GRADE 2

Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and Assessment Resources

2018 TERM 2

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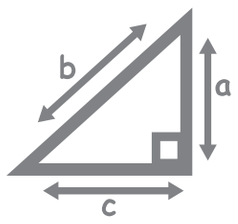


ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support teachers in several ways:

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on how to ensure that all the work for the term is completed.
- The planner and tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in teaching practice.

It gives support for assessment by providing the following:

- **Guidelines for oral and practical assessment activities**
  Each week in the tracker table (after the daily lesson plan information) there is a statement of an activity that you can use for oral and/or practical assessment in that week. The activity links to one of the CAPS topics being taught in that week and should be carried out during those lessons (and completed during the open lesson at the end of the week if necessary). The activity statement is brief – it indicates what content is being tested. A rubric or checklist is given with criteria to clarify how you can allocate marks for the activity.

  The activity statement and rubric/checklist should be used together as they give the full description of the activity and what has to be done in the activity. Most of the oral and practical assessment activities are formal but some of them are informal (this is indicated in the tracker table).
- **An Assessment Term Plan**
  This gives an overview of the planned assessment for the term. The plan includes the oral and practical (formal and informal) assessment activities and the written assessment items applicable to each week. Formal assessment has been planned to allow time for teachers to establish the routine at the beginning of each term and to enter marks into SA-SAMS at the end of the term.
- **A suggested mark record sheet**
  The sheet has columns in which you can record the marks for each of the formal assessments provided. This sheet follows the Assessment Term Plan. You can copy this sheet and add your learners' names in the left hand column. The record sheet should help you when you have to enter marks into SA-SAMS. If the 'out of' marks for the assessment activities you have used are not the same as those shown in SA-SAMS, you can change those in SA-SAMS. SA-SAMS will automatically adjust the weightings, and will provide the correct level for each learner.
- **An item bank of questions**
  These can be used for written assessment on each of the CAPS content areas, with marking guidelines. These are referenced in the resources column of the tracker, linked to the lesson to which the assessment applies. These items can be used individually or grouped, at your discretion. You should ensure that you mark written work on each of the topics taught and give learners feedback on their work regularly.

You should file your completed tracker at the end of each term.

It is important to note that:

- The second term is not always the same length. If the term in which you are using the lesson plans and tracker is longer or shorter than 10 weeks, you will need to adjust the pace at which you work to complete the work in the time available, or make another plan to stay on track.
- The DBE workbook pages in this tracker refer to pages in the 2017 edition of the workbook. These might not be the same as the pages in the edition to which you will refer. You should check the references to each worksheet and adjust them in the Lesson Plans and the tracker if necessary each year.
- NB: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

The following components are provided in the columns of the planner and tracker tables for each week:

1. Day of the week.
2. CAPS content, concepts and skills for the day.
3. The lesson number in the Lesson Plans.
4. DBE workbook page to be used in the lesson.
5. Resources needed (and written assessment item when applicable).
6. Date completed (this needs to be filled in each day).

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing.

When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson. It also forms the basis for collegial conversations with your head of department and your peers.

PLANNER AND TRACKER

Week 1					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
1	Numbers 21–30	1	Worksheet 33 no. 1 and 2 (p. 68)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*) Written assessment items 1 and 2	
2	Numbers 21–30	2	Worksheet 33 no. 3 (p. 68)	Counters, number symbol and name cards 21–30 (see *Printable Resources)*	
3	Numbers 31–40	3	Worksheet 33 no. 4 (p. 69)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
4	Numbers 31–40	4	Worksheet 33 no. 5 (p. 69)	Counters, number symbol and name cards (31–40) (see *Printable Resources)* Written assessment items 3 and 4	
5	Complete and consolidate the week's assessment and work	n/a			

Week 2 Assessment Activity: ORAL – INFORMAL	
CAPS: Numbers, operations and relationships: Place value **Activity: Assess the learners' ability to recognise tens and units and represent them using concrete representation of numbers up to 25**	**Mark: /7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 25
2 (30%–39%)	Can bundle sticks into tens and ones but cannot say number names correctly using place value
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not an abacus
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and an abacus
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 25

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 2					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
6	Numbers 41–50	5	Worksheet 34 (p. 70)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*) Written assessment items 5 and 6	
7	Numbers 41–50	6	Worksheet 34 (p. 71)	Number symbol and name cards (41–50) (see *Printable Resources)*, counters, old books (one per group – with at least 50 pages) Written assessment item 7	
8	Mass	7	Worksheet 43 (p. 92)	Balancing scales for each group (make your own if necessary), Unifix blocks, objects to measure mass (e.g. pencil case, book, ruler, cup, etc.)	
9	Mass	8	Worksheet 43 (p. 93)	Balancing scale, objects to compare mass (e.g. board duster, box of crayons, etc.), bathroom scale, packaged items to compare and add given masse, (e.g. bag of rice, tea, mielie meal, etc.)	
10	Complete and consolidate the week's assessment and work	n/a			

Week 2 Assessment Activity: PRACTICAL – FORMAL

CAPS: Measurement: Mass

Activity: Assess the learners' ability to use the concept vocabulary for mass and to measure mass in kilograms

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Use vocabulary to describe mass – light and heavy
2 (30%–39%)	Use vocabulary to describe mass - light and heavy, lighter and heavier
3 (40%–49%)	Use vocabulary to describe mass - light and heavy, lighter and heavier and measure own mass using a scale
4 (50%–59%)	Use vocabulary and estimate the mass of objects which have their mass stated in kilograms
5 (60%–69%)	Use vocabulary, estimate and measure the mass of objects which have their mass stated in kilograms
6 (70%–79%)	Use vocabulary and order the mass of objects which have their mass stated in kilograms
7 (80%–100%)	Use vocabulary, order and compare the mass of objects which have their mass stated in kilograms

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 3					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
11	Family facts 0–50	9	Worksheet 35 (pp. 72, 73)	Base ten blocks (see Term 1 *Printable Resources*) Written assessment item 8	
12	Addition and subtraction – doubles and near doubles up to 50	10	Worksheet 45 (pp. 96, 97) Worksheet 46 (pp. 98, 99)	Unifix cubes Written assessment item 9	
13	Addition – building and breaking down numbers 1–50	11	Worksheet 37 (pp. 76, 77)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*), beads and string (optional) Written assessment item 10	
14	Addition – building and breaking down numbers 1–50	12		Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
15	Complete and consolidate the week's assessment and work	n/a			

Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Numbers, operations and relationships: Addition

Activity: Assess the learners' ability to use doubles, near doubles and building up and breaking down to add

Mark: /7

Mark	**Criteria – Checklist: (1 mark for each criterion achieved)**
1	Able to recognise and calculate doubles
1	Able to recognise and calculate near doubles
1	Able to use place value to break down numbers
1	Able to use place value to build up numbers
1	Able to use doubles and near doubles to add
1	Able to use breaking down to add
1	Able to use building up to add

1 (0%–29%)	**2 (30%–39%)**	**3 (40%–49%)**	**4 (50%–59%)**	**5 (60%–69%)**	**6 (70%–79%)**	**7 (80%–100%)**
1 of 7 criteria	**2 of 7 criteria**	**3 of 7 criteria**	**4 of 7 criteria**	**5 of 7 criteria**	**6 of 7 criteria**	**7 of 7 criteria**

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 4					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
16	Subtraction – building and breaking down numbers 1–50	13	Worksheet 38 (pp. 78, 79)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*) Written assessment item 11	
17	More subtraction	14	Worksheet 41 (pp.86, 87) Worksheet 42a and 42b (pp. 88–91)	Base ten blocks (see Term 1 *Printable Resources*), flard cards (see *Printable Resources*)	
18	Money	15	Revision: Doubling Worksheet 47 (pp. 100, 101)	Money cut-outs (coins and notes) (see P*rintable Resources*) Written assessment item 12	
19	Money problems	16	Revision: Doubling Worksheet 48 (pp. 102, 103)	Money cut-outs (coins and notes) (see P*rintable Resources*) Written assessment item 13	
20	Complete and consolidate the week's assessment and work	n/a			

Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Numbers, operations and relationships: Money

Activity: Assess the learners' ability to recognise and identify South African coins and bank notes, solve money problems involving totals and calculate change in cents up to 50c or rands up to R50

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Does not recognise any South African coins/notes
2 (30%–39%)	Able to recognise SA coins/notes but not able to work with values
3 (40%–49%)	Able to recognise SA coins/notes but not able to exchange and work with values without assistance
4 (50%–59%)	Able to recognise SA coins/notes and able to exchange and work with values with a little assistance
5 (60%–69%)	Able to recognise SA coins/notes and able to exchange and work with values with no assistance
6 (70%–79%)	Recognises SA coins/notes, able to make exchanges but needs assistance to find totals and change
7 (80%–100%)	Recognises SA coins/notes, able to make exchanges and able to find totals and change

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 5					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
21	Groups of ten	17		0–160 number lines per group (see *Printable Resources*) Written assessment item 14 Written assessment item 18	
22	Fives up to 30 – sharing	18	Worksheet 56 (pp. 118, 119)	Counters, Unifix cubes, scrap paper	
23	Grouping and sharing – twos up to 30	19	Worksheet 54 (pp. 114, 115)	Counters, Unifix cubes, scrap paper Written assessment item 15	
24	Number patterns – twos up to 150	20	Worksheet 44 (pp. 94, 95)	1–160 number line (see *Printable Resources*), counters Written assessment item 16 and 19	
25	Complete and consolidate the week's assessment and work	n/a			

Week 5 Assessment Activity: ORAL – INFORMAL

CAPS: Numbers, operations and relationships: Patterns (and counting)

Activity: Assess the learners' ability to count forwards and backwards in 2s from 2 to 150, in 5s from 5 to 150 and in 10s from 10 to 150

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Cannot count verbally forwards and backwards in 2s, 5s and 10s
2 (30%–39%)	Needs constant assistance to count verbally forwards and backwards in 2s, 5s and 10s
3 (40%–49%)	Counts verbally forwards without assistance but NOT backwards in 2s, 5s and 10s up to 150
4 (50%–59%)	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 150 but makes 2 errors
5 (60%–69%)	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 150 but makes 1 error
6 (70%–79%)	Counts verbally forwards and backwards independently in 2s, 5s and 10s up to 150
7 (80%–100%)	Independently and consistently counts verbally forwards and backwards in 2s, 5s and 10s up to 150 and beyond

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 6					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
26	Directions	21	–	Directional arrow cards (see *Printable Resources*), objects in the classroom	
27	Position and orientation	22	–	Position word cards (see *Printable Resources*), objects (e.g. small ball, box, books) Written assessment item 22	
28	Threes	23	Worksheet 50 (pp. 106, 107)	1–150 number boards (see *Printable Resources*), counters	
29	Number patterns – threes	24	Worksheet 51 (pp. 108, 109)	1–150 number boards (see *Printable Resources*), counters	
30	Complete and consolidate the week's assessment and work	n/a			

Week 6 Assessment Activity: ORAL and PRACTICAL – FORMAL	
CAPS: Space and shape **Activity: Assess the learners' ability to follow directions and to describe position**	**Mark: /7**

Mark	**Criteria – Checklist: (1 mark for each criterion achieved)**
1	Able to follow directions to move to the left and right
1	Able to follow directions to show movement up and down
1	Able to identify positions above and below
1	Able to identify positions next to, in front of and behind
1	Able to follow directions to move around the classroom
1	Able to follow instructions to place one object in relation to another
1	Able to describe the position of one object in relation to another

1 (0%–29%)	**2 (30%–39%)**	**3 (40%–49%)**	**4 (50%–59%)**	**5 (60%–69%)**	**6 (70%–79%)**	**7 (80%–100%)**
1 of 7 criteria	**2 of 7 criteria**	**3 of 7 criteria**	**4 of 7 criteria**	**5 of 7 criteria**	**6 of 7 criteria**	**7 of 7 criteria**

