Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT TARGETS

NUMERACY

GRADE 2

2009

FOREWORD

Since the year 2004 teachers in the Foundation Phase have been teaching our learners within the framework of the National Curriculum Statement (NCS) which stipulates the content to be mastered and sets the minimum performance standards to be obtained by learners at the end of each grade. In our efforts to assist teachers to plan for classroom implementation we conducted orientation workshops in 2003 and followed this up with in-service training courses during the first year of implementation in 2004.
Head office and district curriculum personnel have been monitoring the classroom practices of teachers and the performance of learners in the Foundation Phase conducting on-site school visits and engaging in constant dialogue with teachers and other partners. The evidence we obtained indicated that the attainment levels of our learners in this phase remained well below expectations particularly in Mathematics and Languages.

In our quest to address the low performance levels of our learners in these areas we formulated and embarked on a Literacy and Numeracy improvement strategy, focusing our energies on developing and providing support material and training teachers on how to plan for teaching and assessment on a quarterly basis.

These efforts gave rise to the conceptualization and development of Learner Attainment Target (LAT) documents for each of the Learning Outcomes per grade and per quarter in Languages and Mathematics. The targets in our LAT document are similar to, and serve the same purpose as, the milestones in the National Foundations for Learning Campaign document which was launched after the conceptualization of our LAT documents. This Numeracy LAT document provides guidelines to teachers on how to align the National and Provincial documents when they are engaged in the planning, teaching and assessment process.

The Learner Attainment Target document strengthens the Foundation for Learning Assessment Framework document by specifying the Learning Outcomes and Assessment Standards in which the content explained in the milestones are embedded. It identifies formal assessment tasks for each term, specifies the assessment tools to be used and provides exemplars of formal assessment tasks.

It should be noted that this is a working document which is to be used in 2009 and which will be refined in 2010 on the basis of the inputs from teachers and other stakeholders.
Teachers are therefore requested to interrogate this document while using it and to forward written suggestions for improvement to this office via your District Office.

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CONTENTS

INTRODUCTION

BACKGROUND

The Learner Attainment Targets (LAT) is a component of the National Literacy Strategy. The Provincial Task Team, comprising of Provincial Curriculum Planners and District Curriculum Advisors, made reference to this component and developed a very user friendly and relevant (as per assessment requirement) document.

The Learner Attainment Targets for Literacy HL English and HL Afrikaans were developed in 2007 and the Numeracy Learner Attainment Targets in 2008. In this document the attainment targets are derived from the Learning Outcomes and Assessment Standards from the Mathematics Learning Area and have been packaged into four terms.

CONTENTS

- **Learner Attainment Targets** for each of the Learning Outcomes and Assessment Standards for Grades R - 3 packaged per term
- Learning Outcomes and Assessment Standards targeted for **informal and formal assessment** per term
- A **summary** of the formal assessment tasks
- Suggested **activities, forms and tools** for the Formal and Informal Assessment Tasks
- Exemplars of **formal assessment tasks** for the first term with the **assessment tools** required
- A **Programme of Assessment**

Section 1

Learner Attainment Targets

- It is essential that you continuously assess your learners' progress through both a **formal and an informal assessment programme**. (*Foundations for Learning Assessment Framework Foundation Phase*)
- Therefore the Learner Attainment Targets address the relevant Learning Outcomes and Assessment Standards used for Formal and Informal Assessment.
- There are four terms indicated on each page by means of columns.
- Under each term there are shaded and non shaded areas.

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- **Shaded** areas represent **Formal Assessment Tasks** (FATs). These are numbered FAT 1, FAT 2 or FAT 3 as per National Assessment Policy for Numeracy.
- Exemplars of Formal Assessment Tasks are developed for the First Term only.
- Teachers are expected to develop their own Formal Assessment Tasks for Terms 2, 3 and 4.
- The **FATs** indicate what is to be attained per term.
- **Non - shaded** areas represent Informal Assessment Tasks
- Teachers should ensure that assessment is not only considered as written work, but incorporates practical and oral work as well.
- The Assessment Task, therefore, needs to be infused into the normal teaching and learning time over a period of time e.g. 5-7 consecutive days. (*Foundations for Learning Assessment Framework Foundation Phase*)

The following table is an extract from the Numeracy Learner Attainment Targets in the Grade 1 document (P 20):

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
Assessment Standard	**Term 1**	**Term 2**	**Term 3**	**Term 4**
AS 1: Recognizes, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures including: • Boxes (prisms) and balls (spheres) • Triangles and rectangles • Circles	Learners recognise, identify and name **2-D shapes** in the classroom. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response (worksheet 5) Rubric/Rating Scale	Learners recognise, identify and name **2-D shapes** in pictures. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in the classroom. e.g. boxes balls FAT 1 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in pictures. e.g. boxes balls FAT 1 Written Response Rubric/ Rating Scale

- **FAT 3:** This is <u>one of the components</u> of the 3rd Formal Assessment Task for Term 1
- For each Formal Assessment Task , there are **two or more activities** that will allow learners to **demonstrate** the skills, knowledge and values that are assessed.(*Foundations for Learning Assessment Framework*)
- You will find the <u>other components</u> of **FAT 3** on pages 3,5,7,9,11,13,14,16,18,19,28,29 and 30
- <u>Shaded areas</u> represent Formal Assessment Tasks and <u>un-shaded</u> areas represent Informal Assessment Tasks
- A Formal Assessment Task should be in the form of a Practical, Oral **and** a Written Response
- For the first term, a **worksheet** is included for the learner in the case of a **Written Response**. (See Section 5)

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Section 2

A SUMMARY OF FORMAL ASSESSMENT TASKS

The following table is an extract from the Summary of Formal Assessment Tasks according to the specific Learning Outcome and Assessment Standard in the Grade 1 document (p 32):

SUMMARY OF FORMAL ASSESSMENT TASKS				
NUMERACY : GRADE 2				
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
TASK 3	LO 1 AS 2.1	LO1 AS 2.1	LO 1 AS 2.1	LO 1 AS 2.1
		LO1 AS 2.2	LO 1 AS 2.2	LO 1 AS 2.2
	LO 1 AS 3 (Symbols) ✎	LO1 AS 3 (Symbols)	LO 1 AS 3 (Symbols)	LO 1 AS 3 (Symbols)
	LO 1 AS 3 (Names) ✎	LO1 AS 3 (Names)	LO 1 AS 3 (Names)	LO 1 AS 3 (Names)
	LO 1 AS 4	LO 1 AS 4	LO 1 AS 4	LO 1 AS 4
		LO 1 AS 5	LO 1 AS 5	LO 1 AS 5
	LO 1 AS 6	LO 1 AS 6	LO 1 AS 6	LO 1 AS 6
	LO 1 AS 7.1 ✎	LO 1 AS 7.1	LO 1 AS 7.1	LO 1 AS 7.1
	LO 1 AS 8	LO 1 AS 8	LO 1 AS 8	LO 1 AS 8
	LO 1 AS 9.1 ✎	LO1 AS 9.1	LO 1 AS 9.1	LO 1 AS 9.1
	LO 1 AS 9.2	LO1 AS 9.2	LO 1 AS 9.2	LO1 AS 9.2

Written response

Oral or Practical

- This is a summary of the **Formal Assessment Tasks** for the whole year.
- The ✎ indicates **written tasks** and the rest of the tasks are in the form of either a practical or an oral response.

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

This section includes:

- The Learning Outcomes and Assessment Standards targeted per term
- The number of the targeted Formal Assessment Task e.g. FAT 1
- The attainment targets to assist the teacher to develop the required assessment tasks per term
- Examples of activities per attainment target
- The form of assessment (oral, practical or written response)
- The tool for the Formal Assessment Task

Section 4

FORMAL ASSESSMENT TASKS

TEACHER COPY

This section includes:

- A teacher copy of the Formal Assessment Tasks for the first term.
- It includes all three forms of assessment (practical, oral and written response).
- The ✋ addresses the **oral response (OR) and practical response (PR)** of the Formal Assessment Tasks.
- The ✎ addresses the **written response (WR)** of the Formal Assessment Tasks.

Section 5

FORMAL ASSESSMENT TASKS

LEARNER COPY

This section includes:

- The written response for the Formal Assessment Tasks of the first term
- Worksheets for the learners

- A rubric at the bottom of each worksheet to assess and record every learner's performance using the National codes (as per National Assessment Policy requirement)

Section 6

ASSESSMENT TOOLS

This section includes:

- Assessment tools for the Formal and Informal Assessment Tasks of the first term
- The ☝ addresses the tools to be used for the **oral and practical response** of the Formal Assessment Tasks
- The ✎ addresses the tools to be used for the **written response** of the Formal Assessment Tasks

Section 7

PROGRAMME OF ASSESSMENT

This section includes:

- A Programme of Assessment for the four terms
- The main focus of each Formal Assessment Task
- Activities for the Formal Assessment Tasks

We are confident that the attainment targets will assist teachers to track learner performance more efficiently. It is hoped that the effective implementation of the Numeracy Learner Attainment Targets would ensure the standardization of the assessment process in schools in the Province of the Eastern Cape.

