

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.1	1,2,3	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.	FAT 1: Practical in small groups The teacher circles any number on the number grid in the number range 0 - 200. The learners count forwards and backwards in ones from the given number.	O/PR	Rubric
				FAT 2: Written Learners count forwards and backwards in ones from a given number on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in ones from a given number on a worksheet in the number range 0 - 200.	WR	Rubric
	2.2	1,2,3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 10. The learners count forwards and backwards in tens from the given number in the number range 0 - 200.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in tens from a given multiple of ten on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in tens from a given multiple of ten on a worksheet in the number range 0 - 200.	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.3	1,2, 3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 5. The learners count forwards and backwards in fives from the given number in the number range 0 - 150.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in fives from a given multiple of five on a worksheet in the number range 0 - 150.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in fives from a given multiple of five on a worksheet in the number range 0 - 150.	WR	Rubric
	2.4	1,2,3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 2. The learners count forwards and backwards in twos from the given number in the number range 0 - 150.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in twos from a given multiple of two on a worksheet in the number range 0 - 150.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in twos from a given multiple of two on a worksheet in the number range 0 - 150.	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	3	2,3	<p>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.</p> <p>1 – 100 Learners write any number name in the number range 1 – 100.</p>	<p>FAT 2: Practical in small groups The teacher shows 6 - 8 numbers in the number range 1-150. The learners read the number symbols.</p> <p>FAT 3: Written The learners write the number names and symbols of numbers in the number range 1 – 100.</p>	<p>O/PR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p>
	4.1	1,3	<p>0 -99 Learners order whole numbers 0 – 99 in an ascending order (smallest to biggest). Learners may use a number grid or a number line.</p> <p>Learners order whole numbers 0 – 99 in a descending order (biggest to smallest). Learners may use a number grid or a number line.</p> <p>Learners describe the position of the numbers 0 – 99 using before, after, between. Learners may use a number grid or a number line.</p> <p>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.</p>	<p>FAT 1: Practical in small group The teacher gives learners number cards in the number range 0 - 99, e.g. 87, 53, 65, 99 and 28. The learners order the numbers from the biggest to the smallest and the smallest to the biggest. The teacher asks questions about a given number. e.g. what comes before, after, between, what is bigger, smaller, 1 more, 1 less, 2 more, 2 less etc. in the number range 0 -99.</p> <p>FAT 3: Written Learners identify the biggest and the smallest number. Learners arrange the numbers from the biggest to the smallest or the smallest to the biggest. Learners make number 5 more / 4 less etc.</p>	<p>O/PR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p>

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1	7	2	0 – 99 Learners solve and explain practical problems involving equal sharing and grouping where the remainder is a fraction ($\frac{1}{4}$) in the number range 0 – 99. Learners may use concrete apparatus or drawings.	FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 99. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. Share 25 sausages between 4 learners. How many sausages will each learner get? e.g. If there are 12 marbles in a bag. How many marbles will there be in 3 bags? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	1,2,3	0 – 99 Learners perform addition and subtraction with 2 digit numbers in the number range 0 - 99.	FAT 1 : Written Learners write the answers to addition and subtraction sums with two digit numbers in the number range 0 - 99, e.g. $37 + 51$, $82 - 26$, $92 - 31 + 17$	WR	Rubric
				FAT 1: Practical in small groups/Written 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 - 99. The learners solve the problems using counters, drawings or calculations, e.g. Jane picks 36 flowers. Joan picks 24 flowers. How many flowers do they have altogether? There are 31 oranges in a box. The teacher takes 22 oranges out of the box. How many oranges are left in the box? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
				FAT 2 : Written Learners write the answers to addition and subtraction sums with two digit numbers in the number range 0 - 99, e.g. $25 + 34 + 19$, $79 - 24 + 13$	WR	Rubric
				FAT 3 : Practical in small groups/Written The teacher asks word problems involving addition and subtraction with 2-digit numbers in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations, e.g. 38 boys play soccer on a Wednesday. 49 boys play soccer on a Thursday. How many more boys play soccer on a Thursday? There are 52 learners in Grade 2. There are 39 glasses of cooldrink. How many more glasses of cooldrink does the teacher need for the learners? 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 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	3	0 – 50 Learners perform multiplication of one digit by one digit in the number range 0 – 50. 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 - 50. The learners solve the problems using counters, drawings or calculations, e.g. 6 bananas are each cut into 3 pieces. How many pieces are there? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
	9.1	1,2,3	0 - 20 Learners perform mental calculations with addition and subtraction in the number range 0 – 20. 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 20. The teacher shows flash cards with number combinations to the learners. Each learner answers at least 20 sums. FAT 2: Written Mental maths: Addition and subtraction to 20. The teacher asks 20 sums. Learners write the answers down. FAT 3: Written Mental maths: Addition and subtraction to 20. The teacher asks 20 sums. Learners write the answers down.	O/PR WR WR	Rating scale Rating scale Rating scale

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.2	1,2,3	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.	FAT 1: Practical in small groups Mental maths: Multiplication of whole numbers with answers to at least 20. The teacher shows flash cards with multiplication sums to the learners. Each learner answers at least 10 sums. FAT 2: Written Mental maths: Multiplication of whole numbers with answers to at least 20. The teacher asks 10 sums. Learners write the answers down. FAT 3: Written Mental maths: Multiplication of whole numbers with answers to at least 20. The teacher asks 10 sums. Learners write the answers down.	O/PR WR WR	Rating scale Rating scale Rating scale
	10.1	1,2	1 – 99 Learners break down numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. Learners build up numbers in the number range 1 – 99. 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 99. The learners break down the number in 5 different ways. FAT 2: Written The teacher gives each learner a number between 1 and 99. Each learner builds 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 WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBER, OPERATIONS AND RELATIONSHIPS	10.2	2,3	1 – 99 Learners double numbers with answers in the number range 1 – 99. Learners may use concrete apparatus, drawings, number lines, and number grid, abacus or flard cards.	FAT 2: Practical in small groups/Written The learners double numbers with answers in the number range 1 – 99. 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	Rubric
			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. 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.	FAT 3: Practical in small groups/Written The learners halve numbers in the number range 1 - 99. 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	Rubric
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	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.	FAT 1: Written Learners copy and complete a number pattern in the number range 0 - 150 on a worksheet. FAT 2: Written Learners copy and complete a number pattern in the number range 0 - 150 on a worksheet. FAT 3: Written Learners copy and complete a number pattern in the number range 0 -150 on a worksheet.	WR WR WR	Rubric Rubric Rubric
	3	3	Learners create their own number patterns in the number range 0 - 150. Learners may use a number grid or a number line.	FAT 3 : Written Learners create their own number patterns in the number range 0 - 150.	WR	Rubric
	4	3	Learners describe a given/own pattern.	FAT 3 : Practical in small groups Learners describe their own or a given number patterns.	O/PR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 3 SPACE AND SHAPE	1	1	Learners recognize, identify and name 2-dimensional shapes and 3-dimensional objects in the classroom and on pictures.	FAT 1:Written Learners are given a worksheet with different intersecting 2-dimensional shapes. They identify and count the number of circles, triangles, rectangles etc. The teacher shows the learners actual 3-D objects. The learners write the names of the different objects.	WR	Rating scale
	4	1	Learners recognise symmetry in 3-D objects.	FAT 1: Practical in small groups Learners are given different 3-D objects. The learners show the line of symmetry in the objects.	O/PR	Rubric
LO4 MEASUREMENT	1	2	Learners read hours and minutes on an analogue clock. Learners may use model clocks.	FAT 2 : Practical in small groups The teacher gives the learners a sheet on which pictures of clocks display analogue time. The learners read the times on the clocks.	O/PR	Rating scale
	6	2	Learners estimate and measure the capacity of different containers. Learners use cups, spoons, mugs, etc. Learners compare the capacity of containers and order the containers from the containers that hold the most to the containers that hold the least.	FAT 2 : Practical in small groups Learners are given 5 containers. They estimate and then measure how many cups of water each container holds. They then order the containers from the biggest to the smallest capacity. FAT 2: Written The learners are given a chart with different sizes of milk containers. Next to each container is indicated the number of glasses that will fill the container. The learners answer questions about the chart, e.g. How many glasses does the big container hold? How many glasses does the smallest container hold, etc.?	O/PR WR	Rubric Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO5 DATA-HANDLING	1	3	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections.	FAT 3 : Practical in small groups Learners collect data of the learners favourite vegetable. e.g. cabbage, pumpkin, carrots and potatoes. The teacher asks questions about the data collected, e.g. Which vegetable is most liked by the learners? How many learners like cabbage? How many learners like potatoes more than pumpkin, etc.?	O/PR	Rubric
	2	3	Learners sort physical objects according to one attribute. Learners may use pictures or drawing to represent the real objects.	FAT 3 Practical in small groups The learners sort the collected data into the different kinds of vegetable.	O/PR	Rubric
	4	3	Learners draw crosses or construct pictographs to show correspondence between collected data and representation. The pictograph can be done horizontally or vertically.	FAT 3 : Written Learners draw a pictograph to represent the different kinds of vegetable.	WR	Rubric
	5	3	Learners describe, explain and answer questions about the graph.	FAT 3: Written Learners answer questions based on a graph.	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.1	1,2,3	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.	FAT 1: Practical in small groups The teacher circles any number on the number grid in the number range 0 - 200. The learners count forwards and backwards in ones from the given number.	O/PR	Rubric
				FAT 2: Written Learners count forwards and backwards in ones from a given number on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in ones from a given number on a worksheet in the number range 0 - 200.	WR	Rubric
	2.2	1,2,3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 10. The learners count forwards and backwards in tens from the given number in the number range 0 - 200.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in tens from a given multiple of ten on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in tens from a given multiple of ten on a worksheet in the number range 0 - 200.	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.3	1,2, 3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 5. The learners count forwards and backwards in fives from the given number in the number range 0 - 200.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in fives from a given multiple of five on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in fives from a given multiple of five on a worksheet in the number range 0 - 200.	WR	Rubric
	2.4	1, 2,3	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.	FAT 1: Practical in small groups The teacher circles a number on the number grid which is a multiple of 2. The learners count forwards and backwards in twos from the given number in the number range 0 - 200.	O/PR	Rubric
				FAT 2: Written Response Learners count forwards and backwards in twos from a given multiple of two on a worksheet in the number range 0 - 200.	WR	Rubric
				FAT 3: Written Learners count forwards and backwards in twos from a given multiple of two on a worksheet in the number range 0 - 200.	WR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	3	2, 3	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. 1– 100 Learners write any number names in the number range 1 – 100.	FAT 2: Practical in small groups The teacher shows 6 - 8 numbers in the number range 1 - 200. The learners read the number symbols. FAT 3: Written The learners write the number names and symbols of numbers in the number range 1 – 100.	O/PR WR	Rubric Rubric
	4.1	1,3	0 -99 Learners order whole numbers 0 – 99 in an ascending order (smallest to biggest). Learners may use a number grid or a number line. Learners order whole numbers 0 – 99 in a descending order (biggest to smallest). Learners may use a number grid or a number line. Learners describe the position of the numbers 0 – 99 using before, after, between. Learners may use a number grid or a number line. 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.	FAT 1: Practical in small group The teacher gives learners number cards in the number range 0 - 99, e.g. 60, 98, 43, 56 The learners order the numbers from the biggest to the smallest and the smallest to the biggest. The teacher asks questions about a given number. e.g. what comes before, after, between, what is bigger, smaller, 1 more ,1 less, 2 more, 2 less etc. in the number range 0 -99. FAT 3: Written Learners identify the biggest and the smallest number. Learners arrange the numbers from the biggest to the smallest or the smallest to the biggest. Learners make a given number 5 more, 4 less etc.	O/PR WR	Rubric Rubric
	5	2,3	0 -99 Learners identify the place value of a highlighted/underlined digit in a number in the number range 0 – 99. Learners may use flard cards.	FAT 2: Practical in small groups Learners use flard cards to unpack numbers given by the teacher. They identify which numbers are tens and which are units (ones). FAT 3: Written Learners complete a worksheet.	O/PR WR	Rating scale Rating scale

