



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

NUMERACY

GRADE 3

2009

FOREWORD

Since the year 2004 teachers in the Foundation Phase have been teaching our learners within the framework of the National Curriculum Statement (NCS) which stipulates the content to be mastered and sets the minimum performance standards to be obtained by learners at the end of each grade. In our efforts to assist teachers to plan for classroom implementation we conducted orientation workshops in 2003 and followed this up with in-service training courses during the first year of implementation in 2004.

Head office and district curriculum personnel have been monitoring the classroom practices of teachers and the performance of learners in the Foundation Phase conducting on-site school visits and engaging in constant dialogue with teachers and other partners. The evidence we obtained indicated that the attainment levels of our learners in this phase remained well below expectations particularly in Mathematics and Languages.

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

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

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

It should be noted that this is a working document which is to be used in 2009 and which will be refined in 2010 on the basis of the inputs from teachers and other stakeholders.

Teachers are therefore requested to interrogate this document while using it and to forward written suggestions for improvement to this office via your District Office.



Dr Frank Peters

Director: Curriculum ECD & GET Programmes

Enquiries related to this document should be directed to:

Dr T Reddy Tel: 040 608 4780
Ms A Minnaar Tel: 040 6084663

CONTENTS

Introduction	i-v
Section 1	1
Learner Attainment Targets for Terms 1 – 4	
• Learning Outcome 1	
• Learning Outcome 2	
• Learning Outcome 3	
• Learning Outcome 4	
• Learning Outcome 5	
Section 2	28
A summary of Formal Assessment Tasks for Terms 1 – 4	
Section 3	30
Description of Formal Assessment Tasks	
• Term 1	
• Term 2	
• Term 3	
• Term 4	
Section 4	68
Formal Assessment Tasks (Term 1)	
Teacher Copy	
• Task 1	
• Task 2	
• Task 3	
Section 5	75
Formal Assessment Tasks (Term 1)	
Learner Copy	
Section 6	96
Assessment Tools	
Section 7	107
Programme of Assessment	
Acknowledgements	113

INTRODUCTION

BACKGROUND

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

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

CONTENTS

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

Section 1

Learner Attainment Targets

- It is essential that you continuously assess your learners' progress through both a **formal and an informal assessment programme**. (*Foundations for Learning Assessment Framework Foundation Phase*)
- Therefore the Learner Attainment Targets address the relevant Learning Outcomes and Assessment Standards used for Formal and Informal Assessment.
- There are four terms indicated on each page by means of columns.
- Under each term there are shaded and non shaded areas.
- **Shaded** areas represent **Formal Assessment Tasks** (FATs). These are numbered FAT 1, FAT 2 or FAT 3 as per National Assessment Policy for Numeracy.
- Exemplars of Formal Assessment Tasks are developed for the First Term only.
- Teachers are expected to develop their own Formal Assessment Tasks for Terms 2, 3 and 4.
- The **FATs** indicate what is to be attained per term.
- **Non - shaded** areas represent Informal Assessment Tasks

- Teachers should ensure that assessment is not only considered as written work, but incorporates practical and oral work as well.
- The Assessment Task, therefore, needs to be infused into the normal teaching and learning time over a period of time e.g. 5-7 consecutive days. (*Foundations for Learning Assessment Framework Foundation Phase*)

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

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
Assessment Standard	Term 1	Term 2	Term 3	Term 4
AS 1: Recognizes, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures including: <ul style="list-style-type: none"> • Boxes (prisms) and balls (spheres) • Triangles and rectangles • Circles 	Learners recognise, identify and name 2-D shapes in the classroom. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response (worksheet 5) Rubric/Rating Scale	Learners recognise, identify and name 2-D shapes in pictures. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name 3-D objects in the classroom. e.g. boxes balls FAT 1 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name 3-D objects in pictures. e.g. boxes balls FAT 1 Written Response Rubric/ Rating Scale

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

Section 2

A SUMMARY OF FORMAL ASSESSMENT TASKS

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

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

Written response

Oral or Practical response

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

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

This section includes:

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

Section 4

FORMAL ASSESSMENT TASKS

TEACHER COPY

This section includes:

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

Section 5

FORMAL ASSESSMENT TASKS

LEARNER COPY



This section includes:

- The written response for the Formal Assessment Tasks of the first term
- Worksheets for the learners
- A rubric at the bottom of each worksheet to assess and record every learner's performance using the National codes (as per National Assessment Policy requirement)

Section 6

ASSESSMENT TOOLS

This section includes:

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

Section 7

PROGRAMME OF ASSESSMENT

This section includes:

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

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

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

SECTION 1

Learner Attainment Targets

Terms 1 - 4

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1: Counts forwards and backwards in: 1.1 the intervals specified in Grade 2 with increased number ranges;</p>	<p>0-300 Learners count forwards and backwards in multiples of 1,2,5 and 10 in the number range 0 – 300. Learners may use a number line, a number grid. e.g. Learners count in 1,2,5 and 10. 220,230, 240, 265, 270, 275, 204, 202, 200, 281, 280, 279,</p> <p>Learners count forwards and backwards in intervals of 1,2,5 and 10 from any number in the number range 0 – 300. Learners may use a number line, number grid. e.g. 198, 208, 218 172, 177, 182 217, 215, 213 287, 286, 285</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric</p>	<p>0-500 Learners count forwards and backwards in multiples of 1,2,5 and 10 in the number range 0 – 500. Learners may use a number line, a number grid. e.g. Learners count in 1, 2, 5 and 10. 390, 400, 410, 225, 226 ,227, 488, 486, 484, 319,318,317,... ..</p> <p>Learners count forwards and backwards in intervals of 1,2,5 and 10 from any number in the number range 0 – 500. Learners may use a number line, number grid. e.g. 479, 469, 459 233, 238, 243 431, 433, 435 500, 499, 498</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>0-700 Learners count forwards and backwards in multiples of 1,2,5 and 10 in the number range 0 – 700. Learners may use a number line, a number grid. e.g. Learners count in 1, 2, 5 and 10. 630,640, 650, 555, 560, 656, 700 ,698 ,696,... .. 669 ,670, 671 ,... ..</p> <p>Learners count forwards and backwards in intervals of 1,2,5 and 10 from any number in the number range 0 – 700. Learners may use a number line, number grid. e.g. 659, 649, 639, 799, 794, 789, 641, 643, 645, 700 ,699, 698,</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>0-1000 Learners count forwards and backwards in multiples of 1,2,5 and 10 in the number range 0 – 1000. Learners may use a number line, a number grid. e.g. Learners count in 1,2,5 and 10. 780, 790, 800, 1000, 995,990, 822, 824, 826, 909, 908, 907,</p> <p>Learners count forwards and backwards in intervals of 1,2,5 and 10 from any number in the number range 0 – 1000. Learners may use a number line, number grid. e.g. 808 818 828 904 899 894 857 859 861 899 900 901</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1: Counts forwards and backwards in: 1.2 twenties, twenty-fives, fifties and hundreds between 0 and at least 1 000.</p>	<p>0 – 300 Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 – 300. Learners may use a number-line, number grid or an abacus. e.g. 220 240 260 300 275 250 50 100 150 0 100 200</p> <p>FAT 3 Written Response Rubric</p>	<p>0 – 500 Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 – 500. Learners may use a number-line, number grid or an abacus. e.g. 480 460 440 325 250 375 450 400 350 500 400 300</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>0 – 700 Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 – 700. Learners may use a number-line, number grid or an abacus. e.g. 800 780 760 525 550 575 700 650 600 200 300 400</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>0 – 1000 Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 – 1000. Learners may use a number-line, number grid or an abacus. e.g. 980 960 940 925 900 875 650 700 750 1000 900 800 FAT 1 Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>
<p>AS 2: Knows number names from 1 to at least 10 in the mother tongue (if not the language of learning and teaching) and one other local language.</p>	<p>Learners recognise and say number names from 1 to 10 in HL if not the LOLT.</p>	<p>Learners recognise and say number names from 1 to 10 in one other local language.</p>		
<p>AS 3: Knows, reads and writes number symbols and names from 1 to at least 1 000.</p>	<p>1 – 300 Learners know, read and write number symbols and number names in the number range 1 – 300. e.g.</p>	<p>1 – 500 Learners know, read and write number symbols and number names in the number range 1 – 500. e.g.</p>	<p>1 – 700 Learners know, read and write number symbols and number names in the number range 1 – 700. e.g.</p>	<p>1 – 1000 Learners know, read and write number symbols and number names in the number range 1 – 1000. e.g.</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	Read 172 Read two hundred and twenty three Write 172 Write 299 FAT 1 Oral/Practical Response Written Response Rating scale FAT 3 Written Response Rating scale	Read 417 Read four hundred and eighty nine Write 489 Write 409 FAT 1 Oral/Practical Response Written Response Rating scale FAT 3 Written Response Rating scale	Read 654 Read six hundred and seventeen Write 674 Write 599 FAT 1 Oral/Practical Response Written Response Rating scale FAT 3 Written Response Rating scale	Read 987 Read one thousand Write 974 Write 1000 FAT 1 Oral/Practical Response Written Response Rating scale FAT 3 Written Response Rating scale
AS 4: Orders, describes and compares the following numbers: 4.1 whole numbers to at least 3 digit numbers:	0 – 300 Learners order whole numbers 0 – 300 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. e.g. Arrange in ascending order: 289 178 35 234 35 178 235 289 Learners order whole numbers 0 – 300 in a descending order (biggest to smallest). Learners may use a number line or a number grid. e.g. Arrange in descending order: 87 265 298 132 298 265 132 87 Learners describe the position of numbers 0 – 300 using before, after, between. Learners may use a number line or a number grid.	0 – 500 Learners order whole numbers 0 – 500 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. e.g. Arrange in ascending order: 500 479 456 483 456 479 483 500 Learners order whole numbers 0 – 500 in a descending order (biggest to smallest). Learners may use a number line or a number grid. e.g. Arrange in descending order: 341 287 342 487 487 342 341 287 Learners describe the position of numbers 0 – 500 using before, after, between. Learners may use a number line or a number grid.	0 – 700 Learners order whole numbers 0 – 700 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. e.g. Arrange in ascending order: 617 645 356 487 356 487 617 645 Learners order whole numbers 0 – 700 in a descending order (biggest to smallest). Learners may use a number line or a number grid. e.g. Arrange in descending order: 700 154 689 432 700 689 432 154 Learners describe the position of numbers 0 – 700 using before, after, between. Learners may use a number line or a number grid.	0 – 999 Learners order whole numbers 0 – 999 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. e.g. Arrange in ascending order: 999 678 891 987 678 891 987 999 Learners order whole numbers 0 – 999 in a descending order (biggest to smallest). Learners may use a number line or a number grid. e.g. Arrange in descending order: 867 756 987 645 987 867 756 645 Learners describe the position of numbers 0 – 999 using before, after, between. Learners may use a number

