Le ncwadi sisiqhamo sentsebenziswa phakathi kweqela elibizwa ngokuba *yiBala Wande–Magic Classroom Collective team* kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiyunivesithi eziliqela ezahlukeneyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi zixhobo zokufunda zithathela kumsebenzi owenziwe yiprojekthi yezibalo eghutywa yiYunivesithi yaseRhodes ebizwa ngokuba *yiSouth African Numeracy Chair*, iincwadi zemisebenzi eziqulunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwenzicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU).

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 work of the *South African Numeracy Chair* project at Rhodes University, the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU).

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UKUSEBENZISA IBALA WANDE EKUFUNDISENI IMATHEMATIKA KWISIGABA SESISEKO .................. 2
USING BALA WANDE FOR TEACHING FOUNDATION PHASE MATHEMATICS ..................... 3

1. Yintoni iBala wande? ................................................................. 2
   1. What is Bala Wande? .............................................................. 3
2. Yintoni esebhokisini? ................................................................. 6
   2. What’s in the box? ................................................................. 7
       Uluhlu Iwezinto ezifunekayo.................................................. 8
       Checklist ............................................................................. 9
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika? .... 10
   3. What language do I use when I teach mathematics? ......... 11
4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundl ............................................ 10
   4. Using the lesson plans and Learner Activity Book ............. 11
       Usuku ngalunye ................................................................. 14
       Each day .............................................................................. 15
       Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye .................................................. 18
       What teachers need to do to prepare for each week .......... 19
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha ............................................ 20
   5. Daily schedule, time table and term plan ......................... 21
      Ishedyuli yemihla ngemihla lintsuku 1–4 ............................ 20
      Daily schedule days 1–4 .................................................... 21
      Ishedyuli yemihla ngemihla Usuku 5 ................................. 20
      Daily schedule day 5 ........................................................ 21
      Itheyibhile yexesha ............................................................ 22
      Timetable ........................................................................... 23
      Isicwangciso sekota .......................................................... 24
      Term plan: Grade 1 Term 1 .................................................. 25
      Isicwangciso sovavanyo sekota yoku-1 ............................ 26
      Term 1 Assessment plan .................................................... 27
      Iphetshana lamanqaku ovavanyo Iwekota yoku-1 ........... 28
      Term 1 Assessment mark sheet ....................................... 29
<table>
<thead>
<tr>
<th>IVEKI 1 • IMISEBENZI YENTSHAYELELO</th>
<th>WEEK 1 • INTRODUCTORY ACTIVITIES</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1 Irejista Register</td>
<td>..............................................................................</td>
<td>34</td>
</tr>
<tr>
<td>USUKU 2 • DAY 2 Yakha iimolo zamanani Build number shapes</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>USUKU 3 • DAY 3 Ukubala kunye neesimboli zamanani Counting and number symbols</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IVEKI 2 • UKUTSHATISA, UKUHLELA UKUCWANGCISA NOKUTHELEKISA AMANANI</th>
<th>WEEK 2 • MATCHING, SORTING, ORDERING AND COMPARING NUMBERS</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1 Ukutshatisa, ukuhlela nokubala ukuya ku-5 Matching, sorting and counting up to 5</td>
<td>........................................................................</td>
<td>42</td>
</tr>
<tr>
<td>USUKU 2 • DAY 2 Ukutshatisa nokutheleksisa ukuya ku-5 Matching and comparing up to 5</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>USUKU 3 • DAY 3 Ngaphezulu kuna- okanye ngaphantsi kuna- More than or less than</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>USUKU 4 • DAY 4 Amanani 1 ukuya ku-5 The numbers 1 to 5</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>USUKU 5 • DAY 5 Uqukaniso Consolidation</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IVEKI 3 • AMANANI 1 UKUYA KU-5</th>
<th>WEEK 3 • THE NUMBERS 1 TO 5</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1 Isimboli zamanani 0 ukuya ku-5 The number symbols 0 to 5</td>
<td>........................................................................</td>
<td>72</td>
</tr>
<tr>
<td>USUKU 2 • DAY 2 Lelephi inani? What number?</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>USUKU 3 • DAY 3 Zingaphi? How many?</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>USUKU 4 • DAY 4 Amanani 1 ukuya ku-5 Numbers 1 to 5</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IVEKI 4 • AMAGAMA AMANANI; INGAPHEZULU OKANYE INGAPHANTSI NGONONYE OKANYE NGEZIMBINI</th>
<th>WEEK 4 • NUMBER NAMES AND ONE OR TWO MORE THAN OR LESS THAN</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1 Amagama amanani ukusuka kunothi ukuya kwisihlanu Number names zero to five</td>
<td>........................................................................</td>
<td>100</td>
</tr>
<tr>
<td>USUKU 2 • DAY 2 Enye ngaphezulu nezimbini ngaphezulu One more and two more</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>USUKU 3 • DAY 3 Zingaphantsi nge-1, zingaphantsi ngezi-2 One less and two less</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>USUKU 4 • DAY 4 Incinci kuna- okanye inkulu kuna- Smaller than and bigger than</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation</td>
<td>118</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IVEKI 5 • IIBHONDI ZAMANANI UKUYA KU-5</th>
<th>WEEK 5 • NUMBER BONDS OF 5</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1 Iibhondi zika-3 no-4 Bonds of 3 and 4</td>
<td>........................................................................</td>
<td>124</td>
</tr>
<tr>
<td>USUKU 2 • DAY 2 Iibhondi zika-5 Bonds of 5</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>USUKU 3 • DAY 3 Iibhondi zika-5 Bonds of 5</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>USUKU 4 • DAY 4 Iibhondi ukuya ku-5 Bonds of 5</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation</td>
<td>142</td>
<td></td>
</tr>
</tbody>
</table>
### IVEKI 6 • HLELA, BALA UZE UTHELEKISE AMANANI 6 UKUYA KU-10

**WEEK 6 • MATCH, SORT, COUNT AND COMPARE NUMBERS 6 TO 10**

| USUKU 1 • DAY 1 | Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10 | 148 |
| USUKU 2 • DAY 2 | Amanani ukusuka ku-6 ukuya ku-10 Numbers 6 to 10 | 154 |
| USUKU 3 • DAY 3 | Ukubala imilo Counting shapes | 160 |
| USUKU 4 • DAY 4 | Ngubani onezininzi? Who has more? | 166 |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation | 171 |

### IVEKI 7 • THELEKISA MANANI UKUSUKA KU-6 UKUYA KU-10

**WEEK 7 • COMPARE NUMBERS 6 TO 10**

| USUKU 1 • DAY 1 | Ngowuphi umthi onezimbalwa? Which tree has less? | 180 |
| USUKU 2 • DAY 2 | Inkulu kune-; incinci kune- Bigger than and smaller than | 186 |
| USUKU 3 • DAY 3 | Ingaphezulu kune-; ingaphantsi kune- More than and less than | 192 |
| USUKU 4 • DAY 4 | Thelekisa amanani Comparing numbers | 198 |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation | 202 |

### IVEKI 8 • IIBHONDI ZIKA-6, 7, 8 NO-9

**WEEK 8 • BONDS OF 6, 7, 8 AND 9**

| USUKU 1 • DAY 1 | Iibhondi zika-6 Bonds of 6 | 210 |
| USUKU 2 • DAY 2 | Iibhondi zika-7 Bonds of 7 | 215 |
| USUKU 3 • DAY 3 | Iibhondi zika-8 Bonds of 8 | 220 |
| USUKU 4 • DAY 4 | Iibhondi zika-9 Bonds of 9 | 225 |
| USUKU 5 • DAY 5 | Uqukaniso novavanyo Consolidation and assessment | 230 |

### IVEKI 9 • IIBHONDI ZIKA-10

**WEEK 9 • BONDS OF 10**

| USUKU 1 • DAY 1 | Iibhondi zika-10 Bonds of 10 | 236 |
| USUKU 2 • DAY 2 | Ishumi ebalini Ten in stories | 241 |
| USUKU 3 • DAY 3 | Masenze ishumi Let’s make 10 | 247 |
| USUKU 4 • DAY 4 | Amanyathelo alishumi Ten steps | 251 |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation | 255 |

### IVEKI 10 • AMANANI ESINGAPHI NEMISEBENZI ENGEZINTO EZIZI-3D

**WEEK 10 • ORDINAL NUMBERS AND SOME WORK ON 3D OBJECTS**

| USUKU 1 • DAY 1 | Indawo necala Position and direction | 262 |
| USUKU 2 • DAY 2 | Indawo necala Position and direction | 267 |
| USUKU 3 • DAY 3 | Amanani olandelelwaniso Ordinal numbers | 270 |
| USUKU 4 • DAY 4 | Amanani olandelelwaniso Ordinal numbers | 275 |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation | 279 |
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 ukufunda ngokuqonda/ukufundela intsingiselwe ngelewimi zasephambili xa beneminyaka eli-10. IBala Wande yinkqubo ehaba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika befumelele isiseko esisiso semathematika kwakwiminyaka yamabanga aaphantsi.


Ingenelele njani iBala Wande kwiphondo laseMpuma Koloni?
Ngo-2019 iFunda Wnade iye yasebenzisana neSebe lezeMfundo laseMpuma Koloni (ECDOE) ngeenjongo zokuphucula iziphumo zokufunda zesXhosa ezilishumi ezingama-30. Izikolo ezilishumi kwizithili ezithathu: Sarah Baartman, Nelson Mandela Bay naseBuffalo City. Iinkqubo ezenziweyo zibandakanya imiba emine eyile:

1. Ukufundisa nokunika inkxaso eklasini

2. Isikhokelo sikatitshala
Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kube Calendar abafundi babe nokuqonda imathematika kwaje baqale ukubala ngokuqithemba besebenzisa izikhobo ezikhwabokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malungu nezibalo zento zakwesigama sezeBala Wande.

• Izikhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Linjongo zemisebenzi yeizifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilingiselelewe iveni

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela seveki nganye silungiselelele uuvanyo 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 1–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

What is the *Bala Wande* intervention in the Eastern Cape?

In 2018 and 2019, *Funda Wande* worked with the Eastern Cape Department of Education (ECDOE) to improve reading outcomes in isiXhosa in 30 schools by implementing the *Funda Wande* programme. In 2020, *Bala Wande* will be added to the trial programme in the same 30 schools. There are ten schools in each of three districts: Sarah Baartman, Nelson Mandela Bay and Buffalo City. The programmes consist of four elements:

1. **In-class coaching and support**
   
   The same coaches will visit schools on a weekly basis to support teachers using the *Funda Wande* materials and the *Bala Wande* mathematics material. Coaches provide advice on how to teach mathematics effectively and how to use the materials provided, as well as answer teachers’ questions. Our coaches are aware of the value of teaching mathematics using a bilingual approach. They have coached the teaching of isiXhosa home language in schools for the past two years.

2. **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.
3. Izixhobo ezongezelelweyo zokufunda nokufundisa
Zonke izikolo ethatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwamgci sozezifundo zeBala Wande. Incwadi yokomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandeleleliseyo ngocoselelo neyenzelwe ukufundisa umsebenzi owenzwi kuqalo kota. Le incwadi yemisebenzi iqulelele amaphetha emisene benzisikalo beklini, awabafundi abaza kuyanga nganye ngenhluleni elungiselele ukuze izithembeka kujanisa kubalulekile nokufundisa imibiza yengqaqo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingelelimi ezingenzi.

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

4. Iividiyo zeBala Wande zootitshala abaziintshatsheli
Iividiyo zeBala Wande ziqulele amagqabantshintshi emiboniso yemisebenzi eyenzwi eklasini. Ezi vidiyo zingaseyentzwi ngaotitshala xa belungiselela izifundo zabo. Kuza kwenziwa nenzinye ngenzithizweni ezinye izifundo ezexendazana zemisebenzi eyenzwi izifunto ngaye zizidawo njezifundo ezilungiselela ukufundisa izi-90 (kuquka izi-90 zingamo izi-90 zizizithi izifundo ezisinti-1 zokuncedisa abafundi nootitshala zilezibe nokufumana nezika.)

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingelelimi ezingenzi.

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

Ingaba iBala Wande iyahambelana neCAPS?
Ewe. Inkqubo yeBala Wande ijolise ekuhla sesi-3. Le nkqubo yenzeli, kanje icycle, yempisilelele, ngokuthemba xa belungiselela izifundo zabo zekubalulekile. Ezi vidiyo zilezicenzeleleke ezizintshisa zilezikhulu zemisebenzi yezifundo yini. Sisekile ukubaluleke angama-90 (kuquka isintshana zekhubeka emphendekile zimelele yomnziwakhe yokucela ekugqakwenzilo elungiselela ukufundisa izi-90 zingamo izi-90 zizizithi izifundo ezisinti-1 zokuncedisa abafundi nootitshala zilezibe nokufumana nezika.)

Ezi vidiyo zinika ulwazi nobuchule obufunyenwe eyenzelwe kaotitshala abaziintshatsheshi (uPermie noLihle) obulwindlela kuyo yenzekho. Ukuza kuza kwenziwa nzenze izifundo ezithetha izithetha izisebenzi yezifundo ukuze izitile nezizita zekhetha.
3. Additional LTSM
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 whole class activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

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

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

4. 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 (Permie and Lihle) 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 inqubo yeBala Wande.

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
<th><img src="image1.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
<td></td>
</tr>
<tr>
<td>• Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).</td>
<td></td>
</tr>
<tr>
<td>• Imisebenzi yokufundisa engundoqo exhaswa zzipowusta nezixhobo ezisebhokisini (iintsuku 1–4).</td>
<td></td>
</tr>
<tr>
<td>• Iikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).</td>
<td></td>
</tr>
<tr>
<td>• Uvuvanyo lokufunda (usuku Iwesi-5 kwiiveki 2–8).</td>
<td></td>
</tr>
<tr>
<td>• Uqukaniso (usuku Iwesi-5 kwiiveki 1–10).</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Iwidiyo</th>
<th><img src="image2.png" alt="Image" /></th>
</tr>
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<tbody>
<tr>
<td>• Izishunqe ezibonisa ootitshala abaziintshathelihle befundisa kwaye bexoxa izifundo</td>
<td></td>
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</tbody>
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<table>
<thead>
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<th>Isichazimagama esineelwimi ezimbini</th>
<th><img src="image3.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esisiSeko esineenkcazeleno nemizekelo.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Incwadi yemisebenzi yabafundi</th>
<th><img src="image4.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.</td>
<td></td>
</tr>
<tr>
<td>• Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngaba ngekamva ngokwamaqela.</td>
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<tr>
<td>• Imidlalo ehambelana nemisebenzi yezifundo</td>
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<thead>
<tr>
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<th><img src="image5.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ikhalenda ka-2020</td>
<td></td>
</tr>
<tr>
<td>• Irejista yeklasi ekwisakhelo samashumi</td>
<td></td>
</tr>
<tr>
<td>• lipowusta ezihambelana nezicwangciso zezifundo</td>
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<table>
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<th>Izixhobo zokuncedisa zikatitshala</th>
<th><img src="image6.png" alt="Image" /></th>
</tr>
</thead>
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<tr>
<td>• Iintlobo ngeentlobo ezixhobo ezipathhekayo oza kuzisebenzi xa ufundisa.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
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<th>Ibhokisi yezixhobo zokufunda abafundi</th>
<th><img src="image7.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ibhokisi enye kwiqela ngalinye labafundi ababa-6</td>
<td></td>
</tr>
<tr>
<td>• Ibhokisi epethethe iindidi ezahlukeneyo ezixhobo zokufunda eziza kusetyenziswa ngagafa abafundi kwimisebenzi yabo</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Izixhobo zovavanyo</th>
<th><img src="image8.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwangciso sekata sovavanyo.</td>
<td></td>
</tr>
<tr>
<td>• Imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku Iwesi-5 Iweveki nganye (iiveki 2–8).</td>
<td></td>
</tr>
<tr>
<td>• Iphephishana lokhubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.</td>
<td></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>Teacher Guide</th>
<th>![Teacher Guide Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• overview of the concepts to be taught each week</td>
<td></td>
</tr>
<tr>
<td>• Mental Maths activities for every day (days 1–4)</td>
<td></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (days 1–4)</td>
<td></td>
</tr>
<tr>
<td>• copies of the Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide)</td>
<td></td>
</tr>
<tr>
<td>• assessment for learning (day 5, weeks 2–8)</td>
<td></td>
</tr>
<tr>
<td>• consolidation (day 5, weeks 1–10)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Posters</th>
<th>![Posters Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a 2020 calendar</td>
<td></td>
</tr>
<tr>
<td>• a ten frame class register</td>
<td></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Uluhu lwezixhobo 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. likhalenda
   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

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

6. Umtya wamaso katitshala
7. Ibloko (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Iibloko ezinokumila kwe-2-D (iibhokisi ezi-4)
11. Iibhokisi zabafundi ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Imitiya yamaso emincinci emi-6
c. Amadaqisi amabini kumfundlako ngamnye (elinamachokoza nelinamanani)
   d. Ibloko ezili-100 zokwabelana
e. Ipakethe 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

Lists of all 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
5. One teacher demo size pack of cards:
   a. Bala Wande number cards (demo size)
   b. Bala Wande dot cards (demo size)
   c. Bala Wande number name cards (IsiXhosa) (demo size)
   d. Bala Wande number name cards (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 izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inksaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukutshintshatshintsha 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 ukusetyenziswa ezininzi ukuze utethe ngokwemathematika.