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	6	2	Learners solve money problems in the number range 0-99 using play or real money. Learners pack out a given amount. Learners calculate addition and subtraction sums. Learners solve word problems.	FAT 2: Practical in small group/Written The teacher shows the learners a poster with pictures of different items and the price of the item. Using real or play money the learners pack out the exact amount needed to pay for a specific item, e.g. Pack out the exact amount needed to buy sugar that costs R19,70. The teacher tells the learners to choose two items to purchase. Using real or play money the learners pack out the exact amount for each of the two items, e.g. R59,85 and R29,10. The learners calculate the total amount for the two chosen items. 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 - 99. The learners may use play money, drawings or calculations to solve the problems, e.g. At the sale the price of a shirt is reduced from R99 to R44. How much cheaper is it? HINT: The learners do their calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
	7	2	Learners solve and explain practical problems involving equal sharing and grouping where the remainder is a unitary fraction ($\frac{1}{4}$, $\frac{1}{2}$) in the number range 0-99.	FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 99. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. A cake is cut into 20 pieces. How many pieces will 8 learners get? e.g. One loaf of bread has 15 slices. How many slices of bread will there be in 3 loaves of bread? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	1,2,3	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	FAT 1 : Written Learners write the answers to addition and subtraction sums with two digit numbers in the number range 0 - 99, e.g. $28 + 56$, $45 + 35 + 21$, $89 - 34$, $78 - 23 - 34$	WR	Rubric
				FAT 1: Practical in small groups/Written 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 - 99. The learners solve the problems using counters, drawings or calculations, e.g. The bus stops at the bus stop with some passengers on board. At the next stop 16 people get off and 23 get on. There are now 57 people on the bus. How many passengers were on the bus when it left the first stop? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
				FAT 2 : Written Learners write the answers to addition and subtraction sums with two digit numbers in the number range 0 - 99, e.g. $71 - 44$, $96 - 57$, $43 + 20 + 16$, $76 - 20 + 13$	WR	Rubric
				FAT 3 : Practical in small groups/Written The teacher asks word problems involving addition and subtraction with 2- digit numbers in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations. e.g. In the car park there are 78 cars, 34 cars drive off and another 15 cars arrive? How many cars are parked in the car park? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	3	0 – 50 Learners perform multiplication of one digit by one digit in the number range 0 – 50. 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 - 50. The learners solve the problems using counters, drawings or calculations. e.g. There are 9 sweets in a packet. How many sweets are there in 5 packets? HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
	9.1	1,2,3	0 - 20 Learners perform mental calculations with addition and subtraction in the number range 0 – 20. 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 20. The teacher shows flash cards with number combinations to the learners. Each learner answers at least 20 sums. FAT 2: Written Mental maths: Addition and subtraction to 20. The teacher asks 20 sums. Learners write the answers. FAT 3: Written Mental maths: Addition and subtraction to 20. The teacher asks 20 sums. Learners write the answers.	O/PR WR WR	Rating scale Rating Scale Rating scale

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.2	1,2,3	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.	FAT 1: Practical in small groups Mental maths: Multiplication of whole numbers with answers to at least 20. The teacher shows flash cards with multiplication sums to the learners. Each learner answers at least 10 sums. FAT 2: Written Mental maths: Multiplication of whole numbers with answers to at least 20. The teacher asks 10 sums. Learners write the answers. FAT 3: Written Mental maths: Multiplication of whole numbers with answers to at least 20 The teacher asks 10 sums. Learners write the answers.	O/PR WR WR	Rating scale Rating scale Rating scale
	10.1	1,2	1 – 99 Learners break down numbers in the number range 1 – 99. Learners may use counters, drawings, number grid or a number line. Learners build up numbers in the number range 1 – 99. 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 1-99. The learners break the number up in 5 different ways. FAT 2: Written The teacher gives each learner a number between 1 - 99. Each learner 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 WR	Rubric Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	10.2	2,3	<p>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.</p> <p>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.</p> <p>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.</p>	<p>FAT 2: Practical in small groups/Written The learners double numbers with answers in the number range 1 – 99. The learners may use counters, drawings or the number line. HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 3: Practical in small groups/Written The learners halve numbers in the number range 0 - 99. The learners may use counters, drawings or the number line. HINT: The learners do their drawings or calculations in their class workbooks, on slates or white boards.</p>	<p>O/PR WR</p> <p>O/PR WR</p>	<p>Rubric</p> <p>Rubric</p>
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	<p>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.</p>	<p>FAT 1: Written Learners copy and complete a number pattern in the number range 0 - 200 on a worksheet.</p> <p>FAT 2: Written Learners copy and complete a number pattern in the number range 0 - 200 on a worksheet.</p> <p>FAT 3: Written Learners copy and complete a number pattern in the number range 0 - 200 on a worksheet.</p>	<p>WR</p> <p>WR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p> <p>Rubric</p>
	3	3	Learners create their own number patterns in the number range 0-200	<p>FAT 3:Written Learners create their own number patterns in the number range 0 - 200.</p>	WR	Rubric
	4	3	Learners describe a given pattern	<p>FAT 3: Practical in small groups Learners describe their own or a given number pattern.</p>	O/PR	Rubric

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LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 3 SPACE AND SHAPE	1	1	Learners recognize, identify and name 2-dimensional shapes and 3-dimensional objects in the classroom and on pictures.	FAT 1: Practical in small groups/Written Learners identify 3-D objects. It can either be on a picture or the teacher can have 3-D objects available.	O/PR WR	Rating scale
	4	1	Learners recognise symmetry in 3-D objects.	FAT 1: Written Learners draw lines of symmetry on pictures of different objects.	WR	Rubric
LO 4 MEASUREMENT	1	2	Learners read hours and minutes on an analogue and digital clock. Learners may use model clocks.	FAT 2: Practical in small groups The teacher gives the learners a sheet on which pictures of clocks displaying digital and analogue time are drawn. The learners read the time as shown on the clocks.	O/PR	Rating scale
	6	2	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, most to least and least to most.	FAT 2 : Practical in small groups Learners estimate and measure how many cups/ bowls/ bottles fill a 1 litre jug. Learners estimate and measure the mass of a pencil case, a shoe, a book. Learners estimate and measure the length of 3 friends of different height. FAT 2: Written The learners answer questions about mass, length and capacity on a worksheet.	O/PR WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 2: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO5 DATA-HANDLING	1	3	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections.	FAT 3: Practical in small groups Learners draw a picture of their favourite farm animal. Learners collect the pictures of the farm animals and answer questions about their collections.	O/PR	Rubric
	2	3	Learners sort physical objects according to one attribute. Learners may use pictures or drawings to represent the real objects.	FAT 3: Practical in small groups The learners sort the pictures into groups.	O/PR	Rubric
	4	3	Learners draw dots or construct pictographs to show correspondence between collected data and representation The pictograph can be done horizontally or vertically.	FAT 3: Written Learners draw a pictograph to represent the data they have collected and sorted.	WR	Rubric
	5	3	Learners describe, explain and answer questions about the graph.	FAT 3: Written Learners answer questions based on a graph.	WR	Rubric

Section 4

FORMAL ASSESSMENT TASKS

Term 1

Grade 2

Teacher Copy

Formal Assessment Task 1 : Term 1

Grade 2



Oral/Practical Response: Work in small groups

LO 1 AS 2:1 Counts forwards and backwards in ones from any number between 0 - 200
Learners count forwards and backwards in 1's from a given number in the number range 1 – 100.



Oral/Practical Response: Work in small groups

LO 1 AS 2.2 Counts forwards and backwards in tens from any multiple of 10 between 0 - 200
Each learner counts forwards and backwards in 10's from a multiple of ten in the number range 0 - 100.



