocabulary whilst you are doing other class activities. For example, you could ask learners to:
- put the pencil **behind** their pencil box
- fetch the book that is **on top of** the table
- pick up the paper that is **under** the desk.

If you don't say “Teacher says” but just give an instruction, the learners mustn't do it.

Other instructions to give: Put your left hand in the air. Put your right hand in the air. Stand on your left foot. Stand on your right foot. Put your hand in front of your face. Put your hand behind your back. Point your finger down. Put your hand between your knees. Clap 2 times. Stamp 3 times.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
**WEEK 10 • DAY 1**

Position and direction

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Yenza itreyini yeeblo ezi-5. Umphambili wetreyini yakho mayibe yibloko ebomvu. Make a train of 5 blocks. The front of your train must be a red block.

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

You are the train driver and must follow my instructions.

Hambisa itreyini yakho kancinci iye phambili. Move your train forward slowly.

Hambisa itreyini yakho ngokukhawuleza ibuye umva. Move your train backwards quickly.

Hambisa itreyini yakho iye ngasekhohlo. Move your train to the left.

Hambisa itreyini yakho iye ngasekunene. Move your train to the right.

Misa itreyini yakho phantsi kwencwadi yakho yemisebenzi. Park your train under your workbook.

Beka itreyini yakho phezu kwencwadi yakho yemisebenzi. Put your train on top of your workbook.

Faka itreyini yakho ngaphakathi ebhokisini. Put your train into the box.

Yakha enye itreyini ngeebloko ezi-3. Build another train with 3 multifix blocks.

Beka le treyini intsha phambi kwetreyini yakho endala. Put this new train in front of your old train.

Beka le treyini intsha emva kwetreyini yakho endala. Put this new train behind your old train.

Eminye imiyale oyunika abafundi:
- Hambisa itreyini yakho ngokukhawuleza ibuye umva.
- Hambisa itreyini yakho iye ngasekhohlo.
- Hambisa itreyini yakho iye ngasekunene.
- Misa itreyini yakho phantsi kwencwadi yakho yemisebenzi.
- Beka itreyini yakho phezu kwencwadi yakho yemisebenzi.
- Faka itreyini yakho ngaphakathi ebhokisini.
- Yakha enye itreyini ngeebloko ezi-3.
- 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 ______ kwetreyini yam. The short train is ______ my train.

**ingaphazelu** on top of

**ingaphantsi** under

Itreyini emfutshane ______ kwetreyini 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
Le yitreyini yam enebloko ebomvu ngaphambili.

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

isemva
behind

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

iphambi
in front of

isemva
behind

4 Biyela.
Circle.

iphambi
in front of

isemva
behind

iphambi
in front of

isemva
behind

iphambi
in front of

isemva
behind

iphambi
in front of

isemva
behind

iphambi
in front of

isemva
behind

Iveki 10 • Usuku 1 Indawo necala
Indawo necala

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

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

Eminye imibuzo emayibuzwe:
Sesiphi isilwanyana esingemva kocingo?
Sesiphi isilwanyana esingaphantsi kwendlwana yomvundla?
Sesiphi isilwanyana esiphezu kwendlwana yomvundla?
Sesiphi isilwanyana esingaphakathi ebuhlanti?
Zeziphi izilwanyana ezikufuphi neteletele?
Sesiphi isilwanyana esisecaleni komthi?
Other questions to ask:
Which animal is behind the fence? Which animal is underneath the chicken hutch? Which animal is on top of the chicken hutch? Which animal is inside the kraal? Which animals are near to the tractor? Which animals are next to the tree?

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

WEEK 10 • DAY 2

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

2. Zingaphi
   How many
   eziziphezu kwedesika?
on top of the desk?
   eziphantsi 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?
Amanani olandelelwaniso

IZIBALO ZENTLOKO | MENTAL MATHS

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umntwana wesi-4 ukusuka ngaphambili makabeke izandla zakhe entloko.
The 4th child from the front must put his hands on his head.

Umntwana we-9 ukusuka ngaphambili makalathe inzwane zakhe.
The 9th child from the front must point their toe.

Ngubani ophambi kwendlulamthi emgceni? Ngubani osemva kwehlosi emgceni?
Who is before Giraffe in the queue? Who is after Leopard in the queue?

Eminye imiyalelo enikwayo
Abafundi aba-3 bokuqala mabaphakamise izandla zabo. Umfundi wesi-5 ukusuka ngaphambili makaqhwabe izandla.
Yalela ilasi yenze oku:
Xela umfundini wokugqibela emgceni. Xela umfundini wesi-3 ukusuka ngaphambili. Xela umfundini ophakathi komfundini A nomfundini B. Xela umfundini osemva komfundini A. Xela umfundini ophambi komfundini A.