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

Week 7					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
31	Fours	25	Worksheet 52 (pp. 110, 111)	1–150 number boards (see *Printable Resources*), counters	
32	Number patterns – fours	26	Worksheet 53 (pp. 112, 113)	1–150 number boards (see *Printable Resources*), counters	
33	Multiplication and division inverse operations	27	Worksheet 58 (pp. 124, 125)	Counters, 2s multiplication hand-out (see *Printable Resources*)	
34	Multiplication and division inverse operations	28	Worksheet 59 (pp. 126, 127)	Counters, 5s multiplication hand-out (see *Printable Resources*)	
35	Complete and consolidate the week's assessment and work	n/a			

Week 7 Assessment Activity: ORAL – FORMAL

CAPS: Patterns and algebra: Number patterns

Activity: Assess the learners' ability to copy, extend and describe simple number sequences to at least 100

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to complete number patterns
2 (30%–39%)	Able to complete number patterns when only one term is required
3 (40%–49%)	Able to complete number patterns in the range to 30 when a number of terms are required but with some mistakes
4 (50%–59%)	Able to complete number patterns in the range to 30 when a number of terms are required with no mistakes
5 (60%–69%)	Able to complete number patterns in the range to 100 when a number of terms are required but with some mistakes
6 (70%–79%)	Able to complete number patterns in the range to 100 when a number of terms are required with no mistakes
7 (80%–100%)	Able to complete number patterns beyond 100 when a number of terms are required with no mistakes

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 8					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
36	2-D shapes	29	Worksheet 36 (pp. 74, 75)	Mixed shapes and shape cut-outs (see *Printable Resources*)	
37	2-D shapes	30		Shape cut-outs (see *Printable Resources*) Written assessment item 23	
38	Geometric patterns	31		Scrap paper, shape cut-outs (see *Printable Resources*) Written assessment item 20	
39	Data	32		Old magazines/ newspapers/ advertisements, counters Written assessment item 25	
40	Complete and consolidate the week's assessment and work	n/a			

Week 8 Assessment Activity: PRACTICAL – FORMAL

CAPS: Data handling

Activity: Assess the learners' ability to collect and sort data, to present data and answer questions about a pictograph with one-to-one correspondence

Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Unable to collect or sort data
2 (30%–39%)	Able to collect data and sort data with assistance
3 (40%–49%)	Able to collect data and sort data without assistance but cannot answer questions about the data
4 (50%–59%)	Able to collect and sort data and answer questions posed by the teacher
5 (60%–69%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence but makes some mistakes
6 (70%–79%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence without making any mistakes
7 (80%–100%)	Able to collect, sort and present data in a pictograph with one-to-one correspondence and answer questions about the data using the pictograph

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Week 9					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
41	Symmetry	33		Paper shapes (cut out for learners – circle, square and triangle), butterfly template (see *Printable Resources* – cut out one per learner), pictures of butterflies (optional – e.g. from old magazines)	
42	Symmetry	34		Shape strip (see *Printable Resources* – one per learner) Written assessment item 21	
43	Fractions	35	Worksheet 60 (pp. 128, 129)	Fruit picture cards (see *Printable Resources* – one copy per group)	
44	Fractions	36	Worksheet 61 (pp. 130, 131)	Scrap paper	
45	Complete and consolidate the week's assessment and work	n/a			

Week 9 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Space and shape **Activity: Assess the learners' ability to recognise and work with symmetry**	**Mark: /7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to recognise when a shape is symmetrical
2 (30%–39%)	Able to recognise when a shape is symmetrical but cannot show the line of symmetry
3 (40%–49%)	Able to recognise when a shape is symmetrical and show one line of symmetry
4 (50%–59%)	Able to recognise when a shape is symmetrical and can show more than one line of symmetry
5 (60%–69%)	Able to draw a symmetrical shape with one line of symmetry
6 (70%–79%)	Able to draw a symmetrical shape with more than one line of symmetry
7 (80%–100%)	Able to draw a symmetrical shape or pattern and describe symmetry in patterns where more than one symmetrical shape is present

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

Week 10					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
46	Fractions	37	Worksheet 62 (pp. 132, 133)	Scrap paper – cut into squares for learners Written assessment item 17	
47	Fraction problems	38	Worksheet 63 (pp. 134, 135)	Counters	
48	Time – clocks	39	Worksheet 57a (pp. 120, 121) Worksheet 57b (pp. 122, 123)	Analogue clock (see *Printable Resources*), paper plates, clock arms, split pins (optional – for learners to make a clock), clock cards (see *Printable Resources*)	
49	Time	40	Worksheet 55 (pp. 116, 117)	Analogue clock (see *Printable Resources*), digital clock (bring from home) Written assessment item 24	
50	Complete and consolidate the week's assessment and work	n/a			

Week 10 Assessment Activity: ORAL and PRACTICAL – INFORMAL	
CAPS: Measurement: Time	**Mark:**
Activity: Assess the learners' ability to tell 12-hour time in hours on analogue clocks	**/7**

Mark (percentage)	**Criteria – Rubric**
1 (0%–29%)	Unable to tell the time using an analogue clock
2 (30%–39%)	Able to tell the time shown on an analogue clock with lots of assistance
3 (40%–49%)	Able to tell and show the time shown on an analogue clock with lots of assistance
4 (50%–59%)	Able to tell the time shown on an analogue clock with a little assistance
5 (60%–69%)	Able to tell and show the time shown on an analogue clock with a little assistance
6 (70%–79%)	Able to tell the time shown on an analogue clock with no assistance
7 (80%–100%)	Able to tell and show the time shown on an analogue clock with no assistance

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

The assessment term plan gives an overview of how the formal and informal assessment programme fits into the weekly lesson plans.

Note:

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included at the end of this document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment Activities	Formal Assessment Activities
1	**Oral: Activity 1** Numbers, operations and relationships: Place value	**Written: Item bank questions 1, 2, 3 and 4** Numbers, operations and relationships
2		**Practical: Activity 2** Measurement: Mass **Written: Item bank questions 5, 6, and 7** Numbers, operations and relationships
3		**Oral and Practical: Activity 3** Numbers, operations and relationships: Addition **Written: Item bank questions 8, 9 and 10** Numbers, operations and relationships
4		**Oral and Practical: Activity 4** Numbers, operations and relationships: Money **Written: Item bank questions 11, 12 and 13** Numbers, operations and relationships
5	**Oral: Activity 5** Numbers, operations and relationships: Counting (and patterns)	**Written: Item bank questions 14, 15, 16, 18 and 19** Numbers, operations and relationships; Patterns
6		**Oral and practical: Activity 6** Space and shape: Position and orientation **Written: Item bank question 22** Space and shape
7		**Oral: Activity 7** Patterns and algebra: Number patterns
8		**Practical: Activity 8** Data handling **Written: Item bank questions 20, 23 and 25** Space and shape; Patterns; Data handling
9	**Oral and Practical: Activity 9** Space and shape: Symmetry	**Written: Item bank question 21** Space and shape
10	**Oral and Practical: Activity 10** Measurement: Time	**Written: Item bank questions 17 and 24** Measurement

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET GRADE 2 MATHEMATICS TERM 2

TASK/TOPIC/COMPONENT	Week and activity type	(Out of) marks	LEARNER NAME AND SURNAME												
Number	3: Oral and practical	7													
Number	4: Oral and practical	7													
Number	Written	36													
TOTAL FOR NUMBER		50													
Patterns	7: Oral	7													
Patterns	Written	11													
TOTAL FOR PATTERNS		18													
Space and shape	6: Oral and Practical	7													
Space and shape	Written	8													
TOTAL FOR SPACE AND SHAPE		15													
Measurement	2: Practical	7													
Measurement	Written	7													
TOTAL FOR MEASUREMENT		11													
Data handling	8: Practical	7													
Data handling	Written	6													
TOTAL FOR DATA HANDLING		13													

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

Resources that can be used for written assessment of each curriculum content strand and their memos are given in the following section. They are given in bilingual format.

Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

You need to plan when you will do written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the *Resources* column of the tracker). The questions provided here are taken from past written assessment papers that were previously in the lesson plans but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.

You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.

There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships**

   There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 36 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

   There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern**

   Questions 18, 19 and 20 – Marks 3 + 5 + 3 = 11

3. **Written assessment items for Space and shape**

   Questions 21, 22 and 23 – Marks 1 + 2 + 5 = 8

4. **Written assessment items for Measurement**

   Question 24 – Marks 4

5. **Written assessment items for Data handling**

   Question 25 – Marks 6

The exemplar items and suggested marking memoranda for these items are given on the pages that follow.

Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Total
Mark	2	1	2	1	2	2	3	2	2	3	4	4	2	2	2	1	1	36
Learner name and surname																		

Written Assessment:
English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Umbuzo 1 (2)

Draw objects for the number 26, showing tens and units.
Zoba izinto ezenza inani 26, ubonise amashumi nemivo.

Question 2
Umbuzo 2 (1)

Write the number name for 29.
Bhala igama lenani 29.

_____

Question 3
Umbuzo 3 (2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.
Hlela la manani ukusuka kwelona likhulu ukuya kwelona lincinane: 33, 37, 35, 36, 34.

_____

Question 4
Umbuzo 4 (1)

Write the answer in words: 3 tens + 6 units.
Bhala impendulo ngamagama: amashumi ama-3 + imivo emi-6.

_____

Question 5
Umbuzo 5 (2)

Circle the biggest number, and make a cross over the smallest number.
Biyela ngesangqa elona nani likhulu, uze wenze umnqamlezo phezu kwelona nani lincinane.

43	21	19	38	14	12	44

Question 6
Umbuzo 6 (2)

Write down two numbers that are bigger than 41 but smaller than 46.
Bhala amanani amabini amakhulu kunama-41, kodwa abemancinane kunama-46.

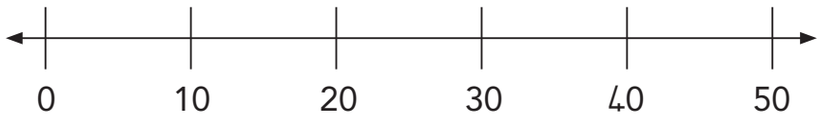
_____

Question 7
Umbuzo 7

(3)

Show where you will put the following numbers on the number line:
Bonisa apho uzakuwafaka khona la manani kumgca manani:

12, 25, 46



Question 8
Umbuzo 8

(2)

Write down any two number family facts of 32.
Bhala nokuba ngawaphi na amanani osapho enani elingama-32.

_____

Question 9
Umbuzo 9

a) Double 19 _____

Phinda kabini i-19 _____ (1)

b) Double 19 +1 _____

Phinda kabini i-19+1 _____ (1)

Question 10
Umbuzo 10

(3)

Complete the following sums:
Gqibezela ezi zibalo:

a) 40 + ____ = 48

b) 30 + ____ = 32

c) ____ + 6 = 26

Question 11
Umbuzo 11

(4)

Break down both numbers to subtract: 47 – 26 = ____
Cazulula omabini la manani xa uthabatha: 47 – 26 = ____

Question 12
Umbuzo 12

a) Write values on the notes that will make up R30.
Bhala ixabiso lemali kumaphepha lenze ama-R30.. (2)

b) Share R50 equally amongst four friends.
Yaba ama-R50 ngokulinganayo phakathi kwabahlobo abane. (2)

Question 13
Umbuzo 13 (2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.
UJason usebenzise ama-60c ethenga iilekese. Ilekese nganye ibize i-10c. Zingaphi iilekese azithengileyo? Ungazoba umfanekiso ukubonakalisa impendulo yakho.