Oral/Practical Response: Work in small groups

LO 1 AS 2.3 Counts forwards and backwards in fives from any multiple of 5 between 0 -200
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. (Number range 0 - 50)



Oral/Practical Response: Work in small groups

LO 1 AS 2.4 Counts forwards and backwards in two's from any multiple of 2 between 0 - 200.
The teacher circles a number which is a multiple of two on the number grid. The learners count forwards and backwards in 2's from the given number in the number range 0 - 50.



Oral/Practical Response: Work in small groups

LO 1 AS 4.1 Orders, describes and compares whole numbers to at least 2-digit numbers
The teacher gives learners number cards in the number range 0 - 34, e.g. 25, 14, 12, 9, 27 and 33. 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, is bigger than, is smaller than, 1 more, 1 less, 2 more, 2 less, etc. a specific number in the number range 0 - 34.



Oral/Practical Response: Work in small groups

LO 1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits

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 on white boards.

Written

LO 1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits



Worksheet 1: Learners write the answers to addition and subtraction sums with one or two digit numbers plus (+) or minus (-) a one digit number. (Number range 0 - 50)

Formal Assessment Task 1 : Term 1 Grade 2



Oral/Practical Response: Work in small groups

LO 1 AS9.1: Performs mental calculations involving addition and subtraction for numbers to at least 20

Mental Maths: Addition and subtraction to 10. The teacher shows the learners flash cards with number combinations. Each learner answers at least 10 sums. (Number range 0 - 10)



Oral/Practical Response: Work in small groups

LO 1 AS 10.1 Uses the following techniques: building up and breaking down numbers

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 on white boards.



Written

LO 2 AS 2 Copies and extends simple number sequences to at least 200.

Worksheet 2: Learners copy and complete a number pattern in the number range 0 - 50.



Written

LO3 AS 1.2 and 1.3 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the school environment and in pictures, including: triangles, squares, rectangles and circles.

Worksheet 3: Learners write down the names of given 2-D shapes.

Formal Assessment Task 2 : Term 1

Grade 2



Oral/Practical Response: Work in small groups

LO 1 AS 2:1 Counts forwards and backwards in ones from any number between 0 - 200
Learners count forwards and backwards in 1's from a given number in the number range 0 - 100 .



Oral/Practical Response: Work in small groups

LO 1 AS 2.2 Counts forwards and backwards in tens from any multiple of 10 between 0 - 200

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 10's.



Oral/Practical Response: Work in small groups

LO 1 AS 2.3 Counts forwards and backwards in fives from any multiple of 5 between 0 - 200

The teacher gives each child a number which is a multiple of five in the number range 0 - 50. The learners count backwards in 5's.



Oral/Practical Response: Work in small groups

LO 1 AS 2.4 Counts forwards and backwards .in two's from any multiple of 2 between 0 - 200.

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 2's from the given number.

HINT: The learners write their counting in their class workbooks, on slates or on white boards.



Oral/Practical Response: Work in small groups

LO 1 AS 3 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100.

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.



Oral/Practical Response: Work in small groups

LO 1 AS 6 Solves money problems involving totals and change in rands and cents.

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

Formal Assessment Task 2 : Term 1

Grade 2



Oral/Practical Response: Work in small groups

LO 1 AS 7 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that include unitary fractions.

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 30 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 do their drawings or calculations in their class workbooks, on slates or on white boards.



Written

LO 1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving

addition and subtraction of whole numbers with at least 2 digits

Worksheet 4: Learners write the answers to addition and subtraction sums using whole tens plus or minus a whole ten.

(Number range 0 - 99)



Oral/Practical Response: Work in small groups

LO 1 AS 10.1 Uses the following techniques: building up and breaking down numbers

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 on white boards.



Oral/Practical Response: Work in small groups

LO 1 AS 10.2 Uses the following techniques: doubling and halving

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 do their drawings or calculations in their class workbooks, on slates or on white boards.



Written

LO 2 AS 2 Copies and extends simple number sequences to at least 200.

Worksheet 5: Learners copy and complete a number pattern in the number range 0 - 50.



Oral/Practical Response: Work in small groups

LO 3 AS 7 Describes positional relationships (alone and/or as a member of a group or team) between three-dimensional objects or self and peer.

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 / on the left side / on the right side of the box.

Formal Assessment Task 2 : Term 1 Grade 2



Oral/Practical Response: Work in small groups

LO 4 AS 1 Reads analogue and digital clock time in hours and minutes.

Learners read hours on an analogue clock. Each learner reads at least 5 different hours on the clock.



Written

LO 4 AS 4 Sequence events according to days, weeks, months and years.

Worksheet 6: The teacher gives each child a calendar for a week. The learners transfer their daily activities onto the calendar.



Oral/Practical Response: Work in small groups

LO 4 AS 6 Estimates, measures, compares and orders three-dimensional objects using non-standard measures: length

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 foot. The learners write down their measurements. The learners answer questions about their findings,

e.g.

height = 20 hands

smile = 1 finger



Written

LO 4 AS 6 Estimates, measures, compares and orders three-dimensional objects using non-standard measures: length

Worksheet 7; The teacher gives the learners at least 5 objects of different lengths measured in hand spans on a worksheet. They order them from shortest to longest and answer questions:

Which one is the longest?

Which one is the shortest?

Formal Assessment Task 3 : Term 1

Grade 2



Written

LO 1 AS 2:1 Counts forwards and backwards in ones from any number between 0 - 200
Worksheet 8: Learners count forwards and backwards in 1's from a given number in the number range 0 - 50.



Written

LO 1 AS 2:2 Counts forwards and backwards in tens from any multiple of 10 between 0 - 200.
Worksheet 8: Learners count forwards and backwards in 10's from any multiple of ten in the number range 0 - 100.



Written

LO 1 AS 2:3 Counts forwards and backwards in fives from any multiple of 5 between 0 - 200.
Worksheet 8: Learners count forwards and backwards in 5's from any multiple of five in the number range 0 - 50.



Written

LO 1 AS 2:4 Counts forwards and backwards in twos from any multiple of two between 0 - 200.
Worksheet 8: Learners count forwards and backwards in 2's from any multiple of two in the number range 0 - 50.



Written

LO 1 AS 3 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100.
Worksheet 9: The learners write the number names and symbols of at least 6 numbers in the number range 1 - 34.



Written

LO1 AS4.1 **Orders**, describes and compares whole numbers to at least 2-digit numbers
Worksheet 10: Learners order numbers from the biggest to the smallest. (Number range 0 - 34)



Oral/Practical Response: Work in small groups

LO 1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving

addition and subtraction of whole numbers with at least 2 digits

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 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 on white boards.



Formal Assessment Task 3 : Term 1 Grade 2



Oral/Practical Response: Work in small groups

LO 1 AS 8.2 Can perform calculations, using appropriate symbols to solve problems involving multiplication of whole 1-digit by 1-digit numbers with solutions to at least 50.

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 on white boards.



Written:

LO 1 AS9.1: Performs mental calculations involving addition and subtraction for numbers to at least 20

Worksheet 11: Mental Maths: Addition and subtraction to 10. The teacher asks 10 sums. Learners write the answers.



Oral/Practical Response: Work in small groups

LO 1 AS 10.2 Uses the following techniques: doubling and halving

Learners halve numbers in the number range 0 - 34. The learners may use counters, drawings or the number line.

HINT: The learners do their drawings or calculations in their class workbooks, on slates or on white boards.



Written

LO 2 AS 2 Copies and extends simple number sequences to at least 200.

Worksheet 12: Learners copy and complete a number pattern in the number range 0 - 50.



Oral/Practical Response: Work in small groups

LO 2 AS 3 Creates own patterns

Learners pack out their own pattern using physical objects.



Oral/Practical Response: Work in small groups

LO 2 AS 4 Describes observed patterns

The teacher gives each learner a number pattern. The learners describe the pattern.

Formal Assessment Task 3 : Term 1 Grade 2



Oral/Practical Response: Work in small groups

LO 5 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.

Learners collect information about the number of learners who have birthdays in each of the months of the year.



Oral/Practical Response: Work in small groups

LO 5 AS 2 Sorts physical objects according to one attribute chosen for a reason

Learners sort the birthdays according to the months of the year.



Written Response:

LO 5 AS 4 Draws pictures and constructs pictographs that have a 1-1 correspondence between own data and representations.

Worksheet 13: Learners draw pictures of boys or girls to show the number of birthdays in each of the months of the year.



Written Response:

LO 5 AS 5 Describes own or a peer's collections of objects explains how it was sorted, and answers questions about it.

Worksheet 14: Learners answer questions about the birthday graph.

Section 5

Formal Assessment Tasks

Term 1

Grade 2

Learner Copy



Formal Assessment Task 1

Grade 2 Term 1

Worksheet 1

Name: _____

Date: _____

Complete the table

+	4	6	5	2	3	7
10						
36						
9						

-	4	6	5	2	3	7
25						
22						
44						

	1	2	3	4
LO1AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits. (0 - 50)	Unable to calculate the answers for the number sentences. Needs support from the teacher.	Able to correctly calculate some of the answers for the number sentences. Relies on concrete apparatus, the number line and the number grid.	Able to correctly calculate most of the answers for the number sentences. Relies on concrete apparatus, the number line and the number grid.	Able to correctly calculate all the answers for the number sentences with ease. Seldom relies on concrete apparatus, the number line and the number grid.



Formal Assessment Task 1

Grade 2 Term 1

Worksheet 2

Name: _____ Date: _____

Fill in the missing numbers

3		5		7		9		11	
---	--	---	--	---	--	---	--	----	--

10			7					2	
----	--	--	---	--	--	--	--	---	--

	12		14			17			
--	----	--	----	--	--	----	--	--	--

2		6				14			
---	--	---	--	--	--	----	--	--	--

	18	16							
--	----	----	--	--	--	--	--	--	--

8		10			13				
---	--	----	--	--	----	--	--	--	--

	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but finds it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes makes careless mistakes.	Can correctly copy, determine and complete the number pattern with ease in the number range 0 - 50.