Some other instructions to give:
The first 3 learners must put their hands in their air. The learner 5th from the front must clap their hands.
Ask the class to:
Name the learner who is last in the row. Name the learner who is 3rd from the front. Name the learner between learner A and learner B. Name the learner after learner A. Name the learner before learner A.
Ordinal numbers

- Yoku-1: First
- Yesi-2: Second
- Yesi-3: Third
- Yesi-4: Fourth
- Yesi-5: Fifth
- Yesi-6: Sixth
- Yesi-7: Seventh
- Yesi-8: Eighth
- Ye-9: Ninth
- Ye-10: Tenth

- Ngowokuqala: is first
- Ngowokugqibela: is last

- Uphambi ko: is before
- Usemva ko: is after

- Yesibini: is second
- Yesithandathu: is sixth
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.

Gqibezela ipatheni.
Complete the pattern.
### Ordinal numbers

2. Ṣimolo zicwangoziwe ukusuka ekhohló ukuya ekunene.

The shapes have been placed in order from left to right.

<table>
<thead>
<tr>
<th>yesiXhixe</th>
<th>yokugqibela</th>
</tr>
</thead>
<tbody>
<tr>
<td>seventh</td>
<td>last</td>
</tr>
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</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>
</tr>
</tbody>
</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>
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<tr>
<th>yeshumi</th>
<th>emva kwe</th>
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<td>after</td>
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<table>
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<tr>
<th>emva kwe</th>
<th>phambi 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?

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

Yenza incochoyi eeneebloko ezi-4. Ibloko ezi-3 zokuqala eziphezulu mazibe nombala ofanayo.
Make a tower of 4 blocks. The first 3 blocks at the top must be the same colour.

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

WEEK 10 • DAY 4

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.
Fakela umbala obomvu kwisangqa soku-1, kwesesi-3
nakwesesi-5.
Colour the 1\textsuperscript{st}, 3\textsuperscript{rd}, 5\textsuperscript{th} circles \textit{red}.

Fakela umbala omnyama kwisangqa sesi-2, kwesesi-4
nakwesesi-6.
Colour the 2\textsuperscript{nd}, 4\textsuperscript{th}, 6\textsuperscript{th} circles \textit{black}.

Gqibezela ipatheni.
Complete the pattern.

Fakela umbala obomvu kwisangqa soku-1, kwesesi-2, kwesesi-4
nakwesesi-5.
Colour the 1\textsuperscript{st}, 2\textsuperscript{nd}, 4\textsuperscript{th}, 5\textsuperscript{th} circles \textit{red}.

Fakela umbala omnyama kwisangqa sesi-3 nakwesesi-6.
Colour the 3\textsuperscript{rd}, 6\textsuperscript{th} circles \textit{black}.

Gqibezela ipatheni.
Complete the pattern.

Fakela umbala obomvu kwisangqa soku-1, kwesesi-2, kwesesi-5
nakwesesi-6.
Colour the 1\textsuperscript{st}, 2\textsuperscript{nd}, 5\textsuperscript{th}, 6\textsuperscript{th} circles \textit{red}.

Fakela umbala omnyama kwisangqa sesi-3, kwesesi-4,
kwesesi-7, nakwesesi-8.
Colour the 3\textsuperscript{rd}, 4\textsuperscript{th}, 7\textsuperscript{th}, 8\textsuperscript{th} circles \textit{black}.

Gqibezela ipatheni.
Complete the pattern.
| 1 | Zingaphi  
   How many  
ezikwisandla sakhe sasekhohlo?  
in his left hand?  
ezikwisandla sakhe sasekunene?  
in his right hand?  
zizonke?  
altogether?  |
|---|---|
| 2 | Zingaphi  
   How many  
eziphezu kwedesika?  
on top of the desk?  
eziphantsi kwedesika?  
under the desk?  
zizonke?  
altogether?  |
| 3 | Zingaphi  
   How many  
ezingaphakathi esityeni?  
inside the bowl?  
ezingaphandle kwesitya?  
outside the bowl?  
zizonke?  
altogether?  |
| 4 | Zingaphi  
   How many  
ezisemva kocingo?  
behind the fence?  
eziphambili kocingo?  
in front of the fence?  
zizonke?  
altogether?  |
5. Fakela umbala kwisilwanyana esikwindawo exeliweyo ukusuka ngasekhohlo.

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

<table>
<thead>
<tr>
<th>Animal</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabbit</td>
<td>5th</td>
</tr>
<tr>
<td>Duck</td>
<td>1st</td>
</tr>
<tr>
<td>Butterfly</td>
<td>3rd</td>
</tr>
<tr>
<td>Pig</td>
<td>4th</td>
</tr>
<tr>
<td>Bird</td>
<td>2nd</td>
</tr>
<tr>
<td>Bee</td>
<td>7th</td>
</tr>
<tr>
<td>Sheep</td>
<td>2nd</td>
</tr>
<tr>
<td>Dog</td>
<td>last</td>
</tr>
</tbody>
</table>