Question 14
Umbuzo 14 (2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.
Kukho ama-apile ama-5 ebhegini. Mangaphi ama-apile kwiibhegi ezintathu? Ungazoba umfanekiso ukubonakalisa impendulo yakho.

Question 15
Umbuzo 15 (2)

21 suckers shared between 2 is ____ suckers, and ____ sucker is left.

Izitoki ezahlulwe phakathi kwabantu aba-2 ziba____, ze kusale e ___.

Question 16
Umbuzo 16 (1)

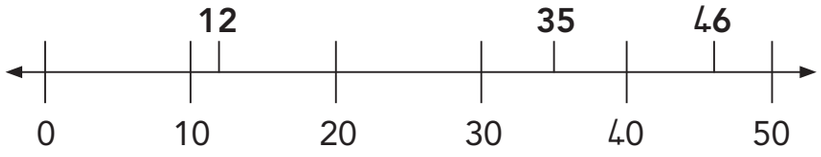
8 x 2 = ____

Question 17
Umbuzo 17 (1)

What fraction of this pizza was eaten by dad?
Qhezu lini lepizza elityiwe ngutata?

whole	one half	one quarter	one fifth
iphelele	ihafu enye	ikota enye	isinye sesihlanu

Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. Learners must show two groups of ten and 6 ungrouped objects. Abafundi bafanele ukubonisa amaqela amabini amashumi nezinto ezi-6 ezingekho qeleni. 1 mark – two tens; 1 mark – 6 ungrouped objects Inqaku eli-1 - amashumi amabini; inqaku eli-1, izinto ezi-6.	(2)
2. Twenty nine/ amashumi amabini anesithoba	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order) 37, 36, 35, 34, 33 (afanele ukulandelelana ngokuchanekileyo)	(2)
4. Thirty six/Amashumi amathathu nesithupha	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 Inqaku eli-1 ngomnqamlezo kwi-12, nenqaku eli-1 ngesangqa esijikeleze ama-44. 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted) 42/43/44/45 (nawaphi na amanani amabini achanekileyo amkelekile)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. Ufanele ukubonisa indawo yamanani ngokuchanekileyo. Inqaku eli-1ngempendulo nganye. 	(3)
8. Learners' answers will vary, but, e.g. 28 + 4 = 32/4 + 28 = 32 Iimpendulo zabafundi zizakwahlukahlukana, umz. 28 + 4 = 32/4 + 28 = 32	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye) a) 8 b) 2 c) 20	(3)

11. Accept any correct working/strategy. Yamkela nayiphi na indlela esetyenzisiweyo. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or/okanye 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods) (yamkela nezinye iindlela)	(4)
12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) Kufuneka kubhalwe inani leerandi kumaphepha (R10, R10, R10; okanye R20 kwakunye ne R10 ze kushiywe enye ingenanto) b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets) Iilekese ezi-6 (inqaku eli-1 lesi-6; inqaku eli-1 leelekese)	(2)
14. 15 apples Ama-apile: 15 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left. Izitoki ezingama -21 zahlulelwe isi-2 zili-10. Kusele isitoki esinye.	(2)
16. 8 x 2 = 16	(1)
17. One quarter/ Ikota enye	(1)

Written assessment items for Patterns

Question 18
Umbuzo 18 (3)

Complete the following:
Gqibezela oku kulandelayo:

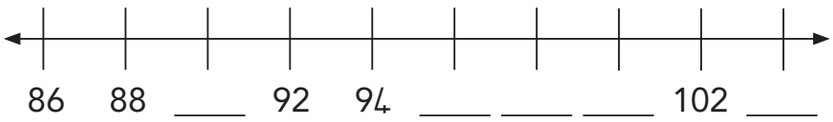
46 (+ 10) = 56

56 (+ 10) = ___

___ (+ 10) = ___

Question 19
Umbuzo 19 (5)

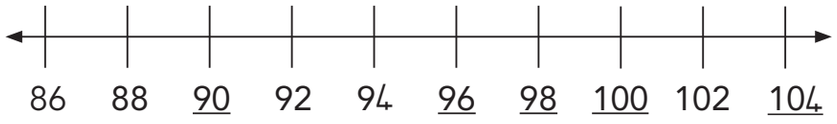
Complete the number line below:
Gcwalisa lo mgca manani ungezantsi:



Question 20
Umbuzo 20 (3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.
Zoba ze wongeze ipatheni usebenzise iqela leemilo ezahlukeneyo apho inani leemilo likhula khona.

Written assessment items for Patterns: solutions and mark allocations

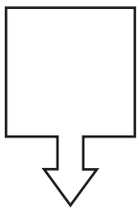
18. 46 + 10 = **66** **66** + 10 = **76**	(3)
19. Must show all numbers on the number line correctly marked. Kufuneka kubonakale onke amanani kumgca manani aphawulwe ngokuchanekileyo.  	(5)
20. Learners' answer will vary but could be, e.g. Limpendulo zabafundi zingahluka kodwa zinganje, umz. 	(3)

Written assessment items for Space and shape

Question 21
Umbuzo 21

(1)

Draw the line of symmetry into the drawing below:
Zoba umgca wolingano macala kumfanekiso ongezantsi:



Question 22
Umbuzo 22

(2)

Draw a picture of a child standing on top of a chair.
Zoba umfanekiso womntwana omi phezu kwesitulo.

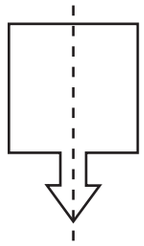
Question 23
Umbuzo 23

Look at the picture./Jonga umfanekiso.

a) Which shapes have straight sides?
Zeziphi iimilo ezinamacala athe tye? (3)

b) Which shapes have round sides?
Zeziphi iimilo ezinamacala angqukuva? (2)

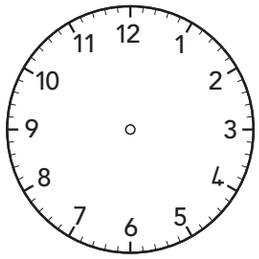
Written assessment items for Space and shape: solutions and mark allocations

21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work). Umzobo ufanele ukubonisa umntwana omi phezu kwesitulo (ungazotywa nje hayi ngobuchule)	(2)
23. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) square, rectangle, triangle isikwere, uxande, unxantathu b) circle, oval isangqa, mbhoxo/ oval	(3) + (2)

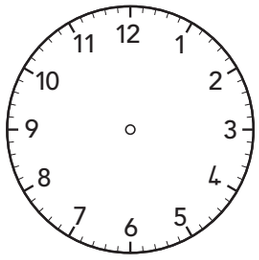
Written assessment items for Measurement

Question 24
Umbuzo 24

a) Draw the long hand and the short hand on this analogue clock to show 5 o'clock.
Zoba isiba elide nelifutshane kwiwotshi yamasiba ukubonisa intsimbi yesi-5. (2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.
Zoba amasiba kule wotshi yamasiba ukubonisa intsimbi ye-9 ebusuku. (2)



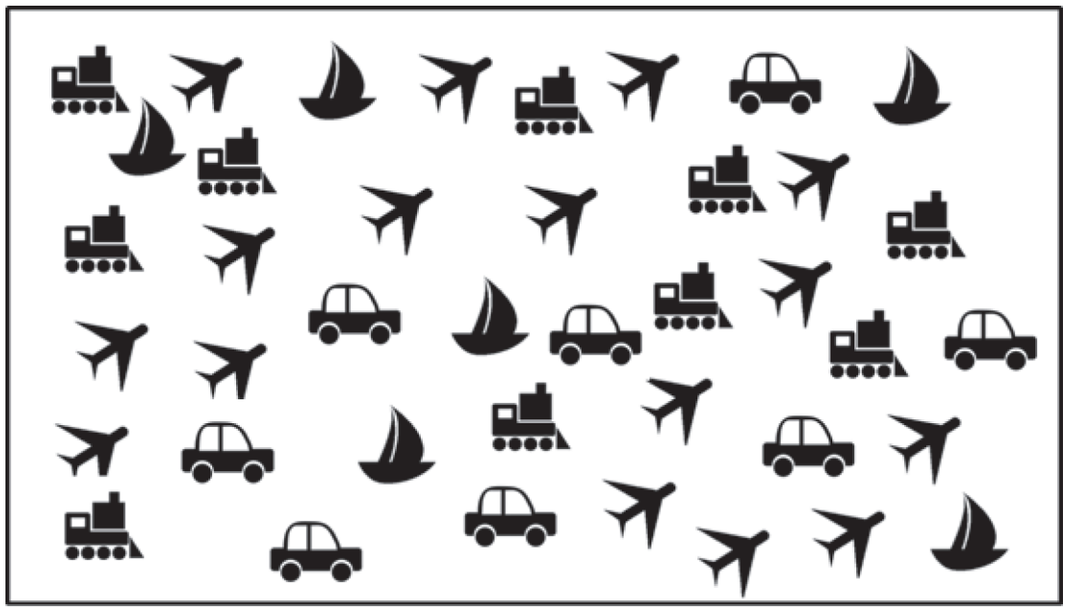
Written assessment items for Measurement: solutions and mark allocations

24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands) (Kufuneka kuboniswe omabini amasiba, elide nelifutshane)		

Written assessment items for Data handling

Question 25
Umbuzo 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.
Sebenzisa ulwazi olungezantsi ukugqibezela le pikthografu. Sebenzisa izangqa ukubonisa imifanekiso. (4)



Oololiwe	**linqanawa**	**limoto**	**linqwelomoya**

b). Answer the following questions by looking at the information in the pictograph.
Phendula le mibuzo ilandelayo ngokujonga ulwazi olukwi pikthografu.

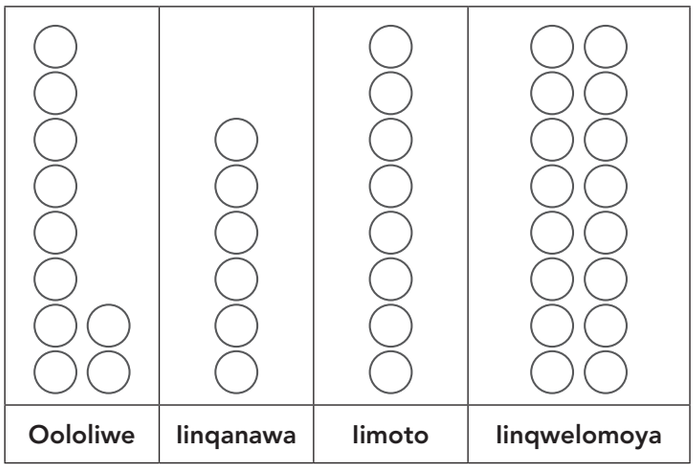
i) Which picture are there the most of? _____

Ngowuphi umfanekiso onezinto ezininzi kunazo zonke? _____ (1)

ii) Which picture are there fewer of than cars? _____

Ngowuphi umfanekiso wezinto ezimbalwa kuneemoto? _____ (1)

Written assessment items for Data handling: solutions and mark allocations

25. a)  One mark for each column correctly completed: Inqaku eli-1 ngekholamu nganye egcwaliswe ngokuchanekileyo. Trains – 10 Oololiwe – 10 Ships – 6 Iinqanawa – 6 Cars – 8 Iimoto – 8 Planes – 16 Iinqwelomoya – 16	(4)
25. b) i) Planes/Iinqwelomoya ii) Ships/Iinqanawa	(1) + (1)

Written Assessment:
English / Sepedi

Written assessment items for Numbers, operations and relationships

Question 1
Potšišo 1 (2)

Draw objects for the number 26, showing tens and units.
Thala dilo tša go dira nomoro ya 26.

Question 2
Potšišo 2 (1)

Write the number name for 29.
Ngwala leinapalo la 29.