Note: The Learner Attainment Targets indicate the **minimum** targets to be reached by the learners per term. Where necessary, teachers may teach beyond these targets, e.g. bigger number ranges.

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Section 1

LEARNER ATTAINMENT TARGETS

Terms 1-4

Grade 2

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 1: Counts to at least 100 everyday objects reliably	0 – 34 Learners count physical objects using one-to-one correspondence in the number range 0 – 34.	0 – 50 Learners count physical objects using one-to-one correspondence in the number range 0 – 50.	0 – 100 Learners count physical objects using one-to-one correspondence in the number range 0 – 100.	0 – 100 Learners count physical objects using one-to-one correspondence in the number range 0 – 100.
AS 2: Counts forwards and backwards 2.1 ones from any number between 1 - 200	0 – 100 Learners count forwards and backwards in ones in the number range 0 – 100. The learners may use counters, an abacus, number grid or number line. e.g. 22,23,24, … … … 85, 86,87, … … … 97,96,95, … … … 66,65,64, … … … Learners count in 1's from any given number. Begin at 21, count on to 45 Begin at 80, count back to 67 FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response	0 – 150 Learners count forwards and backwards in ones in the number range 0 – 150. The learners may use counters, an abacus, number grid or number line. e.g. 91,92,93, … … … 123,124,125, … … … 140,139,138, … … … 150,149,148, … … … Learners count in 1's from any given number. Begin at 121, count on to 139 Begin at 130, count back to 97 FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response	0 – 200 Learners count forwards and backwards in ones in the number range 0 – 200. The learners may use counters, an abacus, number grid or number line. e.g. 151,152,153, … … … 177,178,179, … … … 192,191,190, … … … 200, 199, 198, … … … Learners count in 1's from any given number. Begin at 165, count on to 181 Begin at 199, count back to 167 FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response	0 – 200 Learners count forwards and backwards in ones in the number range 0 – 200. The learners may use counters, an abacus, number grid or number line. e.g. 133, 134, 135, … … … 184, 185, 186, … … … 163, 164, 165, … … … 137, 136, 135, … … … Learners count in 1's from any given number. Begin at 145, count to 199 Begin at 180, count back to 132 FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	Rubric	Rubric	Rubric	Rubric
AS 2: Counts forwards and backwards 2.2 tens from any multiple of 10 between 0 - 200	0 – 100 Learners count forwards and backwards from a given number in multiples of 10 in the number range 0 – 100. The learners may use counters, an abacus, number grid or number line. e.g. 10, 20, 30 , …., ….. 90, 80, 70, …., ….. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	0 – 150 Learners count forwards and backwards from a given number in multiples of 10 in the number range 0 – 150. The learners may use counters, an abacus, number grid or number line. e.g. 70, 80, 90, …., ….. 140, 130, 120, ..., ….. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	0 – 200 Learners count forwards and backwards from a given number in multiples of 10 in the number range 0 – 200. The learners may use counters, an abacus, number grid or number line. e.g. 120, 130, 140,……... 190, 180, 170, … , ….. FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	0 – 200 Learners count forwards and backwards from a given number in multiples of 10 in the number range 0 – 200. The learners may use counters, an abacus, number grid or number line. e.g. 110, 120, 130 , …., ….. 200, 190, 180, … , ….. FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric
AS 2: Counts forwards and backwards 2.3 fives from any multiple of 5 between 0 -200	0 – 50 Learners count forwards and backwards from a given number in multiples of 5 in the number range 0 – 50. The learners may use counters, an abacus, number grid or number line. e.g. 15, 20, 25, …., …..	0 – 100 Learners count forwards and backwards from a given number in multiples of 5 in the number range 0 – 100. The learners may use counters, an abacus, number grid or number line. e.g. 65, 70, 75, …., …..	0 – 150 Learners count forwards and backwards from a given number in multiples of 5 in the number range 0 – 150. The learners may use counters, an abacus, number grid or number line. e.g. 115,120,125, …., …..	0 – 200 Learners count forwards and backwards from a given number in multiples of 5 in the number range 0 – 200. The learners may use counters, an abacus, number grid or number line. e.g. 195, 190, 185, …., …..

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	50, 45, 40, ... , ... FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	100, 95, 90, … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	150,145,140, … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	130, 135, 140, … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric
AS 2: Counts forwards and backwards 2.4 two's from any multiple of 2 between 0 - 200	0 – 50 Learners count forwards and backwards from a given number in multiples of 2 in the number range 0 – 50. The learners may use counters, an abacus, number square or number line. e.g. 22,24, 26, …., ... 50, 48, 46, … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric	0 –100 Learners count forwards and backwards from a given number in multiples of 2 in the number range 0 – 100. The learners may use counters, an abacus, number square or number line. e.g. 72, 74, 76 …., ... 98, 96, 94,… , ... FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric	0 – 150 Learners count forwards and backwards from a given number in multiples of 2 in the number range 0 – 150. The learners may use counters, an abacus, number square or number line. e.g. 134, 136, 138, …., ... 150, 148, 146, … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	0 – 200 Learners count forwards and backwards from a given number in multiples of 2 in the number range 0 – 200. The learners may use counters, an abacus, number square or number line. e.g. 168, 170, 172, …., ... 180, 178, 176 … , ... FAT 1 Oral/Practical Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 3: Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100	1– 50 Learners read any **number symbol** in the number range 1 – 50. The learners read the symbols on number cards, a number grid or a number line. e.g. 45 39 FAT 2 Oral/Practical Response Rubric 1 - 34 Learners write any **number name** in the number range 1 – 34. e.g. 27 twenty-seven 13 thirteen FAT 3 Written response Rubric	1– 100 Learners read any **number symbol** in the number range 1 – 100. The learners read the symbols on number cards, a number grid or a number line. e.g. 86 79 FAT 2 Oral/Practical Response Rubric 1 – 100 Learners write **number names** of **whole tens** in the number range 1 - 100. e.g. 40 forty 80 eighty 90 ninety FAT 3 Written response Rubric	1– 150 Learners read any **number symbol** in the number range 1- 150. The learners can read the symbols on number cards, a number grid or a number line. e.g. 143 101 FAT 2 Oral/Practical Response Rubric 1 – 100 Learners write any **number name** in the number range 1 – 100. e.g. 99 ninety-nine 82 eighty-two FAT 3 Written response Rubric	1– 200 Learners read any **number symbol** in the number range 1 - 200. The learners can read the symbols on number cards, a number grid or a number line. e.g. 189 169 FAT 2 Oral/Practical Response Rubric 1– 100 Learners write any **number name** in the number range 1 – 100. e.g. 87 eighty-seven 69 sixty-nine FAT 3 Written response Rubric
AS 4: Orders, describes and compares the following numbers 4.1 whole numbers to at least 2-digit numbers	0 - 34 Learners order whole numbers 0 – 34 in **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (32, 27, 19, 3) →	0 - 50 Learners order whole numbers 0 – 50 in **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (35, 28, 49, 7) →	0 - 99 Learners order whole numbers 0 – 99 in **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (55, 97, 32, 15) →	0 - 99 Learners order whole numbers 0 – 99 in **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (12, 75, 91, 23) →

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	(3, 19, 27, 32) Learners order whole numbers 0 – 34 in **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. (28, 34, 9, 12,) → (34, 28, 12, 9) Learners describe the **position** of the numbers 0 – 34 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 34? What comes after 21? What comes between 23 and 25? Learners **compare** numbers 0 – 34 using more than, less than, bigger than, smaller than, biggest, smallest. Learners may use a number grid or a number line. e.g. 1 more than 32 2 more than 28 1 less than 25 2 less than 32 Which is the biggest 23 or 32? Which is the smallest 17 or	(7, 28, 35, 49) Learners order whole numbers 0 – 50 in **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. (34, 47, 50, 21) → (50, 47, 34, 21) Learners describe the **position** of the numbers 0 – 50 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 47? What comes after 39? What comes between 42 and 43? Learners **compare** numbers 0 – 50 using more than, less than, bigger than, smaller than, biggest, smallest. Learners may use a number grid or a number line. e.g. 1 more than 47 2 more than 38 1 less than 23 2 less than 18 Which is the biggest 45 or 32? Which is the smallest 17 or	(15, 32, 55, 97) Learners order whole numbers 0 – 99 in **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. (78, 45, 89, 34) → (89, 78, 45, 34) Learners describe the **position** of the numbers 0 – 99 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 99? What comes after 78? What comes between 79 and 81? Learners **compare** numbers 0 – 99 using more than, less than, bigger than, smaller than, biggest, smallest. Learners may use a number grid or a number line. e.g. 1 more than 62 2 more than 89 1 less than 79 2 less than 65 Which is the biggest 89 or 67?	(12, 23, 75, 91) Learners order whole numbers 0 – 99 in **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. (44, 41, 55, 99) → (99, 55, 44, 41) Learners describe the **position** of the numbers 0 – 99 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 76? What comes after 89? What comes between 74 and 76? Learners **compare** numbers 0 – 99 using more than, less than, bigger than, smaller than, biggest, smallest. Learners may use a number grid or a number line. e.g. 1 more than 78 2 more than 57 1 less than 98 2 less than 76 Which is the biggest 99 or 87?