4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi
Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku:

Isishwankathelo esifutshane sezibalo zentlloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzelungisile.

Uluhlul iweenjongo zeveki onakuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo.

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lwveki.
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 Learner Activity Book

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>Mini Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>copying number of claps/licks/stamps/hops/jumps</td>
<td>claps/licks/stamps/hops/jumps</td>
<td>Match and sort counters on a picture.</td>
<td>LAB, Farm &amp; Ape poster (unlaminated), counters.</td>
</tr>
<tr>
<td>2</td>
<td>copying number of claps/licks/stamps/hops/jumps</td>
<td>claps/licks/stamps/hops/jumps</td>
<td>Match and sort counters on a picture to compare numbers.</td>
<td>LAB, Farm &amp; Ape poster (unlaminated), counters.</td>
</tr>
<tr>
<td>3</td>
<td>counting number of fingers shown</td>
<td>fingers</td>
<td>Compare numbers up to 5.</td>
<td>LAB, Counters, number cards (0 to 5).</td>
</tr>
<tr>
<td>4</td>
<td>counting number of fingers shown</td>
<td>fingers</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></td>
<td></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 learners 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

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.
Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku:

**Ukutshatisa, ukuhlela ukucwengcisa nokuthelekisa amanani**

**Ividia yezibalo zentloko**

Sigqala kubaluleka futhi ongasebenzi okanye ukukhetho. Ukuze kube imvelo okanye imbenge okanye integxoxo. Ulungabonala okanye ulina ukuthi ukuze kube imvelo okanye imbenge okanye integxoxo.

- Yende 12 (nyakhelelo ngeke phakathi angasebenzi okanye ukukhetho)
- Yende 13 (nyakhelelo ngeke phakathi angasebenzi okanye ukukhetho)

**Ividia yophuhliso lwengqaqo**

Kwezulo zonke izikhombeki ezintaba ezinjalo. Ukuba izikhombeki ezinjalo ezikhomba zonke izikhombeki ezintaba ezinjalo. Ubucuza kubaluleka ngeke phakathi ngokunye ngokuthi ukuze kube imvelo okanye imbenge okanye integxoxo.

- Yende 14 (nyakhelelo ngeke phakathi angasebenzi okanye ukukhetho)
- Yende 15 (nyakhelelo ngeke phakathi angasebenzi okanye ukukhetho)

**Inkcazelo yesigama esingundoqo oza kusifundisa kule veki.**

- Izinto ezithile ezinokuqwalaselwa eveki. Isenokuba ziimpazamo esizaziso ezikhaphakileyo ezenziwa ngabafundi okanye imiba ebalulekileyo efuna ukuxininiswa.

Eli phepha likusa kwizishunqe zeviidiyo ezinika ulwazi oluvela kootitshala ababunyafunye (uPermie noLihle) olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngesekelo ngalunye.
The second page provides more details about the activities and concepts learners will need to acquire in the week.

A description of how the Mental Maths activities progress over the week.

A description of the key concepts to be taught over the 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 (Permie and Lihle) into particular mathematical concepts or teaching techniques.
Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini
Ebhokisini kukho ipowusta yerejista yeklasini eyodwa. Ngosuku ngalunye umfundisi ngamnye uza kuziphawula ngokubeka ichokoza okanye abhahe oonobumba bokuqala begama lakhe kwirejista.

Qinisekise ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

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

Lo masebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda

Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku
Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esisishwankathelo solandwelelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)
Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyiisebenzise ukukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelwe yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

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

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

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

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

At the start of the maths class, use the register to count the number of learners present. For example, “Ten, twenty, thirty, forty, 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.

![Flow Diagram Image]

**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 Teacher Guide also provides a photographic reminder of the Mental Maths activity for the day.
Yenza umsebenzi weklasi

Linttsuku ezinizwi ziza kuba nomsebenzi owenziwa yiklasi yonke afho uza kusebenza nabafundi ukuzu nioxwe imiba ephambili yolo suku.

Kukho ividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwayne kukwakho nenkczelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

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

Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

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

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.

Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo m dalalo mtsha kubafundi kufanele ukuba uboniswe kwiklasi iphepha phambili kokuba babafundi badlale ngababini okanye ngokwamaqela.

Yonke imiyalelo noqwazi inikwa ngesiXhosa nangenguqulele efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).
**Do the whole class activity**

Most days there will be a whole class activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the whole class activities in action in the classroom and there is a description of the activities in the overview for the week.

For each day, the Teacher Guide provides a photographic reminder of the whole class activity for the day.

---

**The Learner Activity Book is embedded in the Teacher Guide**

The burgundy tag indicates that this is a worksheet.

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.

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

Learner worksheets have a worked example (indicated by the grey background and the red pencil).
Usuku Iwesi-5 Iweveki nganye lucwangciselwe uqukaniso novavanyo
Isicwangciso soxavanyo sekota yoku-1 sifumaneka ngezantsi.


Kwiiveki 3, 4, 7 nakweye-8 kwenziwa izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisayo nerubrik ojinikwe kumagqabantshintshi eveki. Amaphetha okusebenzela ayaafumaneka kwincwadi yemisebenzi yomfundi ukuhlanganisa umsebenzi weveki kwaye abafundi bangasebenzela kuwo ngelixa wena wenza uvavanyo oluthethwayo nolwenziwayo nabaye abafundi ngokwamaqela okanye nganye-nganye.

Kwiiveki 5, 6, nakweye-9 kulungiselelwa uvavanyo olubhalwayo. Le misebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wowavanyo abafundi bangasebenza ngamaphetha okusebenzela uqukaniso asezincwadini zabo zemisebenzi.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweki nganye

- Funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
- Bukela ividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.
- Wokube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukile yo ukuba unokufundisa eso sifundo kwakhona.
- Kwiiveki 3-9 kuza kufuneka ulungiselele umsebenzi wowavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki iweki yonke.
Day 5 of each week is for consolidation and assessment
The assessment plan for Term 1 is provided on page 27.

On day 5 of each week, learners should work on the worksheets provided in the Learner Activity Book (LAB) to consolidate the work for the week. In weeks 2 and 10 there is no formal assessment activity. Informal assessment can be done at any time.

In weeks 3, 4, 7 and 8, 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 5, 6, and 9, 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.

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 3–9, 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.
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedulyi yemihla ngemihla liintsuku 1–4

Xoxa ngerejista yeklasi
→
Imihla neentsuku zokuza1wa
→
Izibalo zentloko
Imizuzu eli-15
→
Umsebenzi weklasi yonke • Amaphepha okusebenzela nemidlalo
Imizuzu eli-75

Ishedulyi yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>Iweki yesi-2 neye-10</th>
<th>Iweki 5,6 neye-9</th>
<th>Iweki 3, 4, 7 neyesi-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
</tr>
<tr>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>Imihla neentsuku zokuza1wa</td>
<td>Imihla neentsuku zokuza1wa</td>
<td>Imihla neentsuku zokuza1wa</td>
</tr>
<tr>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td>Uvavanyo olubhalawayo</td>
<td>Gqibeze1a/Zalisa irubriki yovavanyo oluthethewayo yomntwana ngamnye</td>
</tr>
<tr>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td></td>
<td>Umsebenzi womfundi emaphhephi 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

Whole class activity • Worksheet and games
75 minutes

Daily schedule day 5

<table>
<thead>
<tr>
<th>Weeks 2 and 10</th>
<th>Weeks 5, 6, 9</th>
<th>Weeks 3, 4, 7, 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 Consolidation worksheets in the learner activity</td>
<td>Written assessment</td>
<td>Complete rubric for oral assessment for each learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners work on consolidation worksheets</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: umsebenzi weklasi yonke 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>Ikhefu lokuqala</td>
<td></td>
</tr>
<tr>
<td>10:25–11:10</td>
<td>Izandi (15 min)</td>
<td>Izandi (15 min)</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 Olongezelewelo Lokuqala**

**Izibalo/ IMathematika**

**Ezobugcisa nezokuzilolonga**
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>08:00–09:30</td>
<td>Mental Maths (15 min)</td>
<td>Mental Maths (15 min)</td>
<td>Maths: whole class and independent work (75 min)</td>
<td>Consolidation and Assessment (60 min)</td>
<td>Creative Arts (30 min)</td>
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<td></td>
<td>Creative Arts (30 min)</td>
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<td></td>
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<tr>
<td>09:30–09:50</td>
<td>Listening and speaking; Read aloud (Life Skills: Beginning 60 min)</td>
<td>Feeding</td>
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<tr>
<td>09:50–10:10</td>
<td>Feeding</td>
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<tr>
<td>10:10–10:25</td>
<td>First break</td>
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<tr>
<td>10:25–11:00</td>
<td>Shared (1) (15 min)</td>
<td>Shared (2) (15 min)</td>
<td>Shared (3) (15 min)</td>
<td>Phonics (15 min)</td>
<td>Phonics (15 min)</td>
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<td>Phonics (15 min)</td>
<td>Phonics (15 min)</td>
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<td>Handwriting (15 min)</td>
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<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>
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<tr>
<td>11:10–12:05</td>
<td>EFAL – Listening and speaking (60), Reading and phonics (60), Writing (60), Language use (30)</td>
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<tr>
<td>12:05–12:20</td>
<td>Second Break</td>
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<tr>
<td>12:20–12:50</td>
<td>GGR × 2 groups a day; paired reading; independent reading (30 min)</td>
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<tr>
<td>12:50–13:30</td>
<td>Creative arts (× 2) / PE (× 3)</td>
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<tr>
<td>Isicwangciso sekotha</td>
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<tr>
<th>Iweki</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Imisebenzi yentshayelelo</td>
<td>Irejista yeklasi</td>
<td>Irejista yeklasi</td>
<td>Ukubala neesimbali zamanani</td>
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</tr>
<tr>
<td>2</td>
<td>Tshatisa, hlela, bala, theleksika uyokuma ku-55</td>
<td>Tshatisa, hlela uze ubale uyokuma ku-5</td>
<td>Tshatisa uze theleksike uyokuma ku-5</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Amanani 1 ukuya ku-5</td>
</tr>
<tr>
<td>3</td>
<td>Amanani uyokuma ku-5</td>
<td>Isimboli zamanani 0 ukuya ku-5</td>
<td>Leliphi inani</td>
<td>Zingaphi?</td>
<td>Amanani 1 ukuya ku-5</td>
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<tr>
<td>4</td>
<td>Ukutheleksika amanani uyokuma ku-5</td>
<td>Amagama amanani ukusuka kunathi uye kwishlanu</td>
<td>Ingaphezulu ngenye okanye ingaphazulu ngezimbini</td>
<td>Ingaphezulu ngenye okanye ingaphantsi ngezimbini</td>
<td>Incinci kune- okanye inkulu kune-</td>
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<tr>
<td>6</td>
<td>Tshatisa, hlela, bala, theleksika uyokuma ku-10</td>
<td>Tshatisa uze uhlele amanani 6 ukuya ku-10</td>
<td>Amanani 6 ukuya ku-10</td>
<td>Ukubala</td>
<td>Ngubani onezininzi?</td>
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<td>7</td>
<td>Theleksika amanani uyokuma ku-10</td>
<td>Ngowuphini umthi onezimbaliwa</td>
<td>Inkulu kune- okanye incinci kune-</td>
<td>Ingaphezulu kune- okanye ingaphantsi kune-</td>
<td>Ukutheleksika amanani</td>
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<td>8</td>
<td>Libhondi zika-6 ukuya ku-9</td>
<td>Libhondi zika-6</td>
<td>Libhondi zika-7</td>
<td>Libhondi zika-8</td>
<td>Libhondi zika-9</td>
</tr>
<tr>
<td>9</td>
<td>Libhondi zika-10</td>
<td>Libhondi zika-10</td>
<td>Ishumi emabalini</td>
<td>Masenze u-10</td>
<td>Amanyathelo alishumi</td>
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<td>10</td>
<td>Indawo ncalo Amanani olandelelwano</td>
<td>Indawo ncalo</td>
<td>Indawo ncalo</td>
<td>Amanani olandelelwano</td>
<td>Amanani olandelelwano</td>
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</table>
# Term plan: Grade 1 Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductory activities</td>
<td>Class register</td>
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<td>Class register</td>
<td>Class register</td>
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<tr>
<td></td>
<td>Counting and number symbols</td>
<td>Build number shapes</td>
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<tr>
<td>2</td>
<td>Match, sort, count, compare</td>
<td>Match, sort, and count</td>
<td>Match and compare</td>
<td>More than or less than</td>
<td>The numbers 1 to 5</td>
</tr>
<tr>
<td></td>
<td>up to 5</td>
<td>up to 5</td>
<td>up to 5</td>
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<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>
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<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>
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<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>
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</tr>
<tr>
<td>6</td>
<td>Match, sort, count, compare</td>
<td>Match and sort numbers</td>
<td>Numbers 6 to 10</td>
<td>Who has more?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>up to 10</td>
<td>6 to 10</td>
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<tr>
<td>7</td>
<td>Compare numbers up to 10</td>
<td>Which tree has less?</td>
<td>Bigger than and smaller than</td>
<td>More than and less than</td>
<td>Comparing numbers</td>
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<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>
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<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>
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</tr>
<tr>
<td>10</td>
<td>Position &amp; direction</td>
<td>Position and direction</td>
<td>Position and direction</td>
<td>Ordinal numbers</td>
<td>Ordinal numbers</td>
</tr>
<tr>
<td></td>
<td>Ordinal numbers</td>
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</tbody>
</table>

**Number, operations and relationships** | **Patterns, functions and algebra** | **Space and shape (geometry)** | **Measurement** | **Introductory activities**
**Isicwangciso sovavanyo sekota yoku-1**

Uvavanyo lwekota luyilelwe kwicwangciso zezifundo. Imisebenzi yovavanyo oluthethwayo, olwenziwayo nolubhalwayo idwe liswe kusuku lwesihlanu kwiiveki ezininzi.

limvavanyo ezikwikota yoku-1 zezi:

<table>
<thead>
<tr>
<th>Iveki 3</th>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokunakana nokubhala amanani ukusuka ku-0 ukuya ku-5 baze babale izinto ezikhoyo (uyokuma ku-5)</th>
<th>Oluthethwayo nolwenziwayo</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iveki 4</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokucwangcisa nokuthelekisa amanani, ukubhala isimboli zamanani nokunakana amagama amanani kulu lwamanani aqala ku-0 ukuya ku-5.</td>
<td>Oluthethwayo nolwenziwayo</td>
<td>7</td>
</tr>
<tr>
<td>Iveki 5</td>
<td>Sebenzisa umsebenzi wovavanyo olubhalwayo ukuze uvavanye ulwazi lweebhondi ukuya ku-5.</td>
<td>Olubhalwayo</td>
<td>12</td>
</tr>
<tr>
<td>Iveki 6</td>
<td>Sebenzisa umsebenzi wovavanyo olubhalwayo ukuze uvavanye isakhono somfundi sokuchonga, ukuhlela nokubala oonxantathu, izangqa nezikwere.</td>
<td>Olubhalwayo</td>
<td>10</td>
</tr>
<tr>
<td>Iveki 7</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokugqibeza iipatheni zamanani.</td>
<td>Oluthethwayo nolwenziwayo</td>
<td>7</td>
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<tr>
<td>Iveki 8</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa ulwimi lwexesha.</td>
<td>Oluthethwayo nolwenziwayo</td>
<td>7</td>
</tr>
<tr>
<td>Iveki 9</td>
<td>Sebenzisa umsebenzi wovavanyo olubhalwayo ukuze uvavanye iibhondi ze-10.</td>
<td>Olubhalwayo</td>
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</table>
**Term 1 Assessment plan**

The assessment for the term is included in the lesson plans. Oral, practical and written assessment activities are sequenced into day 5 of most weeks.