_____

Question 3
Potšišo 3 (2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.
Beakanya dinomoro go tloga go e kgolo go ya go ennyane: 33, 37, 35, 36, 34.

_____

Question 4
Potšišo 4 (1)

Write the answer in words: 3 tens + 6 units.
Ngwala karabo ka mantšu: Bolesome ba 3 + metšo ye 6.

_____

Question 5
Potšišo 5 (2)

Circle the biggest number, and make a cross over the smallest number.
Dira sediko nomorong ye kgolo gomme o dire le sefapano nomorong yennyane.

43	21	19	38	14	12	44

Question 6
Potšišo 6 (2)

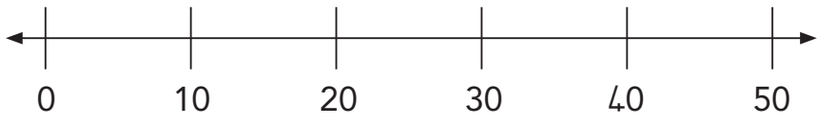
Write down two numbers that are bigger than 41 but smaller than 46.
Ngwal dinomoro tše pedi tšeo di lego ka godimo ga 41 eupša di le ka tlase ga 46.

_____

Question 7
Potšišo 7 (3)

Show where you will put the following numbers on the number line:
Laetša mo o tla go bea dinomoro tše di latelago mo mothalopalong:

12, 25, 46



Question 8
Potšišo 8 (2)

Write down any two number family facts of 32.
Ngwala dinomoro tše dingwe le tše dingwe tše pedi tšeo e lego tša leloko la 32.

_____

Question 9
Potšišo 9

a) Double 19 _____

Pedifatša 19 _____ (1)

b) Double 19 +1 _____

Pedifatša 19 + 1 _____ (1)

Question 10
Potšišo 10 (3)

Complete the following sums:
Feleletša dipalo tše di latelago:

a) 40 + ____ = 48

b) 30 + ____ = 32

c) ____ + 6 = 26

Question 11
Potšišo 11 (4)

Break down both numbers to subtract: 47 – 26 = ____
Hlahlamolla dipalo tše di latelago gore o kgone go ntšha: 47 – 26 = ____

Question 12
Potšišo 12

a) Write values on the notes that will make up R30.
Ngwala boleng mo dipampiri tšheleteng tšeo di ka dirago R30. (2)

b) Share R50 equally amongst four friends.
Abela bagwera ba 4 R50 ka go lekana. (2)

Question 13
Potšišo 13 (2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.
Jason o šomišitše 60c go reka malekere. Lelekere le tee ke 10c. Na o rekile malekere a makae? O ka thala seswantšho go laetša karabo ya gago.

Question 14
Potšišo 14 (2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.
Go nale diapola tše 5 ka gare ga mokotla. Na go nale diapola tše kae ka gare ga mekotla e 3. O ka thala diswantšho go laetša karabo ya gago.

Question 15
Potšišo 15 (2)

21 suckers shared between 2 is ____ suckers, and ____ sucker is left.

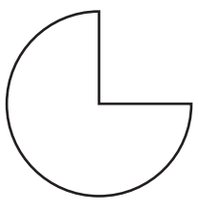
Malekere a 21 a abelwa bana ba 2 o tee o hwetša a _____ gomme go šala _____.

Question 16
Potšišo 16 (1)

8 x 2 = ____

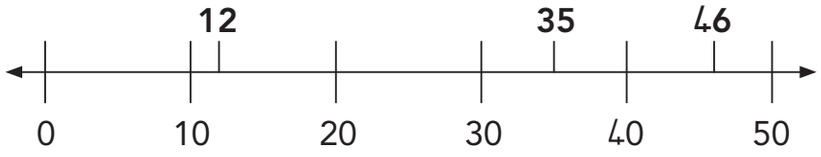
Question 17
Potšišo 17 (1)

What fraction of this pizza was eaten by dad?
Ke palophatlo efe ya Pitsa yeo e jelego ke Tate?



whole	one half	one quarter	one fifth
palotlalo	seripagare se tee	kotara e tee	tee hlanong

Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. Learners must show two groups of ten and 6 ungrouped objects. Barutwana ba swanetše go laetša dihlopha tše 2 tša 10 le dilo tše 6 tšeo di sa hlophiwago. 1 mark – two tens; 1 mark – 6 ungrouped objects Moputso o 1 - bolesome ba babedi; Moputso o 1 - dilo tše 6 tšeo di sa hlophiwago.	(2)
2. Twenty nine/ Masomepedi senyane	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order) 37, 36, 35, 34, 33 (di swanetše go ba ka tatelano ya maleba)	(2)
4. Thirty six/Masometharotshela	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 Moputso o 1 go dira sefapano go 12 le moputso o 1 go dira sediko go 44. 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted) 42/43/44/45 (dinomoro tše dingwe le tše dingwe tše 2 go tše di nepagetše)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. O swanetše a laetše boemo bja dinomoro gabotse. Moputso o 1. 	(3)
8. Learners' answers will vary, but, e.g. 28 + 4 = 32/4 + 28 = 32 Dikarabo tša barutwana di tla fapana. Mohl, 28 + 4 = 32/ 4+28 = 32	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 8 b) 2 c) 20	(3)

11. Accept any correct working/strategy. Amogela mokgwa wa mongwe le wo mongwe wo morutwana ao šomišitšego go hwetša karabo ya maleba. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or/goba 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods) (amogela mekgwa yeo e fapanego)	(4)
12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) O swanetše go ngwalp palo ya diranta ka gare ga dinoutsu.(R10,R10,R10) goba a ka dira (R20 le R10 gomme a šia e tee e sona selo) b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets) Moputso o (1 go 6; moputso o 1 go malekere)	(2)
14. 15 apples Diapola tše: 15 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left. Malekere a 21 ge a abelwa bana ba 2 o tee o hwetša -10 gomme go šala lelekere le -1.	(2)
16. 8 x 2 = 16	(1)
17. One quarter/ Kotara e 1	(1)

Written assessment items for Patterns

Question 18
Potšišo18 (3)

Complete the following:
Feleletša tšeo di latelago:

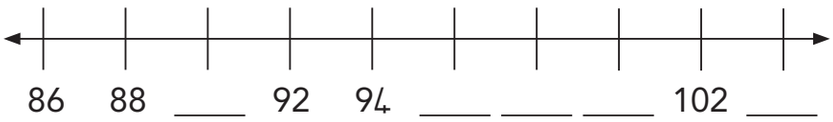
46 (+ 10) = 56

56 (+ 10) = ___

___ (+ 10) = ___

Question 19
Potšišo 19 (5)

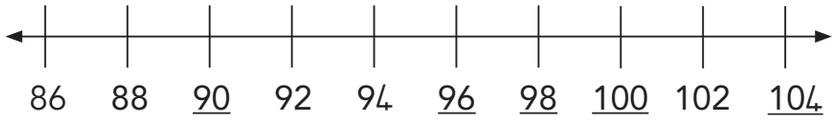
Complete the number line below:
Feleletša mothalopalo wa ka tlase:



Question 20
Potšišo 20 (3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.
Thala o be o katološe paterone o šomiša dihlopha tša dibopego tšeo di fapego gomme palo ya dibopego e oketšega.

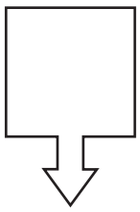
Written assessment items for Patterns: solutions and mark allocations

18. 46 + 10 = **66** **66** + 10 = **76**	(3)
19. Must show all numbers on the number line correctly marked. O swanetše go laetša dinomoro ka moka mo mothalopalong di swailwe gabotse.  	(5)
20. Learners' answer will vary but could be, e.g. Dikarabo tša barutwana di tla fapana gomme e ka ka mohla la tsela ye: 	(3)

Written assessment items for Space and shape

Question 21
Potšišo 21 (1)

Draw the line of symmetry into the drawing below:
Thala mothalo wa tekano/semetri mo seswantšhong sa ka tlase::



Question 22
Potšišo 22 (2)

Draw a picture of a child standing on top of a chair.
Thala seswantšho sa ngwana a eme godimo ga setulo.

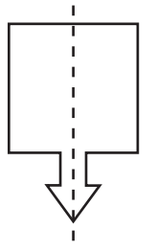
Question 23
Potšišo 23

Look at the picture./Lebelela seswantšho.

a) Which shapes have straight sides?
Ke dibopego dife tšeo di nago le mahlakore a thwii? (3)

b) Which shapes have round sides?
Ke sebopego sefe seo se nago le mahlakore a kgokolo? (2)

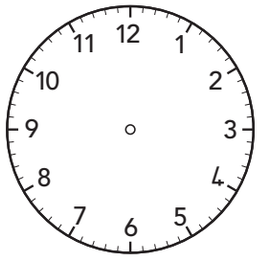
Written assessment items for Space and shape: solutions and mark allocations

21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work). Seswantšho se swanetše go laetša ngwana godimo ga setulo (e ka no ba seswantšho sa go no thalwa gabonolo esego sa go laetša bokgoni bja go thala).	(2)
23. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a) square, rectangle, triangle sekwere, khutlonnethwii, khutlotharo b) circle, oval sediko, ovale	(3) + (2)

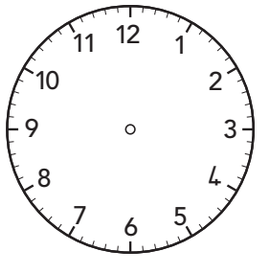
Written assessment items for Measurement

Question 24
Potšišo 24

a) Draw the long hand and the short hand on this analogue clock to show 5 o'clock.
Thala lenakana le legolo le le lennyane mo sešupanakong se sa analoko go laetša iri ya 5 godimo ga hlogo. (2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.
Thala manakana godimo ga sešupanako se sa analoko go laetša iri ya 9 bošego. (2)



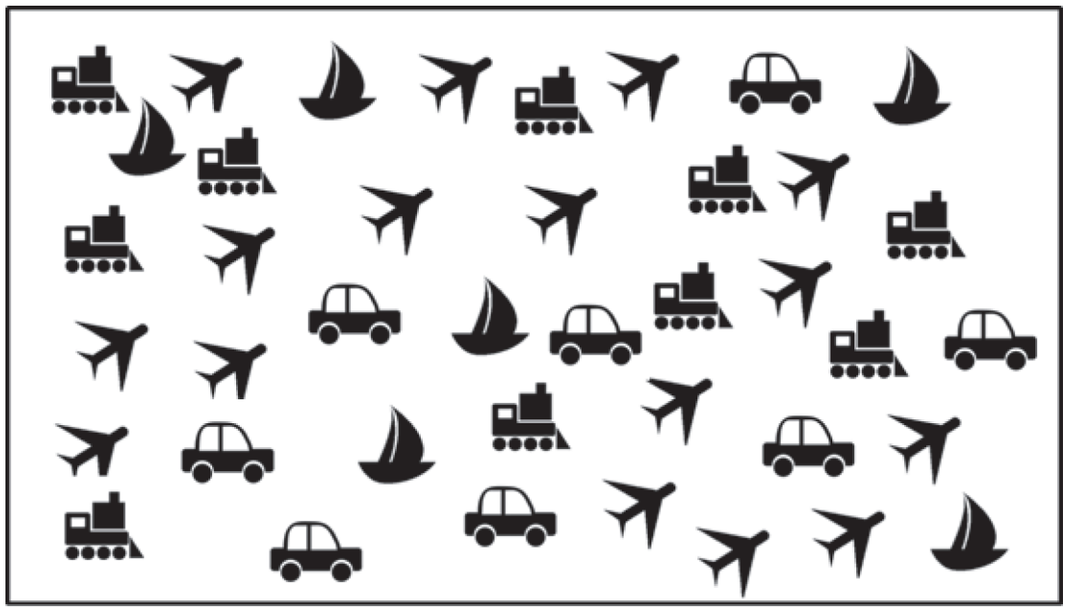
Written assessment items for Measurement: solutions and mark allocations

24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands) (O swanetše go laetša manakana ka moka- le lennyane le lelegolo)		

Written assessment items for Data handling

Question 25
Potšišo 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.
Šomiša tshedimošo ya ka tlase go feleletša kerafo ya diswantšho. Šomiša didiko go emela diswantšho. (4)



Ditimela	**Dikepe**	**Dikoloi**	**Difofane**

b). Answer the following questions by looking at the information in the pictograph.
Araba dipotšišo tše ka go lebelela tshedimošo godimo ga kerafo ya diswantšho.