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	39? Which numbers between 20 and 30 are bigger than 27? Which numbers between 25 and 34 are smaller than 29? FAT 1 Oral/Practical Response Rubric FAT 3 Written Response Rubric	23? Which numbers between 40 and 50 are bigger than 44? Which numbers between 38 and 45 are smaller than 42? FAT 1 Oral/Practical Response Rubric FAT 3 Written Response Rubric	Which is the smallest 98 or 76? Which numbers between 81 and 90 are bigger than 85? Which numbers between 78 and 85 are smaller than 82? FAT 1 Oral/Practical Response Rubric FAT 3 Written Response Rubric	Which is the smallest 87 or 97? Which numbers between 90 and 99 are bigger than 96? Which numbers between 88 and 96 are smaller than 92? FAT 1 Oral/Practical Response Rubric FAT 3 Written Response Rubric
AS 4: Orders, describes and compares the following numbers 4.2 common fractions including halves and quarters		Learners compare and describe a ½ with a whole. Learners may use concrete objects, pictures or a number line. e.g. Which is bigger ½ or a whole? Which is smaller ½ or a whole?	Learners order and describe ½ and a ¼ in ascending order (smallest to biggest) or descending order (biggest to smallest). Learners may use concrete objects, pictures or a number line. e.g. Learners compare and describe a ½ and a ¼ with a whole or with each other. Learners may use concrete objects, pictures or a number line. e.g. Which is bigger ½ or a ¼? Which is smaller ¼ or a whole?	Learners order and describe ½ and a ¼ in ascending order (smallest to biggest) or descending order (biggest to smallest). Learners may use concrete objects, pictures or a number line. e.g. Learners compare and describe a ½ and a ¼ with a whole or with each other. Learners may use concrete objects, pictures or a number line. e.g. Which is bigger ½ or a ¼? Which is smaller ¼ or a whole?

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 5: Recognises place value of digits in whole numbers to at least 2-digit numbers		0 -50 Learners identify the place value of a given digit in a number in the number range 0 – 50. Learners may use flard cards. e.g. (**2**3 20 or 2 tens) 3**2** ☐ or ☐ ones FAT 2 Oral/Practical Response Rating-scale FAT 3 Written Response Rating-scale	0 -99 Learners identify the place value of a given digit in a number in the number range 0 – 99. Learners may use flard cards. e.g. (**8**8 80 or 8 tens) 7**9** ☐ or ☐ ones FAT 2 Oral/Practical Response Rating-scale FAT 3 Written Response Rating-scale	0 -99 Learners identify the place value of a given digit in a number in the number range 0 – 99. Learners may use flard cards. e.g. (3**6** 6 or 6 ones/units) **7**9 ☐ or ☐ tens FAT 2 Oral/Practical Response Rating-scale FAT 3 Written Response Rating-scale
AS 6: Solves money problems involving totals and change in rands and cents	0 - 50 Learners solve money problems in the number range 0 – 50 using R1, R2, R5, R10, R20, R50, 5c, 10c, 20c or 50c. Learners may use play or real money. e.g. Learners pack out a given amount such as 45c, R30. e.g. Learners calculate addition and subtraction sums: R30 + R20 = ☐ R45 – R3 = ☐	0 - 99 Learners solve money problems in the number range 0 – 99 using R1, R2, R5, R10, R20, R50, 5c, 10c, 20c or 50c. Learners may use play or real money. e.g. Learners pack out a given amount such as 65c, R85. e.g. Learners calculate addition and subtraction sums: R40 + R12 = ☐ R60 – R40= ☐	0 – 99 Learners solve money problems in the number range 0 – 99 using R1, R2, R5, R10, R20,R50, 5c, 10c, 20c or 50c. Learners may use play or real money. e.g. Learners pack out a given amount such as R1,10 R17,55 e.g. Learners calculate addition and subtraction sums: R54 + R12 + R13 = ☐ R79 – R40= ☐	0 – 99 Learners solve money problems in the number range 0 – 99 using R1, R2, R5, R10, R20,R50, 5c, 10c, 20c or 50c. Learners may use play or real money. e.g. Learners pack out a given amount such as R60,75 R89,80 e.g. Learners calculate addition and subtraction sums: R78 + R10 – R12 = ☐ R89 – R23= ☐

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	e.g. Learners solve word problems. I buy a toy for R40 and a packet of chips for R3. How much do I have to pay in all? FAT 2 Oral/Practical Response Written Response Rubric	e.g. Learners solve word problems. I buy a book for R75. I pay with R80. How much change do I get? FAT 2 Oral/Practical Response Written Response Rubric	e.g. Learners solve word problems. I want to buy a book for R79. I have R50. How much money do I still need? FAT 2 Oral/Practical Response Written Response Rubric	e.g. Learners solve word problems. I save R8 every month. How much money will I save in a year. FAT 2 Oral/Practical Response Written Response Rubric
AS 7: Solves, explains solutions to practical problems that include equal sharing and grouping and that lead to solutions that also include unitary fractions (e.g. ¼)	0 - 50 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the number range 0 – 50. Learners may use concrete apparatus or drawings. e.g. 6 children each have 5 pencils. How many pencils do they have altogether? Mom bakes 20 cakes. She shares them amongst 5 children. How many cakes does each child get? FAT 2 Oral/Practical Response Written Response Rubric	0 – 99 Learners solve and explain practical problems involving equal sharing and grouping where the remainder is a fraction (½) in the number range 0 – 99. Learners may use concrete apparatus or drawings. e.g. Share 45 biscuits between 2 learners. There are 9 plants in a row. If there are 5 rows how many plants altogether? FAT 2 Oral/Practical Response Written Response Rubric	0 – 99 Learners solve and explain practical problems involving equal sharing and grouping where the remainder is a fraction (¼) in the number range 0 – 99. Learners may use concrete apparatus or drawings. e.g. Share 25 sausages amongst 4 children. If there are 12 marbles in a bag, how many will there be in 3 bags? FAT 2 Oral/Practical Response Written Response Rubric	0 – 99 Learners solve and explain practical problems involving equal sharing and grouping where the remainder is a unitary fraction (¼, ½, in the number range 0 – 99. Learners may use concrete apparatus or drawings. e.g. Share 68 chocolate bars amongst 5 children. How many wheels do 14 cars have? FAT 2 Oral/Practical Response Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 8: Can perform calculations, using appropriate symbols to solve problems involving 8.1 addition and subtraction of whole numbers with at least 2 digits	0 – 50 Learners build up a whole ten when adding and subtracting in the number range 0 - 50. Learners may use a number square or a number line e.g. 9 + 4 = 9 + 1 + ☐ 17 – 9 = 17 – 7 - ☐ 34 – 8 = 34 – 4 – ☐ Learners perform addition and subtraction with **whole tens** in the number range 0 – 50. Learners may use a number square or a number line e.g. 20 + 10 = ☐ 30 – 10 = ☐ I have 30 pencils. I buy another 20. How many pencils do I have? FAT 1 Oral/Practical and Written Response Rubric FAT 2 Written Response Rubric	0 – 99 Learners build up a whole ten when adding and subtracting in the number range 0 - 99. Learners may use a number square or a number line e.g. 67 + 5 = 67 + 3 + ☐ 58 +8 = 58 + 2 + ☐ 83 – 5 = 83 – 3 - ☐ Learners perform addition and subtraction with **whole tens** in the number range 0 - 99. Learners may use a number square or a number line e.g. 70 + 10 + 10 = ☐ 90 – 20 - 10 = ☐ 90 – 40 + 30 = ☐ There are 50 children in the classroom. If 20 children go outside to play, how many children will be left in the classroom? FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Written Response Rubric	0 – 99 Learners perform addition and subtraction with adding or subtracting a **whole ten** to/from any number in the number range 0 - 99. Learners may use a number square or a number line e.g. 47 +10 = ☐ 67 + 20 = ☐ 45 – 10 = ☐ 87 – 40 = ☐ We bake 45 cup cakes. We sell 10 to the Grade 1 class and 20 to the Grade 3 class. How many cup cakes are left? FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Written Response Rubric	0 – 99 Learners perform addition and subtraction with 2-digit numbers in the number range 0 – 99. Learners may use a number square or a number line e.g. ☐ + 33 = 66 88 – ☐ = 54 I have 88 marbles. I give 12 to my friend and buy 18 more. How many marbles do I have now? FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	FAT 3 Oral/Practical and Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric
AS 8: Can perform calculations, using appropriate symbols to solve problems involving 8.2 multiplication of whole 1-digit by 1-digit numbers with solutions to at least 50. (Continued)	0-50 Learners count forwards and backwards in multiples of 3, 4, 6, 7, 8 and 9 in the number range 0 – 50 (in preparation for multiplication).	0-50 Learners count forwards and backwards in multiples of 3, 4, 6, 7, 8 and 9 in the number range 0 – 50 (in preparation for multiplication).	0-50 Learners count forwards and backwards in multiples of 3, 4, 6, 7, 8 and 9 in the number range 0 – 50 (in preparation for multiplication).	0-50 Learners count forwards and backwards in multiples of 3, 4, 6, 7, 8 and 9 in the number range 0 – 50 (in preparation for multiplication).
AS 8: Can perform calculations, using appropriate symbols to solve problems involving 8.2 multiplication of whole 1-digit by 1-digit numbers with solutions to at least 50. (Continued)	0 – 30 Learners calculate the multiplication of 1-digit numbers with 1-digit numbers with answers in the number range 0 – 30 using repeated addition. Learners may use counters, drawings or a number grid. e.g. I have 5 bags with 2 sweets in every bag. OO OO OO OO OO 2 + 2 + 2 + 2 + 2 = 10 2 x 5 = 10 2 x 3 = ☐ 3 x 9 = ☐ There are 3 birds in a nest.	0 – 40 Learners calculate the multiplication of 1-digit numbers with 1-digit numbers in the number range 0 – 40. Learners may use counters, drawings or a number grid. e.g. 4 x 2 = ☐ 5 x 8 = ☐ There are 4 trees in a row. How many trees are there in 10 rows?	0 – 50 Learners calculate the multiplication of 1-digit numbers with 1-digit numbers in the number range 0 – 50. Learners may use counters, drawings or a number grid e.g. 6 x 6 = ☐ 7 x 4 = ☐ There are 7 sweets in a packet. How many sweets are there in 5 packets?	0 – 50 Learners calculate the multiplication of 1-digit numbers with 1-digit numbers in the number range 0 – 50. Learners may use counters, drawings or a number grid e.g. 8 x 4 = ☐ 9 x 1 = ☐ There are 9 children in a bus. How many children are there in 5 buses?