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>3</td>
<td>Observe learners to assess their ability to recognise and write numerals 0 to 5 and count objects (up to 5).</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Observe learners to assess their ability to order and compare numbers, write the number symbols and recognise the number words for the number range 0 to 5.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Use the written assessment task to assess knowledge of the bonds of 5.</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Use the written assessment task to assess learner’s ability to identify, sort and count triangles, circles and squares.</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Observe learners to assess their ability to complete number patterns.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Observe learners to assess their ability to use the language of time.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Use the written assessment task to assess knowledge of the bonds of 10.</td>
<td>Written</td>
<td>10</td>
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## Iphetshana lamanqaku ovavanyo Iwekota yoku-1

<table>
<thead>
<tr>
<th>Iveki</th>
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<th>4</th>
<th>5</th>
<th>9</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td><strong>IBANGA 1 Ikota 1</strong></td>
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<tr>
<td>Iphetshana lokubhala amanqaku ovavanyo olusesikweni elicetyiswayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td>AMANQAKU EENDAWO NEEMILO</td>
<td>AMANQAKU EEPATENI</td>
<td>AMANQAKU OMILINGANISELO</td>
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<tr>
<td></td>
<td>Indowo nemilo: Okubhalwayo</td>
<td>Ipasheni: Okuthethwayo</td>
<td>Umlinganiselo: Okuthethwayo</td>
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<td>Amanqakus</td>
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### Igama nefani yomfundhi

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**Total:** 60
## Term 1 Assessment mark sheet

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<th>4</th>
<th>5</th>
<th>9</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>TOTAL FOR NUMBER</th>
<th>TOTAL FOR SPACE AND SHAPE</th>
<th>TOTAL FOR PATTERNS</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TERM TOTAL</th>
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<tbody>
<tr>
<td>Marks</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>36</td>
<td>10</td>
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<td>7</td>
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<td>60</td>
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**Learner name and surname**

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</table>

| Name | | | | | | | | | | | | |
## 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, Ipowusta yomfanekiso wasefama, amakhadi okuzekelisa katsitshala eesimboli zamanani</td>
</tr>
<tr>
<td></td>
<td>Ukubala kunye neesimboli zamanani</td>
<td></td>
</tr>
</tbody>
</table>

### Emva kwale veki kufuneka abafundi bakwazi ukwenza oku:
- Zalisa isakhelo samashumi serejista yeklasi
- Kufuneka ulungele ukuqalisa izifundo zezibalo/zemathematika kwiveki yesi-2.

### Uvavanyo

Akukho zifundo okanye zimvavanyo kule veki kuba uza kuke uxakekile ubhalisa abafundi kwaye ulungisa ikla yakhlo ukuze ilungele umsebenzi wekota.
## Introductory activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class register</td>
<td>Class register poster</td>
</tr>
<tr>
<td>2</td>
<td>Class register</td>
<td>Multifix cubes</td>
</tr>
<tr>
<td></td>
<td>Build number shapes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Class register</td>
<td>Class register poster, farm scene</td>
</tr>
<tr>
<td></td>
<td>Counting and number symbols</td>
<td>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.
Ngosuku loku-1, kufuneka ufundise abafundi indlela yokuzalisa irejista yeklasi ekwisakhelo samashumi (jonga amaphepha entshayelelo). Ungakwenza oku yonke imihla nanjengoko ingumsebenzi weklasi owonwabisayo nokholelela kumsebenzi wokubala oza kuwenza neklasi yonke.


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 whole class activity 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 revision and 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.
Build number shapes

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

2. Yakha amanani uqle ku-1 uye ku-10.
   Build the numbers 1 to 10.
Bala izilwanyana ezisemfanekisweni. Zingaphi ozibonayo?
Count the animals in the picture. How many do you see?
WEEK 1 • DAY 3

Counting and number symbols
### Ukutshatisa, ukuhlela ukucwangcisa nokuthelekisa amanani

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izhxobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izhxobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukulinganisa inani lokuqhwaba/ukunqakraza/ukungqisha/ukutsiba/ukuxhuma</td>
<td>Uyaqhwaba/uyanyaqakraza/uyangaqisha/uyaxhuma/uyatsiba</td>
<td>Tshatisa uze uhlele izibalis ezimfanekisweni.</td>
<td>Incwadi yemsebenzi yabafundi, ipowusta ebonisa efama (unclustered 1), izibalisi.</td>
</tr>
<tr>
<td>2</td>
<td>Ukulinganisa inani lokuqhwaba/ukunqakraza/ukungqisha/ukutsiba/ukuxhuma</td>
<td>Uyaqhwaba/uyanyaqakraza/uyangaqisha/uyaxhuma/uyatsiba</td>
<td>Tshatisa uze uhlele izibalis ezimfanekisweni ukuze uthelekise amanani.</td>
<td>Incwadi yemsebenzi yabafundi, ipowusta ebonisa efama (unclustered 1), izibalisi.</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisa inani leminwe eboniswayo</td>
<td>Iminwe</td>
<td>Thelekisa amanani ukyu ku-5</td>
<td>Incwadi yemsebenzi yabafundi, izibalisi, amakhadi amanani (1 ukyu ku-5).</td>
</tr>
<tr>
<td>4</td>
<td>Ukulinganisa inani leminwe eboniswayo</td>
<td>Iminwe</td>
<td>Ukubala uqale ku-1 uye ku-5</td>
<td>Incwadi yemsebenzi yabafundi, izibalisi, amakhadi amanani (1 ukyu ku-5), 1ibloko.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></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 bahele baze babale inani labafundi abakhoyo.

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

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

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imhla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
### Matching, sorting, ordering and comparing numbers

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>copying number of claps/clicks/stamps/hops/jumps</td>
<td>claps/clicks/stamps/hops/jumps</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>copying number of claps/clicks/stamps/hops/jumps</td>
<td>claps/clicks/stamps/hops/jumps</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>copying number of fingers shown</td>
<td>fingers</td>
<td>Compare numbers up to 5.</td>
<td>LAB, counters, number cards (1 to 5)</td>
</tr>
<tr>
<td>4</td>
<td>copying number of fingers shown</td>
<td>fingers</td>
<td>Counting from 1 to 5.</td>
<td>LAB, counters, number cards (1 to 5), multifix</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></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 learners 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

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**


Evekini qhubangou hlobo:
- Yalela abafundi ukuba balinganise inani lokugqhubwa, ukunqakraza iminwe, ukungqisha, ukuxhuma okanye ukutsiba bade bafike kumatyeli ama-5.
- Yalela abafundi ukuba balinganise inani leminwe oyibonisayo ngesandla esingye (de ufike ku-5). Mabalinganise lento ubabonisa yona.

**Ividiyo yophuhliso lwengqiqo**

Kule veki sigxila kumanani 1 ukuya ku-5. Zimbini izinto ezibalulelekiyo kwizinto esifuna ukuzifumana kule veki.

- Into yokuqala esigxila kuyo yindlela eqingqiweyo yokubala. Sikwenza oku ngokubonisa abafundi ukuba babeke izibalisi kwizinto abafuna ukuzibala baze baphinde babeke izibalisi kwisakhelo samashumi.
- Eyesibini kukuba abafundi baqonde ukuba kulishe ekuphumelelo esinga ngokubonisa abafuna ukuzi yilwana.

Uza kusebenzisa ipowusta ebonisa efama ukubala izilwanyana. Xa abafundi betshatisa izibalisi nezinto abazibalayo, bakhuthaze ubaqonqoise ukuba kutshatisa izibalisi esininge nesilwanyana esininge esibaluleyo kubalulekile. Ukuba bafuna ukuba liguza (umzekelo) kufuneka babeke izibalisi esininge kumfanekiso wegusha nganye abayisikhethi kwami ukuthi ukuba bafuna abafuna ukuba babale izibalisi esinye ngasikhethi kwamfanekiso wena weqona okanye ukuthi ukuba bafuna ukuba iluza babale izibalisi esinye ngasikhethi kwamfanekiso wegusha nganye abayisikhethi kwami ukuthi ukuba bafuna abafuna ukuba babale izibalisi esinye ngasikhethi kwamfanekiso wena weqona.

**Into emayiqatshelwe kule veki**

- Qinisekiso ukuba abafundi baphakwazi ukutshatisa izibalisi nezinto ngokuchanekileyo baze bazise kwisakhelo samashumi ukuze bafumaniye inani lezinto ezikh voyo.
- Ngokusebenzisa izakhelo zamashumi ukucwangcisa amanani sifuna ukuxhuma abafundi bakwazi ukucwaphela kwangoko amanani aboniswayo. Umzekelo, sifuna abafundi bakwazi ukuzipa ukuthi ukuba babale izibalisi esinye ngasebenzisa izibalisi nezakhelo zamashumi. Baza kuqala ngokusebenzisa amanani 1 ukuya ku-5.
- Ingaba abafundi baphakwazi na ukusebenzisa ngokuchanekileyo isigama esithi ‘ingaphezulu kune-‘ okanye ingaphantsi kune-?

---

**Ukutshatisa, ukuhlela ukucwangcisa nokuthelekisa amanani**

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**Ividiyo yezibalo zentloko**

Sigxila kubafundi belinganisa okanye bebonisa inani ukuya ku-5. Dlala nabafundi umdalo apho balinganisa loo nto uyenzayo.

Ungenza intshukumo okanye izandi ezithile baze bona bakulinganise. Ungatsho ukuba uyenza loo nto kangaphi. Yenza nje baze bona balinganise.

Evekini qhubangou hlobo:
- Yalela abafundi ukuba balinganise inani lokugqhubwa, ukunqakraza iminwe, ukungqisha, ukuxhuma okanye ukutsiba bade bafike kumatyeli ama-5.
- Yalela abafundi ukuba balinganise inani leminwe oyibonisayo ngesandla esingye (de ufike ku-5). Mabalinganise lento ubabonisa yona.

**Ividiyo yophuhliso lwengqiqo**

Kule veki sigxila kumanani 1 ukuya ku-5. Zimbini izinto ezibalulelekiyo kwizinto esifuna ukuzifumana kule veki.

- Into yokuqala esigxila kuyo yindlela eqingqiweyo yokubala. Sikwenza oku ngokubonisa abafundi ukuba babeke izibalisi kwizinto abafuna ukuzibala baze baphinde babeke izibalisi kwisakhelo samashumi.
- Eyesibini kukuba abafundi baqonde ukuba kulula ukuthakhekile iizixa sezinto ngokusebenzisa indlela eqingqiweyo. Kufuneka baqalise ukusebenzisa indlela eqingqiweyo xa bethelekisa nto leyo eyenza baqonde intsingiselo yokuthi into ingaphezulu okanye ingaphantsi kunenye.

Uza kusebenzisa ipowusta ebonisa efama ukubala izilwanyana. Xa abafundi betshatisa izibalisi nezinto abazibalayo, bakhuthaze ubaqonqoise ukuba kutshatisa izibalisi esininge nesilwanyana esininge esibaluleyo kubalulekile. Ukuba bafuna ukuba liguza (umzekelo) kufuneka babeke izibalisi esininge kumfanekiso wegusha nganye abayisikhethi kwami ukuthi ukuba bafuna abafuna ukuba babale izibalisi esinye ngasikhethi kwamfanekiso wena weqona.

**Into emayiqatshelwe kule veki**

- Qinisekiso ukuba abafundi baphakwazi ukutshatisa izibalisi nezinto ngokuchanekileyo baze bazise kwisakhelo samashumi ukuze bafumaniye inani lezinto ezikh voyo.
- Ngokusebenzisa izakhelo zamashumi ukucwangcisa amanani sifuna ukuxhuma abafundi bakwazi ukucwaphela kwangoko amanani aboniswayo. Umzekelo, sifuna abafundi bakwazi ukuzipa ukuthi ukuba babale izibalisi esinye ngasebenzisa izibalisi nezakhelo zamashumi. Baza kuqala ngokusebenzisa amanani 1 ukuya ku-5.
- Ingaba abafundi baphakwazi 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.

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 \( \textit{\textbf{\textcolor{red}{\textbf{4}}}} \) 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.
WEEK 2 • DAY 1
Matching, sorting and counting up to 5

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Let us match and count the farm animals.

Zingaphi izinja? How many dogs?

Kukho izinja ezi-4
There are 4 dogs.

Zingaphi iihagu? How many pigs?

Masitshatise izilwanyana zasefama ze sizibale.
Let us match and count the farm animals.
Ukutshatisa, ukuhlela nokubala ukuya ku-5
Matching, sorting and counting up to 5

Tshatisa uze uhlele.
Match and sort.

Sheep

Cow

Dog

Horse

Pig
1 Faka imibala kwimifanekiso emibini efanayo.
Colour two pictures that are the same.

…pictures of birds, flowers, fish, and hearts…
2. Faka umbala kwinani elianekileyo.
   Colour the correct number.

3. Bala
   Count

Matching, sorting and counting up to 5
Qaphela ukuba bonke abafundi bawabekile amachokoza kwi rejista, uze qinisekise ukuba amachokoza abekwe kwinda fanelekileyo. Bala ukuba bangaphi abafundi abakhoyo ujenge kwisiseko samashumi.

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

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

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

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

3. **Tshatisa uze uhlele.**
   Match and sort.

4. 

5. 

6. **Zeziphi ezininzi?**
   Which is more?

   **Zeziphi ezimbalwa?**
   Which is less?
Ukutshatisa nokuthelekisa ukuya ku-5
Matching and comparing up to 5

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

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

Zeziphi ezininzi izeziphi ezimbalwa?
Which is more and which is less?
IVEKI 2 • USUKU 2
Ukutshatisa nokuthelekisa ukuya ku-5

1 Biyela iseti enezininzi.
Circle the set with more.

![Images of two sets of animals with one set having more animals than the other.]

2 Biyela iseti enezimalalwa.
Circle the set with less.

![Images of two sets of insects with one set having fewer insects than the other.]

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

![Image of a cartoon zebra holding one end of a heart-shaped string, with a giraffe and a hippopotamus on the other end, suggesting the concept of fairness.]

Iveki 2 • Usuku 2
Ukutshatisa nokuthelekisa ukuya ku-5
Iveki 2 • Usuku 3
Ngaphezulu kuna- okanye ngaphantsi kuna-

IZIBALO ZENTLOKO | MENTAL MATHS

Linganisa mna.
Copy me.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Masitshatise
ze sithelekise.
Let’s match
and compare.

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

54
More than or less than

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

Ibhola zingaphantsi kunabafundi.
There are less balls than learners.

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

WEEK 2 • DAY 3
1. Zeziphi iibhokisi ezinezinto ezilinganayo?
Phawula nge- iibhokisi ezinezinto ezilinganayo.

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

2. Tshatisa imifane kiso nenani elilinganayo lamachokoza anombala.
   Match the pictures to the same number of shaded dots.
Nikhumbule ukukhangela umhla nize niphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
The numbers 1 to 5

Umsebenzi Weklasi Yonke | Whole Class Activity

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

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

3. 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.

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

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

NOTE: 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.
**Amanani 1 ukuya ku-5**

1. **Mingaphi imivundla? Biyela inani elichanekileyo.**
   How many rabbits? Circle the correct number.

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

**2 Bala. Biyela inani elichanekileyo.**

*Count. Circle the correct number.*

<p>| | | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
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<td>4</td>
<td>5</td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
1. Fakela umbala kwinani le-0 elifana nenani lezinto ezikhoyo.
   Colour the same number of 0 as the number of objects.

2. Zeziphi ezininzi?
   Which is more?
   - okanye
   - or

3. Zeziphi ezimbaliwa?
   Which is less?
   - okanye
   - or
   - or
### Consolidation

#### WEEK 2 • DAY 5

**Consolidation**

4. **Bala. Biyela inani elichanekileyo.**
Count. Circle the correct number.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Cow]</td>
<td>![Cow]</td>
<td>![Cow]</td>
<td>![Cow]</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Pig]</td>
<td>![Pig]</td>
<td>![Pig]</td>
<td>![Pig]</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Chicken]</td>
<td>![Chicken]</td>
<td>![Chicken]</td>
<td>![Chicken]</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Rabbit]</td>
<td>![Rabbit]</td>
<td>![Rabbit]</td>
<td>![Rabbit]</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. **Biyela inani elifana ne zo likwibloko esekuqalele.**
Circle the same number as the first block.