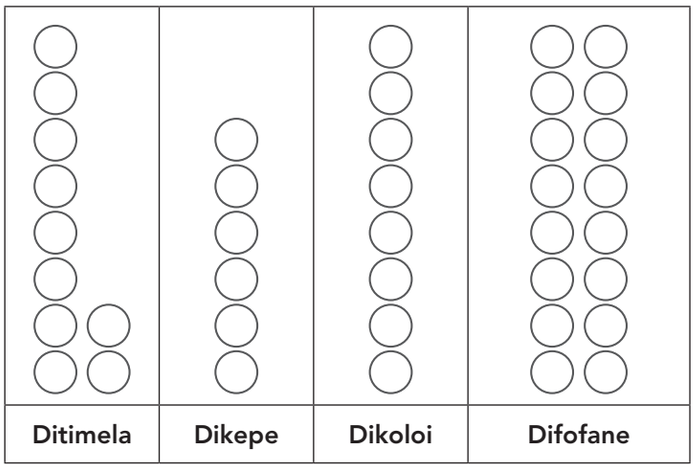
i) Which picture are there the most of? _____

Ke diswantšho tša eng tšeo e lego tše dintšhi?_____ (1)

ii) Which picture are there fewer of than cars? _____

Ke diswantšho tša eng tšeo di fetwago ke dikoloi ka bontšhi? _____ (1)

Written assessment items for Data handling: solutions and mark allocations

25. a)  One mark for each column correctly completed: Moputso o 1 go kholomo yenngwe le yenngwe yeo e feleleditšego gabotse. Trains – 10 Ditimela – 10 Ships – 6 Dikepe – 6 Cars – 8 Dikoloi – 8 Planes – 16 Difofane – 16	(4)
25. b) i) Planes/Difofane ii) Ships/Dikepe	(1) + (1)

Written Assessment:
English / Setswana

Written assessment items for Numbers, operations and relationships

Question 1
Potso 1 (2)

Draw objects for the number 26, showing tens and units.
Thala didiriswa tsa palo 26 mme o bontshe masome le metso.

Question 2
Potso 2 (1)

Write the number name for 29.
Kwala leinapalo la 29.

_____

Question 3
Potso 3 (2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.
Rulaganya dipalo tse go simolola ka e tona go tsona tsotlhe go ya go e nnye go tsona tsotlhe: 33, 37, 35, 36, 34.

_____

Question 4
Potso 4 (1)

Write the answer in words: 3 tens + 6 units.
Kwala karabo ka mafoko: masome a 3 + metso e 6.

_____

Question 5
Potso 5 (2)

Circle the biggest number, and make a cross over the smallest number.
Sekeletsa palo e tona go tsona tsotlhe mme o thale sefapano mo godimo ga palo e nnye go tsona tsotlhe.

43	21	19	38	14	12	44

Question 6
Potso 6 (2)

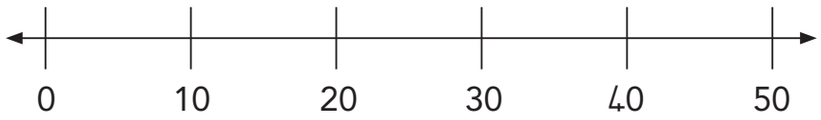
Write down two numbers that are bigger than 41 but smaller than 46.
Kwala dipalo tse pedi tse di tona mo go 41 mme di le dinnye mo go 46.

_____

Question 7
Potso 7 (3)

Show where you will put the following numbers on the number line:
Bontsha fa o tlileng go baya dipalo tse di latelang mo molapalong:

12, 25, 46



Question 8
Potso 8 (2)

Write down any two number family facts of 32.
Kwala dipalo di le pedi tsa losika lwa -32.

_____

Question 9
Potso 9

a) Double 19 _____

Oketsa gabedi -19 _____ (1)

b) Double 19 +1 _____

Oketsa gabedi -19 + 1 _____ (1)

Question 10
Potso 10 (3)

Complete the following sums:
Feleletsa dipalo tse di latelang:

a) 40 + ____ = 48

b) 30 + ____ = 32

c) ____ + 6 = 26

Question 11
Potso 11 (4)

Break down both numbers to subtract: 47 – 26 = ____
Thuba bobedi ba dipalo go ntsha: 47 – 26 = ____

Question 12
Potso 12

a) Write values on the notes that will make up R30.
Kwala boleng mo tšheleteng ya pampiri e e tla dirang R30. (2)

b) Share R50 equally amongst four friends.
Aroganya R50 ka go lekana mo ditsaleng di le nne. (2)

Question 13
Potso 13 (2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.
Jason o dirisitse 60c go reka dimonamone. Semonamone se le sengwe ke 10c. O rekile dimonamone di le kae? O ka thala setshwantsho go bontsha karabo ya gago:

Question 14
Potso 14 (2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.
Go na le diapole di le 5 ka mo kgetsaneng. Go na le diapole di le kae mo dikgetsaneng di le tharo? O ka thala setshwantsho go bontsha karabo ya gago:

Question 15
Potso 15 (2)

21 suckers shared between 2 is ____ suckers, and ____ sucker is left.

Dimonamone di le 21 fa di arogangwa ka go lekana magareng ga batho ba le 2 ke dimonamone di le _____ go be go sala _____.

Question 16
Potso 16 (1)

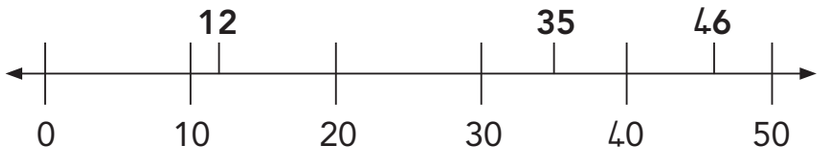
8 x 2 = ____

Question 17
Potso 17 (1)

What fraction of this pizza was eaten by dad?
Ke palophatlo efe ya pizza e rre a e jeleng?

whole	one half	one quarter	one fifth
palotlalo	halofo e le nngwe	kotara e le nngwe	setlhano se le sengwe

Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. Learners must show two groups of ten and 6 ungrouped objects. Barutwana ba tshwanetse go bontsha ditlhopha di le pedi tsa lesome le didiriswa di le 6 tse di seng mo ditlhopheng. 1 mark – two tens; 1 mark – 6 ungrouped objects Leduo le le1 la – masome a mabedi; leduo le le 1 la – didiriswa di le 6 tse di seng mo ditlhopheng	(2)
2. Twenty nine/ Masome a mabedi le borobongwe	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order) 37, 36, 35, 34, 33 (tsotlhe di latelane ka nepagalo)	(2)
4. Thirty six/ Masome a mararo le borataro	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 Leduo le le 1 la sefapano se se mo go 12; le leduo le le -1 la go sekeletsa - 44 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted) 42/43/44/45 (dipalo dingwe le dingwe di le pedi tse di nepagetseng di a amogelwa)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. O tshwanetse go bontsha maemo a dipalo ka nepagalo. Leduo le le 1 ka bongwe.  	(3)
8. Learners' answers will vary, but, e.g. 28 + 4 = 32/4 + 28 = 32 Dikarabo tsa barutwana di tlile go farologana, sekao: 28 + 4 = 32/4 + 28 = 32	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) (leduo le le 1 la karabo e e nepagetseng) a) 8 b) 2 c) 20	(3)

11. Accept any correct working/strategy. Amogela leano lengwe le lengwe le le dirang mme le nepagetse. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or/goba 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods) (amogela mekgwa e mengwe)	(4)
12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) O tshwanetse go kwala boleng ba diranta ka madi a pampiri (R10, R10, R10; o ka dira gape R20 le-R10 mme wa tlogela phatlha e le nngwe) b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets) Dimonamone di le -6 (leduo le le 1 la -6; leduo le le 1 la dimonamone)	(2)
14. 15 apples Diapole di le: 15 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left. Dimonamone di le-21 di arogangwa ka go lekana magareng ga batho ba le-2 ke-10. Go sala semonamone se le 1.	(2)
16. 8 x 2 = 16	(1)
17. One quarter/ Kotara e le nngwe	(1)

Written assessment items for Patterns

Question 18
Potso 18 (3)

Complete the following:
Feleletsa tse di latelang:

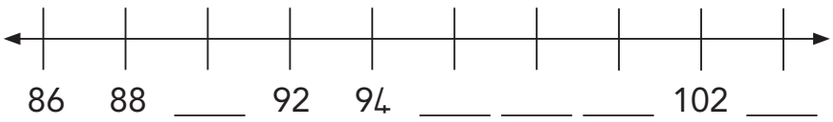
46 (+ 10) = 56

56 (+ 10) = ___

___ (+ 10) = ___

Question 19
Potso 19 (5)

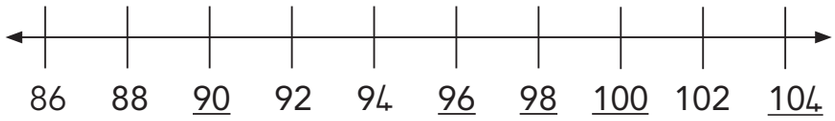
Complete the number line below:
Feleletsa molapalo o o ka fa tlase:



Question 20
Potso 20 (3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.
Thala le go atolosa paterone o dirisa setlhopha sa dibopego tse di farologaneng mme palo ya dibopego e oketsega.

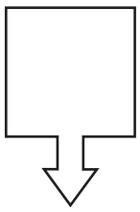
Written assessment items for Patterns: solutions and mark allocations

18. 46 + 10 = **66** **66** + 10 = **76**	(3)
19. Must show all numbers on the number line correctly marked. O tshwanetse go bontsha dipalo tsotlhe tse di nepagetseng mo molapalong ka go di tshwaya  	(5)
20. Learners' answer will vary but could be, e.g. Dikarabo tsa barutwana di ka farologana gongwe go nna, sekao. 	(3)

Written assessment items for Space and shape

Question 21
Potso 21 (1)

Draw the line of symmetry into the drawing below:
Thala mothalo wa bogare mo setshwantshong se se fa tlase::



Question 22
Potso 22 (2)

Draw a picture of a child standing on top of a chair.
Thala setshwantsho sa ngwana a eme mo godimo ga setulo.