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	How many birds are there in 7 nests? FAT 3 Oral/Practical Response Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric	FAT 3 Oral/Practical Response Written Response Rubric
AS8: Can perform calculations, using appropriate symbols to solve problems involving 8.3 estimation	Learners estimate the answer to addition, subtraction and multiplication problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction and multiplication problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction and multiplication problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction and multiplication problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.
AS9: Performs mental calculations involving 9.1 addition and subtraction for numbers to at least 20	0 – 10 Learners perform mental calculations involving addition and subtraction with answers to at least 10. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 2 + 2 = ☐ 6 – 1 = ☐ 7 + 3 = ☐ 9 – 5 = ☐ Addition and subtraction of	0 – 15 Learners perform mental calculations involving addition and subtraction with answers to at least 15. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 7 + 6 = ☐ 14 – 2 = ☐ 8 + 4 = ☐ 12 – 5 = ☐ Addition and subtraction of	0 – 20 Learners perform mental calculations involving addition and subtraction in the number range 0 – 20. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 12 + 4 – 1 = ☐ 18 – 3 – 5 = ☐ 1 + 17 = ☐ 19 – 8 = ☐ Addition and subtraction of	0 - 20 Learners perform mental calculations involving addition and subtraction in the number range 0 – 20. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 7 + 9 + 2 = ☐ 18 – 3 – 5 = ☐ 13 + 4 = ☐ 15 – 7 – 2 = ☐

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	single-digit numbers in the number range 0-10 with more than one operation FAT 1 Oral/Practical Response Rating scale FAT 3 Written Response Rating scale	single-digit numbers in the number range 0-15 with more than one operation FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale	single-digit numbers in the number range 0-20 with more than one operation FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale	FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale
AS9: Performs mental calculations involving 9.2 multiplication of whole numbers with solutions to at least 20			0-20 Learners perform mental calculations with multiplication with answers to at least 20. The teacher uses flash cards with number symbols to represent the multiplication calculations. e.g. 5 x 2 = ☐ 7 x 2 = ☐ 10 x 2 = ☐ FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale	0-20 Learners perform mental calculations with multiplication with answers to at least 20. The teacher uses flash cards with number symbols to represent the multiplication calculations. e.g. 2 x 10 = ☐ 3 x 5 = ☐ 6 x 2 =☐ FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
			FAT 3 Written Response Rating scale	FAT 3 Written Response Rating scale
AS10: Uses the following techniques 10.1 building up and breaking down numbers	1 - 34 Learners break down numbers in the number range 1 – 34. Learners may use counters, drawings, number grid or a number line. e.g. (10 = 3 + 3 + 3 + 1 or, 10 = 2 + 2 + 2 + 2 + 2) 7 = ☐ +☐ + ☐ 7 = ☐ + ☐ Learners build up numbers in the number range 1 – 34. Learners may use counters, drawings, number grid or a number line. e.g. (15 + 5 + 1 + 1 = 22 or 13 + 2 + 5 + 2 = 22) ☐ +☐ + ☐ = 12 ☐ +☐ + ☐ +☐ + ☐ = 12 FAT 1 Oral/Practical Response Written response Rubric FAT 2 Oral/Practical Response Written Response Rubric	1 - 50 Learners break down numbers in the number range 1 – 50. Learners may use counters, drawings, number grid or a number line. e.g. (44 = 35 + 5 + 4 or 44 = 20 + 20 + 4) 45 = ☐ +☐ + ☐ 45 = ☐ +☐ + ☐ +☐ + ☐ Learners build up numbers in the number range 1 – 50. Learners may use counters, drawings, number grid or a number line. e.g. (34 + 2 + 3 + 1 = 40 or 10 + 20 + 5 + 5 = 40) ☐ +☐ + ☐ = 36 ☐ +☐ +☐ + ☐ = 36 FAT 1 Oral/Practical and Written response Rubric FAT 2 Written Response Rubric	1 – 99 Learners break down numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. e.g. (99 = 80 + 10 + 9 or 99 = 90 + 1 + 3 + 5) 89 = ☐ +☐ 89 = ☐ +☐ + ☐ Learners build up numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. e.g. (50 + 30 + 5 + 2 = 87 or 80 + 7 = 87) ☐ +☐ = 94 ☐ +☐ + ☐ +☐ +☐ + ☐ = 94 FAT 1 Oral/Practical and Written response Rubric FAT 2 Oral/Practical and Written response Rubric	1 – 99 Learners break down numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. e.g. (79 = 80 – 1 or 79 = 80 – 5 + 4) 90 = ☐ +☐ + ☐ +☐ 90 = ☐ +☐ + ☐ +☐ +☐ + ☐ Learners build up numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. e.g. (99 = 90 + 9 or 99 = 20 + 20 + 40 + 10 + 9) ☐ +☐ + ☐ +☐ +☐ + ☐ = 86 ☐ +☐ + ☐ +☐ = 86 FAT 1 Oral/Practical Response Written response Rubric FAT 2 Written response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 10: Uses the following techniques 10.2 doubling and halving	1 – 34 Learners **double** numbers with answers in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. double 12 double 9 Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 24 Halve 12 Learners **halve** numbers with a remainder (**odd numbers**) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 17	1 – 50 Learners **double** numbers with answers in the number range 1 – 50. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. double 23 double 17 Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 50. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 44 Halve 36 Learners **halve** numbers with a remainder (**odd numbers**) in the number range 1 – 50. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 47	1 – 99 Learners **double** numbers with answers in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. double 43 double 37 Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 88 Halve 90 Learners **halve** numbers with a remainder (**odd numbers**) in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 89	1 – 99 Learners **double** numbers with answers in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. double 45 double 38 Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 94 Halve 82 Learners **halve** numbers with a remainder (**odd numbers**) in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. e.g. Halve 99