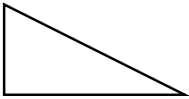
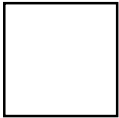
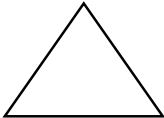
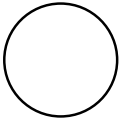

Formal Assessment Task 1

Grade 2 Term 1

Worksheet 3

Name: _____ Date: _____

Colour all the squares red, the circles yellow, the rectangles green and the triangles blue

The shape	Write the name of the shape	Number of sides
		
		
		
		
		
		

circle, square, rectangle, triangle

	1	2	3	4
LO3AS1.2 and 1,3 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the school environment and in pictures, including: triangles, squares, rectangles and circles.	Any 1 correct	Any 2 - 3 correct	Any 4 - 5 correct	All 6 correct



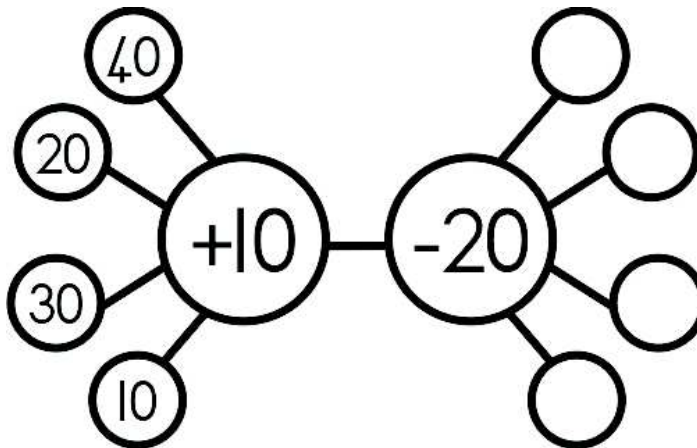
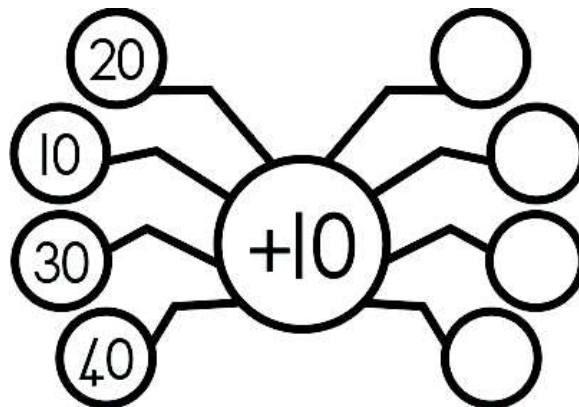
Formal Assessment Task 2

Grade 2 Term 1

Worksheet 4

Name: _____ Date: _____

Complete



	1	2	3	4
LO1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits.	Unable to calculate the answers for the number sentences. Needs support from the teacher.	Able to correctly calculate some of the answers to the number sentences. Relies on concrete apparatus, the number line and the number grid.	Able to correctly calculate most of the answers to the number sentences. Relies on concrete apparatus, the number line and the number grid.	Able to correctly calculate all the answers to the number sentences with ease. Seldom relies on concrete apparatus, the number line and the number grid.



Formal Assessment Task 2

Grade 2 Term 1

Worksheet 5

Name: _____ Date: _____

Complete the patterns

50		48		46		44		42	
----	--	----	--	----	--	----	--	----	--

34	32			26					
----	----	--	--	----	--	--	--	--	--

	10		12			15			
--	----	--	----	--	--	----	--	--	--

26		30				38			
----	--	----	--	--	--	----	--	--	--

	27	24					9		
--	----	----	--	--	--	--	---	--	--

4	8				24				
---	---	--	--	--	----	--	--	--	--

	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but finds it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes make careless mistakes.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 50.



Formal Assessment Task 2

Grade 2 Term 1

Worksheet 6

Name: _____ Date: _____

Fill in the activities on the calendar.

Soccer practice		Play with a friend		Visit grandmother		Read a book		Go to the shop					
7 February 16 February 25 February		11 February 18 February		13 February 19 February 27 February		5 February 15 February		4 February 12 February 14 February					
February													
Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
				1		2		3		4		5	
6		7		8		9		10		11		12	
13		14		15		16		17		18		19	
20		21		22		23		24		25		26	
27		28											

	1	2	3	4
LO4 AS 4 Sequence events according to days, weeks, months and years.	Cannot copy the activities onto the calendar.	Can copy some of the activities onto the calendar.	Can copy most of the activities onto the calendar.	Can copy all the activities onto the calendar.



Formal Assessment Task 2

Grade 2 Term 1

Worksheet 7

Measure these pencils. Use your paper clips and write the answers in the blocks.

1.		<input type="text"/>
2.		<input type="text"/>
3.		<input type="text"/>
4.		<input type="text"/>
5.		<input type="text"/>



Answer the following questions

How many paper clips do you need to measure the longest pencil?	
How many paper clips do you need to measure the shortest pencil?	
Which pencil is longer than number 3?	
How many pencils are longer than number 1?	
Write the pencil numbers from shortest to longest.	

	1	2	3	4
LO 4AS6 Estimates, measures, compares and orders 3-D objects using non-standard measures: length	Unable to measure the length of the different pencils. Unable to answer questions about their measurement.	Able to measure some of the pencils. Able to answer some of the questions about their measurement.	Able to measure the length of most of the pencils. Able to answer most of the questions about their measurement.	Able to measure the length of all the pencils. . Able to answer all the questions about their findings with confidence.



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 8

Name: _____ Date: _____

Count on and back and fill in the missing numbers

46	31	30	90	20	45	34	48
45	32	20	100	15	50	32	50

	1	2	3	4
LO1AS2.1, 2.2, 2.3, 2.4 Counts forwards and backwards between 0 - 200	Unable to count forwards and backwards. Needs prompting from the teacher.	Counts forwards and backwards. Relies on number line, number grid and support from the teacher.	Counts forwards and backwards accurately. Seldom relies on the number line or number grid. Makes careless mistakes.	Counts forwards and backwards accurately and confidently.



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 9

Name: _____ Date: _____

Write the number symbol

twenty-two	
thirty	
seventeen	
eleven	
seven	

Write the number name

8	
34	
20	
19	
29	

	1	2	3	4
LO1AS3 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100	At least 2 number symbols and 1 number name correct.	At least 3 number symbols and 2 number names correct.	At least 4 number symbols and 4 number names correct.	All 10 correct.



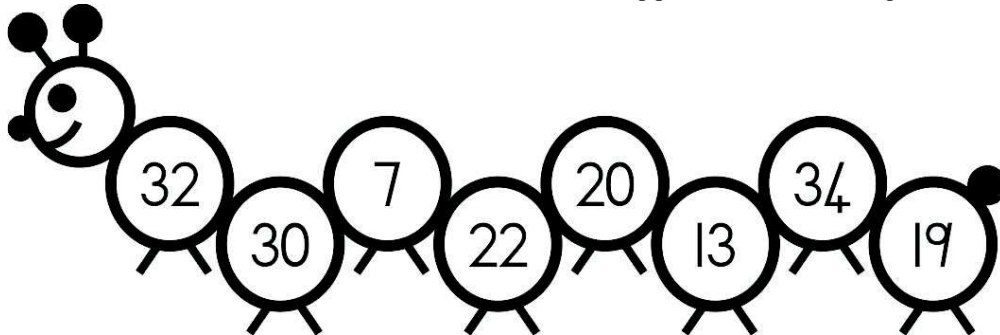
Formal Assessment Task 3

Grade 2 Term 1

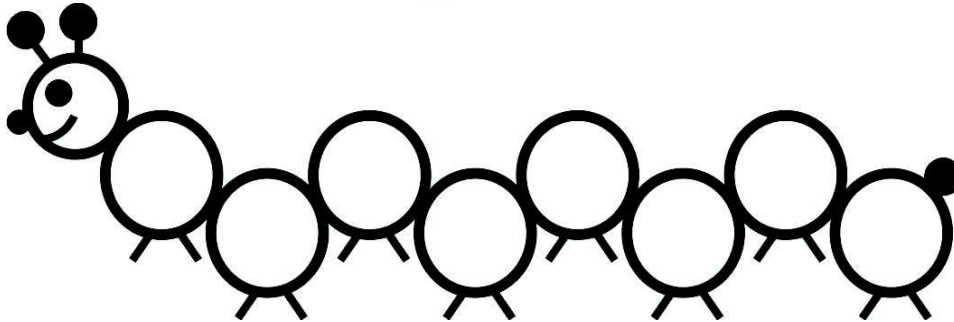
Worksheet 10

Name: _____ Date: _____

Colour the smallest number in blue and the biggest number in yellow.



Write the numbers from the biggest to the smallest.



I am one more than 26. Who am I?	
I am between 29 and 31. Who am I?	
I am 5 less than 32. Who am I?	
I am 10 more than 13. Who am I?	
I am one less than 20. Who am I?	

	1	2	3	4
LO1 AS 4.1 Orders, describes and compares whole numbers to at least two-digit numbers	Unable to order numbers 1-34 from smallest to biggest. Unable to compare numbers using more, less and between.	Need support to order numbers 1-34 from smallest to biggest. Need support to compare numbers using more, less and between.	Orders most numbers 1-34 from smallest to biggest. Makes a careless mistake Compares most numbers using more, less and between correctly. Makes a careless mistake	Orders numbers 1-34 from smallest to biggest accurately. Compares numbers accurately using more, less and between.