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>e.g. What comes before 287? What comes after 194? What comes between 210 and 212?</p> <p>Learners compare numbers 0 – 300 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid. e.g. Which is the biggest 243 or 234? Which is the smallest 149 or 249 One more than 287 Two more than 156 One less than 139 Two less than 299 Which number is bigger than 149? Which number is smaller than 203?</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric</p>	<p>e.g. What comes before 465? What comes after 367? What comes in between 466 and 468?</p> <p>Learners compare numbers 0 – 500 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid. e.g. Which is the biggest 343 or 334? Which is the smallest 349 or 449? One more than 474 Two more than 265 One less than 439 Two less than 399 Which number is bigger than 360? Which number is smaller than 203?</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric</p>	<p>e.g. What comes before 690? What comes after 584? What comes in between 624 and 626?</p> <p>Learners compare numbers 0 – 700 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid. e.g. Which is the biggest 546 or 678? Which is the smallest 699 or 567? One more than 654 Two more than 576 One less than 700 Two less than 698 Which number is bigger than 578? Which number is smaller than 639?</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric</p>	<p>line or a number grid. e.g. What comes before 999? What comes after 899? What comes in between 798 and 800? Learners compare numbers 0 – 999 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid. e.g. Which is the biggest 819 or 790? Which is the smallest 917 or 867? One more than 812 Two more than 954 One less than 978 Two less than 999 Which number is bigger than 765? Which number is smaller than 899? FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Written Response Rubric</p>
<p>AS 4: Orders, describes and compares the following numbers: 4.2 common fractions including halves, quarters and thirds.($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$)</p>	<p>Learners order $\frac{1}{2}$, $\frac{1}{4}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or</p>	<p>Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or</p>	<p>Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or</p>	<p>Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects,</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	colouring in. e.g. $\frac{1}{2}$ is bigger/smaller than a $\frac{1}{4}$ Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$ with a whole or with each other. e.g. Which is the biggest? $\frac{1}{2}$ or $\frac{1}{4}$ Which is the smallest? $\frac{1}{4}$ or 1 Which is the biggest? 1 or a $\frac{1}{2}$ FAT 2 Oral/Practical Response Rubric	colouring in. e.g. $\frac{1}{4}$ is bigger/smaller than a $\frac{1}{3}$ $\frac{1}{3}$ is bigger/smaller than a $\frac{1}{2}$ Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other. e.g. Which is the biggest? $\frac{1}{4}$ or $\frac{1}{3}$ Which is the smallest? $\frac{1}{2}$ or $\frac{1}{4}$ Which is the biggest? $\frac{1}{4}$ or $\frac{3}{4}$ Which is the is the biggest? 1 or a $\frac{1}{3}$ FAT 2 Oral/Practical Response Rubric	colouring in. e.g. $\frac{1}{2}$ is bigger/smaller than a $\frac{1}{4}$ $\frac{1}{3}$ is bigger/smaller than a $\frac{1}{2}$ Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other. e.g. Which is the biggest? $\frac{1}{2}$ or $\frac{1}{3}$ Which is the smallest? $\frac{1}{4}$ or $\frac{1}{3}$ Which is the biggest? 1 or a $\frac{1}{4}$ FAT 2 Oral/Practical Response Rubric	paper folding or colouring in. e.g. $\frac{1}{2}$ is bigger/smaller than a $\frac{1}{4}$ $\frac{1}{3}$ is bigger/smaller than a $\frac{1}{2}$ Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other. e.g. Which is the biggest? $\frac{1}{2}$ or $\frac{1}{3}$ Which is the smallest? $\frac{1}{4}$ or $\frac{1}{3}$ Which is the biggest? 1 or a $\frac{1}{2}$ FAT 2 Oral/Practical Response Rubric
AS5: Recognizes the place value of digits in whole numbers to at least 3-digit numbers.	0 – 300 Learners identify the place value of a given digit in a number in the number range 0 – 300. Learners may use flard cards. e.g. (<u>2</u> 19 200 or 2 hundreds) 2 <u>1</u> 9 □ or □ 21 <u>9</u> □ or □ FAT 1 Oral/Practical Response Rating scale	0 – 500 Learners identify the place value of a given digit in a number in the number range 0 – 500. Learners may use flard cards. e.g. (4 <u>8</u> 9 80 or 8 tens) 4 <u>7</u> 8 □ or □ 3 <u>5</u> 9 □ or □ FAT 1 Oral/Practical Response Written Response Rating scale	0 – 700 Learners identify the place value of a given digit in a number in the number range 0 – 700. Learners may use flard cards. e.g. (6 <u>5</u> 4 4 or 4 units) 6 <u>1</u> 9 □ or □ 61 <u>9</u> □ or □ FAT 1 Oral/Practical Response Written Response Rating scale	0 – 999 Learners identify the place value of a given digit in a number in the number range 0 – 999. Learners may use flard cards. e.g. (<u>9</u> 23 900 or 9 hundreds) 8 <u>5</u> 7 □ or □ 97 <u>2</u> □ or □ FAT 1 Oral/Practical Response Written Response Rating scale
AS6: Solves money problems involving totals and change in rands and cents, including converting between rands and cents.	0 – 300 Learners solve money problems in the number range 0 – 300 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c. Learners may use real or play money.	0 – 500 Learners solve money problems involving totals and change in the number range 0 – 500 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c. Learners may	0 - 700 Learners solve money problems involving totals and change in the number range 0 – 700 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c and convert	0 - 1000 Learners solve money problems in the number range 0 – 1000 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c and convert between