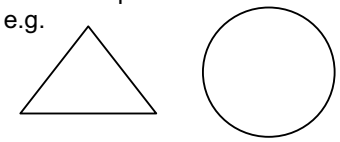
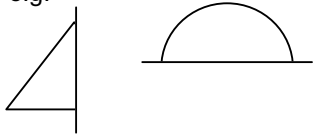
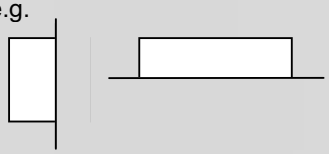
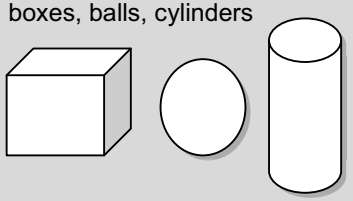
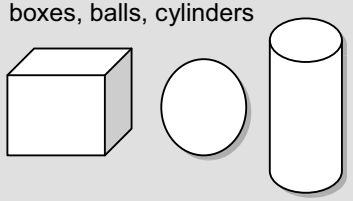
GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	Halve 31 FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Written Response Rubric	Halve 39 FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric	Halve 67 FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written response Rubric	Halve 77 FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written response Rubric
AS 10: Uses the following techniques AS10.3 Using concrete apparatus	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.
AS 10: Uses the following techniques AS10.4 Number lines	Integrate with all number work.	Integrate with all number work.	Integrate with all number work.	Integrate with all number work.
AS11: Explains own solutions to problems	0 – 50 Learners explain solution to problems in the number range 0 – 50.	0 – 50 Learners explain solution to problems in the number range 0 – 50.	0 – 99 Learners explain solution to problems in the number range 0 – 99.	0 – 99 Learners explain solution to problems in the number range 0 – 99.
AS12: Checks the solution given to problems by peers	Learners check each other's solutions to problems.	Learners check each other's solutions to problems.	Learners check each other's solutions to problems.	Learners check each other's solutions to problems.

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO2: PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 1: Copies and extends simple patterns using physical objects and drawings	Learners copy and extend a specific pattern. Learners may use bottle tops, coloured blocks, beads, shapes or drawings. e.g. III□○III□○----------	Learners copy and extend a specific pattern. Learners may use bottle tops, coloured blocks, beads, shapes or drawings. e.g. ☼♦★☼♦★----------		
AS 2: Copies and extends simple number sequences to at least 200	0 – 50 Learners copy and extend simple number sequences in the number range 0 – 50. Learners may use an abacus, number grid or a number line. e.g. 1 2 3 4 … … … … 14 15 16 … … … 25 24 23 … … … FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	0 – 100 Learners copy and extend simple number sequences in the number range 0 –100. Learners may use an abacus, number grid or a number line. e.g. 10 20 30 … … … … 60 50 40 … … … 23 33 43 … … … FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	0 – 150 Learners copy and extend simple number sequences in the number range 0 – 150. Learners may use an abacus, number grid or a number line. e.g. 100 110 … … … … 101 111 … … … 72 77 82 87 … … … FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric	0 – 200 Learners copy and extend simple number sequences in the number range 0 – 200. Learners may use an abacus, number grid or a number line. e.g. 157 161 165 169 … … … 112 115 118 … … … 145 143 141 … … … FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO2: PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 3: Creates own patterns	Learners pack out own patterns using physical objects. Learners may use match sticks, bottle tops, corn, beans, beads. e.g. lllooolllooolllooo Learners create their own number patterns in the number range 0 - 50. Learners may use a number grid or a number line. e.g. 12 15 18 21 24 27 34 33 32 31 30 29 FAT 3 Oral/Practical Response Rubric	Learners draw own patterns. e.g. ☐○▯☐○▯☐○▯☐○▯☐○▯☐○▯ ▯★★▯★★▯★★▯★★▯★★▯★★ Learners create their own number patterns in the number range 0 - 100. Learners may use a number grid or a number line. e.g. 56 60 64 68 72 76 100 95 90 85 80 85 FAT 3 Written Response Rubric	Learners create their own number patterns in the number range 0 - 150. Learners may use a number grid or a number line. e.g. 93 97 101 105 109 113 120 118 116 114 112 FAT 3 Written Response Rubric	Learners create their own number patterns in the number range 0 - 200. Learners may use a number grid or a number line. e.g. 190 187 184 181 178 67 77 87 97 107 117 FAT 3 Written Response Rubric
AS 4: Describes observed patterns	Learners describe a given/own pattern. e.g. objects drawings numbers 3, 6, 9, 12, 15, 18, 21, 24, 27 FAT 3 Oral/Practical Response Rubric	Learners describe a given/own pattern. e.g. objects drawings numbers 1, 11, 21, 31, 41, 51 FAT 3 Oral/Practical Response Rubric	Learners describe a given/own pattern. e.g. 17, 27, 37, 47, 57, 67, 77 123, 127, 131, 135, 139, 143 FAT 3 Oral/Practical Response Rubric	Learners describe a given/own pattern. e.g. 190, 180, 170, 160, 150, 140 177, 178, 179, 180, 181, 182 FAT 3 Oral/Practical Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO2: PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 5: Identifies, describes and copies geometric patterns in natural and cultural artefacts of different cultures and times	Learners identify and describe familiar geometrical patterns in the classroom. e.g. bricks on the wall, tiles, patterns on carpets, windows, pictures on wall.	Learners identify, describe and copy geometrical shapes on the school grounds. e.g. building, windows, gate, fence, etc.	Learners identify, describe and copy geometrical patterns on artefacts and pictures or photos. e.g. traditional houses, serviettes, material.	

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO3: SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 1: Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the school environment and in pictures, including: • boxes (prisms), balls (spheres) and cylinders • triangles, squares and rectangles • circles	Learners recognize, identify and name **2-dimensional** shapes in the school environment (in the classroom and outside) and in pictures. e.g. triangles, squares, rectangles, circles FAT 1 Written response Rating scale	Learners recognize, identify and name **2-dimensional** shapes and **3-dimensional** objects in the classroom and in pictures. e.g. 3-D objects: boxes, balls, cylinders 2-D shapes: triangles, squares, rectangles, circles FAT 1 Written response Rating scale	Learners recognize, identify and name 2-**dimensional** shapes and **3-dimensional** objects in the classroom and in pictures. e.g. 3-D objects: boxes, balls, cylinders 2-D shapes: triangles, squares, rectangles, circles FAT 1 Written response Rating scale	Learners recognize, identify and name 2-**dimensional** shapes and **3-dimensional** objects in the classroom and in pictures. e.g. 3-D objects: boxes, balls, cylinders 2-D shapes: triangles, squares, rectangles, circles FAT 1 Oral/Practical Response Written response Rating scale
AS 2: Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment according to: • size • objects that roll or slide • Shapes that have straight or round edges.	Learners sort and describe 2-D shapes (triangles, squares, rectangles and circles) according to straight and round edges. Learners sort, describe and compare 2-D shapes according to size. e.g. smallest to biggest biggest to smallest	Learners sort, describe and compares 3-D objects (boxes, balls and cylinders) according to objects that roll and objects that slide. Learners sort, describe and compare 3-D objects according to size. e.g. bigger than smaller than Learners sort, describe and compare 3-D objects according to objects with straight or round edges. e.g.		

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO3: SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
		Which objects can slide? Which objects can roll?		
AS 3: Observes and creates two-dimensional shapes and three-dimensional objects using concrete materials (e.g. building blocks, construction sets and cut-out two-dimensional shapes)	Learners observe and build models with any re-usable waste material. e.g. house, car, truck, space ship	Learners observe and build models with any re-usable waste material. e.g. toy, container to keep pencils, etc.	Learners observe and build 2-D shapes. The learners may use match sticks and prestik, string, toothpicks and straws and prestik.	Learners use 2-D shapes to build 3-D objects. Learners may use templates or building blocks constructions sets, cut-out 2D-shapes. e.g. gift box pencil holder
AS 4: Recognises symmetry in two-dimensional shapes and three-dimensional objects.	Learners recognise symmetry in 2-D shapes. e.g.  triangles, circles, squares and rectangles Learners draw the identical left or right image of a 2-D shape. e.g. 	Learners recognise symmetry in 2-D shapes. e.g.  triangles, circles, squares and rectangles Learners draw the identical left or right image of a 2-D shape. e.g. 	Learners recognise symmetry in 3-D objects. e.g. boxes, balls, cylinders  FAT 1 Oral/Practical Response Rubric	Learners recognise symmetry in 3-D objects. e.g. boxes, balls, cylinders  FAT 1 Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO3: SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
		FAT 1 Oral/Practical and Written Response Rubric		
AS 5: Recognises three-dimensional objects from different positions.			Learners recognise and describe 3-D objects from different positions. e.g. from the top, from the side, from the bottom.	Learners recognise and describe 3-D objects from different positions. e.g. from the top, from the side, from the bottom.
AS 6: Positions self within the classroom or three-dimensional objects in relation to each other.			Learners position themselves and use vocabulary to explain position of self in comparison with other 3-D objects. e.g. on, above, behind, in front of, under, next to, in between.	Learners position themselves and use vocabulary to explain position of self in comparison with other 3-D objects. e.g. on, above, behind, in front of, under, next to, in between.
AS 7: Describes positional relationships (alone and/or as a member of a group or team) between three-dimensional objects or self and a peer.	Learners describe their position in relationship with a 3-D object. e.g. in front, in side, on top, behind, on the right side, on the left side FAT 2 Oral/Practical Response Rubric	Learners describe peer's position in relationship with a 3-D object. e.g. in front, in side, on top, behind, on the right side, on the left side		