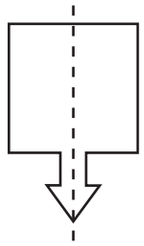
Question 23
Potso 23

Look at the picture./Lebelela setshwantsho.

a) Which shapes have straight sides?
Ke dibopego dife tse di nang le matlhakore a a tlhamaletseng? (3)

b) Which shapes have round sides?
Ke dibopego dife tse di nang le matlhakore a a kgolokwe? (2)

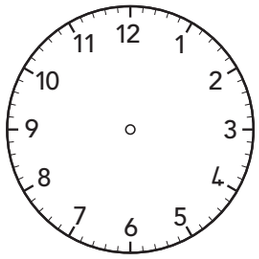
Written assessment items for Space and shape: solutions and mark allocations

21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work). Ditlhokwa tsa go thala ngwana yo o mo godimo ga setulo (se ka thalathadiwa fela).	(2)
23. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) square, rectangle, triangle khutlonne, khutlonnetsepa, khutlotharo b) circle, oval sediko, sebopego sa lee	(3) + (2)

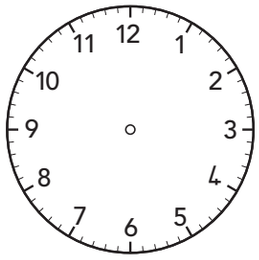
Written assessment items for Measurement

Question 24
Potso 24

a) Draw the long hand and the short hand on this analogue clock to show 5 o'clock.
Thala lenaka le le leele le le le khutshwane mo tshupanakong go bontsha ura ya 5.. (2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.
Thala lenaka le le telele le le le khutshwane mo tshupanakong go bontsha ura ya borobongwe maitsiboa. (2)



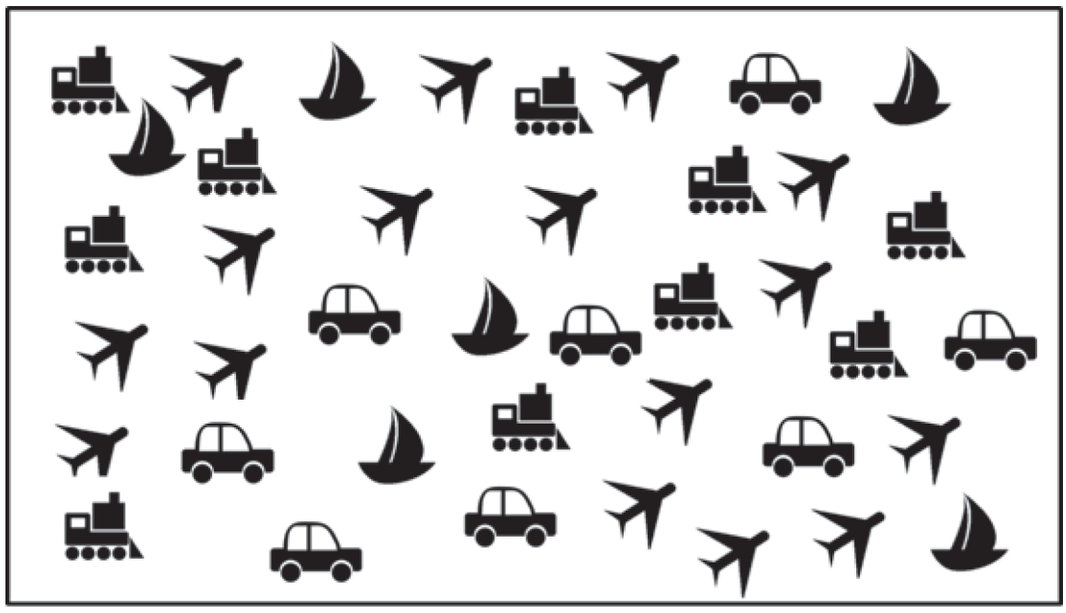
Written assessment items for Measurement: solutions and mark allocations

24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands) (O tshwanetse go bontsha lenaka le le telele le le le khutshwane)		

Written assessment items for Data handling

Question 25
Potso 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.
Dirisa tshedimosetso e e ka fa tlase go feleletsa setshwantsho sa kerafo. Dirisa didiko mo boemong jwa ditshwantsho. (4)



Diterena	**Dikepe**	**Dikoloi**	**Difofane**

b). Answer the following questions by looking at the information in the pictograph.
Araba dipotso di latelang ka go lebelela tshedimosetso ya kerafo ya ditshwantsho.

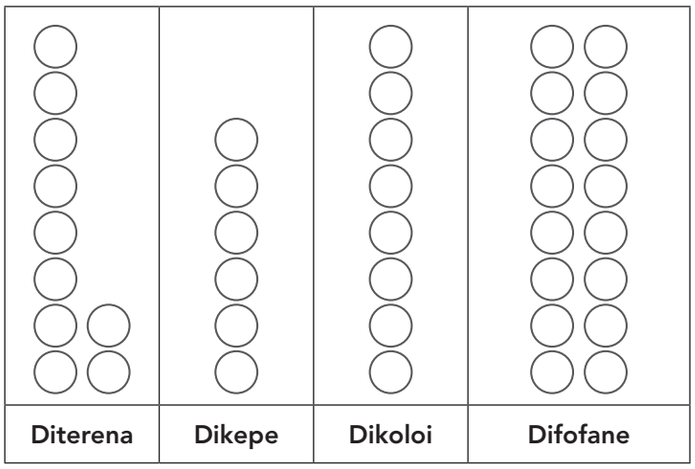
i) Which picture are there the most of? _____

Ke ditshwantsho dife tse dintsi? _____ (1)

ii) Which picture are there fewer of than cars? _____

Ke ditshwantsho dife tsa palo e e ka fa tlase ga ya dikoloi? _____ (1)

Written assessment items for Data handling: solutions and mark allocations

25. a)  One mark for each column correctly completed: Imaki eli-1 ngekholamu eliqedelwe ngokufanele: Trains – 10 Diterena – 10 Ships – 6 Dikepe – 6 Cars – 8 Dikoloi – 8 Planes – 16 Difofane – 16	(4)
25. b) i) Planes/Difofane ii) Ships/Dikepe	(1) + (1)

Written Assessment:
English / Xitsonga

Written assessment items for Numbers, operations and relationships

Question 1
Xivutiso 1 (2)

Draw objects for the number 26, showing tens and units.
Dirowa minchumu ya nomboro 26, u kombisa vukhume na vun'we.

Question 2
Xivutiso 2 (1)

Write the number name for 29.
Tsala vito ra nomboro 29.

_____

Question 3
Xivutiso 3 (2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.
Lulamisa tinomboro ku suka ka leyi kulu swinene ku fika eka leyintsongo swinene: 33, 37, 35, 36, 34.

_____

Question 4
Xivutiso 4 (1)

Write the answer in words: 3 tens + 6 units.
Tsala nhlamulo hi marito: 3 vukhume + 6 vun'we.

_____

Question 5
Xivutiso 5 (2)

Circle the biggest number, and make a cross over the smallest number.
Tsondzela nomboro leyikulu swinene. vekela xihambano ehenhla ka nomboro leyintsongo swinene.

43	21	19	38	14	12	44

Question 6
Xivutiso 6 (2)

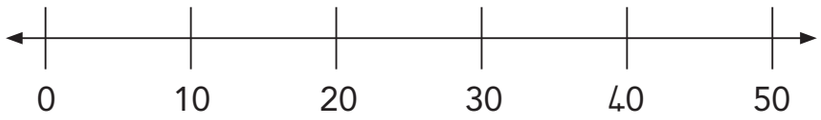
Write down two numbers that are bigger than 41 but smaller than 46.
Tsala tinomboro timbirhi letikulu ka 41 kambe tintsongo ka 46.

_____

Question 7
Xivutiso 7 (3)

Show where you will put the following numbers on the number line:
Kombisa laha u nga ta vekela tinomboro ka ndzhati wa mintsengo:

12, 25, 46



Question 8
Xivutiso 8 (2)

Write down any two number family facts of 32.
Tsala tinomboro timbirhi ta ndyangu wa 32.

_____

Question 9
Xivutiso 9

a) Double 19 _____

Mbirhihata 19 _____ (1)

b) Double 19 +1 _____

Mbirihata 19 +1 _____ (1)

Question 10
Xivutiso 10 (3)

Complete the following sums:
Hetisa tinhlayo leti landzelaka:

a) 40 + ____ = 48

b) 30 + ____ = 32

c) ____ + 6 = 26

Question 11
Xivutiso 11 (4)

Break down both numbers to subtract: 47 – 26 = ____
Tlhatlha tinomboro hi timbirhi u susa: 47 - 26= ____

Question 12
Xivutiso 12

a) Write values on the notes that will make up R30.
Tsala nkoka wa mali ya tinotsi leyi nga endlaka R30.. (2)

b) Share R50 equally amongst four friends.
Ava R50 hi ku ringana exikarhi ka mune wa vanghana. (2)

Question 13
Xivutiso 13 (2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.
Jason u tirhisile 60c ka swiwitsi. Xiwitsi rin'we ri vitana 10c. Xana u xavile swiwitsi swingani? Dirowa xifaniso u kombisa nhlamulo.

Question 14
Xivutiso 14 (2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.
Ku na 5 wa maapula endzeni ka khwama. Xana ku na maapula mangani endzeni ka khwama? U nga dirowa ku kombisa nhlamulo ya wena.

Question 15
Xivutiso 15 (2)

21 suckers shared between 2 is ____ suckers, and ____ sucker is left.

Swiwitsi swa 21 swiaviwa exikarhi ka vanhu va 2 i _____ wa swiwitsi, ku sarile _____ wa swiwitsi.

Question 16
Xivutiso 16 (1)

8 x 2 = ____

Question 17
Xivutiso 17 (1)

What fraction of this pizza was eaten by dad?
I yini furakixini leyi nga dyiwa hi tatana?

whole	one half	one quarter	one fifth
helerile	hafu yin'we	kotara yin'we	nwé xa ntlhanu

Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. Learners must show two groups of ten and 6 ungrouped objects. Vadyondzisi va kombisa mintlawa yimbirhi ya khume na 6. 1 mark – two tens; 1 mark – 6 ungrouped objects Maraka yi1 - vukhume vumbirhi; maraka yi1 - 6 minchumu a yi ntlawihatiwanga	(2)
2. Twenty nine/ Makumembirhi nkaye	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order) 37, 36, 35, 34, 33 (hi ndlela leyi faneleke)	(2)
4. Thirty six/ Makume ntsevu tsevu	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 Maraka yi1 ya xihambano ka 12, na maraka yi1 yo tsondzela 44 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted) 42/43/44/45 (tinomboro timbirhi leti amukelekaka)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. U fanele a kombisa ndhawu ya nomboro kahle. Maraka yi1 ka nhlamulo yin'wana na yin'wana.  	(3)
8. Learners' answers will vary, but, e.g. 28 + 4 = 32/4 + 28 = 32 Tinhlamulo ta vadyondzi to hambanahambana, kambe xik: 28 + 4 = 32/4 + 28 = 32	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) a) 8 b) 2 c) 20	(3)

11. Accept any correct working/strategy. Amukela nhlamulo yin'wana na yin'wana leyi faneleke/ maendlelo. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or/kumbe 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods) (amukela maendlelo man'wana)	(4)
12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) U fanele u tsala ntsengo wa marhandi hi mali ya maphepha(R10, R10, R10; u nga endla R20 na R10 u siya ndhawu yin'we. b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets) 6 wa swiwitsi(maraka yi1 ya 6; maraka ya swiwitsi)	(2)
14. 15 apples Maapula: 15 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left. 21wa swiwitsi aviwile exikarhi ka 2 i 10. ku sarile xiwitsi 1	(2)
16. 8 x 2 = 16	(1)
17. One quarter/ Kotara yin'we	(1)

Written assessment items for Patterns

Question 18
Xivutiso 18 (3)

Complete the following:
Hetisa leswi landzelaka:

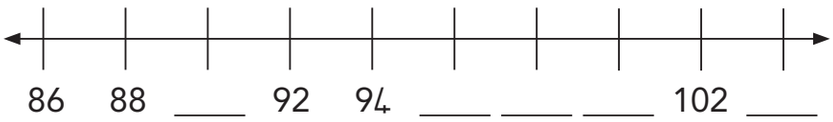
46 (+ 10) = 56

56 (+ 10) = ___

___ (+ 10) = ___

Question 19
Xivutiso 19 (5)

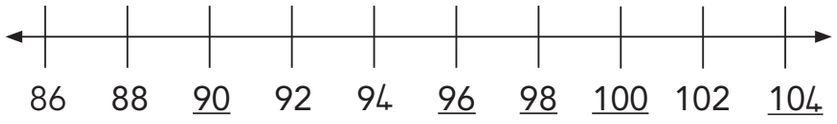
Complete the number line below:
Hetisa ndzhati ya mintsengo leyi nga laha hansi:



Question 20
Xivutiso 20 (3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.
Dirowa u engetela patironi ya swivumbeko swo hambanahambana nomboro ya swivumbeko yi engeteleka.