<table>
<thead>
<tr>
<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>
</thead>
<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>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5</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>5</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>
</tr>
</tbody>
</table>
## Amanani 1 ukuya ku-5

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izixhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uxela inani ngomlomo, ubonise ngeminwe</td>
<td>iminwe</td>
<td>Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5.</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezkhelo zamashumi</td>
</tr>
<tr>
<td>2</td>
<td>Uxela inani ngomlomo, ubonise ngeminwe</td>
<td>iminwe</td>
<td>Funda ngesimboli zamanani namagama amanani 0 ukuya ku-5.</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yemiboniso yasefama (iqokelele)</td>
</tr>
<tr>
<td>3</td>
<td>Bonisa amanani ngamakhadi amachokoza namakhadi amanani</td>
<td>amakhadi amachokoza namakhadi amanani</td>
<td>Sebenzisa ukutshitsa nokuhlela ukuze ubale iimilo (amanani 0–5).</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Bonisa amanani ngamakhadi amachokoza namakhadi amanani</td>
<td>amakhadi amachokoza namakhadi amanani</td>
<td>Theleksisa amanani (0–5)</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta yemiboniso yaseklasini, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Ukuqukanisa nokuquvanaya okujola seku falufuni.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

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

- Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimbalwa 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 ezaahlukenyelo.

Umsebenzi othethwayo nowenziwayo: Inani nokuthelekisa amanani

### Uvavanyo

Sebenzisa uluhlulwazi ezifunekayo lovavanyo olungezantsi evekini nangosuku lwesi-5 ukuze uvavanye isakhono somfundi sakuhlela nokucwangcisa izinto ezibalwelo.
The numbers 1 to 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number given verbally, show on fingers</td>
<td>fingers</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>Number given verbally, show on fingers</td>
<td>fingers</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>Show numbers using dot cards and number cards</td>
<td>dot cards and number cards</td>
<td>Use matching and sorting to count shapes (numbers 0–5)</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Show numbers using dot cards and number cards</td>
<td>dot cards and number cards</td>
<td>Compare numbers (0–5)</td>
<td>LAB, classroom scene poster, counters, ten frames</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners 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

Oral and practical: Number and comparison of numbers (NOR)

Assessment

Use the assessment checklist below during the week and on day 5 to assess learners’ ability to sort and order counted items.
Amanani 1 ukuya ku-5

Uvavanyo oluthethwayo nolwenziwayo

CAPS: Inani nokuthelekiiswa kwamanani
Umsebenzi: Qwalasela abafundi ukuze uvavanye izakhono zabo zokubala, ukuthelekisa nokuwangcisa amanani ukuya ku-5.

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Ikhrayitheriya - Uluhlucwele ezikhonyo: (inqaku eli-1 kwinqobo nganye efezekisiweyo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyakwazi ukutshatisa izibalisi nezinto ezikhoyo.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuhlela izibalisi kwasakhelo sezihlanu.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubala inani lezinto ayokufika ku-5.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa amanani tsho ukuba leliphile elingaphezulu (elikhulu) kunelinye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa amanani tsho ukuba leliphile elingaphantsi (elincinci) kunelinye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukunakana iisimboli zilili kwe 0 ukuya ku-5.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubhala iisimboli zilili kwe 0 ukuya ku-5.</td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku alifumeneyo kwasi-7 kwiphepha lamanqaku ekota.

Ividiyo yeziabalosentloko

Sigxila ekwazini kwaba abafundi ukunakana kwangoko amanani ukusuka ku-1 ukuya ku-5 kwezi mo zilandelayo: njengoko ebonisiwe kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, nangamagama.

Evekini qhuba ngolu hlabo:
- 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 anamachokoza xa ubabonisa amakhadi amanani u-0 ukuya ku-5.
Oral and practical assessment

CAPS: Number and comparison of numbers
Activity: Observe learners to assess their ability to count, compare and order numbers up to 5

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria - Checklist: (1 mark for each criterion achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to match counters to objects</td>
</tr>
<tr>
<td>1</td>
<td>Able to sort counters onto a five frame</td>
</tr>
<tr>
<td>1</td>
<td>Able to count out a number of objects up to 5</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare numbers to say which one is more (bigger) than another</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare numbers to say which one is less (smaller) than another</td>
</tr>
<tr>
<td>1</td>
<td>Able to recognise the number symbols 0 to 5</td>
</tr>
<tr>
<td>1</td>
<td>Able to write the number symbols 0 to 5</td>
</tr>
</tbody>
</table>

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

Mental Maths video

We focus on the learners instantly recognising the numbers from 1 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.
**Amanani 1 ukuya ku-5**

**Ividiyo yophuhliso lwengqiqo**
Kule veki sigxila kumanani 1 ukuya ku-5. Mithathu imiba ebalulekileyo kwinto esifuna ukujiphumeza kule veki.
- Owokuqala ngowokuba abafundi bayakwazi ukuchonga nokubhala isimboi zamanani 0, 1, 2, 3, 4, no-5 kwaye bayakwazi ukunakana amagama amanani athi nothi, inye, zimbini, zintathu, zine, nozintlanu xa ebizwa.
- Siyaghubeka nokubethelela iindlela eziqingqiweyo zokubala – sisebenzisa ukutshatisa nokuhlela izibalisi nezakhelo zamashumi.

**Izinto emaziqatshelwe kule veki**
- Ingaba abafundi bayakwazi ukubala izinto nokuchonga imiyinge yezinto ukuya ku-5 ngokuzithemba?
- Ingaba bayakwazi ukufunda nokubhala isimboi zamanani u-0 ukuya ku-5?
- Bayakwazi na ukunakana (xa ebizwa ngomlomo) nokusebenzisa amagama amanankwezi zixa?
- Bayakwazi na ukutheleksa amanani ngokuthi ingaphezulu kune-okanye ingaphantsi kune-?
- Ingaba abafundi bayakwazi ukutsho ngoko ngoko ukuba abakubona apha ngu-4 bengakhange babale (okanye ubonise ngeminwe okanye amaso)?
The numbers 1 to 5

Conceptual development video
This week we focus on the numbers 1 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.
WEEK 3 • DAY 1

The number symbols 0 to 5

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Bangaphi abafundi abakhoya?
How many learners are here?

zintlanu
five

Bangaphi abafundi abahleli phantsi? Bangaphi abeminaengeyawo?
How many learners are sitting? How many are standing?

Yenza u-5 ngomnwe wakho emqolo kumhlobo wakho.
Use your finger to make a 5 on your friend’s back.
Sebenzisa iminwe yakho umise la manani. Emva koko khuphela la manani.

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

<table>
<thead>
<tr>
<th>Amanani 0 ukuya ku-5</th>
<th>Numbers 0 to 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Finger gesture]</td>
<td>0</td>
</tr>
<tr>
<td>![Finger gesture]</td>
<td>1</td>
</tr>
<tr>
<td>![Finger gesture]</td>
<td>2</td>
</tr>
<tr>
<td>![Finger gesture]</td>
<td>3</td>
</tr>
<tr>
<td>![Finger gesture]</td>
<td>4</td>
</tr>
<tr>
<td>![Finger gesture]</td>
<td>5</td>
</tr>
</tbody>
</table>
The number symbols 0 to 5

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

3. Biyela bonke oono thi (0).
   Circle all the zeros.

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

   Fakela umbala kwigunube elinye.
   Colour one strawberry

Biyela bonke oononye.
Circle all the ones.
Leliphi inani?

1. [Image of a person raising three fingers]
2. [Image of a child raising their hand, the word Zi-3 and the number 3 written]
3. [Image of a person raising four fingers, the word Zi-4 and the number 4 written]
4. [Image of a child raising their hand]

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

What number?
What number?

1. Yenza izangqa ezibini.
   Draw 2 circles.

2. Fakela umbala kwiimoto ezi-2.
   Colour 2 cars.

3. Biyela boonke oonombini.
   Circle all the twos.

   Draw 3 squares.

5. Fakela umbala koololiwe aba-3.
   Colour 3 trains.

6. Biyela boonke oonontathu
   Circle all the threes.
Leliphi inani?

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

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

Zoba imifane kiso.

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

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

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

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

<table>
<thead>
<tr>
<th>Izangqa ezi-5</th>
<th>5 circles</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="circle" /></td>
<td></td>
</tr>
</tbody>
</table>
Zingaphi?

2 Bala. Count.

Iveki 3 • Usuku 3 Zingaphi?
   Draw 4 squares.
   Fakela umbala koobhantom aba-4.
   Colour 4 ladybirds.

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

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

4. Zoba oonxantathu aba-5.
   Draw 5 triangles.
   Fakela umbala kwizikhephe ezi-5.
   Colour 5 boats.

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

<table>
<thead>
<tr>
<th>1</th>
<th>3</th>
<th>5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How many?
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
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.
Amanani 1 ukuya ku-5

1. nye
   one

2. mbini
   two

3. ntathu
   three
WEEK 3 • DAY 4
Numbers 1 to 5

IZIBALO ZENTLOKO
MENTAL MATHS

UMSEBENZI WEKLASI YONKE
WHOLE CLASS ACTIVITY

IPHIEPHA LOKUSEBENZELA
WORKSHEET

UMDLALO
GAME

4
ne
four

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

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

okanye
or
Umdlalo: Ngubani onenani elikhulu?
Game: Who has the bigger number?

Kufuneka oku: abadlali aba-2. Iseti ezi-2 zamakhadi amanani ukusuka ku-0 ukuya ku-5.
You need: 2 players, 2 sets of 0 to 5 symbol cards.

1. Xubani amakhadi enu.
Mix your cards.

2. Gqulela ikhadi eli-1 umuntu ngamnye. Lelaphi ikhadi elinenani elikhulu?
Turn over 1 card each. Which card has the bigger number?

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

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

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

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

2. Ukuba awafani wagule.
   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.
1. Treyisa.
   Trace.

2. Iintanga zethanga
   Pumpkin seeds

---

Assessment and consolidation

Week 3 • Day 5
### Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izixhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonisa amanani usebenzise iminwe nomtya wamaso</td>
<td>Iminwe nomtya wamaso</td>
<td>Sebenzisa izakhele zamashumi nezibalisile ubonise amanani 1 ukuya ku-5.</td>
<td>Incwadi yemisebenzi yabafundi, izabalisi nezakhele zamashumi, amakhadi amanani nawamagama amanani</td>
</tr>
<tr>
<td>2</td>
<td>Bonisa ibe-1 okanye zibe-2 ngaphenzi kwenani elibonisiweyo</td>
<td>Iminwe nomtya wamaso</td>
<td>Sebenzisa ibloko wakhe amanani uze wenze angaphezulu</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epeheleyo yamakhadi amanani.</td>
</tr>
<tr>
<td>3</td>
<td>Bonisa ibe-1 okanye zibe-2 ngaphantsi kwenani elibonisiweyo</td>
<td>Iminwe nomtya wamaso</td>
<td>Sebenzisa ibloko wakhe amanani uze wenze angaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, iseti epeheleyo yamakhadi amanani.</td>
</tr>
<tr>
<td>4</td>
<td>Bonisa ibe-1 okanye zibe-2 ngaphenzi okanye ngaphantsi kwenani elibonisiweyo</td>
<td>Umtya wamaso</td>
<td>Chonga amanani amancinci namakhulu kunamanye</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni.</td>
<td></td>
<td></td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

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

1. Ukuba la izinto ukuya ku-5 (bebiza amanani ngokuchanekileyo ngokulandelelela kwawo).
2. Ukuthelekisa usebenzisa amanani xa kukho izinto ezininzi okanye ezimalwa kunezincinnati eqeleni.
3. Ukunikala amanani angaphezulu okanye angaphantsi ngo-1 okanye ngo-2 kunenani elinikiweyo kuluhluka-0 ukuya ku-5.
4. Ukunakala nokusebenzisa amagama amanani ukusuka ku-0 ukuya ku-5.
5. Ukunakala nokubhala iisimboli zomfanzi uqale ku-0 ukuya ku-5 .
6. Ukunakala kwangoko amanani 1, 2, 3, 4, 5 aboniswe kwizakhelo zamashumi.

### Uvavanyo

Oluthethwayo nolwenziwayo – ukuphathwa kweenkcukacha (ngokwemeko yamanani, izibalo nolwalamamo)

Sebenzisa uluhlu lezinto ezifunwayo olungezantsi ngeveki nangosuku lwesi-5 ukuze uvavanye izakhono zamfundi zokuhlela nokucwangcisa izinto ezikhoyo.
**Number names and one or two more than or less than**

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Show numbers using fingers and bead string</td>
<td>fingers and bead string</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>Showing 1 or 2 more than the number shown</td>
<td>fingers and bead string</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>Showing 1 or 2 less than the number shown</td>
<td>fingers and bead string</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>Showing 1 or 2 more/less than the number shown</td>
<td>bead string</td>
<td>Identify numbers that are smaller than and bigger than</td>
<td>LAB, number cards, multifix</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learners 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**

Oral and practical – Data Handling (in the context of numbers, operations and relationships).

Use the assessment checklist below during the week and on day 5 to assess learner’s ability to sort and order counted items.
Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

Uvavanyo oluthethwayo nolwenziwayo

CAPS: Ukuphatshwa kweenkcukacha – kwimo yamanani, izibalo nolwalaman. Qwalasela abafundi uze uvavanje izakhono zabo zokutshatisa, ukuhlela nokucwangcisa kunye nokuthelekisa ukuya ku-5

Amanqaku: 7

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Inqobo zokugweba - Uluhlu lwezinto ezijongwayo: (inqaku eli-1 kwinqobo nganye efunyenweyo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyakwazi ukutshatisa izibalisi rezinto ezikhoyo.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuhlela izibalisi kwisakhelo sezihlanu.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubala inani lezinto ezikhoyo ukuya ku-5.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leliphi elingaphezulu (elikhulu) kunelinye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa amanani axele ukuba leliphi elingaphantsi (elincinci) kunelinye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukunakana isimboli zamanani ukuqala ku-0 ukuya ku-5.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubhala isimboli zamanani ukuqala ku-0 ukuya ku-5.</td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku elifunyenweyo kwasi-7 kwiphepha lamanqaku ekota.

Ividiyo yeziyalo zentloko

Sigxila ekuphuhliseni ukuqonda intsingiselo ka-ingaphezulu kune- okanye ingaphantsi kune-. Dlala umdlalo usebenzise iminwe yakho. Yalela abafundi bakuwubonise amanani (amakhulu kunamanye okanye amancinci kunamanye) besebenzisa iminwe yabo.

Evekini qhuba ngolu hlobo:
- 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.
- Yalela abafundi babonise ngeminwe okanye ngamaso ukuba ingaphantsi ngo-1 okanye ngo-2. Khumbula ukuqala no-0 ngendlela efanelekileyo.
Number names and one or two more than or less than

Oral and practical assessment

CAPS: Data Handling – in the context of number, operations and relationships.
Activity: Observe learners to assess their ability to match, sort and order and compare numbers up to 5.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria – Checklist: (1 mark for each criterion achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to match counters to objects</td>
</tr>
<tr>
<td>1</td>
<td>Able to sort counters onto a five frame</td>
</tr>
<tr>
<td>1</td>
<td>Able to count a number of objects up to 5</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare numbers to say which one is more (bigger) than another</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare numbers to say which one is less (smaller) than another</td>
</tr>
<tr>
<td>1</td>
<td>Able to recognise the number symbols 0 to 5</td>
</tr>
<tr>
<td>1</td>
<td>Able to write the number symbols 0 to 5</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.
Amagama amanani; ingaphezulu okanye ingaphantsi ngononye okanye ngezimbini

### Ividiyo yophuhliso lwengqiqo

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

Mibini imiba esifuna ukuuyiphumeza kule veki.
- Owokuqala kukuba abafundi baphucula izakhono zabo zokuchonga nokubhala isimiboli zamanani 0, 1, 2, 3, 4, no-5. Bakwaqalisa nokubhala amagama amanani (ukusuka kunothi ukuya kwishlanu), ukutreyisa amagama ukulingiselela ukuwabhala bengancediswa ukuphela kwekota.