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>e.g. Learners pack out a given amount such as: R180; 99c.</p> <p>Learners calculate using addition and subtraction such as: $R100 + R50 + R17 = \square$ $R300 - R170 = \square$ Learners solve word problems involving money, such as: I have R175. I spend R112. How much money do I have left?</p> <p>FAT 2 Oral/Practical Response Written Response Rubric</p>	<p>use real or play money. e.g. Learners pack out a given amount such as: R453; R1,76.</p> <p>Learners calculate using addition and subtraction such as: $R302 + R160 = \square$ $R465 - R250 = \square$ Learners solve word problems involving money, such as: I buy a book of R154, a magazine of R23 and a gift box of R56. How much money do I have to pay?</p> <p>FAT 2 Oral/Practical Response Written Response Rubric</p>	<p>between rands and cents. Learners may use real or play money. e.g. Learners pack out a given amount such as: R689; R6,45.</p> <p>Learners calculate using addition and subtraction such as: $R654 - R235 = \square$ $R235 + R250 + R199 = \square$ Learners solve word problems involving money, such as: I want to buy a television set for R599. I only have R322, how much money do I need?</p> <p>Learners convert rands to cents and vice versa: $614c = R\square$ $R5,67 = \square c$ I have 745c. How many rands and cents do I have?</p> <p>FAT 2 Oral/Practical Response Written Response Rubric</p>	<p>rands and cents. Learners may use real or play money. e.g. Learners pack out a given amount such as: R988; R9,86.</p> <p>Learners calculate using addition and subtraction such as: $R999 - R299 = \square$ $R345 - R250 + R557 = \square$ Learners solve word problems involving money, such as: I save R123 a month. How much money can I save in 6 months?</p> <p>Learners convert rands to cents and vice versa: $899c = R\square$ $R795,45 = \square c$ I have R10,22. How many cents do I have?</p> <p>FAT 2 Oral/Practical Response Written Response Rubric</p>
<p>AS 7: Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and non-unitary fractions (e.g. $\frac{1}{4}$, $\frac{3}{4}$).</p>	<p>0 - 300 Learners solve and explain solutions to practical problems that involve equal sharing and grouping that lead to solutions that include unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) in the number range 0 - 300. Learners may use drawings.</p>	<p>0 - 500 Learners solve and explain solutions to practical problems that involve equal sharing and grouping where the remainder is a unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.) in the number range 0 - 500. Learners may use drawings.</p>	<p>0 - 700 Learners solve and explain solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.) and non-unitary ($\frac{2}{3}$, $\frac{3}{4}$) fractions in the number range 0 – 700. Learners</p>	<p>0 - 1000 Learners solve and explain solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ etc.) and non-unitary ($\frac{2}{3}$, $\frac{3}{4}$) fractions in</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>e.g. There are 15 oranges in a packet. If I have 5 packets, how many oranges do I have altogether? There are 15 oranges in a packet. If I have 10 packets, how many oranges do I have altogether? Granny bought 13 sausages and put them on a plate. She shared it equally amongst her three grandchildren. How many did each child eat?</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>e.g. There are 35 books in a box. How many books will there be in 4 boxes? There are 35 books in a box. How many books will there be in 4 boxes? Plant 164 plants in 20 rows. How many plants will there be in each row? Plant 455 plants in 20 rows. How many plants will there be in each row? Share 17pies equally amongst 4 people.</p> <p>FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>may use drawings. e.g. How many eggs are there in 1 dozen ? How many eggs are there in 3 dozen eggs? How many eggs are there in 5 dozen eggs? How many eggs are there in 9 dozen eggs? We have 33 apples. Share the apples between 4 friends. How many apples will each child get? Share 19 oranges among 4 children. I have 300 sweets. I give $\frac{1}{3}$ to Sipho. How many sweets did Sipho get? FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>the number range 0 – 1000. Learners may use drawings. e.g. Share 107 bottles of cold drink equally among 4 children. Share 29 loaves of bread equally among 3 families. The farmer plants 142 cabbages in a row. How many cabbages will he plant in 7 rows? There are 800 learners in a school. $\frac{1}{4}$ of them play soccer. How many learners play soccer? FAT 1 Oral/Practical Response Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>
<p>AS 8: Can perform calculations, using appropriate symbols, to solve problems involving: 8.1 addition and subtraction of whole numbers with at least 3 digits</p>	<p>0-300 Learners perform addition and subtraction with whole numbers in the number range 0 – 300. Learners may use flard cards, the number line or a number grid. e.g. $124 + 107 = \square$ $245 - 123 = \square$ I have 106 marbles. I buy another</p>	<p>0-500 Learners perform addition and subtraction with whole numbers in the number range 0 – 500. Learners may use flard cards, the number line or a number grid. e.g. $312 + 123 - 101 = \square$ $500 - 124 + 325 = \square$ There are 489 tins of cold drink in</p>	<p>0-700 Learners perform addition and subtraction with whole numbers in the number range 0 – 700. Learners may use flard cards, the number line or a number grid. e.g. $450 + 115 + 37 = \square$ $698 - 534 = \square$ There are 3 camps with sheep on</p>	<p>0-999 Learners perform addition and subtraction with whole numbers in the number range 0 – 999. Learners may use flard cards, the number line or a number grid. e.g. $754 + 156 = \square$ $990 - 534 = \square$</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>145 marbles. How many marbles do I have? Add and subtract whole tens and whole hundreds using flard cards. e.g. 158 + 60 = □ 158 + 100 = □ 158 – 20 = □ 158 – 100 = □</p> <p>FAT 1 Practical Response Written Response FAT 2 Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>the shop. The shopkeeper sells 324 tins. How many tins are left in the store? Add and subtract whole tens and whole hundreds using flard cards. e.g. 358 + 60 = □ 358 + 100 = □ 358 – 20 = □ 358 – 200 = □</p> <p>FAT 1 Practical Response Written Response FAT 2 Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>the farm. In the first camp, there are 254 sheep, in the second camp there are 271 sheep and in the third camp there are 171 sheep. How many sheep does the farmer have?</p> <p>FAT 1 Practical Response Written Response FAT 2 Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>	<p>We are 879 children in the school. If 534 are girls how many boys are there?</p> <p>FAT 1 Practical Response Written Response FAT 2 Written Response Rubric FAT 3 Oral/Practical Response Written Response Rubric</p>
<p>AS 8: Can perform calculations, using appropriate symbols, to solve problems involving: 8.2 multiplication of at least whole 2-digit by 1-digit numbers;</p>	<p>0 - 300 Learners perform multiplication of a two digit by a one digit in the number range 0 – 300. Learners may use drawings or a number grid. e.g. 22 x 2 = □ 17 x 5 = □ 3 x 52 = □</p> <p>There are 24 bottles in a crate. How many bottles will there be in 3 crates? FAT 1</p>	<p>0 - 500 Learners perform multiplication of a two digit by a one digit in the number range 0 – 500. Learners may use drawings or a number grid. e.g. 45 x 3 = □ 75 x 5 = □ 4 x 87 = □</p> <p>There are 56 cabbages in a row. How many cabbages will there be in 5 rows? FAT 1</p>	<p>0 - 700 Learners perform multiplication of a two digit by a one digit in the number range 0 – 700. Learners may use drawings or a number grid. e.g. 59 x 4 = □ 7 x 43 = □ 6 x 69 = □</p> <p>There are 6 boxes with packet of sugar. If there are 49 packets in a box, how many packets are there? FAT 1</p>	<p>0 - 999 Learners perform multiplication of a two digit by a one digit in the number range 0 – 1000. Learners may use drawings or a number grid. e.g. 7 x 39 = □ 5 x 26 = □ 89 x 4 = □ 89 x 8 = □ A book has 89 pages. How many pages will 9 books have? FAT 1</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric	Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric	Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric	Oral/Practical Response Written Response Rubric FAT 2 Oral/Practical Response Written Response Rubric
AS 8: Can perform calculations, using appropriate symbols, to solve problems involving: 8.3 division of at least whole 2-digit by 1-digit numbers;	0 - 99 Learners divide a 2 digit number by a 1 digit number. Learners may use counters (concrete) or drawings (semi-concrete). e.g. $24 \div 2 = \square$ $92 \div 2 = \square$ $45 \div 5 = \square$ $40 \div 5 = \square$ Share 88 pencils equally between 2 children. Share 65 pencils equally among 5 children.	0 - 99 Learners divide a 2 digit number by a 1 digit number. Learners may use counters (concrete) or drawings (semi-concrete). e.g. $34 \div 2 = \square$ $75 \div 3 = \square$ $48 \div 4 = \square$ $85 \div 5 = \square$ There are 75 chairs. We must pack them in 5 rows. How many chairs will be in a row?	0 - 99 Learners divide a 2 digit number by a 1 digit number . Learners may use counters (concrete) or drawings (semi-concrete). e.g. $56 \div 2 = \square$ $48 \div 4 = \square$ $35 \div 5 = \square$ $72 \div 9 = \square$ The farmer has 99 cows. He wants to put them in 3 camps. How many cows are there in each camp?	0 - 99 Learners divide a 2 digit number by a 1 digit number. Learners may use counters (concrete) or drawings (semi-concrete). e.g. $54 \div 9 = \square$ $96 \div 4 = \square$ $27 \div 9 = \square$ $25 \div 5 = \square$ There are 95 eggs. I put the eggs in boxes with 5 eggs in every box. How many eggs will there be in one box?
AS : Can perform calculations, using appropriate symbols, to solve problems involving: 8.4 estimation.	Learners estimate the answer to addition, subtraction, multiplication and division problems . Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction, multiplication and division problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction, multiplication and division problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	Learners estimate the answer to addition, subtraction, multiplication and division problems. Learners compare the calculated answer to the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
AS 9: Performs mental calculations involving: 9.1 addition and subtraction for numbers to at least 50	<p>0 – 20 Learners perform mental calculations with addition and subtraction with the answer to 20. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 7 + 9 = □ 18 – 3 = □ 13 + 4 = □ 15 – 7 = □ 7 + 9 – 2 = □</p> <p>FAT 1 Oral/Practical Response Rating scale FAT 3 Written Response Rating scale</p>	<p>0 – 30 Learners perform mental calculations with addition and subtraction with the answers to 30. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 6 + 12 = □ 30 – 4 = □ 25 - 8 = □ 27 + 3 = □ 28 – 6 – 2 + 3 = □</p> <p>FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>	<p>0 – 40 Learners perform mental calculations with addition and subtraction with the answers to 40. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 33 - 7 = □ 25 + 6 = □ 17 + 15 = □ 28 - 12 = □ 39 – 8 + 4 – 2 = □</p> <p>FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>	<p>0 – 50 Learners perform mental calculations with addition and subtraction with the answers to 50. Teachers use flash cards with the number symbols to represent the number combinations. e.g. 25 + 25 = □ 40 - 13 = □ 27 + 9 = □ 38 + 6 = □ 50 – 10 – 18 + 6 = □ FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>
AS 9: Performs mental calculations involving: 9.2 multiplication of whole numbers with solutions to at least 50.	<p>0 - 20 Learners perform mental calculations with multiplication with answers to 20. Teachers use flash cards with number symbols to represent the number combinations. Build up multiplication tables of 2, 5 and 10. e.g. 5 x 4 = □ 7 x 2 = □ 10 x 2 = □ 2 x 6 = □</p>	<p>0 - 30 Learners perform mental calculations with multiplication with answers to 30. Teachers use flash cards with number symbols to represent the number combinations. Build up multiplication tables of 3 and 4. Revise multiplication tables 2, 5 and 10. e.g. 5 x 3 = □ 12 x 4 = □ 9 x 3 = □</p>	<p>0 - 40 Learners perform mental calculations with multiplication with answers to 40. Teachers use flash cards with number symbols to represent the number combinations. Build up multiplication tables of 9 and 11. Revise multiplication tables of 2, 5, 10, 3 and 4. e.g. 2 x 11 = □ 3 x 9 = □ 5 x 9 = □</p>	<p>0 - 50 Learners perform mental calculations with multiplication with answers to 50. Teachers use flash cards with number symbols to represent the number combinations. e.g. 10 x 5 = □ 21 x 2 = □ 13 x 3 = □ 7 x 4 = □ 7 x 8 = □ (double 7 times four)</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>FAT 1 Oral/Practical Response Rating scale FAT 3 Written Response Rating scale</p>	<p>$5 \times 4 = \square$ $9 \times 5 = \square$</p> <p>Commutative law: $3 \times 4 = 4 \times 3$ $4 \times 5 = 5 \times 4$</p> <p>FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>	<p>$12 \times 3 = \square$ $18 \times 2 = \square$ $5 \times 8 = \square$ $6 \times 5 = \square$</p> <p>Note: $4 \times 5 = 20$ $8 \times 5 = 40$ (*double 4 times five)</p> <p>FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>	<p>FAT 1 Oral/Practical Response Rating scale FAT 2 Written Response Rating scale FAT 3 Written Response Rating scale</p>
<p>AS 10: Uses the following techniques: 10.1 building up and breaking down numbers;</p>	<p>0 – 300 Learners break down numbers in the number range 0 – 300 into different combinations. Learners may use a number grid or a number line. e.g. ($296 = 200 + 90 + 6$ or $296 = 100 + 100 + 50 + 40 + 6$.) $199 = \square + \square + \square$ $199 = \square + \square + \square + \square + \square$ $199 = 100 + \square + 9$ or $199 = \square + 90 + 9$</p> <p>Learners build up numbers in the number range 1 – 300. Learners may use a number grid or a number line. e.g. ($200 + 40 + 5 = 245$ or $100 + 100 + 20 + 20 + 5 = 245$) $100 + \square + \square + \square + \square = 299$ $200 + \square + \square = 299$</p>	<p>0 – 500 Learners break down numbers in the number range 0 – 500 into different combinations. Learners may use a number grid or a number line. e.g. ($497 = 400 + 90 + 7$ or $497 = 400 + 50 + 40 + 3 + 4$) $478 = \square + \square + \square$ $478 = \square + \square + \square + \square$ $478 = 400 + \square + 8$ or $478 = \square + 70 + 8$</p> <p>Learners build up numbers in the number range 1 – 500. Learners may use a number grid or a number line. e.g. ($200 + 200 + 7 + 1 = 408$ or $400 + 8 = 408$) $\square + \square = 432$ $\square + 100 + \square + \square + \square = 432$</p>	<p>0 – 700 Learners break down numbers in the number range 0 – 700 into different combinations. Learners may use a number grid or a number line. e.g. ($699 = 600 + 90 + 9$ or $699 = 300 + 300 + 100 + 90 + 9$) $645 = \square + \square + \square + \square + \square + \square$ $645 = \square + \square$</p> <p>Learners build up numbers in the number range 1 – 700. Learners may use a number grid or a number line. e.g. ($300 + 400 = 700$ or $200 + 400 + 100 = 700$) $\square + \square + \square + \square = 601$ $\square + 200 + \square + \square + \square = 601$</p>	<p>0 – 999 Learners break down numbers in the number range 0 – 999 into different combinations. Learners may use a number grid or a number line. e.g. ($978 = 900 + 70 + 8$ or $978 = 500 + 400 + 30 + 40 + 8$) $954 = \square + \square + \square + \square + \square$ $954 = \square + \square + \square + \square$</p> <p>Learners build up numbers in the number range 1 – 999. Learners may use a number grid or a number line. e.g. ($900 + 30 + 2 = 932$ or $500 + 400 + 30 + 1 + 1 = 932$) $\square + \square + \square + \square = 999$ $\square + \square + \square + \square + \square = 999$</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	FAT 1 Oral/Practical Response Written response Rubric FAT 2 Oral/Practical Response Written Response Rubric	FAT 1 Oral/Practical Response Written response Rubric FAT 2 Oral/Practical Response Written Response Rubric	FAT 1 Oral/Practical Response Written response Rubric FAT 2 Oral/Practical Response Written Response Rubric	FAT 1 Oral/Practical Response Written response Rubric FAT 2 Oral/Practical Response Written Response Rubric
AS 10: Uses the following techniques: 10.2 doubling and halving;	<p>1 - 300 Learners double numbers with answers in the number range 1 - 300. Learners may use a number line, flard cards or a number grid.</p> <p>Learners halve numbers in the number range 1 - 300. Learners may use a number line, flard cards or a number grid. e.g. double 72 double 128 halve 216 halve 176</p> <p>Note: Half of 40 is the same as $40 \div 2$ Double 30 is the same as 30×2</p> <p>FAT 2 Oral/Practical Response Written response Rubric FAT 3</p>	<p>1 - 500 Learners double numbers with answers in the number range 1 - 500. Learners may use a number line, flard cards or a number grid.</p> <p>Learners halve numbers in the number range 1 - 500. Learners may use a number line, flard cards or a number grid. e.g. double 219 double 243 halve 367 halve 499</p> <p>Note: Half of 47 is the same as $47 \div 2$ Double 85 is the same as 85×2</p> <p>FAT 2 Oral/Practical Response Written response Rubric FAT 3</p>	<p>1 - 700 Learners double numbers with answers in the number range 1 - 700. Learners may use a number line, flard cards or a number grid.</p> <p>Learners halve numbers in the number range 1 - 700. Learners may use a number line, flard cards or a number grid. e.g. double 279 double 326 halve 674 halve 599</p> <p>FAT 2 Oral/Practical Response Written response Rubric FAT 3</p>	<p>1 - 999 Learners double numbers with answers in the number range 1 - 999. Learners may use a number line, flard cards or a number grid.</p> <p>Learners halve numbers in the number range 1 - 999. Learners may use a number line, flard cards or a number grid. e.g. double 462 double 432 halve 987 halve 979</p> <p>FAT 2 Oral/Practical Response Written response Rubric FAT 3</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	Written Response Rubric	Written Response Rubric	Written Response Rubric	Written Response Rubric
AS 10: Uses the following techniques: 10.3 number-lines;	Integrate with all number work.	Integrate with all number work.	Integrate with all number work.	Integrate with all number work.
AS 10: Uses the following techniques: 10.4 rounding off in tens.	0 – 300 Learners round off any number to the nearest 10 in the number range 0 – 300. Learners may use a number grid or a number line. e.g. (218 ≈ 220) 13 ≈ 89 ≈ 25 ≈ 212 ≈ Is 257 closer to 250 or closer to 260?	0 – 500 Learners round off any number to the nearest 10 in the number range 0 – 500. Learners may use a number grid or a number line. e.g. (474 ≈ 470) 463 ≈ 465 ≈ 325 ≈ 499 ≈ Is 432 closer to 430 or closer to 440?	0 – 700 Learners round off any number to the nearest 10 in the number range 0 – 700. Learners may use a number grid or a number line. e.g. (599 ≈ 600) 663 ≈ 566 ≈ 686 ≈ 512 ≈ Is 687 closer to 680 or closer to 690?	0 – 999 Learners round off any number to the nearest 10 in the number range 0 – 999. Learners may use a number grid or a number line. e.g. (755 ≈ 760) 812 ≈ 874 ≈ 969 ≈ 997 ≈ FAT 1 Oral/Practical response Written response Rating scale
AS 11: Explains own solutions to problems.	0 - 300 Learners explain solution to problems in the number range 0 – 300.	0 - 500 Learners explain solution to problems in the number range 0 – 500.	0 - 700 Learners explain solution to problems in the number range 0 – 700.	0 - 999 Learners explain solution to problems in the number range 0 – 999.
AS 12: Checks the solution given to problems by peers	0 - 300 Learners check each others solution to problems in the number range 0 – 300.	0 - 500 Learners check each others solution to problems in the number range 0 – 500.	0 - 700 Learners check each others solution to problems in the number range 0 – 700.	0 - 999 Learners check each others solution to problems in the number range in the number range 0 – 999.