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO4: MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 1: Reads analogue and digital clock time in hours and minutes.	Learners read analogue clock time in hours. Learners may use model clocks. e.g. 7 o'clock 2 o'clock FAT 2 Oral/Practical Response Rating scale	Learners read analogue clock time in hours and minutes. Learners may use model clocks. e.g. 15 minutes past 10 20 minutes past 12 1 o' clock FAT 2 Oral/Practical Response Rating scale	Learners read analogue clock time in hours and minutes. Learners may use model clocks. e.g. 5 minutes to 10 or 55 minutes past 9 15 minutes to 12 or 45 minutes past 11 FAT 2 Oral/Practical Response Rating scale	Learners read analogue and digital clock time in hours and minutes. Learners may use model clocks. e.g. 25 minutes past 10 25 minutes to 10 or 35 minutes past 9 10:25 09:35 FAT 2 Oral/Practical Response Rating scale
AS 2: Names in order the days of the week and the months of the year.	Learners say the names of the week and the months of the year in the correct order.	Learners answer questions about the order of days of the week and the months of the year. Learners may use a calendar. e.g. Which day comes before Monday? Which month comes after March? Which day is between Thursday and Saturday?		
AS 3: Calculates elapsed time in: 3.1 hours and minutes using clocks	Learners calculate elapsed time in hours. Learners may use model clocks. e.g. How many hours from 10 o'clock to 12 o' clock?	Learners calculate elapsed time in minutes. Learners may use model clocks. e.g. How many minutes from 10 o'clock to 10 minutes past 10?	Learners calculate elapsed time in minutes. Learners may use model clocks. e.g. How many minutes from 12 o'clock to 20 minutes to 1?	Learners calculate elapsed time in hours and minutes. Learners may use model clocks. e.g. How many hours and minutes

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO4: MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
		How many minutes from half past 2 to 20 minutes to 3?	How many minutes from 11 o'clock to quarter past 11?	from 15 minutes past 10 to 25 minutes past 11? How many minutes from 10:15 to 11:25?
AS 3: Calculates elapsed time in: 3.2 days, weeks and months using calendars.	Learners calculate elapsed time in days. Learners may use a calendar. e.g. Today is Wednesday. How many days until Sunday? Today is Monday. How many days until Friday?	Learners calculate elapsed time in weeks. Learners may use a calendar. e.g. How many weeks from this Monday to the next Monday? How many weeks from the first Tuesday of the month to the first Tuesday of the next month?	Learners calculate elapsed time in months. Learners may use a calendar. e.g. How many months from January to September? How many months from March to November?	Learners calculate elapsed time in days, weeks and months. Learners may use a calendar. e.g. How many months and days from 2 February to 3 April.
AS 4: Sequences events according to days, weeks, months and years.	Learners sequence events according to days and weeks. e.g. Fill in their weekly programme on a calendar. FAT 2 Written Response Rubric	Learners sequence events according to months. e.g. Fill in birthdays on a calendar.	Learners sequence events according to years. e.g. Fill in years of birth on a timeline.	
AS 5: Identifies important dates on calendars including dates of • religious festivals • historical events	Learners identify and indicate religious and historical events on a calendar. e.g. Easter, Ramadan, Christmas, Women's Day, Heritage Day			

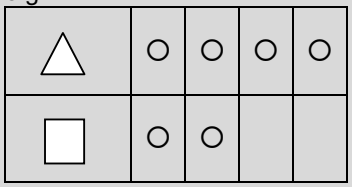
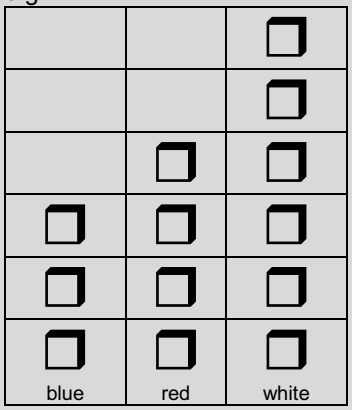
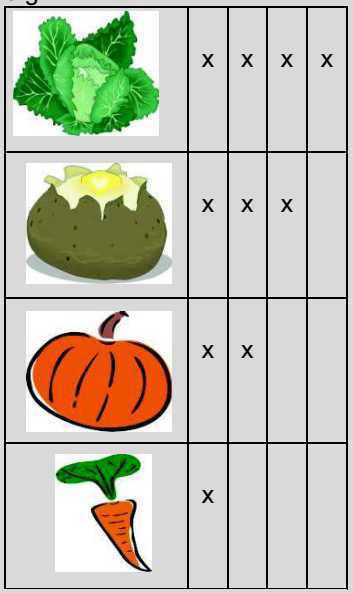
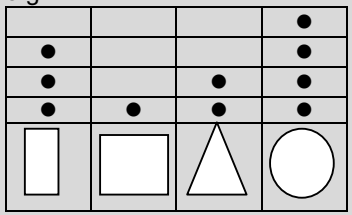
GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO4: MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 6: Estimates, measures, compares and orders three-dimensional objects using non-standard measures: • mass (e.g. bricks, sand bags) • capacity (e.g. spoons, cups) • length (e.g. hand spans, footsteps)	**Length** Learners estimate and measure the **lengths** of different objects. Learners use hand spans, fingers, steps (feet). e.g. How many hand spans is the teacher's table? Learners compare the length of different objects and order the objects from longest to shortest and shortest to longest. FAT 2 Oral/Practical Response Written Response Rubric	**Mass** Learners estimate and measure **mass** of different objects. Learners use sand bags, blocks etc. e.g. How many blocks do I have to put on this side of the scale to weigh the same as the book on the other side? Learners compare the mass of different objects and order the objects from heaviest to lightest and lightest to heaviest FAT 2 Oral/Practical Response Written Response Rubric	**Capacity** Learners estimate and measure the **capacity** of different containers. Learners use cups, spoons, mugs, e.g. How many spoons/cups do I use to fill up a 2 litre bottle? Learners compare the capacity of containers and order the objects from most to least and least to most FAT 2 Oral/Practical Response Written Response Rubric	**Length, Mass, Capacity** Learners measure and compare the **length, mass** and **capacity** of different objects. Learners arrange the objects from longest to shortest, shortest to longest, heaviest to lightest, lightest to heaviest and most to least or least to most. FAT 2 Oral/Practical Response Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO5: DATA-HANDLING				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 1: Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher (e.g. "How many learners are there in each classroom?')	Learners collect data in the classroom and school environment according to one attribute (e.g. shapes, fruit, birthdays). Learners answer questions about the collections. e.g.? Who has the most/least triangles? FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. How many red blocks? How many white blocks? FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. Which vegetable are most/least liked by the group? FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. How many triangles did I use? How many squares, rectangles etc. FAT 3 Oral/Practical Response Rubric
AS 2: Sorts physical objects according to one attribute chosen by the teacher.	Learners sort physical objects according to one attribute. Learners may use pictures or drawings to represent the real objects. e.g. shapes – circles, squares, rectangles and triangles FAT 3 Oral/Practical Response Rubric	Learners sort physical objects according to one attribute. Learners may use pictures or drawings to represent the real objects. e.g. blocks - red blocks, white blocks, blue blocks FAT 3 Oral/Practical Response Rubric	Learners sort physical objects according to one attribute. Learners may use pictures or drawings to represent the real objects. e.g. vegetables - cabbage, carrots, potatoes, pumpkin FAT 3 Oral/Practical Response Rubric	Learners sort physical objects according to one attribute. Learners may use pictures or drawings to represent the real objects. e.g. shapes – circles, rectangles, squares, triangles FAT 3 Oral/Practical Response Rubric
AS3: Gives reasons for collections being grouped in particular ways.	Learners give reasons for grouping collection in a particular way. e.g. shapes	Learners give reasons for grouping collection in a particular way. e.g. blocks	Learners give reasons for grouping collection in a particular way. e.g. vegetables	Learners give reasons for grouping collection in a particular way. e.g. shapes
AS4: Draws pictures and constructs pictographs that	Learners draw circles to show correspondence between	Learners draw pictures or construct pictographs to show	Learners draw crosses or construct pictographs to show	Learners draw dots or construct pictographs to show

GRADE 2

LEARNER ATTAINMENT TARGETS

LO5: DATA-HANDLING

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
have a 1-1 correspondence between own data and representations.	collected data (e.g. shapes) and representation. The pictograph can be done horizontally. e.g.  FAT 3 Written Response Rubric	correspondence between collected data (e.g. blocks) and representation. The pictograph can be done vertically. e.g.  FAT 3 Written Response Rubric	correspondence between collected data and representation. The pictograph can be done horizontally or vertically. e.g.  FAT 3 Written Response Rubric	correspondence between collected data and representation. The pictograph can be done horizontally or vertically. e.g.  FAT 3 Written Response Rubric