### Kufuneka uqaphele ntoni kule veki

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

This week we continue to focus on the numbers 0 to 5 and on comparing numbers in this range.

There are two key aspects to what we want to achieve this week.
• The first is that the learners consolidate their ability to identify and write the numbers symbols 0, 1, 2, 3, 4 and 5. They also start to write the number names (zero to five), tracing the words in preparation for writing them independently by the end of the term.
• The second thing is that learners deepen their understanding of the relative sizes of numbers. That there are bigger and smaller numbers. That amounts can be the same as, **more than** or **less than** other amounts.

While learners are counting different objects this week, talk with them about what they have counted using vocabulary of comparison: **more than**, **less than**, **the same as**, **just as many as**. For example, “There are 3 sheep and 4 dogs so there are more dogs than sheep.” This week they move onto making specific comparisons on 1 or 2, **more than** or **less than**.

What to look out for this week

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

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

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

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

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

3. Ndibonise u-5 kwisakhelo sakho samashumi. Show me 5 in your ten frames.
Amagama amanani ukusuka kunothi ukuya kwisihlanu

1. Tshatise.

Match.

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

Number names zero to five

Izinga zemthetho
Mental Maths

Izibalo zeniyengelwe
Whole Class Activity

Iphepha Lokusebenzela
Worksheet

Iphepha Lokusebenzela
Worksheet
Number names zero to five

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

- **0**: nothi (zero)
- **1**: inye (one)
- **2**: zimbini (two)
- **3**: zinthathu (three)
- **4**: zine (four)
- **5**: zintlanu (five)

2 Treyisa amagama amanani.
Trace the number names.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Week 4 • Day 2
One more and two more

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

**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.** 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?
Enye ngaphezulu nezimbini ngaphezulu

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

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

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. |

40
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>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yenza ama-2 ngaphezulu.</th>
<th>Mangaphi ewonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw 2 more</td>
<td>How many altogether?</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
Enye ngaphezulu nezimbini ngaphezulu

3

Mangaphi?
How many?

Yenza libe-1
ngaphezulu.
Draw 1 more ●.

Mangaphi
ngoku?
How many now?

4

Mangaphi?
How many?

Yenza ama-2
ngaphezulu.
Draw 2 more ●.

Mangaphi
ngoku?
How many now?
One less and two less

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke yonke imihla.
Remember to check the date and mark the register every day.
UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

1

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

2

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

3

4

Ungakwazi ukwenza amatsheyina afanayo?
Can you make trains that are the same?
### WEEK 4 • DAY 3

**One less and two less**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nanku uloliwe weebloko ezi-3.</strong></td>
<td>Here is a train of 3 blocks.</td>
</tr>
<tr>
<td><strong>Yenza uloliwe abe neebloko ezingaphantsi ngo-1.</strong></td>
<td>Make a train with 1 less block.</td>
</tr>
<tr>
<td><strong>Zingaphi iibloko ezikuloliwe wakho?</strong></td>
<td>How many blocks are there in your train?</td>
</tr>
<tr>
<td><strong>Nanku uloliwe weebloko ezi-3.</strong></td>
<td>Here is a train of 3 blocks.</td>
</tr>
<tr>
<td><strong>Yenza uloliwe abe neebloko ezingaphantsi ngo-2.</strong></td>
<td>Make a train with 2 less blocks.</td>
</tr>
<tr>
<td><strong>Zingaphi iibloko ezikuloliwe wakho?</strong></td>
<td>How many blocks are there in your train?</td>
</tr>
</tbody>
</table>

**Bala uze uthelekise.**

Count and compare.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 is bigger than 1.</td>
<td>1 is smaller than 3.</td>
</tr>
</tbody>
</table>
### Zingaphantsi nge-1, zingaphantsi ngezi-2

#### Mangaphi?

**How many?**

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

#### Yenza ama-● abe ngaphantsi ngo-1.

**Draw one less ●.**

<p>| | | |</p>
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#### Mangaphi ngoku?

**How many now?**

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#### Mangaphi?

**How many?**

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#### Yenza ama-● abe ngaphantsi ngo-2.

**Draw two less ●.**

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#### Mangaphi ngoku?

**How many now?**

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</table>
### WEEK 4 • DAY 3

**One less and two less**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3 | Yenza zibe ngaphantsi nge-1. (Make 1 less.)  
Zingaphi eziseleyo? (How many left?) |
| 4 | Yenza zibe ngaphantsi ngezi-2. (Make 2 less.)  
Zingaphi eziseleyo? (How many left?) |
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Smaller than and bigger than

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

WEEK 4 • DAY 4

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

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

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

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

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

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

Circle 2 and then ask: Yalatha neliphi na inani elingaphezulu kuno-2. Yalatha neliphi na inani elingaphantsi kuno-2.
Circle 2 and then ask: Point to any number that is **more than** 2. Point to any number that is **less than** 2.
1. Fakela amanani ashiyiweyo.
   Fill in the missing numbers.

2. Biyela inani elikhulu.
   Circle the bigger number.
   \[
   \begin{array}{c}
   3 \quad 5 \\
   \end{array}
   \]
   \[
   \begin{array}{c}
   4 \quad 1 \\
   0 \quad 2 \\
   \end{array}
   \]

   Circle the smaller number.
   \[
   \begin{array}{c}
   3 \quad 5 \\
   \end{array}
   \]
   \[
   \begin{array}{c}
   2 \quad 1 \\
   4 \quad 0 \\
   \end{array}
   \]

   Circle the biggest number in the row.
   \[
   \begin{array}{c}
   3 \quad 1 \quad 0 \quad 4 \\
   \end{array}
   \]

5. Biyела elona nani lincinci kungca ngamnye.
   Circle the smallest number in each row.
   \[
   \begin{array}{c}
   2 \quad 5 \quad 1 \quad 3 \\
   \end{array}
   \]
Smaller than and bigger than

Umdlalo: Ukwakha iincochoyi
Game: Building towers

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

1

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

2

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

3

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

4

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

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

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

Ngubani oneyona ncochoyi incinci kwigela lakho?
Zingaphi iibloko ezikuloo ncochoyi?
Who has the smallest tower in your group? How many blocks are in the tower?
Yenza.
Draw.

Abe ngaphezulu ngo-1
1 more

Abe ngaphezulu ngo-2
2 more

Abe ngaphezulu ngo-3
3 more

Aliqane
The same
### Assessment and consolidation

#### WEEK 4 • DAY 5

2. **Treyisa amagama amanani.**
   - Trace the number names.

<table>
<thead>
<tr>
<th>0</th>
<th>nothi</th>
<th>zero</th>
</tr>
</thead>
<tbody>
<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>

3. **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

4. **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
libhondi zamanani ukuya ku-5

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izixhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ndibonise lamani 2; 3; 4; 5 nganye nganye</td>
<td>lindlebe zikamvundlana ngezandla zombini</td>
<td>libhondi zamanani u-3 no-4</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi.</td>
</tr>
<tr>
<td>2</td>
<td>libhondi zika-3 no-4</td>
<td>Akwaba bendineminwe kunye nomtya wamaso</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>libhondi zika-5</td>
<td>Akwaba bendineminwe kunye nomtya wamaso</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi</td>
</tr>
<tr>
<td>4</td>
<td>libhondi zika-5</td>
<td>Akwaba bendineminwe kunye nomtya wamaso</td>
<td>libhondi zamanani zika-5</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi neekomityi, amakhadi amanani</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Uqukaniso novavanayo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

- Ukusebenzisa amanani ukuze athelekise xa kukho izinto ezininzi okanye ezimalwana eqeleni.
- Ukubiza amagama amanani ukuqala ku-0 ukuya ku-5
- Ukunakana nokubhala isimbozi zamanani ukuqala ku-0 ukuya ku-5
- Ukubala izinto ezikhoyo kakuhle ukuya ku-5
- Ukunakana amanani ngoko nangoko angala: 1, 2, 3, 4, 5 aboniswe kwizikholo zamashumi
- Ukuqonda ukuba amanani angajongwa kwaye kucinde ukuqonda ngawo ngeendlela ezahlukeneyo.
- Ukubonisa libhondi zika-3, 4 no-5 esebenzi izibalisi neebloko.
- Bhala libhondi zika-3, 4 no-5 usebenzi isimiwo yemithi.

**Uvavanyo**

**Uvavanyo olubhalwayo:** libhondi zika-5 (NOR)

Bhala amanqaku awafumeneyo kwali-12, kwiphepha lamanqaku ekota.
### Number bonds of 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Show 2, 3, 4, 5 in parts</td>
<td>bunny ears with fingers on both hands</td>
<td>Number bonds of 3 and 4</td>
<td>LAB, counters</td>
</tr>
<tr>
<td>2</td>
<td>Bonds of 3 and 4</td>
<td>I wish I had, fingers and bead string</td>
<td>Number bonds of 5</td>
<td>LAB, counters and ten frames</td>
</tr>
<tr>
<td>3</td>
<td>Bonds of 5</td>
<td>I wish I had, fingers and bead string</td>
<td>Number bonds of 5</td>
<td>LAB, counters</td>
</tr>
<tr>
<td>4</td>
<td>Bonds of 5</td>
<td>I wish I had, fingers and bead string</td>
<td>Number bonds of 5</td>
<td>LAB, counters and cups, number cards</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learners 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:** Bonds of 5 (NOR)

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

Sigxila ekubenisa abafundi bakwazi ukuhlanganise ulwazi lweebhondi ukuya ku-5. Dlala umdlalo ‘weendlebe zomvundlana’ nothi ‘Akwaba bendine’ ...

**Iindlebe zomvundlana**

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

**Akwaba bendine ...**


Qhuba iveki ngolu hlolo:

- Yitsho abafundi babonise iiibhondi zamaibani zika-2, 3, 4 no-5 ngokwenza iindlebe zomvundlana ngiminwe yabo. Bakhuthaze bangabali iminwe yabo koko bavele babonise kube kanye nje ukuba kuyenzeka.
- Baphendule umbuzo othi ‘Akwaba bendine …’ weebhondi ukuya ku-5 basebenzise iminwe nemitya yamaso.

**Ividiyo yophuhliso lwengqiqo**


- Owesibini esigxila kuwo yindlela eqingqiweyo yokubonisa iiibhondi zamaibani ukuya ku-5. Sikwenza oku ngeebloko, izakhele zamashumi nezibonile isangokuza imifanekiso yebhondi ukubhala nokubonisa iiibhondi zamaibani.


**Siqwalasela oku kule veki**

- Abafubudi bangakwazi na ukubonisa iiibhondi zamaibani u-3, 4 no-5 besebenzisa iiibloko?
- Abafundi bangakwazi na ukubonisa iiibhondi zika-3, 4, no-5 besebenzisa izakhele zamashumi nezibonile?
- Bangakwazi na abafundi ukubhala phantsi iiibhondi zamaibani ukuya ku-5 besebenzisa itheiyibhile zeebhondi nemifanekiso yebhondi?
Number bonds of 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.

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?
IZIBALO ZENTLOKO | MENTAL MATHS

**IZIBALO ZENTLOKO**

Yenza iindlebe zomvundla ngeminwe yakho undibonise u-2.
Show me 2 with bunny ears.

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

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

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

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

Iintaka zidiniwe kukubhabha, zifuna ukuphumla emithini. Yiza sikhangele enye Indlela yokuzibeka emthini. 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.
Zingaphi iindlela ezahlukenyeli ezingahlala ngazo iintaka kumthi?
How many different ways can the birds sit in the trees?
Bonds of 3 and 4

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

Zi-3
3

Zingaphi izibalisi ezikhoyo?
How many counters are there?

1

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

2

Ufihle ezi-2.
You are hiding 2.

3

Ndin ngoku.
Ndiza kuqala nga-4.
My turn now.
I’ll start with 4.

4
iveki 5 • usuku 2
libhondi zika-5

uKhumbule ukufinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Today we have 5 birds flying in the sky. Let’s figure out all the different ways they can rest in the trees.

Let’s record this in our books.

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

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

Zingaphi izibalisizikhayo?
How many counters are there?

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

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

Ndim ngoku.
My turn now.
Bonds of 5

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

1. 5
   2
   3

2. 5
   3

3. 5
   1

4. 5
   4

Bonds of 5  Week 5 • Day 2

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131
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Masahlule kabini itsheyina lam elineebloko ez-5. Let’s break my train of 5 into two pieces.

1. Masahlule kabini itsheyina lam elineebloko ez-5. Let’s break my train of 5 into two pieces.

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

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

4. Masahlule kabini itsheyina lam elineebloko ez-5 ngenye indlela. Now let’s break my train of 5 into two pieces in a different way.
libhondi zika-5

Yenza u-5.
Make 5.

5

5

5

5

5
Bonds of 5

WEEK 5 • DAY 3

Bonds of 5

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Zingaphi ibloko endizifihileyo?
How many blocks am I hiding?

Zi-2
2
2. Ngawaphi amanye amanani enza u-5?

What other numbers make 5?
IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO
MENTAL MATHS

UMSEBENZI WEKLASI YONKE
WHOLE CLASS ACTIVITY

UMDLALO
GAME

AMAPHEPHA OKUSEBENZELA AMA-2
2 WORKSHEETS

WEEK 5 • DAY 4

Bonds of 5

Akwaba bendina-5.
I wish I had 5.

Kufuneka ube na-3.
You need 3.

Akwaba bendina-5.
I wish I had 5.

Kufuneka ube na-4.
You need 4.

Nikhumbule ukukhangela umhla nize niphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
IVEKI 5 • USUKU 4
libhondi ukuya ku-5

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

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.

Ndihlala ku-0. Kufuneka ndithathe amanyathelo ama-5 ukuze ndifike ku-5.

I stay at 0. I need to take 5 more steps to get to 5.

Ndiku-2. Kufuneka ndithathe amanyathelo ama-3 ngaphezulu ukuze ndifike ku-5.

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

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

Continue in this way. The child who gets to 5 first wins. When the learners understand the game let them play it in pairs.
Bonds of 5

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

0 1 2 3 4 5

1

0 1 2 3 4 5

2

0 1 2 3 4 5

3

0 1 2 3 4 5

4

0 1 2 3 4 5

5
2 Yenza amachokoza ukuze wenze u-5 uze ufakele amanani ashiyiweyo.
Draw dots to make up 5 and fill in the missing numbers.
Uvavanyo noqukaniso

Bhala amanani.
Write the numbers.

 rulers and rulers
make

 rulers and rulers
make

 rulers and rulers
make

 rulers and rulers
make

 rulers and rulers
make

 rulers and rulers
make
**Assessment and consolidation**

1. Biyela inani elichanekileyo lamachokoza.
   Circle the correct number of dots.

   ![Diagram with triangles and dots]

   - 2
   - 3
   - 4
   - 5
   - 1

2. Gqibezela.
   Complete.

<table>
<thead>
<tr>
<th></th>
<th>nothi</th>
<th>zero</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>inye</td>
<td>one</td>
</tr>
<tr>
<td></td>
<td>zintathu</td>
<td>three</td>
</tr>
<tr>
<td></td>
<td>zine</td>
<td>four</td>
</tr>
<tr>
<td>2</td>
<td>zimbini</td>
<td>two</td>
</tr>
<tr>
<td></td>
<td>zintlanu</td>
<td>five</td>
</tr>
</tbody>
</table>

**Week 5 • Day 5**
### Emva kwale veki kufuneka abafundi bakwazi ukwenza oku:

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izixhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>inani linikwa ngokuthetha, liboniswe ngeminwe</td>
<td>iminwe</td>
<td>Sebenzisa ukutshatisa nokuhlela ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezili-10.</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebonisa efama (imifanekiso ethe saa 1 &amp; 2) izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>2</td>
<td>kunikwa isimboli yenani, liboniswe ngeminwe</td>
<td>amakhadi abonisa amanani</td>
<td>Sebenzisa ukutshatisa nokuhlela ukuze ubale izinto ezikhoyo ezi-6 ukuya kwezili-10. Bhala isimboli zamanani.</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>kunikwa isimboli yenani, liboniswe kusetjenziswe amakhadi amachokoza</td>
<td>amakhadi esimboli zamanani amakhadi amachokoza</td>
<td>Sebenzisa ukutshatisa nokuhlela ukuze ubale imilo (amananiukuksuka ku-6 ukuya ku-10.</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi amanani, amakhadi amachokoza, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>4</td>
<td>kunikwa isimboli yenani, liboniswe ngeminwe</td>
<td>iminwe, amakhadi amagama amanani</td>
<td>Thelekisa amanani (6–10)</td>
<td>Incwadi yemisebenzi yabafundi, izibalisi nezakhelo zamashumi</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Uqakaniso novavanayo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
<td></td>
</tr>
</tbody>
</table>

### Uvavanyo

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

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

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>number given verbally, show on fingers</td>
<td>fingers</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>number symbol given, show on fingers</td>
<td>fingers, number symbol cards</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>number symbol given, show using dot cards</td>
<td>number symbol cards and dot cards</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>number word given, show using fingers</td>
<td>fingers, number word cards</td>
<td>Compare numbers (6–10)</td>
<td>LAB, number cards, counters and ten frames</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

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

### Assessment

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

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

Record a mark out of 10 in the term mark sheet.
Hlela, bala uze uthelekise amanani 6 ukuya ku-10

Ividiyo yezibalo zentloko
Sigxila kubafundi abanakana kwangokho amanani ukusuka ku-6 ukuya ku-10 kwezi mo zilandelayo: njengokuba kuboniswa kusetyenziswa iminwe, kumakhadi amachokoza, njengeesimboli, njengamagama.