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 11

Name: _____ Date: _____

Write the answers (Mental Maths)

Number	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

	1	2	3	4
LO1 AS9.1 Performs mental calculations involving addition and subtraction for numbers to at least 20.	Any 2 correct (Range 0 - 10)	Any 3 - 5 correct (Range 0 - 10)	Any 6 - 8 correct (Range 0 - 10)	All 10 correct (Range 0 - 10)



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 12

Name: _____ Date: _____

Complete the patterns

	25	27			33				
--	----	----	--	--	----	--	--	--	--

40	37			28			19		
----	----	--	--	----	--	--	----	--	--

			44					49	50
--	--	--	----	--	--	--	--	----	----

34		30		26					
----	--	----	--	----	--	--	--	--	--

		15	20				40		
--	--	----	----	--	--	--	----	--	--

33	30						12		
----	----	--	--	--	--	--	----	--	--

	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but finds it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes makes careless errors.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 50.



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 13

Name: _____ Date: _____

Draw how many boys and girls have their birthdays in each of the months of the year.

10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec

	1	2	3	4
LO 5 AS 4 Draws pictures and constructs pictographs that have a 1 - 1 correspondence between own data and representations.	Unable to construct a pictograph to show the number of birthdays in a month.	Needs support from the teacher to construct a pictograph to show the number of birthdays in a month.	Able to construct a pictograph to show the number of birthdays in a month. Makes some errors.	Able to accurately construct a pictograph to show the number of birthdays in a month.

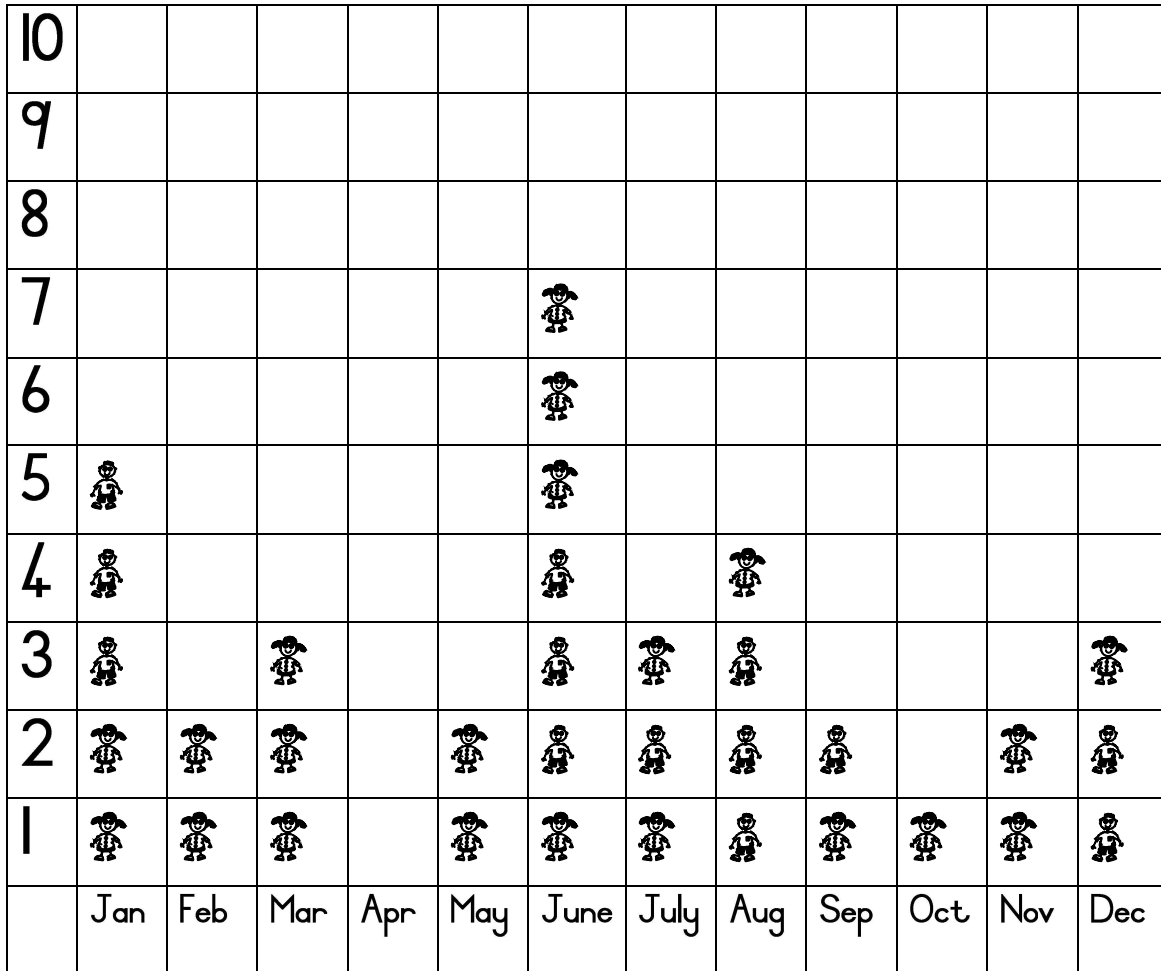


Formal Assessment Task 3

Grade 2 Term 1

Worksheet 14

Name: _____ Date: _____



Look at the graph and answer these questions

1. How many children have birthdays in January?	
---	--

2. Which month has the least birthdays?	
---	--

3. Which month has the most birthdays?	
--	--



Formal Assessment Task 3

Grade 2 Term 1

Worksheet 14 (continue)

4. Write down the months in which 3 children have birthdays.

5. How many girls are there in this class?

6. How many boys are there in this class?

7. Are there more girls or more boys in this class?

8. How many children are there in this class?

	1	2	3	4
LO5AS5 Describes own or peer's collections of objects, explains how it was sorted and answers questions about it.	Unable to interpret the pictographs to answer the questions.	Able to answer some of the questions correctly. Needs support from the teacher.	Able to answer most of the questions correctly,	Able to answer all the questions accurately and with ease.

Section 6

Assessment Tools

Term 1

Grade 2

Assessment Tools

Assessment Tools

Grade 2 Term 1

Task 1

Assessment Standard	1	2	3	4
LO 1 AS 2.1 Counts forwards and backwards in ones from any number between 0 and 200	Unable to count forwards and backwards in ones from 1 to 100.	Counts forwards and backwards in ones from 1 to 100 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards accurately in ones from 1 to 100 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in ones from 1 to 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.2 Counts forwards and backwards in tens from any multiple of 10 between 0 and 200	Unable to count forwards and backwards in tens from any multiple of ten between 0 - 100.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in tens from any multiple of ten accurately between 0 - 100 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.3 Counts forwards and backwards in fives from any multiple of 5 between 0 and 200	Unable to count forwards and backwards in fives from any multiple of five between 0 - 50.	Counts forwards and backwards in five from any multiple of five between 0 - 50 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in five from any multiple of five accurately between 0 - 50 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in five from any multiple of five between 0 - 50 accurately and confidently.

Assessment Tools

Grade 2 Term 1

Task 1

Assessment Standard	1	2	3	4
LO1 AS2.4 Counts forwards and backwards in two from any multiple of 2 between 0 and 200	Unable to count forwards and backwards in two from any multiple of two between 0 - 50.	Counts forwards and backwards in two from any multiple of two between 0 - 50 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in two from any multiple of two accurately between 0 - 50 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in two from any multiple of two between 0 - 50 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS4.1 Orders, describes and compares whole numbers to at least two-digit numbers	<p>Unable to order numbers 0 to 34 from biggest to smallest and smallest to biggest.</p> <p>Unable to describe and compare numbers using one more than, one less than, two more than, two less than, before, between and after.</p>	<p>Orders some numbers 0 to 34 from biggest to smallest and smallest to biggest.</p> <p>Describe and compare some of the numbers 0 to 34 using one more than, one less than, two more than, two less than, before, between and after.</p>	<p>Orders most numbers 0 to 34 from biggest to smallest and smallest to biggest.</p> <p>Describe and compare most of the numbers 0 to 34 using one more than, one less than, two more than, two less than, before, between and after. Makes a careless mistake but corrects it.</p>	<p>Orders numbers 0 to 34 from biggest to smallest and smallest to biggest accurately and with ease.</p> <p>Describe and compare numbers 0 to 34 accurately and with ease using one more than, one less than, two more than, two less than, before, between and after.</p>

Assessment Tools

Grade 2 Term 1

Task 1

Assessment Standard	1	2	3	4
LO1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits.	<p>Unable to calculate the answers to the number sentences.</p> <p>Unable to write a number sentence and calculate the answers to the word problems.</p>	<p>Able to calculate some of the answers to the number sentences correctly. Relies on concrete apparatus, the number line and the number grid.</p> <p>Writes some of the numbers sentences and calculates some of the answers to the word problems. Relies on concrete apparatus and assistance from the teacher.</p>	<p>Able to calculate most of the answers to the number sentences correctly. Relies on concrete apparatus, the number line and the number grid.</p> <p>Writes most of the numbers sentences and calculates most of the answers to the word problems. Relies on concrete apparatus.</p>	<p>Able to calculate all the answers to the number sentences correctly and with ease. Seldom relies on concrete apparatus, the number line and the number grid.</p> <p>Writes the numbers sentences and calculates the answers to the word problems accurately and with ease. Seldom relies on concrete apparatus.</p>
Assessment Standard	1	2	3	4
LO1 AS9.1 Perform mental calculations involving addition and subtraction for numbers to at least 20.	Any 2 correct	Any 3 - 5 correct	Any 6 - 8 correct	All 10 correct
Assessment Standard	1	2	3	4
LO1 AS10.1 Uses the following techniques: building up and breaking down numbers	Unable to break down numbers to 34. Unable to write a number sentence.	Can break down numbers to 34 using limited combinations. Relies on concrete apparatus. Needs support from the teacher to write the number sentences.	Can break down numbers to 34 using a variety of combinations. Seldom relies on concrete apparatus. Writes most of the number sentences correctly.	Can break down numbers to 34 using all the combinations accurately. Writes all the number sentences accurately.