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 2: PATTERNS, FUNCTIONS AND ALGEBRA

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
AS 1: Copies and extends simple patterns using physical objects and drawings	Learners copy and extend a specific pattern. Learners may use buttons, beans, shapes or drawings. e.g. □ ○ ★ △	Learners copy and extend a specific pattern. Learners may use buttons, beans, shapes or drawings. e.g. ▲ ► ▼ ■		
AS 2: Copies and extends simple number sequences to at least 1000.	0 - 300 Learners copy and extend simple number sequences in the number range 0 – 300. Learners may use number lines and number grids. e.g. 112 114 116 212 224 236 100 101 103 106 300 297 294 FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubrics	0 - 500 Learners copy and extend simple number sequences in the number range 0 – 500. Learners may use number lines and number grids. e.g. 320 340 360 500 496 492 7 14 28 56 98 198 298 FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubrics	0 - 700 Learners copy and extend simple number sequences in the number range 0 – 700. Learners may use number lines and number grids. e.g. 669 667 665 330 355 380 405 600 300 150 20 40 80 FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubrics	0 - 1000 Learners copy and extend simple number sequences in the number range 0 – 1000. Learners may use number lines and number grids. e.g. 712 714 716 890 880 870 611 622 633 644 1000 980 960 940 FAT 1 Written Response Rubric FAT 2 Written Response Rubric FAT 3 Written Response Rubrics
AS 3: Creates own patterns	0 - 300 Learners create their own number patterns in the number range 0-300. Learners may use	0 - 500 Learners create their own number patterns in the number range 0-500. Learners may use	0 - 700 Learners create their own number patterns in the number range 0-700. Learners may use	0 - 1000 Learners create their own number patterns in the number range 0-1000. Learners may