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

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani 6 ukuya ku-10. Mibini imiba ephambili kwizinto esifuna ukuzifezeki kule veki:
• Sigxila ekusebenziseni indlela eqingqiweyo yokubala. Sikwenza oku ngokuyalela abafundi babeke izibali kwizinto abafuna ukuzibala baze bazithathe bazifake kwisakhelo samashumi (njengoko bebendale luka-0 ukuya ku-5).
• Siqinisekisa ukuba abafundi bayakwazi ukuxela nokukhanya nokubhala iisimboli zimvondelelo 6, 7, 8, 9 no-10 nokukhanya nokubhala amanani 6, 7, 8, 9 no-10 nokunakana amanani 6, 7, 8, 9 no-10 nokukhanya nokubhala amanani 6, 7, 8, 9 no-10 nokunakana amanani 6, 7, 8, 9.

Ngeli xa abafundi babala izinto ezahlukeneyo kule veki, thetha nabo ngezinto abazibaliweza usebenzise amanani afana nala; ezona zinini, ezona nimiwoza, ezininzi kune-4, zimbalwa kune-, ziyafana ne-, zinini kange-umz. "Kukho amadada ama-6 kunkukho neentaka ezisi-7 into ethetha ukuba iintaka zinini kunamadada." Kuza kuqaliswa kwesi sigama kwiveki yesi-6, ngoko ke kulubalikile ukuba kuqaliswe ngoku ukusisebenzisa.

Siqwalasela oku kule veki
• Abafundi kufuneka bakwazi ukunakana nokubhala iisimboli zimvondelelo 6, 7, 8, 9 no-10 kwezi esifuna bakwazi nokunakana babhale amanani zintandathu, zisikhene, zisibhozo, zilihoba, zilishumi.
• Siqinisekisa ukuba abafundi bayakwazi ukukhanya izinto ngokuchanekileyo (bafi ke kwizinto ezil-10). Kufuneka bakwazi ukunzeka oku ngokumana besalatha kwinto nganye okanye ngokubeka izibali kwego zinto baze bazicwangcise kwisakhelo samanani.
• Ngokusebenzisa isakhelo samanani esifuna ukukhuthaza abafundi bakwazi ukubona amanani ngoko nangoko, umz. bakwazi ukunakana njengo-7 bengakhange babale izibali izanganye.
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.

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 6 as 7 without having to count each individual counter.
Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10

Ukhumbule ukuqinisekisa umhla nokuphawula 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

Masitshatise izilwanyana zasefama ze sizibale. Let us match and count the farm animals.
Ukutshatisa nokuhlela amanani ukusuka ku-6 ukuya ku-10 Matching and sorting numbers 6 to 10
Matching and sorting numbers 6 to 10
1. Sebenzisa iminwe yakho umise la manani. Wakhuphele ke ngoku.
   Use your fingers to make these numbers. Then copy the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>0</td>
<td></td>
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<tr>
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<td>1</td>
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<td>2</td>
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<td>9</td>
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<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Amanani ukusuka ku-l ukuya ku-10
Numbers 1 to 10
2. Yenza amachokoza ukuze ubonise la amanani.
   Draw dots to show the numbers.

3. Dibanisa amachokoza.
   Join the dots.

Matching and sorting numbers 6 to 10
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 6 • DAY 2

Numbers 6 to 10

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY
Amanani ukusuka ku-6 ukuya ku-10

Numbers 6 to 10
WEEK 6 • DAY 2

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

   Draw six squares. Colour six strawberries.

   Biyela bonke oo-6. Circle all the 6s.
   
<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>2</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

   Treyisa. Trace: Zintandathu six
   Bhala. Write

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

   Biyela bonke oo-7. Circle all the 7s.
   
<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>1</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Treyisa. Trace: Zisixhenxe seven
   Bhala. Write
Numbers 6 to 10

**Umdlalo: Umdlalo wokukhumbula amanani atshatayo**

Game: Matching numbers memory game

1. Yhoo, azifani! Oh no - they don’t match.

2. Yhee, ziyafana! Yay, they match!

3. Yigem yakho ke ngoku. Your turn now.

The winner is the one who has more cards.
Ukubala ii Milwaukee

IZIBALO ZENTLOKO  |  MENTAL MATHS

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

Counting shapes

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

1

2

3
Zingaphi?
How many?

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

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

<table>
<thead>
<tr>
<th>Izangqa</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izikwere</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squares</td>
<td></td>
</tr>
</tbody>
</table>
### Counting shapes

**Zingaphi?**

*How many?*

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

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

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

---

Counting shapes  
**Week 6 • Day 3**  
71
1. Yenza oonxanthathu abasi-8.
   Draw 8 triangles.
   
   Fakela umbala kwintlanzi ezisi-8.
   Colour 8 fish.

2. Yenza izangqa ezili-9
   Draw 9 circles
   
   Fakela umbala kwizithsaba ezili-9.
   Colour 9 crowns

Trace: Treyisa. Write: Bhala.

Eight

Nine

zisibhozo

zilithoba
Counting shapes

3 Biyela inani elichanekileyo.
Circle the correct number.

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

4 Fakela amanani ashyiweyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
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<td>1</td>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
Ngubani onezininzi?

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
WEEK 6 • DAY 4

Who has more?

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Ngubani onezininzi?
Who has more?

1

2

3
Ngubani onezininzi?

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

2. Biyela isilwanyana esinezininzi:
   Circle the animal who has more:
   okanye
   or
Who 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
**Ngubani onezininzi?**

4. *Fakela umbala kwezi milo kodwa usebenzise imibala engafaniyo.*

Colour the shapes using different colours.

5. *Zingaphi?*

How many?

---

*Iveki 6 • Usuku 4*  Ngubani onezininzi?
### Assessment and consolidation

#### WEEK 6 • DAY 5

**Uvavanyo noqukaniso**

**Assessment and consolidation**

---

1. **Zingaphi?**
   **How many?**

<p>| | | | | | | | | |</p>
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</table>

**Biyela igama lemiliko.**

**Circle the name of the shape.**

- **unxantathu isangqa sikwere**
  - triangle
  - circle
  - square.

- **unxantathu isangqa sikwere**
  - triangle
  - circle
  - square.

- **unxantathu isangqa sikwere**
  - triangle
  - circle
  - square.

---

2. **Bala**

**Count**

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<tbody>
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</table>
1 Tshatisa. Match

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

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

- [Image of strawberries]
- [Image of soccer balls]
- [Image of fish]
- [Image of leaves]

- [Image of insects]
- [Image of rabbits]
### Thelekisa manani ukusuka ku-6 ukuya ku-10

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izikhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izikhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Zingaphi? Ngubani onezinzi? Yeyiphi enezimbalwa?</td>
<td>1, 2, 3 bonisa ngeminwe</td>
<td>Thelekisa amanani (6-10)</td>
<td>Incwadi yemisebenzi yabafundi (LAB), ipowusta yemithi (XX), intaka</td>
</tr>
<tr>
<td>2</td>
<td>Zingaphi? Ngubani onezinzi? Yeyiphi enezimbalwa?</td>
<td>1, 2, 3 bonisa ngeminwe</td>
<td>Thelekisa amanani (6-10)</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Zingaphi? Ngubani onezinzi? Yeyiphi enezimbalwa?</td>
<td>1, 2, 3 bonisa ngeminwe</td>
<td>Fumana enye (1) ngaphezulu nenye (1) ngaphantsi</td>
<td>Incwadi yemisebenzi yabafundi, multifix</td>
</tr>
<tr>
<td>4</td>
<td>Zingaphi? Ngubani onezinzi? Yeyiphi enezimbalwa?</td>
<td>1, 2, 3 bonisa ngeminwe</td>
<td>Thelekisa amanani (6-10)</td>
<td>Incwadi yemisebenzi yabafundi, number cards</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki kufuneka abafundi bakwazi ukwenza oku:

<table>
<thead>
<tr>
<th>Ukucwangcisa amanani ukusuka ku-0 uye ku-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuthatha isiqqibo sokuba leliphi inani elikhulu okanye elincinci phakathi kwamabini ukusuka ku-0 uye ku-10.</td>
</tr>
<tr>
<td>Ukukhetha ukuba leliphi iqela lamanani kwakhoyo elona likhulu okanye elona lincinci 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, eezona zininzi, ezona zincinci; kwaye akwazi nokuwasebenzisa ngokuchanekileyo.</td>
</tr>
<tr>
<td>Ukwalatha inani elingaphezulu ngo-1 okanye elingaphantsi ngo-1 kumenani elithile (kuluhlu 0–10).</td>
</tr>
<tr>
<td>Ukwalatha inani elingaphezulu ngo-2 okanye elingaphantsi ngo-2 kumenani elithile (kuluhlu 0–10).</td>
</tr>
</tbody>
</table>

Uvavanyo

Sebenzisa uluhlul olungasezantsi lwezinto ezifunekayo kuwavanyo evekini nangosuku lwesi-5 ukuze uvavanye isakhono sabafundi sokusbenzisa ulwimi lokulinganisa ixesha
### Compare numbers 6 to 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How many? Who has more? What has less?</td>
<td>1, 2, 3 show fingers</td>
<td>Compare numbers (6–10)</td>
<td>LAB, tree poster, birds</td>
</tr>
<tr>
<td>2</td>
<td>How many? Who has more? What has less?</td>
<td>1, 2, 3 show fingers</td>
<td>Compare numbers (6–10)</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>3</td>
<td>How many? Who has more? What has less?</td>
<td>1, 2, 3 show fingers</td>
<td>Find 1 more and 1 less</td>
<td>LAB, multifix</td>
</tr>
<tr>
<td>4</td>
<td>How many? Who has more? What has less?</td>
<td>1, 2, 3 show fingers</td>
<td>Compare numbers (6–10)</td>
<td>LAB, number cards</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning.</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learners 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**

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.
Thelekisa manani ukusuka ku-6 ukuya ku-10

Uvavanyo oluthethwayo nolwenziwayo

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Ikhrayitheriya - Ululu Iwezinto ezijongwayo: (inqaku eli-1 kwingobo nganye efezekisiwayo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enze incochoyi elandlelanayo ibegaphezulu ngo-1</td>
</tr>
<tr>
<td>1</td>
<td>Enze incochoyi elandlelanayo ibe ngaphantsi ngo-1</td>
</tr>
<tr>
<td>1</td>
<td>Abeke ikhadi elinamachaphaza elishiyelelweyo libe ngaphenzulu ngo-1</td>
</tr>
<tr>
<td>1</td>
<td>Abeke ikhadi elinamachaphaza elishiyelelweyo libe ngaphantsi ngo-1</td>
</tr>
<tr>
<td>1</td>
<td>Abeke ikhadi le nani elishiyiweyo ngokulandelana kwamakhadi amachaphaza abe ngaphenzulu okanye ngaphantsi ko-1</td>
</tr>
<tr>
<td>1</td>
<td>Abeke igama le nani elishiyiweyo ngokulandelana kwamakhadi amachaphaza abe ngaphenzulu okanye ngaphantsi ngo-1</td>
</tr>
<tr>
<td>1</td>
<td>Kumakhadi amanani abekiweyo ukusuka ku-0 ukuya ku-10, khetha amakhadi angaphenzulu okanye angaphantsi ngo-1 okanye angaphenzulu okanye ngaphantsi ngo-2</td>
</tr>
</tbody>
</table>

Bhala amaqaku awafumeneyo asi-7 kwiphepha lamanqaku eKota.

Ividiyo yezibalo zentloko

- Kumdlalo othi Fizz Pop, xa utitsha esithi “Fizz” iklasi mayipendule ngokuthi “Pop”; xa utitshala ebiza inani, umz. athi 6, iklasi kufuneka iphendule ngokubiza inani elihamba no-6 ukwenza u-10, umz. ithi 4.
- Utitshala uyatshintsha-tshintsha ukubiza amanani nokuthi “Fizz”.
- Ungawenza lo mdlalo ube nomdla ngokufakela iindawana, umz. xa usithi “pop” iklasi kufuneka ithi “fizz”, okanye ukuba uthi “fizz fzz” iklasi kufuneka ithi “pop pop”. Noxa kunjalo, kufuneka ingasuki engqondweni into yokuba eyona njongo yalo mdlalo kukuqinisekisa ukuba abafundi bayazazi ibhondi zika-10.
Compare numbers 6 to 10

Oral and practical assessment

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria - Checklist: (1 mark for each criterion achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to make the next tower in a sequence of towers which increase by 1</td>
</tr>
<tr>
<td>1</td>
<td>Able to make the next tower in a sequence of towers which decrease by 1</td>
</tr>
<tr>
<td>1</td>
<td>Can place a missing <em>dot card</em> in a sequence of <em>dot cards</em> which increase by 1</td>
</tr>
<tr>
<td>1</td>
<td>Can place a missing <em>dot card</em> in a sequence of <em>dot cards</em> which decrease by 1</td>
</tr>
<tr>
<td>1</td>
<td>Able to place a missing number symbol card in a sequence of <em>dot cards</em> which increase or decrease by 1</td>
</tr>
<tr>
<td>1</td>
<td>Able to place a missing number name card in a sequence of <em>dot cards</em> which increase or decrease by 1</td>
</tr>
<tr>
<td>1</td>
<td>Can select cards that are 1 more than or 1 less than or 2 more than or 2 less than a given number symbol card</td>
</tr>
</tbody>
</table>

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

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 respond with the number that goes with 6 to make 10 (in other words, “4”). Alternate between calling out numbers with saying “fizz”.
- You can make more games like by adding little variations. For example, when 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 ensure the learners become fluent in their bonds of 10!
Ividiyo yophuhliso lwengqiqo
Kule veki sigxila ekucwangciseni nasekuthelekiseni amanani ukusuka ku-6 ukuya ku-10. Oku kwakhela phezu kothelekiso lwamanani 1 ukuya ku-5 alwenziwe kwiveki yoku-1 neyesi-2. Isigama esinxulumene nothelekiso siya kubethelelwana kule veki kuze kubezhelele nengqiqo malunga nokuthelekisa ubukhulu bamanani.

Siqwalasela oku kule veki

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

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?

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

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

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

Ziphi ezona ntaka zininzi? Ziphi ezona ntaka zimbalwa?
Where are there the most birds? Where are there the least birds?
Which tree has less?
Ngowuphi umthi onezimalwa?

1. Zingaphi iintaka?
   How many birds?

2. Biyela umthi oneentaka ezimalwa
   Circle the tree with less birds.
Which tree has less?

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

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

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

Which tree has less? Week 7 • Day 1
IZIBALO ZENTLOKO | MENTAL MATHS

Inkulu kune-; incinci kune-

IVEKI 7 • USUKU 2

How many do we each have?

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Yenza incochoyi elandelayo kwipatheni. Make the tower that comes next in the pattern.

Sibona ukuba u-9 ungaphenzulu kun-8. We see 9 is more than 8.

Kwakhe sibona ukuba u-6 ungaphantsi kun-8. And we see 6 is less than 8.