Assessment Tools

Grade 2 Term 1

Task 1

Assessment Standard	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes make careless errors, but self – corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 50.
Assessment Standard	1	2	3	4
LO3 AS1.2 and 1.3 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the school environment and in pictures, including: triangles, squares, rectangles and circles.	Any 1 correct	Any 2 - 3 correct	Any 4 - 5 correct	All 6 correct

Assessment Tools

Grade 2 Term 1

Task 2

Assessment Standard	1	2	3	4
LO 1 AS2.1 Counts forwards and backwards in ones from any number between 0 and 200	Unable to count forwards and backwards in ones from 0 to 100.	Counts forwards and backwards in ones from 0 to 100 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards accurately in ones from 0 to 100 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in ones from 0 to 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.2 Counts forwards and backwards in tens from any multiple of 10 between 0 and 200	Unable to count forwards and backwards in tens from any multiple of ten between 0 - 100.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in tens from any multiple of ten accurately between 0 - 100 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.3 Counts forwards and backwards in fives from any multiple of 5 between 0 and 200	Unable to count forwards and backwards in fives from any multiple of five between 0 - 50.	Counts forwards and backwards in five from any multiple of five between 0 - 50 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in five from any multiple of five accurately between 0 - 50 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in five from any multiple of five between 0 - 50 accurately and confidently.

Assessment Tools

Grade 2 Term 1

Task 2

Assessment Standard	1	2	3	4
LO1 AS2.4 Counts forwards and backwards in two from any multiple of 2 between 0 and 200	Unable to count forwards and backwards in two from any multiple of two between 0 - 50.	Counts forwards and backwards in two from any multiple of two between 0 - 50 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards and backwards in two from any multiple of two accurately between 0 - 50 on the number line and number grid. Makes a careless mistake but corrects it.	Counts forwards and backwards in two from any multiple of two between 0 - 50 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS3 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100.	Unable to recognize and read the number symbols in the number range 1 - 50.	Recognises and reads some of the number symbols 1 to 50. Relies on assistance from the teacher.	Recognises and reads most of the number symbols 1 to 50.	Recognises and reads the number symbols 1 to 50 accurately and confidently.
Assessment Standard	1	2	3	4
LO 1 AS6 Solves money problems involving totals and change in rands and cents.	Unable to pack out some of the given amounts. Unable to do some addition and subtraction calculations with money. Sometimes confuses addition and subtraction. Writes some of the numbers sentences and calculates some of the answers to the money word problems.	Able to pack out some of the given amounts. Relies on assistance from the teacher or peers. Able to do some addition and subtraction calculations with money. Sometimes confuses addition and subtraction. Writes some of the numbers sentences and calculates some of the answers to the money word problems. Relies on concrete apparatus and assistance from the teacher.	Able to pack out most of the given amounts. Able to do most of the addition and subtraction calculations with money. Writes most of the numbers sentences and calculates most of the answers to the money word problems. Relies on concrete apparatus. Makes a careless mistake but corrects it.	Able to pack out all the given amounts accurately and with ease. Able to do all the addition and subtraction calculations with money. Seldom relies on concrete apparatus. Writes the numbers sentences and calculates the answers to the money word problems accurately and with ease. Seldom relies on concrete apparatus.

Assessment Tools

Grade 2 Term 1

Task 2

Assessment Standard	1	2	3	4
LO1 AS7 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that include unitary fractions.	Unable to draw or use concrete apparatus to solve the word problem. (Range 0 – 50)	Relies on concrete apparatus and assistance from the teacher to solve the word problems. (Range 0 – 50)	Use drawings to solve the word problem. Seldom use concrete apparatus. Makes careless mistakes. (Range 0 – 50)	Use drawings or numbers sentences to solve the word problem accurately and with ease. (Range 0 – 50)
Assessment Standard	1	2	3	4
LO1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits.	Unable to calculate the answers to the number sentences. (Range 0 -99)	Able to calculate some of the answers to the number sentences correctly. Relies on concrete apparatus, the number line and the number grid. (Range 0 -99)	Able to calculate most of the answers to the number sentences correctly. Relies on concrete apparatus, the number line and the number grid. (Range 0 -99)	Able to calculate all the answers to the number sentences correctly and with ease. Seldom relies on concrete apparatus, the number line and the number grid. (Range 0 -99)
Assessment Standard	1	2	3	4
LO1 AS10.1 Uses the following techniques: building up and breaking down numbers	Unable to build up and break down numbers to 34. Unable to write a number sentence.	Can build up and break down numbers to 34 using limited combinations. Relies on concrete apparatus. Needs support from the teacher to write the number sentences.	Can build up and break down numbers to 34 using a variety of combinations. Seldom relies on concrete apparatus. Writes most of the number sentences correctly.	Can build up and break down numbers to 34 using all the combinations accurately. Writes all the number sentences accurately.
LO1 AS 10.2 Uses the following techniques: doubling and halving	Unable to double numbers with answers in the range 1 to 34.	Uses concrete apparatus e.g. counters/abacus to double numbers with answer in the range 1 to 34 with some accuracy. Relies on support from the teacher.	Uses drawings to double numbers with answers in the range 1 - 34 with reasonable accuracy. Seldom relies on concrete apparatus e.g. the number line.	Doubles numbers with answers in the range 1 to 34 accurately. Seldom relies on drawings to calculate the answers.

Assessment Tools

Grade 2 Term 1

Task 2

Assessment Standard	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes make careless errors.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 50.
Assessment Standard	1	2	3	4
LO3 AS 7 Describes positional relationships (alone and/ or as a member of a group or team) between three-dimensional objects or self and peer.	Unable to position self in relation to a 3D-object. Cannot answer questions related to his/her position.	Able to position self in relation to a 3D-object. Cannot answer questions related to his/her position.	Able to position self in relation to a 3D-object and can answer most of the questions related to his/her position correctly.	Able to position self in relation to a 3D-object and can answer all of the questions related to his/her position correctly.
Assessment Standard	1	2	3	4
LO4 AS1 Reads analogue and digital clock time in hours and minutes	Reads only 1 hour on the analogue clock correctly.	Reads 2 hours on the analogue clock correctly.	Reads 3 - 4 hours on the analogue clock correctly.	Reads all 5 hours on the analogue clock correctly.
Assessment Standard	1	2	3	4
LO4 AS2 Names in order the days of the week and the months of the year	Cannot copy the activities onto the calendar.	Can copy some of the activities onto the calendar.	Can copy most of the activities onto the calendar.	Can copy all the activities onto the calendar.
Assessment Standard	1	2	3	4
LO4 AS6 Estimates, measures, compares and orders 3-D objects using non-standards measures: length <u>Oral/Practical</u>	Unable to estimate and measure the length of the different body parts. Unable to answer questions about their findings.	Able to estimate but finds it difficult to measure the length of the different body parts. Able to answer some of the questions about their findings.	Able to estimate and measure the length of most of the different body parts. Able to answer most of the questions about their findings.	Able to estimate and measure the length of all the different body parts. Able to answer all the questions about their findings with confidence.

Assessment Tools

Grade 2 Term 1

Task 2

Assessment Standard	1	2	3	4
LO 4 AS6 Estimates, measures, compares and orders 3-D objects using non-standards measures: length <u>(Written)</u>	Unable to measure the length of the different pencils. Unable to answer questions about their measurement.	Able to measure some of the pencils. Able to answer some of the questions about their measurement.	Able to measure the length of most of the pencils. Able to answer most of the questions about their measurement.	Able to measure the length of all the pencils. . Able to answer all the questions about their findings with confidence.

Assessment Tools

Grade 2 Term 1

Task 3

Assessment Standard	1	2	3	4
LO1 AS2.1 Counts forwards and backwards in ones from any number between 0 and 200	Unable to count forwards and backwards in ones from 0 to 50.	Counts forwards and backwards in ones from 0 to 50. Relies on number line or number grid and support from the teacher.	Counts forwards and backwards accurately in ones from 0 to 50. Seldom relies on the number line or number grid. Makes careless mistakes.	Counts forwards and backwards in ones from 0 to 50 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.2 Counts forwards and backwards in tens from any multiple of 10 between 0 and 200	Unable to count forwards and backwards in tens from any multiple of ten between 0 - 100.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100. Relies on the number line or number grid and support from the teacher.	Counts forwards and backwards in tens from any multiple of ten accurately between 0 - 100. Seldom relies on the number line and number grid. Makes careless mistakes.	Counts forwards and backwards in tens from any multiple of ten between 0 - 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.3 Counts forwards and backwards in fives from any multiple of 5 between 0 and 200	Unable to count forwards and backwards in fives from any multiple of five between 0 - 50.	Counts forwards and backwards in five from any multiple of five between 0 - 50. Relies on the number line or number grid and support from the teacher.	Counts forwards and backwards in five from any multiple of five accurately between 0 - 50. Seldom relies on the number line and number grid. Makes careless mistakes.	Counts forwards and backwards in five from any multiple of five between 0 - 50 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS2.4 Counts forwards and backwards in two from any multiple of 2 between 0 and 200	Unable to count forwards and backwards in two from any multiple of two between 0 - 50.	Counts forwards and backwards in two from any multiple of two between 0 - 50. Relies on the number line or number grid and support from the teacher.	Counts forwards and backwards in two from any multiple of two accurately between 0 - 50. Seldom relies on the number line and number grid. Makes careless mistakes.	Counts forwards and backwards in two from any multiple of two between 0 - 50 accurately and confidently.