GRADE 3

LEARNER ATTAINMENT TARGETS

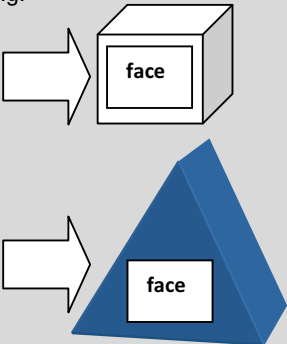
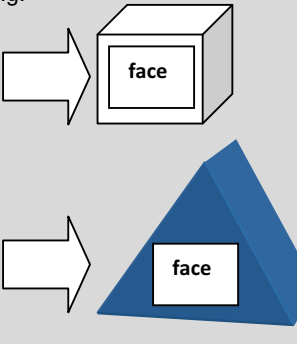
LEARNING OUTCOME 2: PATTERNS, FUNCTIONS AND ALGEBRA

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	a number line or a number grid. e.g. 232 237 242 247 300 290 280 270 FAT 3 Oral/Practical Response Written Response Rubric	a number line or a number grid. e.g. 485 484 482 479 475 402 405 407 410 412 415 FAT 3 Oral/Practical Response Written Response Rubric	a number line or a number grid. e.g. 665 666 667 668 669 700 690 670 640 600 FAT 3 Oral/Practical Response Written Response Rubric	use a number line or a number grid. e.g. 895 900 905 910 915 1000 950 900 850 800 FAT 3 Oral/Practical Response Written Response Rubric
AS 4: Describes observed patterns	0 – 300 Learners describe a given/ own number pattern in the number range 0 – 300. FAT 3 Oral/Practical Response Rubric	0 – 500 Learners describe a given/ own number pattern in the number range 0 – 500. FAT 3 Oral/Practical Response Rubric	0 – 700 Learners describe a given/own number pattern in the number range 0 – 700. FAT 3 Oral/Practical Response Rubric	0 – 1000 Learners describe a given/own number pattern in the number range 0 –1000. FAT 3 Oral/Practical Response Rubric
AS 5: Identifies, describes and copies geometric patterns in natural and cultural artefacts of different cultures and times	Learners identify, describe and copy geometric patterns in natural artefacts of different cultures and times. e.g. ethnic house □ ○ ★ △ ⊙ ⊠ ◡ ◢ ⊣ ⊤	Learners identify, describe and copy geometric patterns in natural artefacts of different cultures and times. e.g. beadwork, basket work, patterns on houses, material, clay pots		

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 3: SPACE AND SHAPE (GEOMETRY)

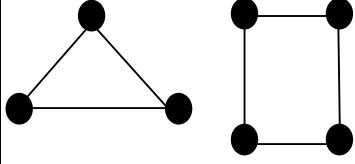
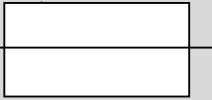
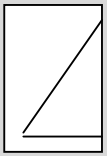
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1: Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures including:</p> <ul style="list-style-type: none"> Boxes (prisms), balls (spheres) and cylinders Triangles, squares and rectangles Circles Cones and pyramids 	<p>Learners recognise, identify and name 2D-shapes and 3D - objects in the environment and in pictures. e.g. 3D objects: boxes, balls, cylinders, cones, pyramids 2D-shapes: triangles, squares, rectangles, circles</p> <p>FAT 3 Written Response Rating scale</p>	<p>Learners recognise, identify and name 2D-shapes and 3D - objects in the environment and in pictures. e.g. 3D objects: boxes, balls, cylinders, cones, pyramids 2D-shapes: triangles, squares, rectangles, circles</p> <p>FAT 3 Oral/Practical Response Written Response Rating scale</p>	<p>Learners recognise, identify and name 2D-shapes and 3D - objects in the environment and in pictures. e.g. 3D objects: boxes, balls, cylinders, cones, pyramids 2D-shapes: triangles, squares, rectangles, circles</p> <p>FAT 3 Oral/Practical Response Written Response Rating scale</p>	<p>Learners recognise, identify and name 2D-shapes and 3D - objects in the environment and in pictures. e.g. 3D objects: boxes, balls, cylinders, cones, pyramids 2D-shapes: triangles, squares, rectangles, circles</p> <p>FAT 3 Oral/Practical Response Written Response Rating scale</p>
<p>AS 2: Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment, including: 2.1 Two-dimensional shapes in or on the faces of three-dimensional objects</p>		<p>Learners describe the 2D shape on the face of a 3D object. e.g.</p>  <p>Learners sort 3D objects according to the 2D-shape observed.</p>	<p>Learners describe the 2D shape on the face of a 3D object. e.g.</p>  <p>Learners sort 3D objects according to the 2D-shape observed.</p>	

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LEARNING OUTCOME 3: SPACE AND SHAPE (GEOMETRY)				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
		e.g. circles triangles rectangles squares. FAT 2 Oral/Practical Response Rubric	e.g. circles triangles rectangles squares. FAT 2 Oral/Practical Response Rubric	
AS 2: Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment, including: 2.2 Flat/straight and curved/round surfaces and edges		Learners describe, sort, compare 3D-objects (boxes, balls, cylinders, cones and pyramids) according to flat, and curved surfaces (faces.) Learners describe, sort and compare 2D-shapes (triangles, squares, rectangles and circles) and 3D-objects (boxes, balls, cylinders, cones and pyramids) according to straight and round edges.	Learners describe, sort, compare 3D-objects (boxes, balls, cylinders, cones and pyramids) according to flat, and curved surfaces (faces.) Learners describe, sort and compare 2D-shapes (triangles, squares, rectangles and circles) and 3D-objects (boxes, balls, cylinders, cones and pyramids) according to straight and round edges. FAT 2 Oral/Practical Response Rubric	
AS 3: Observes and creates given and described two-dimensional shapes and three-dimensional objects using concrete materials (e.g building block, construction sets, cut-out two-dimensional	Learners observe, create and describe a given 2D-shape. Learners may use clay, drinking straws, prestik, jelly tots and wool.	Learners observe, create and describe a given 3D-object. Learners may use grid paper, building blocks, waste material, cut-out-2D shapes.	Learners observe, create and describe a given 3D-object. Learners may use grid paper, building blocks, waste material, cut-out-2D shapes, tangrams.	Learners observe, create and describe a given 3D-object. Learners may use grid paper, building blocks, waste material, cut-out-2D shapes, tangrams.

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 3: SPACE AND SHAPE (GEOMETRY)

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
shapes, clay, drinking straws)	e.g. triangle, rectangle, circle, square 	e.g. tower, church, gift box, pencil holder.	e.g. tower, church, gift box, pencil holder.	e.g. tower, church, gift box, pencil holder.
AS 4: Determines lines of symmetry in two-dimensional shapes using paper folding and reflection	Learners determine lines of symmetry in 2D-shapes. e.g.  FAT 2 Written Response Rubric	Learners use paper folding and reflection to determine the line of symmetry in 2D-shapes. e.g. Reflection: use ink, paint, food colouring Paper folding: Fold a piece of paper in half, draw half of a rectangle and cut out.  FAT 2 Oral/Practical Response Rubric		
AS 5: Recognises and describes three-dimensional objects from		Learners recognise and describe 3D-objects from different	Learners recognise and describe 3D-objects from different	Learners recognise and describe 3D-objects from different

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LEARNING OUTCOME 3: SPACE AND SHAPE (GEOMETRY)				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
different positions.		positions. e.g. From the top, from the side, from the bottom	positions. e.g. From the top, from the side, from the bottom	positions. e.g. From the top, from the side, from the bottom
AS 6: Reads, interprets and draws informal maps of the school environment or of an arrangement of three-dimensional objects and locates objects on the map		Learners read and interpret informal maps of the school environment or of an arrangement of 3D-objects and locate objects on the map. e.g. School plan	Learners draw and interpret an informal map of the school environment or of an arrangement of 3D-objects and locates objects on the map. e.g. School and school surroundings	Learners draw and interpret an informal map of the school environment or of an arrangement of 3D-objects and locates objects on the map. e.g. Draw the classroom FAT 2 Written Response Rubric
AS 7: Describes positional relationships (alone and/or as a member of a group or team) between three-dimensional objects or self and a peer		Learners describe their position in relationship with a 3D-object. e.g. in front, inside, on top, behind, on the right side, on the left side	Learners describe their position in relationship with a 3D-object. e.g. in front, inside, on top, behind, on the right side, on the left side	