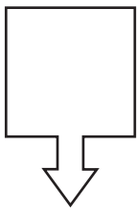
Written assessment items for Patterns: solutions and mark allocations

18. 46 + 10 = **66** **66** + 10 = **76**	(3)
19. Must show all numbers on the number line correctly marked. U kombisa tinomboro hinkwato ka ndzhati wa mintsengo tifunghiwile kahle.  	(5)
20. Learners' answer will vary but could be, e.g. Tinhlamulo ta vadyondzi to hambanahambana xik. 	(3)

Written assessment items for Space and shape

Question 21
Xivutiso 21 (1)

Draw the line of symmetry into the drawing below:
Dirowa ntilandzhungano wa xidirowiwa lexi nga laha hansi::



Question 22
Xivutiso 22 (2)

Draw a picture of a child standing on top of a chair.
Dirowa xifaniso xa n'wana a yimile ehenhla ka tafula.

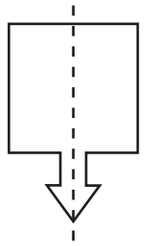
Question 23
Xivutiso 23

Look at the picture./Languta xifaniso.

a) Which shapes have straight sides?
Hi swihi swivumbeko leswi nga ololoka? (3)

b) Which shapes have round sides?
Hi swihi swivumbeko swa xirhendzevutana? (2)

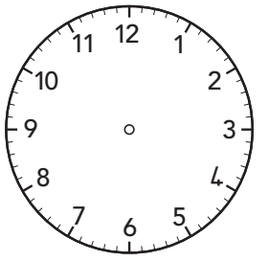
Written assessment items for Space and shape: solutions and mark allocations

21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work). Xidirowiwa xikombisa n'wana ehenhla ka tafula.	(2)
23. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) square, rectangle, triangle xikwere, rekthengele, yinhlanharhu b) circle, oval xirhendzevutana, ovhali	(3) + (2)

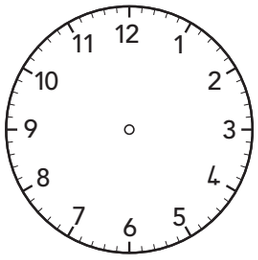
Written assessment items for Measurement

Question 24
Xivutiso 24

a) Draw the long hand and the short hand on this analogue clock to show 5 o'clock.
Dirowa voko ro leha na ro koma ka wachi ya analogi u komba awara ya 5 ehenhla ka nhloko. (2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.
Dirowa voko ka wachi ya analogi u komba awara ya 9 na vusiku. (2)



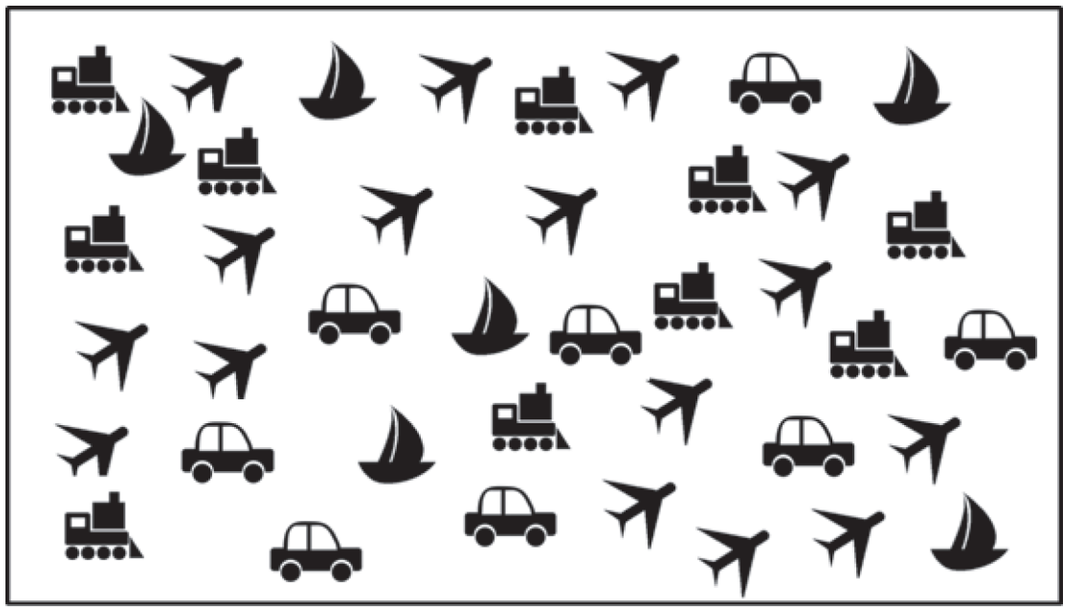
Written assessment items for Measurement: solutions and mark allocations

24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands) (U fanele u kombisa voko ro leha na ro koma)		

Written assessment items for Data handling

Question 25
Xivutiso 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.
Tirhisa leswi nga laha hansi u hetisa girafu ya swifaniso. Tirhisa swirhendzevutana ku kombisa swifaniso. (4)



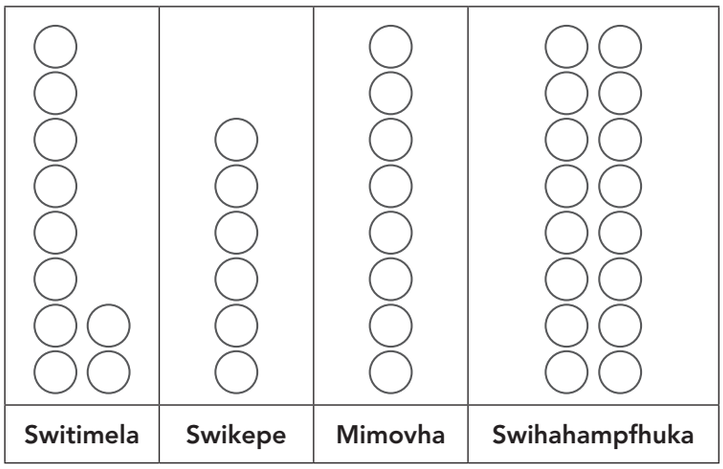
Switimela	**Swikepe**	**Mimovha**	**Swihahampfhuka**

b). Answer the following questions by looking at the information in the pictograph.
Hlamula swivutiso leswi landzelaka hi ku languta girafu ya swifaniso.

i) Which picture are there the most of? _____
Hi xihi xifaniso lexi nga tala swinene? _____ (1)

ii) Which picture are there fewer of than cars? _____
Hi xihi xifaniso lexi nga talangiki? _____ (1)

Written assessment items for Data handling: solutions and mark allocations

25. a)  One mark for each column correctly completed: Maraka yi1 ya kholumu leyi nga hetiseka: Trains – 10 Switimela – 10 Ships – 6 Swikepe – 6 Cars – 8 Mimovha – 8 Planes – 16 Swihahampfhuka – 16	(4)
25. b) i) Planes/Swihahampfhuka ii) Ships/Swikepe	(1) + (1)

Written Assessment:
English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Mbudziso 1 (2)

Draw objects for the number 26, showing tens and units.
Olani zwithu zwa nomboro 26 ni sumbedze mahumi na vhuthihi.

Question 2
Mbudziso 2 (1)

Write the number name for 29.
Ṅwalani dzinambalo ḽa nomboro 29

_____

Question 3
Mbudziso 3 (2)

Arrange these numbers from the biggest to the smallest: 33, 37, 35, 36, 34.
Ṅwalani nomboro idzi ni thome kha khulwanesa ni fhedzisele nga ṱhukhusa. 33, 37, 35, 36, 34

_____

Question 4
Mbudziso 4 (1)

Write the answer in words: 3 tens + 6 units.
Ṅwalani phindulo nga maipfi: 3 mahumi + 6 vhuthihi.

_____

Question 5
Mbudziso 5 (2)

Circle the biggest number, and make a cross over the smallest number.
Tingeledzani nomboro khulwanesa ni ite tshifhambano kha nomboro ṱhukhusa.

43	21	19	38	14	12	44

Question 6
Mbudziso 6 (2)

Write down two numbers that are bigger than 41 but smaller than 46.

Ṅwalani nomboro mmbiri dzi re khulwane kha 41 fhedzi ndi ṱhukhu kha 46.

Question 7
Mbudziso 7 (3)

Show where you will put the following numbers on the number line:
Sumbedzani hune na tea u ṅwala nomboro dzi tevhelaho kha mutalo mbalo:

12, 25, 46

Question 8
Mbudziso 8 (2)

Write down any two number family facts of 32.
Ṅwalani nomboro mmbili dziṅwe na dziṅwe dza muṱa wa nomboro 32.

_____

Question 9
Mbudziso 9

a) Double 19 _____

19 mmbili ndi _____ (1)

b) Double 19 +1 _____

19 mmbili + 1 _____ (1)

Question 10
Mbudziso 10 (3)

Complete the following sums:
Fhedzisani mbalo dzi tevhelaho:

a) 40 + ____ = 48

b) 30 + ____ = 32

c) ____ + 6 = 26

Question 11
Mbudziso 11 (4)

Break down both numbers to subtract: 47 – 26 = ____
Kwashekanyani nomboro hedzi mmbili ni dovhe ni ṱuse: 47 – 26 = ____

Question 12
Mbudziso 12

a) Write values on the notes that will make up R30.
Ṅwalani tshelede dza bammbiri dzi no ita R30. (2)

b) Share R50 equally amongst four friends.
Kovhekanyani R50 vhukati ha khonani nn̰a. (2)

Question 13
Mbudziso 13 (2)

Jason spent 60c on sweets. Each sweet cost 10c. How many sweets did he buy? You can draw a picture to show your answer.
Mulalo o shumisa 60c kha maḽegere. Ḽegere ḽithihi ḽo ita 10c. O renga maḽegere mangana? Ni nga ola tshifanyiso na sumbedza phindulo yanu.

Question 14
Mbudziso 14 (2)

There are 5 apples in a bag. How many apples are there in three bags? You can draw a picture to show your answer.
Hu na maapula a 5 kha khedzi. Hu na maapula mangana kha khedzi tharu? Ni nga ola tshifanyiso na sumbedza phindulo yanu.

Question 15
Mbudziso 15 (2)

21 suckers shared between 2 is ____ suckers, and ____ sucker is left.

Maswiri a 21 a tshi kovhekanyiwa vhukati ha vhathu vha 2 ndi_____ na hone hu d̰o sala_____.