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO5: DATA-HANDLING				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS5: Describes own or a peer's collection of objects, explains how it was sorted, and answers questions about it.	Learners describe, explain and answer questions about the graph. e.g. Which shape is the most? Which shape is the least? How many triangles do you have? How many more triangles than squares do you have? FAT 3 Written Response Rubric	Learners describe, explain and answer questions about the graph. e.g. Which colour blocks are the most? Which colour blocks are the least? How many red and white blocks altogether? How many more red blocks than white blocks do you have? FAT 3 Written Response Rubric	Learners describe, explain and answer questions about the graph. e.g. Which vegetable is most liked? Which vegetable is least liked? How many learners like carrots and cabbage? How many more learners like carrots than cabbage? FAT 3 Written Response Rubric	Learners describe, explain and answer questions about the graph. e.g. Which shapes did I use most? Which shapes did I use least ? How many triangles and circles did I use? How many more circles than triangles did I use? FAT 3 Written Response Rubric

Section 2

SUMMARY OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

SUMMARY : FORMAL ASSESSESSMENT TASKS				
NUMERACY : GRADE 2				
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
TASK 1				
	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1
	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2
	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3
	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4
	LO1 AS4.1	LO1 AS4.1	LO1 AS4.1	LO1 AS4.1
	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1
	LO1 AS9.1	LO1 AS9.1	LO1 AS9.1	LO1 AS9.1
			LO1 AS9.2	LO1 AS9.2
	LO1 AS10.1	LO1 AS10.1	LO1 AS10.1	LO1 AS10.1
	LO2 AS2	LO2 AS2	LO2 AS2	LO2 AS2
	LO3 AS1	LO3 AS1	LO3 AS1	LO3 AS1
		LO 3 AS 4	LO3AS4	LO3 AS4
TASK 2	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1
	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2
	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3
	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4
	LO1 AS3	LO1 AS3	LO1 AS3	LO1 AS3
		LO1 AS5	LO1 AS5	LO1 AS5
	LO1 AS6	LO1 AS6	LO1 AS6	LO1 AS6
	LO1 AS7	LO1 AS7	LO1 AS7	LO1 AS7
	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1
		LO1 AS9.1	LO1 AS 9.1	LO1 AS9.1
			LO1 AS9.2	LO1 AS9.2
	LO1 AS10.1	LO1 AS10.1	LO1 AS10.1	LO1 AS10.1
	LO1 AS10.2	LO1 AS10.2	LO1 AS10.2	LO1 AS10.2
	LO2 AS2	LO2 AS2	LO2 AS2	LO2 AS2
	LO3 AS 7			
	LO4 AS1	LO4 AS1	LO4 AS1	LO4 AS1
	LO 4 AS 4			
	LO4 AS6	LO4 AS6	LO4 AS6	LO4 AS6
TASK 3	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1	LO1 AS2.1
	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2	LO1 AS2.2
	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3	LO1 AS2.3
	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4	LO1 AS2.4
	LO1 AS3	LO1 AS3	LO1 AS3	LO1 AS3
	LO1 AS4.1	LO1 AS4.1	LO1 AS4.1	LO1 AS4.1
		LO1 AS5	LO1 AS5	LO1 AS5
	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1	LO1 AS8.1
	LO1 AS8.2	LO1 AS8.2	LO1 AS8.2	LO1 AS8.2
	LO1 AS9.1	LO1 AS9.1	LO1 AS9.1	LO1 AS9.1
			LO 1 AS9.2	LO 1 AS 9.2
	LO1 AS10.2	LO1 AS10.2	LO1 AS10.2	LO1 AS10.2
	LO2 AS2	LO2 AS2	LO2 AS2	LO2 AS2
	LO2 AS3	LO2 AS3	LO2 AS3	LO2 AS3
	LO2 AS4	LO2 AS4	LO2 AS4	LO2 AS4
	LO5 AS1	LO5 AS1	LO5 AS1	LO5 AS1
	LO5 AS2	LO5 AS2	LO5 AS2	LO5 AS2
	LO5 AS4	LO5 AS4	LO5 AS4	LO5 AS4
	LO5 AS5	LO5 AS5	LO5 AS5	LO5 AS5

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**2.1**	**1,2,3**	0 – 100 Learners count forwards and backwards in ones in the number range 0 – 100. The learners may use counters, an abacus, number grid or number line. **Note:** • For Practical and Oral Response the number range is 0 – 100 • For Written Response the number range is 0 – 50 (See LO 1, AS 3 in the Learner Attainment Targets)	**FAT 1: Practical in small groups** Learners count forwards and backwards in ones from a given number in the number range 0 - 100. **FAT 2: Practical in small groups** Learners count forwards and backwards in ones from a given number in the number range 0 - 100. **FAT 3: Written** Learners count forwards and backwards in ones from a given number on a worksheet. (Number range 0 – 50)	**O/PR** **O/PR** **WR**	**Rubric** **Rubric** **Rubric**
	2.2	**1,2,3**	0 – 100 Learners count forwards and backwards from a given number in multiples of 10 in the number range 0 – 100. The learners may use counters, an abacus, number grid or number line.	**FAT 1: Practical in small groups** The teacher gives each child a number which is a multiple of ten in the number range 0 – 100. The learners count forwards and backwards in tens. **FAT 2: Practical in small groups** The teacher gives each child a number which is a multiple of ten in the number range 0 – 100. The learners count forwards and backwards in tens. **FAT 3: Written** Learners count forwards and backwards in tens from a multiple of ten in the number range 0 - 100 on a worksheet.	**O/PR** **O/PR** **WR**	**Rubric** **Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**2.3**	**1,2 3**	0 – 50 Learners count forwards and backwards from a given number in multiples of 5 in the number range 0 – 50. The learners may use counters, an abacus, number grid or number line.	**FAT 1: Practical in small groups** The learners are given a number grid. The teacher gives a number which is a multiple of 5. The learners circle the number on the number grid and count on in 5's by placing a counter on the appropriate number. (Range 0 – 50)	**O/PR**	**Rubric**
				FAT 2: Practical in small groups The teacher gives each child a number which is a multiple of five in the number range 0 - 50. The learners count **backwards** in fives.	**O/PR**	**Rubric**
				FAT 3: Written Learners count forwards and backwards in fives from a multiple of 5 in the number range 0 - 50 on a worksheet.	**WR**	**Rubric**
	2.4	**1,2,3**	0 – 50 Learners count forwards and backwards from a given number in multiples of 2 in the number range 0 – 50. The learners may use counters, an abacus, number square or number line.	**FAT 1: Practical in small groups** The teacher circles a number which is a multiple of two on the number grid. The learners count forwards and backwards in two's from the given number in the number range 0 – 50.	**O/PR**	**Rubric**
				FAT 2: Practical in small groups/Written The teacher gives each learner a number which is a multiple of two in the number range 0 – 50. The learners count forwards and backwards in two's from the given number. HINT: The learners write their counting in their class workbooks, on slates or white boards.	**O/PR** **WR**	**Rubric**
				FAT 3: Written Learners count forwards and backwards in two's from a multiple of 2 in the number range 0 - 50 on a worksheet.	**WR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	**3**	**2,3**	1– 50 Learners read any number symbol in the number range 1 – 50. The learners read the symbols on number cards, a number grid or a number line. 1 - 34 Learners write any number name in the number range 1 – 34.	**FAT 2: Practical in small groups** The teacher shows number cards or points to the numbers on a number grid in the number range 1 - 50. The learners recognise and read the number symbols. **FAT 3: Written** The learners write the number names and symbols of at least 6 numbers in the number range 1 - 34.	**O/PR** **WR**	**Rating scale** **Rating scale**
	4.1	**1,3**	0 -34 Learners order whole numbers 0 – 34 in **ascending** order (smallest to biggest). Learners may use a number grid or a number line. Learners order whole numbers 0 – 34 in **descending** order (biggest to smallest). Learners may use a number grid or a number line. Learners describe the **position** of the numbers 0 – 34 using before, after, between. Learners may use a number grid or a number line. Learners **compare** numbers 0 – 34 using more than, less than, bigger than, smaller than, biggest, smallest. Learners may use a number grid or a number line.	**FAT 1: Practical in small group** The teacher gives learners number cards in the number range 0 - 34, e.g. 32, 23, 12, 9, 27 and 14. The learners order the numbers from the biggest to the smallest and the smallest to the biggest. The teacher asks questions, e.g. what comes before/ after / between / biggest / smallest / 1 more / 1 less / 2 more / 2 less etc. a specific number in the number range 0 - 34. **FAT 3: Written** Learners identify the biggest and the smallest number. Learners arrange the numbers from the biggest to the smallest. (Number range 0 – 34)	**O/PR** **WR**	**Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**6**	**2**	0 – 50 Learners solve money problems in the number range 0 – 50 using R1, R2, R5, R10, R20,R50, 5c, 10c, 20c or 50c. Learners may use play or real money. Learners pack out a given amount. Learners calculate addition and subtracting sums: Learners solve word problems. I buy a toy for R40 and a packet of chips for R3. How much does it cost?	**FAT 2: Practical in small group/Written** Using real or play money. The learners pack out the exact amount to pay for an item costing a given amount, e.g. 45c or R30.00. Using real or play money. Learners pack out a given amount. They add another amount. They calculate the total, e.g.R30 + R20 = R50. HINT: The learners write their calculations in their class workbooks, on slates or white boards. The teacher asks word problems in the number range 0 - 50. Learner may use play money, drawings or calculations to solve the problems. e.g. Ashanti has R5. He buys a ball for R3 and sweets for 50c. How much money does he spend? How much money will be left? HINT: The learners write their calculations in their class workbooks, on slates or white boards	**O/PR** **WR**	**Rubric**
	7	**2**	0 - 50 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the number range 0 – 50. Learners may use concrete apparatus or drawings	**FAT 2: Practical in small groups/Written** The teacher asks word problems in the number range 0 - 50. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. The shop owner has 35 cans of cold drink. He packs 5 cans in a box. How many boxes will he need? e.g. There are 5 pencils in a box. How many pencils are there in 3 boxes? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	**O/PR** **WR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy
Grade 2: Term 1