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 4: MEASUREMENT

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
AS 1: Reads and writes analogue and digital clock time in terms of hours, half-hours, quarters of an hour and minutes	Learners read and write hours and minutes on an analogue and digital clock. Learners may use model clocks. e.g. 10:25 25 minutes past 10 09:39 21 minutes to 10 7:00 7o'clock 07:21 21 minutes past 7 FAT 2 Oral/Practical Response Written Response Rubric	Learners read and write hours, half hours and minutes on an analogue and digital clock. Learners may use model clocks. e.g. 09:00 9o'clock half past 10 10:30 12 minutes past 9 09:12 FAT 2 Oral/Practical Response Written Response Rubric	Learners read and write hours, half hours, quarter past, quarter to and minutes on an analogue and digital clock. Learners may use model clocks. e.g. 07:45 quarter to 8 14:15 quarter past 2 12:30 Half past 12 Use fractions in the context of time e.g. 15 minutes = quarter of an hour. FAT 2 Oral/Practical Response Written Response Rubric	Learners read and write hours, half hours, quarter past, quarter to and minutes on an analogue and digital clock. Learners may use model clocks. e.g. 14:45 quarter to 3 09:15 quarter past 9 17:30 half past 5 FAT 2 Oral/Practical Response Written Response Rubric
AS 2: Solves problems involving calculations with and conversions between: 2.1 Minutes ↔ hours	Learners solve problems involving calculations with and conversions between Minutes ↔ hours e.g. 2 hours = □ minutes 180 minutes = □ hours How many minutes are there in 4 hours? How many hours are there in 240 minutes?	Learners solve problems involving calculations with and conversions between Minutes ↔ hours e.g. 6 hours = □ minutes 70 minutes = □ hours + □ minutes How many minutes are there in 5 hours? How many hours are there in 350	Learners solve problems involving calculations with and conversions between Minutes ↔ hours e.g. 5 hours = □ minutes 135 minutes = □ hours + □ minutes How many minutes are there in 4 and a half hours? How many hours are there in 135	Learners solve problems involving calculations with and conversions between Minutes ↔ hours e.g. 3 hours and 15 minutes = □ minutes 500 minutes = □ hours + □ minutes How many minutes are there in 7 hours and 40 minutes?

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 4: MEASUREMENT

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
		minutes?	minutes? FAT 2 Oral/Practical Response Written Response Rubric/Rating scale	How many hours are there in 660minutes? FAT 2 Written Response Rubric
AS 2: Solves problems involving calculations with and conversions between: 2.2 Hours ↔ days	Learners solve problems involving calculations with and conversions between hours ↔ days e.g. 2 days = □ hours How many hours are there in 3 days? How many days are there in 70 hours? FAT 2 Oral/Practical Response Written Response Rubric	Learners solve problems involving calculations with and conversions between hours ↔ days e.g. 9 days = □ hours How many hours are there in 5 days? How many days are there in 96 hours?	Learners solve problems involving calculations with and conversions between hours ↔ days e.g. 2 days and 5 hours = □ hours How many hours are there in 4 and a half days? How many days are there in 124 hours?	Learners solve problems involving calculations with and conversions between hours ↔ days e.g. 5 days and 10 hours = □ hours How many hours are there in 4 days and 12 hours? How many days are there in 200 hours? FAT 2 Written Response Rubric
AS 2: Solves problems involving calculations with and conversions between: 2.3 Days ↔ months	Learners solve problems involving calculations with and conversions between day ↔ months e.g. How many days in September and October? Which months have 31 days? FAT 2 Oral/Practical Response	Learners solve problems involving calculations with and conversions between day ↔ months e.g. How many days in a year? How many days in June + April + July? FAT 2 Oral/Practical Response	Learners solve problems involving calculations with and conversions between day ↔ months e.g. How many days from 1 January to 3 March?	Learners solve problems involving calculations with and conversions between day ↔ months e.g. How many days from 28 October to Christmas?

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 4: MEASUREMENT

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	Written Response Rating scale	Written Response Rating scale		
AS 3: Identifies important dates on calendars including dates of: 3.1 Religious festivals 3.2 Historical events	Learners identify and indicate religious and historical events on calendars. e.g. Easter Sunday, Ramadan, Christmas, New Year Workers day, Human Rights Day etc.	Learners identify and indicate religious and historical events on calendars. e.g. Easter Sunday, Ramadan, Christmas, New Year Workers day, Human Rights Day etc.	Learners identify and indicate religious and historical events on calendars. e.g. Easter Sunday, Ramadan, Christmas, New Year Workers day, Human Rights Day etc.	Learners identify and indicate religious and historical events on calendars. e.g. Easter Sunday, Ramadan, Christmas, New Year Workers day, Human Rights Day etc.
AS 4: Recognises and describes different calendars used in different cultures		Learners recognise and describe different calendars used in different cultures. e.g. Jewish Islam Christian		
AS 5: Estimates, measures, compares and orders three-dimensional objects using non-standard and standard measures: • Mass (e.g packets, kilograms) • Capacity (e.g bottles, litres) • Length (e.g desk lengths, metres)	Length Learners estimate and measure the lengths of different objects using metres. Learners may use tape measures, a trundle wheel, metre stick. e.g. desk length length of the room Learners compare the length of different objects and order them from longest to shortest and shortest to longest.	Mass Learners estimate and measure mass of different objects using kilograms. Learners may use a scale that measures in kilograms. e.g. 6 cups of sugar 5 books Learners compare the mass of different objects and order them from heaviest to lightest and lightest to heaviest	Capacity Learners estimate and measure the capacity of different containers using liters. Learners may use liter jugs or liter bottles. e.g. How many liters are there in a bucket. Learners compare the capacity of containers and order them from most to least and least to most	Length, Mass,Capacity Learners measure and compare the length, mass and capacity of different objects. Learners arrange the objects from longest to shortest, shortest to longest, heaviest to lightest, lightest to heaviest and most to least or least to most.

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 4: MEASUREMENT

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	FAT 2 Oral/Practical Response Written Response Rubric	FAT 2 Oral/Practical Response Written Response Rubric	FAT 2 Oral/Practical Response Written Response Rubric	FAT 2 Oral/Practical Response Written Response Rubric
AS 6: Investigates (alone and/or as a member of a group or team) and approximates: 6.1 Distance around two-dimensional shapes using string	Learners work alone or as a group to estimate the distance around 2D-shapes. The learners may use wool or string. e.g. The distance around different sizes of triangles, rectangles, circles and squares.	Learners work alone or as a group to estimate the distance around 2D-shapes. The learners may use wool or string. e.g. The distance around different sizes of triangles, rectangles, circles and squares.		
AS 6: Investigates (alone and/or as a member of a group or team) and approximates: 6.2 Area of two-dimensional shapes using tiling		Learners estimate the number of tiles that will cover a given area. Learners use tiles or a tile template to cover a given area. e.g. How many A4-books cover the floor area?	Learners estimate the number of tiles that will cover a given area. Learners use tiles or a tile template to cover a given area. e.g. How many match boxes will cover an A4-paper? FAT 2 Oral/Practical Response Rubric	Learners estimate the number of tiles that will cover a given area. Learners use tiles or a tile template to cover a given area. e.g. How many shoe boxes will cover desk or floor area?

GRADE 3

LEARNER ATTAINMENT TARGETS

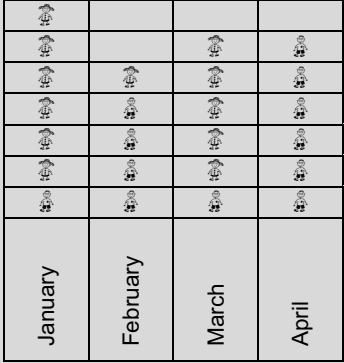


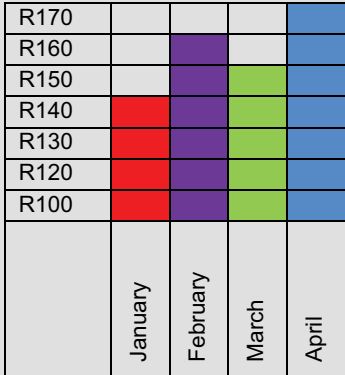
LEARNING OUTCOME 5: DATA HANDLING

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
AS 1: Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class (e.g 'How many learners walk to school?')	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. How many birthdays are there in January, February, March etc. FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. How many rainy days, sunny days, windy days are there in a month? FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. What is the rainfall of different cities in a year? FAT 3 Oral/Practical Response Rubric	Learners collect data in the classroom and school environment according to one attribute. Learners answer questions about the collections. e.g. How much money was collected from a recycling project for a year? FAT 3 Oral/Practical Response Rubric
AS 2: Sorts, orders and organises own and supplied data by one or more attributes for a particular reason	Learners sort, order and organise the collected data. e.g. Sort birthdays of the learners in the class according to the months of the year. FAT 3 Oral/Practical Response Rubric	Learners sort, order and organise the collected data. e.g. Sort the weather conditions in a month according to rainy, sunny and windy days. FAT 3 Oral/Practical Response Rubric	Learners sort, order and organise supplied data according to one attribute. e.g. The rainfall of different cities in a year. FAT 3 Oral/Practical Response Rubric	Learners sort, order and organise supplied data according to one attribute. e.g. Money collected from a recycling project for a year. FAT 3 Oral/Practical Response Rubric
AS 3: Draws pictures and constructs pictographs and bar graphs that have a 1-1 correspondence between own data and representation	Learners draw pictures to show correspondence between collected data and representation. Learners may use drawings. e.g.	Learners draw crosses to show correspondence between collected data and representation. Learners use crosses. e.g.	Learners draw a bar graph to show correspondence between supplied data and representation. Learners use colouring in. e.g.	Learners draw a bar graph to show correspondence between supplied data and representation. Learners use colouring in. e.g.