Sebenzisa le patheni yeebloko (nezinye iincochoyi ukuba kuyimfuneko oko) nengxoxo efana nale ukuze uqinisekise ukuba abafundla bayayiqonda intsini gama athe ‘ingaphenzulu kune-‘; ‘ingaphantsi kune-‘; ‘inkulu kune-‘ nokuthi ‘incinci kune-‘.

Use this pattern of multifix blocks (and other towers if necessary) and this kind of discussion to make sure learners understand the vocabulary of more than; less than; bigger than and smaller than.
I have a train with 7 blocks. Make a train with less than 7 blocks.

How many blocks are in your train?

Make any train you want to.

Who has the least blocks?

Who has the most blocks?

Does anyone have a train with the same number of blocks as you?
Xoxani ukuba yeyiphi enezininzi okanye yeyiphi enezimalwa. 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

- ungaphezulu kuno- is more than
- ungaphantsi kuno- is less than

- mkhulu kuno- is bigger than
- mncinci kuno- is smaller than

- ungaphezulu kuno- is more than
- ungaphantsi kuno- is less than

- mkhulu kuno- is bigger than
- mncinci kuno- is smaller than
Bigger than and smaller than

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

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

   Circle the biggest number
   2 4
   6 3
   5 9
   10 6

4. Biyela elona nani linicinci
   Circle the smallest number
   2 6
   4 5
   5 3
   4 6
Ukumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
More than and less than

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

1. 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?

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

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?

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

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

WEEK 7 • DAY 3
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 ngaphezu kwezi-5 yenza...

1 more than 5 is...

Yenza itreyini elineebloko ezi-2 ngaphezulu.

Make a train with 2 more blocks...

Ezi-2 ngaphezu 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...
More than and less than

Week 7 • Day 3

Eli itreyini lineebloko ezi-7.
Here is a train of 7.

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

E-1 ngaphezu kwezisi-7 yenza...  
1 more than 7 is...

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

Ezi-2 ngaphezu kwezisi-7 zenza...
2 more than 7 is...

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

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

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

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

Eli itreyini lineebloko ezi-8.
Here is a train of 8.

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

E-1 ngaphezu kwezisi-8 yenza...
1 more than 8 is...

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

Ezi-2 ngaphezu kwezisi-8 zenza...
2 more than 8 is...

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

E-1 ngaphantsi kwezi-8 yenza...
1 less than 8 is...

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

Ezi-2 ngaphantsi kwezi-8 zenza...
2 less than 8 is...
IVEKI 7 • USUKU 3

Ingaphezulu kune-; ingaphantsi kune-

1 Beka izibalisi ezi-4 kwisakhelo samashumi.  
Put 4 counters in your ten frame.

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

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

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

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

2 Beka izibalisi ezisi-7 kwisakhelo samashumi.  
Put 7 counters in your ten frame.

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

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

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

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

3. Yenza amachokoza ubonise inani
Draw dots to show the number

Zoba ibenye ngaphezu. Draw 1 more.

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

4. Yenza ibe-1 ngaphantsi uze ubhale elo nani.
Make 1 less and write the number.

Zoba ibenye ngaphezulu. Draw 1 less.

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

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

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

3. Leliphi inani eliza emva ko-8? What number comes after 8?

4. Leliphi inani eliphambi ko-5? What number comes before 5?
Theleksa amanani

**Umdlalo: Lelikabani elikhulu?**
Game: Whose is bigger?

**Kufuneka ube nabadlali aba-2, iseti ezi-2 zamakhadi aneenombolo ezigala ku-0 ziywe ku-10.**
You need 2 players, 2 sets of cards numbered 0 to 10.

1. 
2. 
3. 
4. 
5. 
6. 

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

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

1. **Fakela amanani ashiyiweyo.**
Fill in the missing numbers.
Comparing 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></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

201
### 1. Bhala inani.
Write the number.

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

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

- 9
- 5

- 4
- 6

- 1
- 2

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

- 6
- 3

- 7
- 9

- 2
- 8

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

- 2
- 4
- 8
- 6
- 5

- 5
- 4
- 6
- 9
- 3

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

- 6
- 2
- 8
- 3
- 6

- 10
- 6
- 5
- 9
- 7
   In each block, circle the group with less shapes.

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

8. Biyela elona nani lincinci uze ubeke u-X kwelona likhulu.
   Circle the smallest number and cross out the largest number.
### ibhondi zika-6, 7, 8 no-9

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akwaba bendinezi-5</td>
<td>Umtya wamaso</td>
<td>ibhondi zika-6</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Akwaba bendinezi-6</td>
<td>Umtya wamaso</td>
<td>ibhondi zika-7</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, idayisi</td>
</tr>
<tr>
<td>3</td>
<td>Akwaba bendinezi-7</td>
<td>Umtya wamaso</td>
<td>ibhondi zika-8</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>4</td>
<td>Akwaba bendinezi 8</td>
<td>Umtya wamaso</td>
<td>ibhondi zika-9</td>
<td>Incwadi yemisebenzi yabafundi, ibloko, ikomityi</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Uqukaniso novavanyo olujolise kubafundi</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

- Bonisa ibhondi zamanani zika-6, 7, 8 no-9 usebenzise ibloko.
- Bhala phantsi ibhondi zamanani zika-6, 7, 8 no-9 kwimifanekiso ebonisa iinxalenye nezipheleleyo.
- Bhala phantsi zonke ibhondi zamanani zika-6, 7, 8 no-9 ngokulandelelanayo kwindlu yeebhondi.
- Thetha isivakalisi manani esibonisa ibhondi zamanani zika-6, 7, 8, umz. u-3 no-4 benza u-7.

### Uvavanyo

Sebenzisa uluhlulungasezantsi lwezinto ezifunekayo kuvavanyo evekini nangosuku lwesi-5 ukuze uvavanye isakhono sabafundi sokusbenzisa ulwimi lokulinganisa ixesha.
# Bonds of 6, 7, 8 and 9

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I wish I had 5</td>
<td>bead string</td>
<td>Bonds of 6</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>I wish I had 6</td>
<td>bead string</td>
<td>Bonds of 7</td>
<td>LAB, multifix blocks, dice</td>
</tr>
<tr>
<td>3</td>
<td>I wish I had 7</td>
<td>bead string</td>
<td>Bonds of 8</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>I wish I had 8</td>
<td>bead string</td>
<td>Bonds of 9</td>
<td>LAB, multifix blocks, cup</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

## After this week the learners 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

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.
libhondi zika-6, 7, 8 no-9

Uvvanyo oluthethwayo yolwenziwayo

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Ikhrayitheriya - Ululu Iwezinto ezijongwayo: (inqaku eli-1 kwinqobo nganye efezekisiwayo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyakwazi ukuthetha ngeshala ngokuthi alandelela iziganeko lubomi babo.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthellekisa ubude bexeshi sesebenzisa isigama esifana nesi, umz., lide, lifutshane, lichakawuleza, ligcatha.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukulelela ngeshala iziganeko sesebenzisa isigama esifana nesi, umz., izolo, namhlane, ngomso</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuchaza xa kusenze xinto asebenzisa amagama afana nathi umz., kusasa, emva kwemini, ebusuku, kamsinya, emva kwexeshi</td>
</tr>
<tr>
<td>1</td>
<td>Uyaxela aze alandelela ngeshala amagama entsuku zeveki</td>
</tr>
<tr>
<td>1</td>
<td>Uyaxela aze alandelela ngeshala amagama enyanga zonyaka</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubeka imihla yokuzalwa kwikhala la</td>
</tr>
</tbody>
</table>

Bhala amaqaku awafumeneyo asi-7 kwiphepha lamanqaku eKota.

Ividiyo yezibalo zentloko

Kwizibalo zentloko abafundi baza kucengceleza iibhondi abazifunde kusuku zika-7 ngoLwesibini baza kuziphinda kwakhona ngeshala lezibalo zentloko ngoLwesithathu.

Ngeshala ngalunye siza kudlala umdlalo othi “Akwaba bendine-...”


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

Kufuneka abafundi bathi ma-5.

Bonds of 6, 7, 8 and 9

Oral and practical assessment

CAPS: Measurement: Time
Activity: Observe learners to assess their ability to use the language of time.

Mark: 7

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria - Checklist: (1 mark for each criterion achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to talk about time by ordering events from their own lives</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare lengths of time using language for example, longer, shorter, faster, slower</td>
</tr>
<tr>
<td>1</td>
<td>Able to sequence events using language such as yesterday, today, tomorrow</td>
</tr>
<tr>
<td>1</td>
<td>Able to describe when something happens using words such as morning, afternoon, night, early, late</td>
</tr>
<tr>
<td>1</td>
<td>Name and sequence days of the week</td>
</tr>
<tr>
<td>1</td>
<td>Name and sequence months of the year</td>
</tr>
<tr>
<td>1</td>
<td>Place birthdays on a calendar</td>
</tr>
</tbody>
</table>

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

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?”
Ibhungi zika-6, 7, 8 no-9

Iviidiyo yophuhliso lwengqiqo
Kule veki sigxila kwibhungi zamanani zika-6, 7, 8 no-9.

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

Ukwakha nokucaalula amanani ngumsebenzi abalulekileyo:
• Wokugqondisa ukuba amanani enziwe ngamanje amanani
• Wokwakha isiseko sokudibanisa nokuthabatha.

Kwinani ngalinye kula 6, 7, 8, no-9, siza kuhlola ibhungi zamanani ngokwenza oku:
• Ngokwaqhalula amatreyini eebloko abe ngamaqhekeza amabini.
• Ngokubhala ibhungi zamanani kwimifanekiso yeenxalenye zento epheleleyo
• Ukubhala ngokucwangcileyo zonke ibhungi zamanani kwwindlu yeebhondi
• Ngokudlala umdlalo oza kubethela ibhungi
• Ngokubhala kwitsheri dayagram
• Ngokubhala njengesivakalisi manani

Abafundi kufuneka baqonde ukuba ezi ndlela zahlukeneyo zokubhala zibonisa into inye.
Bonds of 6, 7, 8 and 9

Conceptual development video

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

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

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

Let's break my train of 6 into two pieces.

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

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

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

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

Bhala oku kwi taf ile yakho encwadini.
Write this in the table in your book.
libhondi zika-6

<table>
<thead>
<tr>
<th>n'tandathu</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>six</td>
<td></td>
</tr>
</tbody>
</table>

Yenza u-6.
Make 6.

6

6

6

6

6

6

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 iibloko endizifihileyo?
How many blocks am I hiding?
214

IVEKI 8 • USUKU 1
libhondi zika-6

94 Iweki 8 • Usuku 1 libhondi zika-6
Bonds of 7

I wish I had 6.

You need 2.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Masahlule itreyini lam elina-7 kabini.
Let’s break my train of 7 into two pieces.

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

Masilahlule ke ngoku itreyini lam ngenye indlela libe ngamaqhekeza amabini.
Now let’s break my train of 7 into two pieces in a different way.

Bhala oku kwi tafile yokho encwadini.
Write this in the table in your book.
Bonds of 7

Yenza u-7.
Make 7.

<table>
<thead>
<tr>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
Bhala kule ndlu yeebhondi iindlela onokwenza ngazo iiibhondi zika-7.
Record the ways to make up 7 in the bond house.

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

Kufuneka nqibe na-5. I need 5.

Kufuneka ndibena-4. I need 4.

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

u-3 no-4 benza u-7. 3 and 4 make 7.

Yheel! Yay!
Bonds of 7

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

Bonds of 7
Ukumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Bonds of 8

UMSEBENZI WEKLA YONKE | WHOLE CLASS ACTIVITY

1. Masilahlule itreyini lam ngenye indlela libe ngamaqhekeza amabini. Let’s break my train of 8 into two pieces in a different way.

2. U-8 uyafana no-5 odibene no-3. 8 is the same as 5 and 3.

3. U-5 no-3 benza u-8. 5 and 3 make 8.


Now let’s break my train of 8 into two pieces in a different way.
Yenza u-8.
Make 8.
Bonds of 8

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

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Zingaphi iiboko endizifhilileyo?**
How many blocks am I hiding?

Zi-3
3
2 Ngawaphi amanye amanani enza u-8?

What other numbers make 8?

- $2 \times 4 = 8$
- $6 \div 2 = 3$
- $10 - 2 = 8$
- $3 \times 2 = 6$
- $9 - 1 = 8$
- $7 + 1 = 8$
- $16 - 8 = 8$
Bonds of 9

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
IVEKI 8 • USUKU 4
libhondi zika-9

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

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

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

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

4. Masahlule itreyini lam nganye indlela libe ngamaqhekeza amabini. Now let’s break my train of 9 into two pieces in a different way.

Bhala oku kwi tafile yakho encwadini. Write this in the table in your book.
Bonds of 9

Yenza u-9.
Make 9.

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

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

Umdlalo: Chitha iibloko

Game: Spill the blocks

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

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

Zi-5
5

Uchanile!
You're right!
Bonds of 9

WEEK 8 • DAY 4

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

Bonds of 9
Week 8 • Day 4
1. Yenza amachokoza ukuze ibhabhathane libe namachokoza ama-6 ewonke.
   Draw spots so the butterfly has 6 spots altogether.

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

6 4 2

4 2 4

2 4 2

8 3 4

8 6 2

q 2 6

7 2 5

8 5 5

q 5 5

Consolidation and assessment
## libhondi zika-10

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izikhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izikhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akwaba bendina-9</td>
<td>Umtya wamaso</td>
<td>libhondi zika-10</td>
<td>Incwadi yemisebenzi yabafundi, iblokho, imitya yamaso emincinci</td>
</tr>
<tr>
<td>2</td>
<td>lifizipopu (ibhondi zika-10)</td>
<td></td>
<td>libhondi zika-10 ebalini</td>
<td>Incwadi yemisebenzi yabafundi, ispowa yomthi, izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>lifizipopu (ibhondi zika-10)</td>
<td></td>
<td>libhondi zika-10 kusetyenziswa izakhele samashumi</td>
<td>Incwadi yemisebenzi yabafundi, izakhele zamashumi, izibalisi, idayisi</td>
</tr>
<tr>
<td>4</td>
<td>lifizipopu (ibhondi zika-10)</td>
<td></td>
<td>libhondi zamanani kusetyenziswa umzila wamanani</td>
<td>Incwadi yemisebenzi yabafundi, amakhadi eesimboli (1, 2 3)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Uqukaniso novanyo olujolise ekufundeni.</td>
<td>Incwadi yemisebenzi yabafundi.</td>
</tr>
</tbody>
</table>

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

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

### Uvavanyo

Sebenzisa umsebenzi wovavanyo olubhalwayo wosuku lwesi-5 ukuze uvavanye ulwazi lweebhondi zamanani zika-10.

Bhala amanqaku afunyenweyo kwali-10 kwiphepha lamangqaku eKota.
Bonds of 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I wish I had 9</td>
<td>bead string</td>
<td>Bonds of 10</td>
<td>LAB, multifix blocks, mini bead strings</td>
</tr>
<tr>
<td>2</td>
<td>Fizz Pop (bonds of 10)</td>
<td></td>
<td>Bonds of 10 through story</td>
<td>LAB, tree poster, counters</td>
</tr>
<tr>
<td>3</td>
<td>Fizz Pop (bonds of 10)</td>
<td></td>
<td>Bonds of 10 using ten frames</td>
<td>LAB, ten frames, counter, dice</td>
</tr>
<tr>
<td>4</td>
<td>Fizz Pop (bonds of 10)</td>
<td></td>
<td>Bonds of 10 using number track</td>
<td>LAB, symbol cards (1, 2 3)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners 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

Use the written assessment task on day 5 to assess knowledge of the bonds of 10.

Record a mark out of 10 in the term mark sheet.
Ibhlondi zika-10

**Ividiyo yezibalo zentloko**


Utitshala uyatshintsha-tshintsha ukubiza amanani nokuthi “Fizz”. Ungenza umdlalo ube nomdla nangakutshintsha uthi “Pop” ze iklasi ithi “Fizz” okanye ukuba uthi “fizz fizz” iklasi ithi “pop pop”. Kodwa ungayilibali eyona njongo yomdlalo ekukuqinisekisa ukuba abafundi bayazazi ibhlondi zika-10!