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	**8.1**	**1,2,3,**	0 – 50 Learners build up a whole ten when adding and subtracting in the number range 0 - 50. Learners may use a number square or a number line	**FAT 1 : Written** Learners write the answers to addition and subtraction sums with one or two digit numbers plus or minus a one digit number, e.g. 26 - 7, 44 - 2, 29 + 5, 16 + 6 **FAT 1: Practical in small groups** The teacher asks word problems with addition and subtraction sums with one or two digit numbers plus or minus a one digit number in the number range 0 - 50. The learners solve the problems using counters, drawings or calculations. e.g. Kim has 38 balloons. She sells 5 balloons and gives 2 away. How many balloons does she have left? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	**WR** **O/PR**	**Rubric** **Rubric**
			0 - 50 Learners perform addition and subtraction with **whole tens** in the number range 0 – 50. Learners may use a number square or a number line	**FAT 2 : Written** Learners write the answers to addition and subtraction sums with whole tens plus or minus a whole ten, e.g. 40 + 10, 50 - 10, 30 - 20, 20 - 10 **FAT 3 : Practical in small groups/Written** The teacher asks word problems with addition and subtraction sums with whole tens plus or minus a whole ten in the number range 0 - 50. The learners solve the problems using counters, drawings or calculations, e.g. There are 30 children in Grade 1 and 20 children in Grade 2. How many children are there all together? If 40 of the children are boys how many girls are there? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	**WR** **O/PR** **WR**	**Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**8.2**	**3**	0 – 30 Learners perform multiplication of one digit with one digit in the number range 0 – 30. Learners may use counters, drawings or a number grid.	**FAT 3 : Practical in small groups/Written** The teacher asks word problems in the number range 0 - 30. The learners solve the problems using counters, drawings or calculations, e.g. One star has 5 points. How many points do 2 stars / 3 stars have? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	**O/PR** **WR**	**Rubric**
	9.1	**1,3**	0 - 10 Learners perform mental calculations with addition and subtraction with answers to at least 10. Teachers use flash cards with the number symbols to represent the number combinations.	**FAT 1: Practical in small groups** Mental maths: Addition and subtraction to 10. The teacher shows flash cards with number combinations to the learners. Each learner answers at least 10 sums. **FAT 3: Written** Mental maths: Addition and subtraction to 10. The teacher asks 10 sums. Learners write the answer.	**O/PR** **WR**	**Rating scale** **Rating scale**
	10.1	**1,2**	1 - 34 Learners break down numbers in the number range 1 – 34. Learners may use counters, drawings, number grid or a number line. Learners build up numbers in the number range 1 – 34. Learners may use counters, drawings, number grid or a number line	**FAT 1: Practical in small groups/Written** The teacher gives each learner a number between 1 and 34. The learners break down the number in 5 different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. **FAT 2: Practical in small groups/Written** The teacher gives each learner a number between 1 and 34. The learners build up the number in 5 different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards.	**O/PR** **WR** **O/PR** **WR**	**Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	**10.2**	**2,3**	1 – 34 The learners **double** numbers with answers in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, and number grid, abacus or flard cards. Learners **halve** numbers without a remainder (even numbers) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, number grid, abacus or flard cards. Learners **halve** numbers with a remainder (**odd numbers**) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines, d number grid, abacus or flard cards.	**FAT 2: Practical in small groups/Written** The learners double numbers with answers in the number range 1 – 34. The learners may use counters, drawings or the number line. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. **FAT 3: Practical in small groups/Written** The learners halve numbers in the number range 0 - 34. The learners may use counters, drawings or the number line. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	**O/PR WR** **O/PR WR**	**Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO2 **PATTERNS, FUNCITIONS AND ALGEBRA**	**2**	**1,2,3**	0 – 50 Learners copy and extend simple number sequences in the number range 0 – 50. Learners may use abacus, number grid or a number line.	**FAT 1: Written** Learners copy and complete a number pattern in the number range 0 - 50 on a worksheet. **FAT 2: Written** Learners copy and complete a number pattern in the number range 0 - 50 on a worksheet. **FAT 3: Written** Learners copy and complete a number pattern in the number range 0 - 50 on a worksheet.	**WR** **WR** **WR**	**Rubric** **Rubric** **Rubric**
	3	**3**	Learners pack out own patterns using physical objects. Learners may use match sticks, bottle tops, corn, beans and beads. Learners create their own number patterns in the number range 0 – 50. Learners may use a number grid or a number line.	**FAT 3: Practical in small groups** Learners pack out their own pattern using physical objects.	**O/PR**	**Rubric**
	4	**3**	Learners describe a given/own pattern.	**FAT 3: Practical in small groups** The teacher gives each learner a number pattern. They describe the pattern.	**O/PR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 3 **SPACE AND SHAPE**	**1**	**1**	Learners recognise, identify and name 2-dimensional shapes in the school environment (in the classroom and outside) and on pictures.	**FAT 1: Written** Learners write down the names of given 2D-shapes on a worksheet.	**WR**	**Rating scale**
	7	**2**	Learners describe their position in relationship with a 3D-object.	**FAT 2: Practical in small groups** The teacher tells the learners to stand in front / behind/ on the left side/ on the right side of a box. The learners answer questions about their position in relation to the box, e.g. Where are you standing? I am standing behind, in front of, to the left, to the right of the box.	**O/PR**	**Rubric**
LO4 MEAS UR**EM ENT**	**1**	**2**	Learners read hours and half hours on an analogue clock. Learners may use model clocks.	**FAT 2: Practical in small groups** Learners read hours on an analogue clock. Each learner reads at least 5 different hours on the clock.	**O/PR**	**Rating Scale**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO4 MEASURMENTS	**4**	**2**	Learners sequence events according to days and weeks.	**FAT 2 : Written** The learners copy activities on a calendar for a month.	**WR**	**Rubric**
	6	**2**	**Length** Learners estimate and measure the lengths of different objects. Learners use hand spans, fingers, steps (feet).	**FAT 2: Practical in small groups** Learners estimate the length of a friend's arm, smile, height or foot using different body parts. The learners write down their estimations. Learners use body parts to measure a friend's arm, smile, height or feet. The learners write down their measurements. The learners answer questions about their findings, e.g. height = 20 hands smile = 1 finger **FAT 2: Written** The learners measure pencils of different length with paper clips on a worksheet. They answer questions about their measurements and order them from shortest to longest.	**O/PR** **WR**	**Rubric** **Rubric**
LO5	**1**	**3**	Learners collect data in the classroom and school environment according to one attribute.	**FAT 3: Practical** The learners collect information about the number of learners, who have their birthdays in the different months of the year..	**O/PR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO5 DATA HANDLING	**2**	**3**	Learners sort physical objects according to one attribute. Learners may use pictures or drawing to represent the real objects.	**FAT 3: Practical** The learners sort the birthdays according to the months of the year.	**O/PR**	**Rubric**
	4	**3**	Learners draw circles to show correspondence between collected data and representation. The pictograph can be done horizontally.	**FAT 3: Written** The learners draw pictures of boys or girls to show the number of birthdays in every month.	**WR**	**Rubric**
	5	**3**	Learners describe, explain and answer questions about the graph.	**FAT 3: Written** Learners answer questions about the birthday graph on a worksheet.	**WR**	**Rubric**