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 5: DATA HANDLING

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	<p>The birthdays of the learners in the class</p>  <p>January February March April</p> <p>FAT 3 Written Response Rubric</p>	<p>The weather condition for a week</p>  <p>FAT 3 Written Response Rubric</p>	<p>The rainfall of different cities</p>  <p>Port Elizabeth Cape Town Durban Johannesburg</p> <p>FAT 3 Written Response Rubric</p>	<p>Money collected from a recycling project from January to April</p>  <p>January February March April</p> <p>FAT 3 Written Response Rubric</p>
<p>AS 4: Reads, interprets and reports on information in own and peer's representations of data</p>	<p>Learners read, interpret and report on information of data representations. Learners may present data in different ways. e.g. pictograph</p> <p>FAT 3 Oral/Practical Response Rubric</p>	<p>Learners read, interpret and report on information of data representations. Learners may present data in different ways. e.g. pictograph</p> <p>FAT 3 Oral/Practical Response Rubric</p>	<p>Learners read, interpret and report on information of data representations. Learners may present data in different ways. e.g. pictograph bar graph: horizontal, vertical</p> <p>FAT 3 Oral/Practical Response Rubric</p>	<p>Learners read, interpret and report on information of data representations. Learners may present data in different ways. e.g. pictograph bar graph: horizontal, vertical</p> <p>FAT 3 Oral/Practical Response Rubric</p>
<p>AS 5: Reads and interprets data</p>	<p>Learners answer questions about</p>	<p>Learners answer questions about</p>	<p>Learners answer questions about</p>	<p>Learners answer questions</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LEARNING OUTCOME 5: DATA HANDLING

ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
presented in simple tables and lists	<p>own and other graphs. Teachers may use simple tables, lists and graphs. e.g. The birthday graph: Which month has the most /least birthdays? How many birthdays in October and November?</p> <p>FAT 3 Written Response Rubric</p>	<p>own and other graphs. Teachers may use simple tables, lists and graphs. e.g. The weather graph: How many sunny days in the month? How many rainy days in the month? How many more sunny than rainy days in the month?</p> <p>FAT 3 Written Response Rubric</p>	<p>own and other graphs. Teachers may use simple tables, lists and graphs. e.g. The rainfall graph: Which city had the most rainfall? Which city had the least rainfall? How many millimeters do Johannesburg and Port Elizabeth have together?</p> <p>FAT 3 Written Response Rubric</p>	<p>about own and other graphs. Teachers may use simple tables, lists and graphs. e.g. The money graph: In which month did they collect the most/least money? How much money did they collect in January? How much more money did they collect in January than April? etc.</p> <p>FAT 3 Written Response Rubric</p>

SECTION 2
Summary of Formal
Assessment Tasks
Terms 1-4

SUMMARY : FORMAL ASSESSMENT TASKS				
NUMERACY : GRADE 3				
TASK 1	TERM 1	TERM 2	TERM 3	TERM 4
	LO1 AS 1.1	LO1 AS 1.1	LO1 AS 1.1	LO1 AS 1.1
	LO1 AS 3	LO1 AS 1.2	LO1 AS 1.2	LO1 AS 1.2
	LO1 AS 4.1	LO1 AS 3	LO1 AS 3	LO1 AS 3
	LO1 AS 5	LO1 AS 4.1	LO1 AS 4.1	LO1 AS 4.1
	LO1 AS 7	LO1 AS 5	LO1 AS 5	LO1 AS 5
	LO1 AS 8.1	LO1 AS 7	LO1 AS 7	LO1 AS 7
	LO1 AS 8.2	LO1 AS 8.1	LO1 AS 8.1	LO1 AS 8.1
	LO1 AS 9.1	LO1 AS 8.2	LO1 AS 8.2	LO1 AS 8.2
	LO1 AS 9.2	LO1 AS 9.1	LO1 AS 9.1	LO1 AS 9.1
	LO1 AS 10.1	LO1 AS 9.2	LO1 AS 9.2	LO1 AS 9.2
		LO1 AS 10.1	LO1 AS 10.1	LO1 AS 10.1
LO2 AS 2	LO2 AS 2	LO2 AS 2	LO2 AS 2	
TASK 2	TERM 1	TERM 2	TERM 3	TERM 4
	LO1 AS 1.1	LO1 AS 1.1	LO1 AS 1.1	LO1 AS 1.1
	LO1 AS 4.2	LO1 AS 1.2	LO1 AS 1.2	LO1 AS 1.2
	LO1 AS 6	LO1 AS 4.2	LO1 AS 4.2	LO1 AS 4.2
	LO1 AS 8.1	LO1 AS 6	LO1 AS 6	LO1 AS 6
	LO1 AS 8.2	LO1 AS 8.1	LO1 AS 8.1	LO1 AS 8.1
	LO1 AS 10.1	LO1 AS 8.2	LO1 AS 8.2	LO1 AS 8.2
	LO1 AS 10.2	LO1 AS 9.1	LO1 AS 9.1	LO1 AS 9.1
		LO1 AS 9.2	LO1 AS 9.2	LO1 AS 9.2
		LO1 AS 10.1	LO1 AS 10.1	LO1 AS 10.1
		LO1 AS 10.2	LO1 AS 10.2	LO1 AS 10.2
				LO1 AS 10.4
	LO2 AS 2	LO2 AS 2	LO2 AS 2	LO2 AS 2
	LO3 AS 2.1	LO3 AS 2.1	LO3 AS 2.1	LO3 AS 6
	LO3 AS 4	LO3 AS 4	LO3 AS 2.2	
	LO4 AS 1	LO4 AS 1	LO4 AS 1	LO4 AS 1
	LO4 AS 2.2	LO4 AS 2.3	LO4 AS 2.1	LO4 AS 2.1
	LO4 AS 2.3	LO4 AS 5	LO4 AS 5	LO4 AS 2.2
LO4 AS 5		LO4 AS 6	LO4 AS 5	
TASK 3	TERM 1	TERM 2	TERM 3	TERM 4
	LO1 AS 1.2	LO1 AS 1.1	LO1 AS 1.1	LO1 AS 1.1
	LO1 AS 3	LO1 AS 1.2	LO1 AS 1.2	LO1 AS 1.2
	LO1 AS 4.1	LO1 AS 3	LO1 AS 3	LO1 AS 3
	LO1 AS 7	LO1 AS 4.1	LO1 AS 4.1	LO1 AS 4.1
	LO1 AS 8.1	LO1 AS 7	LO1 AS 7	LO1 AS 7
	LO1 AS 8.3	LO1 AS 8.1	LO1 AS 8.1	LO1 AS 8.1
	LO1 AS 9.1	LO1 AS 8.3	LO1 AS 8.3	LO1 AS 8.3
	LO1 AS 9.2	LO1 AS 9.1	LO1 AS 9.1	LO1 AS 9.1
	LO1 AS 10.2	LO1 AS 9.2	LO1 AS 9.2	LO1 AS 9.2
		LO1 AS 10.2	LO1 AS 10.2	LO1 AS 10.2
	LO2 AS 2	LO2 AS 2	LO2 AS 2	LO2 AS 2
	LO2 AS 3	LO2 AS 3	LO2 AS 3	LO2 AS 3
	LO2 AS 4	LO2 AS 4	LO2 AS 4	LO2 AS 4
	LO3 AS 1	LO3 AS 1	LO3 AS 1	LO3 AS 1
	LO5 AS 1	LO5 AS 1	LO5 AS 1	LO5 AS 1
	LO5 AS 2	LO5 AS 2	LO5 AS 2	LO5 AS 2
	LO5 AS 3	LO5 AS 3	LO5 AS 3	LO5 AS 3
LO5 AS 4	LO5 AS 4	LO5 AS 4	LO5 AS 4	
LO5 AS 5	LO5 AS 5	LO5 AS 5	LO5 AS 5	

SECTION 3

Description of Formal Assessment Tasks

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1						
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	1.1	1,2	0 - 300 Learners count forwards and backward n multiples of 1,2,5,and 10 in the number range 0 - 300. Learners may use a number line, a number grid or an abacus.	FAT 1: Practical in small groups Learners count forwards and backwards in multiples of 1,2,5, and 10 on number grid in the number range 0 – 300.	O/PR	Rubric
			Learners count forwards and backwards in intervals of 1,2,5, and 10 from any number in the number range 0 - 300. Learners may use a number line, a number grid or an abacus.	FAT 1: Written Learners count on a number line on a worksheet in the number range 0 - 300.	WR	Rubric
	1.2	3	Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 - 300. Learners may use a number-line, a number grid or an abacus.	FAT 2: Practical in small groups Count forwards and backwards in intervals of 1,2, 5 and 10 on a number line in the number range 0 – 300.	O/PR	Rubric
				FAT 2: Written Learners count forwards and backwards in multiples of 2's, 5's, 10's and 1's on a worksheet in the number range 0 – 300. .	WR	Rubric
	3	1,3	1 – 300 Learners know, read and write number symbols and names in the number range 1 – 300.	FAT 3: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 300 on a worksheet.	WR	Rubric
				FAT 1 : Practical in small groups/Written Learners write number names and symbols in the number range 1 -200.	O/PR WR	Rating scale
			FAT 1: Written Learners write number names and symbols in the number range 0 - 200.	WR	Rating scale	
			FAT 3 : Written Learners write number names and number symbols in the number range 1 – 300.	WR	Rating scale	