**Ividiyo yophuhlilo lwengqiqo**


**Siqwalasela oku kule veki**

- Naxa ibali leentaka lijolise kwibhlondi zika-10, likwasinika ithuba lokuhlaziya isigama esithi, ingaphezulu kune-, ingaphantsi kune-, ziyafana okanye ziyalingana.
- Sisenzisa nesakhelo samashumi Lo mfanekiso uluncedo kakulu kubafundi kuba wenza baqaphale ukwakhwiwa kwamanani. Umzekela, apha sifuna abafundi bakwazi ukubona u-7 kwangoko (endaweni yokubala nganye-nqanye) kwaye baqaphale kwangoko izithuba ezi3 ezifunekayo ukwenza u-10.
- Umdlalo wokunqumila umlambo ufundisa ngomzila wamanani esiza kwakhela kuwo xa sifundisa umgcamanani. Umgcamanani ngumfanekiso obalulekileyo kwaye ukuthatha amanyathelo usiya phambili okanye ubuya umva kumgcamanani yindlela echanekileyo yokubonisisa ukudibanisa nokuthabatha.
### 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.

### 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.
I wish I had 10.

You need 8.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.
Bonds of 10

WEEK 9 • DAY 1

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

1. Masilahule itreyini lam libe ngamaqhekeza amabini.
   Let’s break my train of 10 into two pieces.

2. u-10 uyafana no-6 odibene no-4.
   10 is the same as 6 and 4.

3. u-6 no-4 benza u-10.
   6 and 4 make 10.

4. Masilahule ngenye indlela itreyini lam elina-10 libe ngamaqhekeza amabini.
   Now let’s break my train of 10 into 2 pieces in a different way.
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

**Mangophi amaso endiwofihileyo?**
How many beads am I hiding?

**Ma-6**
6
2. Ngawaphi amanye amanani enza u-10?
What other numbers make 10?

- 8 and 2 make 10
- 2 and 8 make 10
- 4 and 6 make 10
- 3 and 7 make 10
- 9 and 1 make 10
- 5 and 5 make 10
IZIBALO ZENTLOKO | MENTAL MATHS

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Namhlanje ndiza kunibalisela ibali elingo Ntakana Ntyilo nabahlobo bakhe.
Today I am going to tell you a story about Billy Bird and his friends.

Zingaphi iintaka ezikumthi omncinci kwaye zingaphi ezikumthi omkhulu?
Beka amakhadi amanani phantsi kwemithi ubonise oku.

UNtakana Ntyilo ukhalaza kakhulu.
Zininzi kakhulu iintaka ezikulo mthana mncinci.
Akukho zintaka tu kumthi omkhulu.

There are too many birds in the small tree.
Billy Bird moans.
There are no birds in the big tree.
Ask the learners how many birds are in the small tree and how many birds are in the big tree. Put the number cards underneath the trees to show this. Ask the learners where there are more birds and where there are less birds. Write more and less above the trees.


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.
Ishumi ebalini

**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.

**SIBA-4 NGOBU KULO MTHI MNCINCI.**
Zimbalwa intaka ezilapha kuneentaka eziphathu mncinci omkhulu, kodwa ndisafuna indawo enkulu.
Ucinga ukuba kuza kwenzeka ntoni?
There are 4 of us in the small tree.
There are less birds here than in the big tree, but I still want more space.
What do you think happens next?

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

**Xa uneentaka ezi-4 (okanye ezi-3 okanye ezi-2) emthini omncinci yithi:**
When you have 4 (or 3 or 2) birds in the small tree say:

**Xa uneentaka e-1 emthini omncinci yithi:**
When you have 1 bird in the small tree say:

**UNTAKANA NTYILO AKONELANGA NANGOKU USAKHALAZA.**
Yhu, ndinesithukutheshi!
Ucinga ukuba kwenzeka ntoni ke ngoku?
Billy Bird moans.
I am all alone. I am lonely.
What do you think happens next?

**UNTAKANA NTYILO UBHABHELA KUMTHI OMKHULU NAYE.**
Ngoku kukho intaka ezilishumi ezonwabileyo kumthi omkhulu.
Billy Bird flies to the big tree.
Now there are 10 birds having fun in the big tree.
Sebenzisa izibalisi zakho ubalise ibali lika Ntakana Ntyilo nabahlobo bakhe. Qala ngeentaka ezilishumi ezisemthini omncinci, wenze ukuba zibhabele 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.
Ishumi ebalini

- 10
- 2
- 10
- 3
- 7
- 10
- 4
- 6
- 9
- 10
- 5
- 10
- 10
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.
Lahlela idayisi uhambise isibalisi sakho. Throw the dice and move your counter.

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

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

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

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

2. Hayo ba, ininzi ngitha loo nta. 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.
1. **Kufuneka zibe ngaphi ukuze zenze u-10?**

   *How many more to make 10?*

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</tbody>
</table>

1. **Benza u-10**

   *Make 10*
IZIBALO ZENTLOKO | MENTAL MATHS

Ten steps

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

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

1. Take turns to move your counters.

2. Ofike kuqala ku-10 nguye ophumelelayo. First to 10 is the winner.

Tshintshisanani nihambise izibalisi zenu.
Take turns to move your counters.
Ten steps

Umdlalo: 1, 2 no-3 uhamba
Game: Use your 1, 2 and 3 cards

UNdlovukazi noQwarhhashe kufunesa bahambhe phezu kwala matye ukuzo bangumle umlambo. Dida negqabene lakho nibone ukuba ngubani oza kufika kuqala. Sebenzisa amakhadi i no-2 uhamba ngayo.

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, 2 cards to move.
Mangaphi amanyathelo aya ku-10?

How many steps to 10?

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10
Yenza amachokoza uze ubhale amanani angekhoyo.

Draw the dots and fill in the missing numbers.

<table>
<thead>
<tr>
<th>4 no- and make 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 no- and make 10</td>
</tr>
<tr>
<td>9 no- and make 10</td>
</tr>
<tr>
<td>7 no- and make 10</td>
</tr>
<tr>
<td>2 no- and make 10</td>
</tr>
</tbody>
</table>
1. Gqibeze la i'theyibhile zeebhondi zamanani.
   Complete the bond tables.

   3 | 2 | q | 5

   1 | 10 | 2 | 4

   8 | 8 | 7 | 2

   6 | 3 | 10 | 0

   7 | 6 | 6 | 2
### Amanani esingaphi nemisebenzi engezinto ezizi-3D

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Izibalo zentloko</th>
<th>Izixhobo zokusebenza</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Utitshala uxela umdlalo, abafundi bakhuphela imiyalelo</td>
<td>Azikho</td>
<td>Indawo necala ekuyiwa ngakulo</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Utitshala uxela umdlalo, abafundi bakhuphela imiyalelo</td>
<td>Azikho</td>
<td>Indawo necala ekuyiwa ngakulo</td>
<td>Incwadi yemisebenzi yabafundi, ipowusta ebinisa efama, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Utitshala uxela umdlalo, abafundi bakhuphela imiyalelo</td>
<td>Azikho</td>
<td>Amanani esingaphi</td>
<td>Incwadi yemisebenzi yabafundi</td>
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<tr>
<td>4</td>
<td>Utitshala uxela umdlalo, abafundi bakhuphela imiyalelo</td>
<td>Azikho</td>
<td>Amanani esingaphi</td>
<td>Incwadi yemisebenzi yabafundi, ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Utitshala uxela umdlalo, abafundi bakhuphela imiyalelo</td>
<td>Azikho</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

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

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

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

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

### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher says game with learners copying instructions</td>
<td>none</td>
<td>Position and direction</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Teacher says game with learners copying instructions</td>
<td>none</td>
<td>Position and direction</td>
<td>LAB, farm scene poster, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Teacher says game with learners copying instructions</td>
<td>none</td>
<td>Ordinal numbers</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Teacher says game with learners copying instructions</td>
<td>none</td>
<td>Ordinal numbers</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Teacher says game with learners copying instructions</td>
<td>none</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

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

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

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

#### Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment.
**Ividiyo yezibalo zentloko**

Iveki yonke uza kudlalo nabafundi umdlalo othi “Utitshala uthi”. Lo mdlalo ulula: Xa usithi “uitshala uthi phakamisa isandla sasekunene” kufuneka abafundi benze oko, kodwa xa usithi “phakamisa isandla sasekunene” kufuneka abafundi bangakwenzi oko. Eyona njongo yalo mdlalo kukuqhelisa abafundi isigama esifundiswayo evekini esimalunga nendawo. Gxila kula magama:
- Ekhohlo nasekunene
- Ngaphambili/Phambi kwe- ngasemva/emva kwe-
- Phezulu nasezantsi
- Ngapezelu nangaphantsi
- Phakathi
- Ngesentla nangasezantsi

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

Kanti ke ungenza nohlaziyo lwengqiqo ngamanani, umz. “Utitshala uthi qhweba kathathu”.

**Ividiyo yophuhliso lwengqiqo**

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

Kuwo omabini la macandelo kuza kufuneka abafundi basebenzise isigama ngendlela echanekileyo. Kubalulekile ukuqhubeka nokusebenzisa esi sigama ngeli xa usenza eminye imisetyenzana yasekhluseni. Umz., yitsho abafundi bafake ipenisile zabo ngaphakathi ebhokisini yeypenisile.
- okanye yitsho abafundi baldane incwadi ephezu kwephepha;
- okanye bachelo iphepha eliphantsi kwedesika.
**Ordinal numbers and some work on 3D 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.”

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

As they work through both of these concepts, learners need to use the vocabulary correctly. To help them get to know these new words, use the new words whilst you are doing other class activities. For example, you could ask learners to:
- put the pencil behind their pencil box
- fetch the book that is on top of the table
- pick up the paper that is under the desk.
Indawo necala

IZIBALO ZENTLOKO | MENTAL MATHS

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

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

Yalatha ngomnwe phezulu.
Point your finger up.

Ukuba awuthi “Utitshala uthi” usuke unike umyalelo, kufuneka abafundi bangayenzi loo nto.
If you don’t say “Teacher says” but just give an instruction, the learners mustn’t do it.

Eminye imiyalelo oynikayo:
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.
Position and direction

Yenzi itreyini yeebloko 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.

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

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

Further instructions to give the learners:
Move your train backwards quickly.
Move your train to the left.
Move your train to the right.
Park your train under your workbook.
Put your train on top of your workbook.
Put your train into the box.
Build another train with 3 multifix blocks.
Put this new train in front of your old train.
Put this new train behind your old train.
Position and direction

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

Biyela igama elinokuvala isikhewu esishiyiweyo.
Circle the word that should go in the gap.

1. Itreyini emfutshane ______ kwetreyini yam.
   The short train is ______ my train.
   ![Diagram]

2. Itreyini emfutshane ______ kwetreyini yam.
   The short train is ______ my train.
   ![Diagram]

3. Itreyini emfutshane ______ kwetreyini yam.
   The short train is ______ my train.
   ![Diagram]

4. Itreyini emfutshane ______ kwetreyini yam.
   The short train is ______ my train.
   ![Diagram]

5. Zoba incochoyi ende.
   Draw a longer tower.
   ![Diagram]
6. Yenza izangqa ezi-2 kwibloko engasekunene engasentla.
   Draw 2 circles in the top right block.

7. Yenza izikwere ezi-3 kwibloko engasekholo ngasentla.
   Draw 3 squares in the top left block.

8. Yenza oonxantathu aba-4 kwibloko engasekholo ngasezantsi.
   Draw 4 triangles in the bottom left block.

4. Zingaphi iimilo ezikhoyo zizonke?
   How many shapes altogether?
IZIBALO ZENTLOKO | MENTAL MATHS

Position and direction

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

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

Yalatha ngomnwe phezulu.
Point your finger up.

Ukuba awuthi “Utitshala uthi” usuke unike umyalelo, kufuneka abafundi bangayenzi loo nto.
If you don’t say “Teacher says” but just give an instruction, the learners mustn’t do it.

Eminye imiyalelo oyinikayo:

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

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

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

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

2. **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?

3. **Qala ngebloko ebomvu. Beka ibloko emhlophe phezu kwebloko ebomvu. Beka ibloko eorenji phezu kwebloko emhlophe.**
   Start with a red block. Put a white block on top of the red block. Put an orange block on top of the white block.

   Start with a red block. Put a blue block on top of the red block. Put a white block on the left of the red block. Put a pink block on the right of the blue block.
Position and direction

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

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

IZIBALO ZENTLOKO  |  MENTAL MATHS

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

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

Yalatha ngomnwne phezulu.
Point your finger up.

Ukuba awuthi “Utitshala uthi” usuke unike umyalelo, kufuneka abafundi bangayenzi loo nto.
If you don’t say “Teacher says” but just give an instruction, the learners mustn’t do it.

Eminye imiyalelo oyinikayo:

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.

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

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

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

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

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

4. Ngubani osekuqaleni emgceni? Ngubani osekugqibeleni emgceni?
   Who is first in the queue? Who is last in the queue?

   Ngubani ophambi kwendlulamthi emgceni? Ngubani osemva kwehlozi emgceni?
   Who is before Giraffe in the queue? Who is after Leopard in the queue?
Amanani olandelelwano

- ngowokuqala is first
- ngowokugqibela is last
- Uphambili ko is before
- Usemva ko is after
- Uphakathi ko- is between
- No- and
Ordinal numbers

1. Tshatisa.
Match.

Intambo yesiphelo
Finding the

Yesi-3
3rd
Ye-9
9th
Yoku-1
1st
Yesi-4
4th
Yesi-8
8th
Yesi-2
2nd
Yesi-5
5th
Ye-10
10th
Yesi-7
7th
Yesi-6
6th.

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

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

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

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

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

<table>
<thead>
<tr>
<th>yesixhenxe (seventh)</th>
<th>yokugqibela (last)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yokuqala (first)</td>
<td>yesibhozo (eighth)</td>
</tr>
<tr>
<td>yesithathu (third)</td>
<td>yesihlanu (fifth)</td>
</tr>
<tr>
<td>yethoba (ninth)</td>
<td>yesibini (second)</td>
</tr>
<tr>
<td>yesine (fourth)</td>
<td>yesithandathu (sixth)</td>
</tr>
<tr>
<td>yeshumi (tenth)</td>
<td>ephakathi kwe-</td>
</tr>
<tr>
<td></td>
<td>between no-</td>
</tr>
<tr>
<td></td>
<td>and</td>
</tr>
<tr>
<td>emva kwe (after)</td>
<td>phambi kwe-</td>
</tr>
</tbody>
</table>

*Yeyiphi imilo*

Which shape is ...?
WEEK 10 • DAY 4
Ordinal numbers

IZIBALO ZENTLOKO | MENTAL MATHS

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

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

Ukuba awuthi “Utitshala uthi” usuke unike umyalelo, kufuneka abafundi bangayenzi loo nto.
If you don’t say “Teacher says” but just give an instruction, the learners mustn’t do it.

Eminye imiyalelo oyinkayo:

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.
Eminye imisebenzi enokwenziwa:
Ibloko yesibini ukusuka ngasentla inombala onjani? Ibloko ephezu kwebloko ebomvu inombala onjani? Zinombala onjani ibloko ezisecali 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?

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.

Eminye imisebenzi enokwenziwa:

Some other possible tasks:
Make a tower with 5 blocks. The fourth block from the bottom must be blue. Make a tower with 4 blocks. The 2nd block from the top must be yellow and the 3rd block from the top must be blue.
Biyela inja yesi-3 ukusuka ngasekohlo.
Circle the 3rd dog from the left.

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

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

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

Biyela inja yesibini ukusuka ngasekohlo.
Circle the second dog from the left.

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

Biyela inja yesixhenxe ukusuka ngasekohlo.
Circle the seventh dog from the left.
Fakela umbala *obomvu* kwisangqa soku-1, kwesesi-3, nakwesesi-5.
Colour the 1st, 3rd, 5th circles *red*.

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

*Gqibezela ipatheni.*
Complete the pattern.

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

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

*Gqibezela ipatheni.*
Complete the pattern.

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

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

*Gqibezela ipatheni.*
Complete the pattern.
Zoba ...
Draw a ...

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Triangle]</td>
<td>ngentla kwe-</td>
<td>above</td>
</tr>
<tr>
<td>![Square]</td>
<td>ngezantsi kwe-</td>
<td>below</td>
</tr>
<tr>
<td>![Rectangle]</td>
<td>ngasekhohlo kwe-</td>
<td>on the left of</td>
</tr>
<tr>
<td>![Circle]</td>
<td>ngasekunene kwe-</td>
<td>on the right of</td>
</tr>
</tbody>
</table>

![Heart]
2. Fakela umbala kwisilwanyana esikwindawo exeliweyo. 

Colour in the animal in the position given.

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

yokugqibela 

last