Assessment Tools

Grade 2 Term 1

Task 3

LO1 AS3 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100	At least 2 number symbols and 1 number name correct.	At least 3 number symbols and 2 number names correct.	At least 4 number symbols and 4 number names correct.	All 10 correct.
Assessment Standard	1	2	3	4
LO1 AS4.1 Orders, describes and compares whole numbers to at least two-digit numbers	Unable to identify the biggest and the smallest number. Unable to order numbers 0 to 34 from biggest to smallest.	Able to identify the biggest and the smallest number. Orders some numbers 0 to 34 from biggest to smallest.	Able to identify the biggest and the smallest number. Orders most numbers 0 to 34 from biggest to smallest. Make careless mistakes.	Able to identify the biggest and the smallest number. Orders numbers 0 to 34 from biggest to smallest accurately and with ease.
Assessment Standard	1	2	3	4
LO1 AS8.1 Can perform calculations, using appropriate symbols to solve problems involving addition and subtraction of whole numbers with at least 2 digits.	Unable to write a number sentence and calculate the answers to the word problems.	Writes some of the numbers sentences and calculates some of the answers to the word problems. Relies on concrete apparatus and assistance from the teacher.	Writes most of the numbers sentences and calculates most of the answers to the word problems. Relies on drawings.	Writes the numbers sentences and calculates the answers to the word problems accurately and with ease. Seldom relies on drawings.
Assessment Standard	1	2	3	4
LO1 AS8.2 Can perform calculations, using appropriate symbols to solve problems involving multiplication of whole 1-digit numbers with solutions to at least 50.	Unable to use concrete apparatus or drawings to calculate the answers to the word problems.	Use concrete apparatus or drawings to calculate some of the answers to the word problems. Relies on support from the teacher.	Use drawings to calculate most of the answers to the word problems. Makes careless mistakes.	Use drawings or writes number sentences to calculate all the answers to the word problems accurately and with ease.

Assessment Tools

Grade 2 Term 1

Task 3

Assessment Standard	1	2	3	4
LO1 AS9.1 Perform mental calculations involving addition and subtraction for numbers to at least 20.	Any 2 correct	Any 3 - 5 correct	Any 6 - 8 correct	All 10 correct
Assessment Standard	1	2	3	4
LO1 AS10.2 Uses the following techniques Doubling and halving	Unable to halve numbers 1 to 34.	Uses concrete apparatus e.g. counters/abacus to halve numbers 1 to 34 with some accuracy. Relies on support from the teacher.	Uses drawings to halve numbers 1 - 34 with reasonable accuracy. Seldom relies on concrete apparatus e.g. the number line.	Halves numbers 1 to 34 accurately. Seldom relies on drawings to calculate the answers.
Assessment Standard	1	2	3	4
LO2 AS2 Copies and extends simple number sequences to at least 200.	Unable to copy and complete a number pattern in the number range 0 - 50.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 50.	Can copy, determine and complete the number pattern in the number range 0 - 50. Sometimes make careless errors.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 50.
Assessment Standard	1	2	3	4
LO2 AS3 Creates own patterns	Unable to pack out a pattern.	Use limited number of objects to pack out a pattern.	Creates own pattern using a variety of objects. Makes careless mistakes.	Creates own pattern using a variety of objects confidently and with ease.
Assessment Standard	1	2	3	4
LO2 AS4 Describes observed patterns	Unable to describe a given number pattern.	Needs support to describe a given number pattern.	Able to describe most of the given number patterns.	Able to describe all of the given number patterns confidently and with ease.

Assessment Tools

Grade 2 Term 1

Task 3

Assessment Standard	1	2	3	4
LO5 AS1 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.	Unable to collect and sort information.	Collects information but needs support from the teacher to sort the information according to the months of the year.	Collects and sorts information according to the months of the year. Makes some mistakes.	Collects and sorts information according to the months of the year accurately and with ease.
LO5 AS2 Sorts physical objects according to one attribute chosen for a reason				
LO5 AS4 Draws pictures and construct pictographs that have a 1 - 1 correspondence between own data and representations.	Unable to construct a pictograph to show the number of birthdays in a month.	Needs support from the teacher to construct a pictograph to show the number of birthdays in a month.	Able to construct a pictograph to show the number of birthdays in a month. Makes some errors.	Able to construct a pictograph to show the number of birthdays in a month accurately.
LO5 AS5 Describes own or peer's collections of objects explains how it was sorted, and answers questions about it.	Unable to interpret the pictographs to answer the questions.	Able to answer some of the questions correctly. Needs support from the teacher.	Able to answer most of the questions correctly,	Able to answer all the questions accurately and with ease.

Section 7

PROGRAMME OF ASSESSMENT

Term 1-4

Grade 2

PROGRAMME OF ASSESSMENT

EDUCATOR:

LEARNING PROGRAMME: NUMERACY

GRADE 2

YEAR:

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	FOCUS	Count forwards and backwards Order numbers Position of numbers Addition and subtraction Mental calculations Break down numbers Number sequences (patterns) 2-D shapes	Count forwards and backwards Order numbers Position of numbers Addition and subtraction Mental calculations Break down numbers Number sequences (patterns) 2-D shapes 3-D objects Symmetry	Count forwards and backwards Order numbers Position of numbers Addition and subtraction Mental calculations Break down numbers Number sequences (patterns) 2-D shapes 3-D objects Symmetry	Count forwards and backwards Order numbers Position of numbers Addition and subtraction Mental calculations Break down numbers Number sequences (patterns) 2-D shapes 3-D objects Symmetry
	LO; AS	LO 1: AS 2.1; 2.2; 2.3; 2.4; 4.1; 8.1; 9.1; 10.1 LO 2: AS 2 LO 3: AS 1.2; 1.3	LO 1: AS 2.1; 2.2; 2.3; 2.4; 4.1; 8.1; 9.1; 10.1 LO 2: AS 2 LO 3: AS 1; 4	LO 1: AS 2.1; 2.2; 2.3; 2.4; 4.1; 8.1; 9.1; 9.2; 10.1 LO 2: AS 2 LO 3: AS 1; 4	LO 1: AS 2.1; 2.2; 2.3; 2.4; 4.1; 8.1; 9.1; 9.2; 10.1 LO 2: AS 2 LO 3: AS 1; 4
	ACTIVITIES	Count forwards and backwards in 1's and 10's from a given number in the range 0-100 Count forwards and backwards in 2's and 5's from a given number in the range 0-50 Ascending and descending order 0 – 34 Describe position of numbers in the range 0 – 34 e.g. before, after, between, 1 more, etc. Calculations with addition and subtraction Mental Maths involving + and – with answers up to 10 Break down numbers in different ways in the range 0 - 34 Copy and complete number sequences in the range 0 - 50 Recognize, identify and name 2-D shapes in pictures	Count forwards and backwards in 1's and 10's from a given number in the range 0-150 Count forwards and backwards in 2's and 5's from a given number in the range 0-100 Ascending and descending order 0 – 50 Describe position of numbers in the range 0 – 50 e.g. before, after, between, 1 more, etc. Addition and subtraction of whole tens with whole tens in the range 0 – 99 Word problems involving addition and subtraction of whole tens with whole tens in the range 0 - 99 Mental Maths involving + and – with answers up to 15 Break down numbers in different ways in the range 1 - 50 Copy and complete number sequences in the range 0 - 100 Recognize, identify and name 2-D shapes and 3-D objects on pictures Recognise symmetry in pictures Draw identical left or right images of a given shape	Count forwards and backwards in 1's and 10's from a given number in the range 0-200 Count forwards and backwards in 2's and 5's from a given number in the range 0 -150 Ascending and descending order 0 – 99 Describe position of numbers in the number range 0 – 99 e.g. before, after, between, 1 more, etc. Addition and subtraction with 2-digit numbers in the range 0 – 99 Word problems involving addition and subtraction of 2-digit numbers with 1- or 2-digit numbers in the range 0 - 99 Mental Maths involving + and – with answers up to 20 Mental Maths involving multiplication of 1-digit numbers with answers to at least 20 Break down numbers in different ways in the number range 0 - 99 Copy and complete number sequences in the range 0 - 150 Recognize, identify and name 2-D shapes and 3-D objects on pictures Recognise the line of symmetry in 3-D objects pictures	Count forwards and backwards in 1's and 10's from a given number in the range 0-200 Count forwards and backwards in 2's and 5's from a given number in the range 0-200 Ascending and descending order 0 – 99 Describe position of numbers in the number range 0 – 99 e.g. before, after, between, 1 more, etc. Addition and subtraction with 2-digit numbers in the range 0 – 99 Word problems involving addition and subtraction of 2-digit numbers with 1- or 2-digit numbers in the range 0 - 99 Mental Maths involving + and – with answers up to 20 Mental Maths involving multiplication of 1-digit numbers with answers to at least 20 Break down numbers in different ways in the number range 0 - 99 Copy and complete number sequences in the range 0 - 200 Recognize, identify and name 2-D shapes and 3-D objects in pictures Draw lines of symmetry of 3-D objects