Question 16
Mbudziso 16 (1)

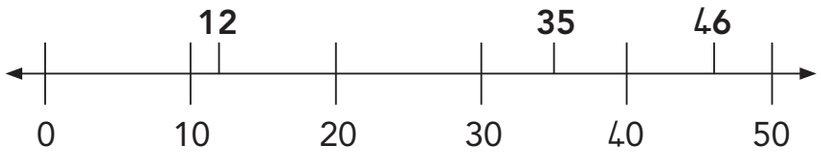
8 x 2 = ____

Question 17
Mbudziso 17 (1)

What fraction of this pizza was eaten by dad?
Ndi furakisheni(mukovhe) ufhio wa phiza wo ḽiwaho nga baba?

whole	one half	one quarter	one fifth
yo̱the	hafu	kotara	nthihi kha t̰hanu

Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. Learners must show two groups of ten and 6 ungrouped objects. Mugudi u tea u sumbedza zwigwada zwivhili zwa mahumi na zwithu zwa rathi zwi siho kha tshigwada tshithihi nga tshithihi. 1 mark – two tens; 1 mark – 6 ungrouped objects Maraga1 ya zwigwada ; maraga 1 ya zwithu zwi siho kha tshigwada	(2)
2. Twenty nine/ Fumbili ṱahe	(1)
3. 37, 36, 35, 34, 33 (must all be in the correct order) 37, 36, 35, 34, 33 (mutevhe ure wone)	(2)
4. Thirty six/ 36	(1)
5. 1 mark for cross on 12, and 1 mark for circle around 44 Maraga nthihi ya tshifhambano kha 12 na maraga 1 ya tshitendeledzi kha 44 43 | 21 | 19 | 38 | 14 | ~~12~~ | (44)	(2)
6. 42/43/44/45 (any two correct numbers accepted) 42/43/44/45 (nomboro mmbili dzi re dzone dzi a tendelwa)	(2)
7. Must indicate the position of the numbers correctly. 1 mark each. Mugudi u tea u sumbedza vhuimo ha nomboro fhethu ho teaho maraga nthihi ya phindulo ire yone.  	(3)
8. Learners' answers will vary, but, e.g. 28 + 4 = 32/4 + 28 = 32 Phindulo dza vhagudi dzi ḓo fhambana, fhedzi, tsumbo: 28+4= 32 , 4+28=32.	(2)
9. a) 19 + 19 = 38 b) 19 + 19 + 1 = 39	(1) + (1)
10. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) 8 b) 2 c) 20	(3)

11. Accept any correct working/strategy. Kha vha tendele kushumelwe/maitele ane a vha one. 47 – 26 = ___ = (40 + 7) – (20 + 6) = (40 – 20) + (7 – 6) = 20 + 1 = 21 Or/Kana 47 – 26 = ___ = 47 – (20 + 6) = 47 – 20 = 27 – 6 = 21 (accept alternative methods) (kha vha tendele maitele o fhambanaho)	(4)
12. a) Must write the rand amounts into the notes (R10, R10, R10; could also do R20 and R10 and leave one blank) Mugudi u tea u ńwala mitengo ya Rannda kha tshelede ya mabammbiri(R10,R10,R10 anga ńwala R20 na R10 a siya ińwe I so ngo ńwaliwa tshithu. b) R50 ÷ 4 = R12,50	(2) + (2)
13. 6 sweets (1 mark 6; 1 mark sweets) Maḽegere a 6(maraga 1 ya nomboro 6, maraga 1 ya maḽegere)	(2)
14. 15 apples Maapula a: 15 	(2)
15. 21 suckers shared between 2 is 10. 1 sucker is left. Maswiri a 21 a tshi kovhekanywa vhukati ha 2 ndi 10. Ho sala swiri ḽithihi	(2)
16. 8 x 2 = 16	(1)
17. One quarter/ Kotara	(1)

Written assessment items for Patterns

Question 18
Mbudziso 18 (3)

Complete the following:
Fhedzisani zwi tevhelaho:

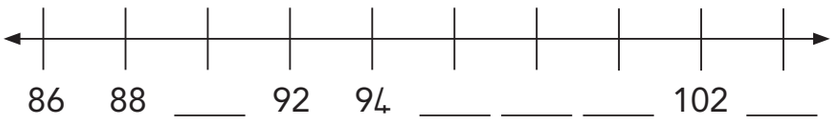
46 (+ 10) = 56

56 (+ 10) = ___

___ (+ 10) = ___

Question 19
Mbudziso 19 (5)

Complete the number line below:
Fhedzisani mutalo mbalo ure afha fhasi:



Question 20
Mbudziso 20 (3)

Draw and extend a pattern using a group of different shapes where the number of the shapes increases.
Olani phetheni ni I engedza nga u shumisa zwivhumbeo zwo fhambanaho hune nomboro ya zwivhumbeo ya engedzea.

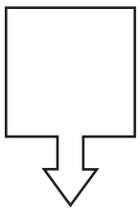
Written assessment items for Patterns: solutions and mark allocations

18. 46 + 10 = **66** **66** + 10 = **76**	(3)
19. Must show all numbers on the number line correctly marked. Nomboro dzi tea u tevhekana kha mutalo mbalo.  	(5)
20. Learners' answer will vary but could be, e.g. Phindulo dza vhagudi dzi nga fhamabana, tsumbo. 	(3)

Written assessment items for Space and shape

Question 21
Mbudziso 21 (1)

Draw the line of symmetry into the drawing below:
Olani mutalo wa u fhandekanya ndinganyo kha tshifanyiso tshi re fhasi::



Question 22
Mbudziso 22 (2)

Draw a picture of a child standing on top of a chair.
Olani tshifanyiso tsha ńwana o ima nṱha ha tshidulo.

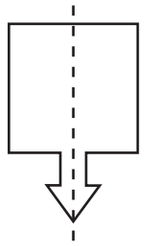
Question 23
Mbudziso 23

Look at the picture./Sedzani tshifanyiso.

a) Which shapes have straight sides?
Ndi tshivhumbeo tshifhio tshi re na matungo a tswititi? (3)

b) Which shapes have round sides?
Ndi tshivhumbeo tshi re na matungo a tshitendeledzi? (2)

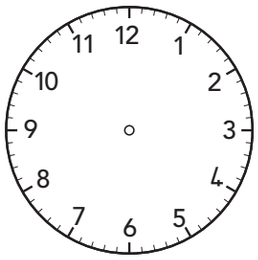
Written assessment items for Space and shape: solutions and mark allocations

21. 	(1)
22. Drawing needs to show child on top of chair (can be sketchy – not an art work). Tshifanyiso tshi tea u sumbedza ńwana o ima nṱha ha tshidulo.	(2)
23. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) square, rectangle, triangle tshikwea, rekhithengele, thirayiengele b) circle, oval tshitendeledzi, ovala	(3) + (2)

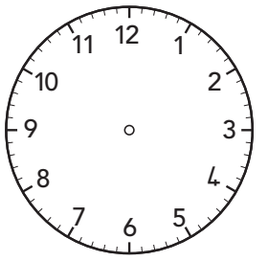
Written assessment items for Measurement

Question 24
Mbudziso 24

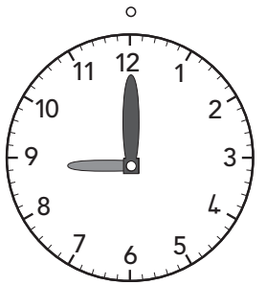
a) Draw the long hand and the short hand on this analogue clock to show 5 o'clock.
Olani tshanḓa tshilapfu na tshipfufhi kha watshi ya analogo ni sumbedze tshifhinga tsha awara ya vhuṱanu (5). . (2)



b) Draw the hands on this analogue clock to show 9 o'clock in the evening.
Olani tshanḓa tshilapfu na tshipfufhi kha watshi ya analogo ni sumbedze tshifhinga tsha awara ya ṱahe(9) ya madekwana. (2)



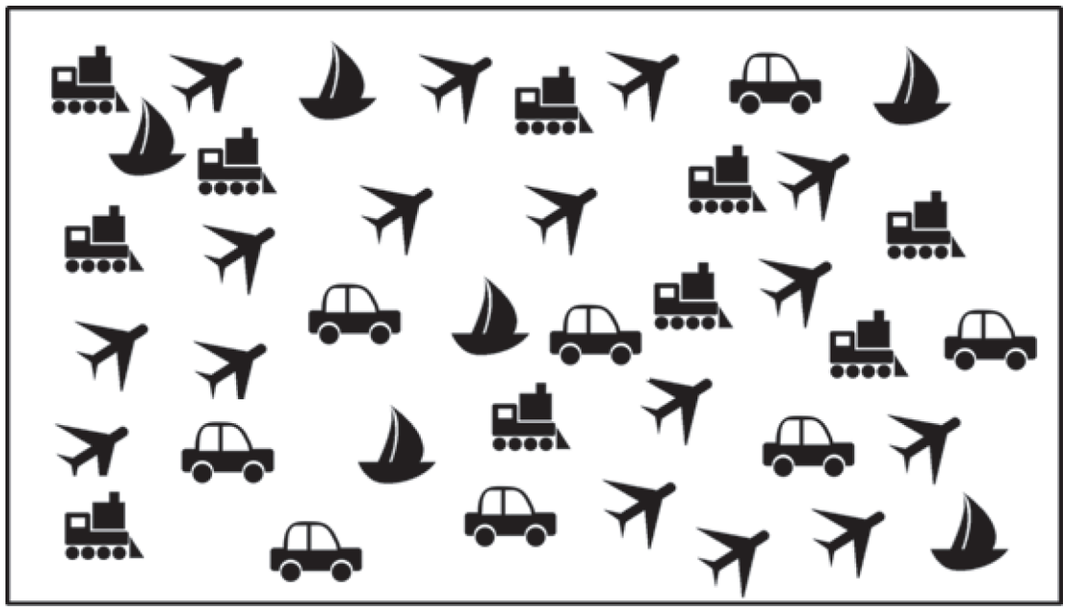
Written assessment items for Measurement: solutions and mark allocations

24. a) 	24. b) 	(2) +(2)
(Must show both long and short hands) (Vha tea u sumbedza tshanḓa tshihulwane na tshanḓa tshiṱuku)		

Written assessment items for Data handling

Question 25
Mbudziso 25

a). Use the information below to complete the pictograph. Use circles to represent the pictures.
Shumisani zwi re afha fhasi u fhedzisa girafu ya zwifanyiso. Shumisani zwitendeledzi vhuimoni ha zwifanyiso.(4)



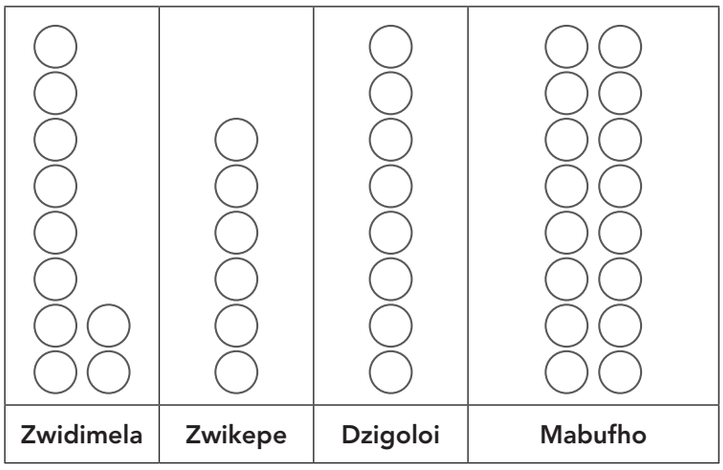
Zwidimela	**Zwikepe**	**Dzigoloi**	**Mabufho**

b). Answer the following questions by looking at the information in the pictograph.
Fhindulani mbudziso dzi tevhelaho nga u sedza kha girafu ya zwifanyiso.

i) Which picture are there the most of? _____
Ndi zwifanyiso zwifhio zwi re zwinzhi? _____ (1)

ii) Which picture are there fewer of than cars? _____
Ndi zwifanyiso zwifhio zwi re zwiṱuku kha dzigoloi? _____ (1)

Written assessment items for Data handling: solutions and mark allocations

25. a)  One mark for each column correctly completed: Maraga 1 ya kholomu yo ńwalwaho zwone: Trains – 10 Zwidimela – 10 Ships – 6 Zwikepe – 6 Cars – 8 Mimovha – 8 Planes – 16 Mabufho – 16	(4)
25. b) i) Planes/Mabufho ii) Ships/Zwikepe	(1) + (1)