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK TWO	FOCUS	Count forwards and backwards Number symbols Money Sharing and Grouping Addition and subtraction Build up numbers Doubling Number sequences (patterns) Position Time Calendar Length Estimation	Count forwards and backwards Number symbols Place value Money Sharing and Grouping Addition and subtraction Mental calculations Build up numbers Doubling Number sequences (patterns) Time Mass Estimation	Count forwards and backwards Number symbols Place value Money Sharing and Grouping Addition and subtraction Mental calculations Build up numbers Doubling Number sequences (patterns) Time Capacity Estimation	Count forwards and backwards Number symbols Place value Money Sharing and Grouping Addition and subtraction Mental calculations Build up numbers Doubling Number sequences (patterns) Time Length, mass and capacity Estimation
	LO; AS	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 6; 7; 8.1; 10.1; 10.2 LO 2: AS 2 LO 3: AS 7 LO 4: AS 1; 4; 6	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 5; 6; 7; 8.1; 9.1; 10.1; 10.2 LO 2: AS 2 LO 4: AS 1; 6	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 5; 6; 7; 8.1; 9.1; 9.2; 10.1; 10.2 LO 2: AS 2 LO 4: AS 1; 6	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 5; 6; 7; 8.1; 9.1; 9.2; 10.1; 10.2 LO 2: AS 2 LO 4: AS 1; 6
	ACTIVITIES	Count forwards and backwards in 1's and 10's from a given number in the range 0-100 Count forwards and backwards in 2's and 5's from a given number in the range 0-50 Recognise and read number symbols in the range 1 – 50 Addition and subtraction involving whole tens + or – a whole ten in the range 0-50 Addition and subtraction of single digit numbers Build up numbers in more than one way in the range 1 - 34 Double numbers with answers in the range 1 – 34 Copy and complete number patterns in the range 1 – 34 Learners describe their position in relation with a 3-D object, e.g. next to, in front of, behind etc. Read hours and half hours on an analogue clock	Count forwards and backwards in 1's and 10's from a given number in the range 0-150 Count forwards and backwards in 2's and 5's from a given number in the range 0-100 Recognise and read number symbols in the range 1 – 100 Identify place value of digits in the range 0 – 50 Unpack given amounts using real or play money in the range 0 - 50 Calculate change (0 – 50) Problem solving involving equal sharing and grouping where the remainder is a fraction in the number range 0 - 74 Addition and subtraction involving 2-digit numbers + or – a whole ten in the range 0 - 99 Addition and subtraction of single digit numbers Mental maths involving addition and subtraction to at least 15	Count forwards and backwards in 1's and 10's from a given number in the range 0-200 Count forwards and backwards in 2's and 5's from a given number in the range 0-150 Recognise and read number symbols in the range 1 – 150 Identify place value of digits in the range 0 – 99 Unpack given amounts of items displayed on advert posters using real or play money in the range 0 - 99 Calculate change (0 – 99) Word problems involving money Problem solving involving equal sharing and grouping where the remainder is a fraction in the number range 0 - 99 Addition and subtraction of 2-digit numbers in the range 0 - 90 Mental maths involving addition and subtraction to at least 20 Mental maths involving multiplication of 1-digit numbers with answers to at least 20	Count forwards and backwards in 1's and 10's from a given number in the range 0-200 Count forwards and backwards in 2's and 5's from a given number in the range 0-200 Recognise and read number symbols in the range 1 – 200 Break up numbers in tens and ones using flard cards Unpack given amounts of items displayed on advert posters using real or play money in the range 0 - 99 Word problems involving money Problem solving involving equal sharing and grouping where the remainder is a unitary fraction in the number range 0 - 99 Addition and subtraction of 2-digit numbers in the range 0 - 99 Mental maths involving addition and subtraction to at least 20 Mental maths involving multiplication of 1-digit numbers with answers to at least 20

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK TWO	ACTIVITIES	Copy daily activities on a calendar Estimate the length of objects, e.g. pencils Measure the length of objects using hand spans, feet, paper clips, etc.	Build up numbers in more than one way in the range 1 - 50 Double numbers with answers in the range 1 – 50 Copy and complete number patterns in the range 1 – 100 Read hours and minutes on an analogue clock Set given time on an analogue clock Estimate mass of different objects Compare the mass of different objects using a balance scale Order objects according to their mass, e.g. heaviest to lightest	Build up numbers in more than one way in the range 1 - 99 Double numbers with answers in the range 1 – 99 Copy and complete number patterns in the range 1 – 150 Read hours, quarter hours and minutes on an analogue clock Set given time on an analogue clock Estimate capacity of different containers Compare the capacity of different containers using cups to measure	Build up numbers in more than one way in the range 1 - 99 Double numbers with answers in the range 1 – 99 Copy and complete number patterns in the range 1 – 200 Read hours, quarter hours and minutes on an analogue and digital clock Estimate and measure the capacity of different containers using cups Estimate and measure the length of different objects Estimate and measure the mass of different objects using a balancing scale

		TERM 1	TERM 2	TERM 3	TERM 4
TASK THREE	FOCUS	Counting Number symbols Number names Order numbers Compare numbers Addition and subtraction Multiplication Mental calculations Halving Number sequences (patterns) Patterns Data Pictographs	Counting Number symbols Number names Order numbers Compare numbers Place value Addition and subtraction Multiplication Mental calculations Halving Number sequences (patterns) Patterns Mass Data Pictographs	Counting Number symbols Number names Order numbers Compare numbers Addition and subtraction Multiplication Mental calculations Halving Number sequences (patterns) Data Pictographs	Counting Number symbols Number names Order numbers Compare numbers Place value Addition and subtraction Multiplication Mental calculations Halving Number sequences (patterns) Data Pictographs
	LO; AS	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 4.1; 8.1; 8.2; 9.1; 10.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 4.1; 5; 8.1; 8.2; 9.1; 10.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 4.1; 5; 8.1; 8.2; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5	LO 1: AS 2.1; 2.2; 2.3; 2.4; 3; 4.1; 5; 8.1; 8.2; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5

		TERM 1	TERM 2	TERM 3	TERM 4
TASK THREE	ACTIVITIES	<p>Count forwards and backwards in 1's from a given number in the range 0-50</p> <p>Count forwards and backwards in multiples of 10 from a given number in the range 0 - 100</p> <p>Count forwards and backwards in multiples of 2 from a given number in the range 0-50</p> <p>Count forwards and backwards in multiples of 5 from a given number in the range 0-50</p> <p>Write number names and number symbols in the range 1 – 34</p> <p>Arrange numbers in ascending and descending order in the range 1 – 34</p> <p>Compare numbers in the range 1 – 34, e.g. bigger than, less than, etc.</p> <p>Word problems involving addition and subtraction of whole tens + and – whole tens</p> <p>Word problems involving multiplication of 1-digit numbers in the range 0 – 20</p> <p>Mental maths involving addition and subtraction to at least 10</p> <p>Halving of odd and even numbers in the range 1 – 34</p> <p>Pack out patterns using physical objects</p> <p>Copy and complete number patterns in the range 0 – 34</p> <p>Describe given number patterns in the range 0 – 34</p> <p>Collect data in classroom according to one attribute, e.g. birthdays</p> <p>Sort data</p> <p>Draw pictographs representing the sorted data</p> <p>Answer questions based on the graphs</p>	<p>Count forwards and backwards in 1's from a given number in the range 0-150</p> <p>Count forwards and backwards in multiples of 10 from a given number in the range 0 - 150</p> <p>Count forwards and backwards in multiples of 2 from a given number in the range 0-100</p> <p>Count forwards and backwards in multiples of 5 from a given number in the range 0-100</p> <p>Write number names of whole tens in the range 0 - 100</p> <p>Write number symbols in the range 1 – 100</p> <p>Arrange numbers in ascending and descending order in the range 0 - 50</p> <p>Compare numbers in the range 0 - 50, e.g. bigger than, less than, etc.</p> <p>Identify place value of digits in the range 0 – 50</p> <p>Word problems involving addition and subtraction of whole tens + and – any number in the range 0 - 99</p> <p>Word problems involving multiplication of 1-digit numbers in the range 0 - 50</p> <p>Mental maths involving addition and subtraction to at least 15</p> <p>Halving of odd and even numbers in the range 1 – 50</p> <p>Copy and complete number patterns in the range 0 – 100</p> <p>Create and describe number patterns in the range 0 – 100</p> <p>Estimate and compare the mass of different objects using a balance scale</p> <p>Collect data in the school environment according to one attribute</p> <p>Sort data</p> <p>Draw pictographs representing the sorted data</p> <p>Answer questions based on the graphs</p>	<p>Count forwards and backwards in 1's from a given number in the range 0-200</p> <p>Count forwards and backwards in multiples of 10 from a given number in the range 0 - 200</p> <p>Count forwards and backwards in multiples of 2 from a given number in the range 0-150</p> <p>Count forwards and backwards in multiples of 5 from a given number in the range 0-150</p> <p>Write number names and symbols in the range 1 – 100</p> <p>Arrange numbers in ascending and descending order in the range 0 - 99</p> <p>Compare numbers in the range 0 - 99, e.g. bigger than, less than, etc.</p> <p>Identify place value of digits in the range 0 – 99</p> <p>Word problems involving addition and subtraction of 2-digit numbers in the range 0 - 99</p> <p>Mental maths involving addition and subtraction to at least 20</p> <p>Mental maths involving multiplication with answers to at least 20</p> <p>Halving of odd and even numbers in the range 1 – 99</p> <p>Copy and complete number patterns in the range 0 – 150</p> <p>Create and describe number patterns in the range 0 – 150</p> <p>Collect data in the school environment according to one attribute</p> <p>Sort data</p> <p>Draw pictographs representing the sorted data</p> <p>Answer questions based on the graphs</p>	<p>Count forwards and backwards in 1's from a given number in the range 0-200</p> <p>Count forwards and backwards in multiples of 10 from a given number in the range 0 - 200</p> <p>Count forwards and backwards in multiples of 2 from a given number in the range 0-200</p> <p>Count forwards and backwards in multiples of 5 from a given number in the range 0-200</p> <p>Write number names and symbols in the range 1 – 100</p> <p>Arrange numbers in ascending and descending order in the range 0 - 99</p> <p>Compare numbers in the range 0 - 99, e.g. bigger than, 4 less than 3 more, etc.</p> <p>Identify place value of digits in the range 0 – 99</p> <p>Word problems involving addition and subtraction of 2-digit numbers in the range 0 – 99</p> <p>Word problems involving multiplication of 1-digit numbers in the range 0 - 50</p> <p>Mental maths involving addition and subtraction to at least 20</p> <p>Mental maths involving multiplication with answers to at least 20</p> <p>Halving of odd and even numbers in the range 1 – 99</p> <p>Copy and complete number patterns in the range 0 – 200</p> <p>Create and describe number patterns in the range 0 – 200</p> <p>Collect data in the classroom or school environment according to one attribute, e.g. farm animals</p> <p>Sort data (pictures)</p> <p>Draw pictographs representing the sorted data</p> <p>Answer questions based on the graphs</p>

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- Ms A Baines
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- Government Gazette 29626 of February 2007: Assessment Policy for the GET Band
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- Foundations for Learning Assessment Framework for the Foundation Phase
- Grade 1 Baseline Assessment: Literacy, Numeracy, Life Skills
- (Western Cape Education Department, September 2007)

NOTES

This image shows a full page of a document template designed for writing. It consists of a series of evenly spaced, thin black horizontal lines running across the entire width of the page. There are no margins, headers, footers, or other markings present. The background is plain white, providing a clean surface for text entry.