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	4.1	1,3	<p>Learners order whole numbers 0 – 300 in an ascending order (smallest to biggest). Learners may use a number line or a number grid.</p> <p>Learners order whole numbers 0 – 300 in a descending order (biggest to smallest). Learners may use a number line or a number grid.</p> <p>Learners describe the position of numbers 0 – 300 using before, after, between. Learners may use a number line or a number grid.</p> <p>Learners compare numbers 0 – 300 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid.</p>	<p>FAT 1 : Practical in small groups. Arrange numbers from big to small with number cards. 124, 142, 104, 214, 204 Discuss before, after, 2 less than, 2 more than,</p> <p>FAT 1: Written Learners order numbers from biggest to smallest and answer questions about the numbers on a worksheet.</p> <p>FAT 3 : Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet.</p>	O/PR WR WR	Rubric Rubric Rubric
	4.2	2	Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$ with a whole or with each other.	FAT 2: Practical in small groups The learners fold and colour fractional parts. They order the fractions from the smallest to the biggest and answer questions about the fractions.	O/PR	Rubric
	5	1	0 – 300 Learners identify the place value of a given digit in a number in the number range 0 – 300. Learners may use flard cards.	FAT 1 : Practical in small groups Learners identify the place value of a given digit in a number in the number range 0 - 300 e.g. 156 6 or 6 units 299 90 or 9 tens	O/PR	Rating scale

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	6	2	<p>0 – 300</p> <p>Learners solve money problems in the number range 0 – 300 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c. Learners may use real or play money.</p> <p>Learners pack out a given amount.</p> <p>Learners calculate using addition and subtraction.</p> <p>Learners solve word problems involving money.</p>	<p>FAT 2: Practical in small group/Written</p> <p>Using real or play money. The learners pack out the exact amount to pay for an item costing a given amount, e.g. R155 or R20,75.</p> <p>Using real or play money. Learners pack out a given amount. They add another amount. They calculate the total, e.g.R135, R29, R101, R246 – R123</p> <p>HINT: The learners write their calculations in their class workbooks, on slates or white boards.</p> <p>The teacher asks word problems in the number range 0 - 300. Learner may use play money, drawings or calculations to solve the problems.</p> <p>e.g. Jack gives the cashier a R50 note to pay for a calculator that costs R39,95. How much change should Jake get?</p> <p>HINT: The learners write their calculations in their class workbooks, on slates or white boards.</p> <p>FAT 2: Written</p> <p>Learners solve word problems on a worksheet.</p>	<p>O/PR WR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p>
	7	1	<p>0 - 300</p> <p>Learners solve and explain solutions to practical problems that involve equal sharing and grouping that lead to solutions that include unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$,) in the number range 0 - 300. Learners may use drawings.</p>	<p>FAT 1: Practical in small groups/Written</p> <p>The teacher asks word problems in the number range 0 - 300. Learners use concrete apparatus, drawings or calculations to solve their problems,</p> <p>e.g. A framer has 250 cows. He puts 50 cows in a camp. How many camps does he need?</p> <p>e.g. Share 35 biscuits equally between 2 children. How many biscuits will each child have?</p> <p>e.g. The teacher buys 5 bags of tennis balls. There are 28 balls in each bag. How many tennis balls are there?</p> <p>HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 1: Written</p> <p>Learners solve word problems on a worksheet.</p>	<p>O/PR WR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p>

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7	3	0 - 300 Learners solve and explain solutions to practical problems that involve equal sharing and grouping that lead to solutions that include unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$,) in the number range 0 - 300. Learners may use drawings.	FAT 3: Practical in small groups/Written The teacher asks word problems in the number range 0 - 300. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. There are 120 grade 3 learners in a school. The school has booked 5 buses to take the learners on an outing. How many learners in each bus? e.g. Bruce's mom bought 17 pies. She divides it equally amongst her 4 children. How many pies will each child have? e.g. Daisy the cow gives 23 litres of milk in a day. How many litres of milk will she give in a week? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 3: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
	8.1	1	0-300 Learners perform addition and subtraction with whole number in the number range 0 – 300. Learners may use flard cards, the number line or a number grid.	FAT1: Practical in small groups/Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 300. The learners solve the problems using counters, drawings or calculations. e.g. Vonnie found 62 shells at the beach. She kept 35 of them and gave the rest to her sister. How many shells did she give away? e.g. Lulu and Lisa collect dolls. Lulu has 65 dolls and Lisa has 83 dolls. How many dolls do they have together? How many more dolls does Lisa have? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners do calculations with addition and subtraction on a worksheet.	WR WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	2,3	0-300 Learners perform addition and subtraction with whole number in the number range 0 – 300. Learners may use flard cards, the number line or a number grid.	<p>FAT 2: Written Learners write the answers to addition and subtraction sums on a worksheet.</p> <p>FAT 2: Written Learners solve word problems on a worksheet.</p> <p>FAT 3: Practical in small groups/ Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 300. The learners solve the problems using counters, drawings or calculations. e.g. The farmer picks 189 apples and 104 oranges. How many more apples than oranges? e.g. The farmer has 3 orchards. He plants 123 trees in the first orchard, 99 trees in the second orchard and 71 trees in the third orchard. How many trees did he plant? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet.</p>	WR WR O/PR WR	Rubric Rubric Rubric
	8.2	1	0 - 300 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 300. Learners may use drawings or a number grid.	<p>FAT 1 : Practical in small groups/Written The teacher asks word problems in the number range 0 - 300. The learners solve the problems using counters, drawing or calculations, e.g. There are 54 stickers on a page. How many stickers are there on 5 pages? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 1: Written Learners solve word problems on a worksheet.</p>	O/PR WR WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	2	0 - 300 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 300. Learners may use drawings or a number grid.	FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 300. The learners solve the problems using counters, drawing or calculations, e.g. Each learner receives 4 pencils. If there are 32 learners in a class, how many pencils will the class receive altogether? 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 multiply a whole two digit number by a one digit number.	WR	Rubric
				FAT 2: Written Learners solve word problems on a worksheet.	WR	Rubric
	8.3	3	0 - 99 Learners divide a 2 digit number by a 1 digit number with solutions with and without remainders. Learners may use counters (concrete) or drawings (semi-concrete).	FAT 3 : Practical in small groups/Written The learners divide a two-digit number by a one-digit number. The teacher asks word problems with division in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations, e.g. $33 \div 2$, $75 \div 3$, etc. e.g. Takalani has 85 sweets. She puts 5 sweets in a packet. How many plastic bags does she need? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
				FAT 3: Written Learners solve word problems on a worksheet.	WR	Rubric
	9.1 9.2	1,3	0 – 20 Learners perform mental calculations with addition and subtraction with the answer to 20. Teachers use flash cards with the number symbols to represent the number combinations. Learners perform mental calculations with multiplication with answers to 20. Teachers use flash cards with number symbols to represent the number combinations.	FAT 1: Practical in small groups. The teacher asks addition, subtraction and multiplication sums in the number range 0 – 20. FAT 3: Written The learners write the answers to addition, subtraction and multiplication sums in the number range 0 – 20.	O/PR WR	Rating scale Rating scale

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	10.1	1,2	1 – 300 Learners break down numbers in the number range 1 – 300. Learners may use a number grid or a number line. Learners build up numbers in the number range 1 – 300. Learners may use a number grid or a number line.	FAT 1 : Practical in small groups/Written The teacher gives each learner a number between 0 – 300. The learners break down and build up the given numbers in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Practical in small groups/Written The teacher gives each learner a number between 0 – 300. The learners break down and build up the given numbers in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Written Learners build up and break down numbers on a worksheet.	O/PR WR O/PR WR WR	Rubric Rubric Rubric
	10.2	2,3	Learners double numbers with answers in the number range 1 - 300. Learners may use a number line, flard cards or a number grid. Learners halve numbers in the number range 1 - 300. Learners may use a number line, flard cards or a number grid.	FAT 2: Practical in small groups/Written The learners double with answers in the number range 1 – 300. Learners halve numbers in the number range 1 – 300. The learners may use flard cards, the number line or a number grid. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners double and halve numbers on a worksheet. FAT 3: Written Learners double and halve numbers on a worksheet.	O/PR WR WR WR	Rubric Rubric Rubric
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0 - 300 Learners copy and extend simple number sequences in the number range 0 – 300. Learners may use number lines and number grids.	FAT 1 : Written Learners copy and complete a number pattern in the number range 0 – 300 on a worksheet. FAT 2 : Written Learners copy and complete a number pattern in the number range 0 – 300 on a worksheet. FAT 3 : Written Learners copy and complete a number pattern in the number range 0 – 300 on a worksheet.	WR WR WR	Rubric Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	3	3	0 - 300 Learners create their own number patterns in the number range 0-300. Learners may use a number line or a number grid.	FAT 3 : Practical in small groups/Written Learners create their own number patterns in the number range 0 – 300. Learners may use a number line or a number grid.	O/PR WR	Rubric
	4	3	0 – 300 Learners describe a given/ own number pattern in the number range 0 – 300.	FAT 3 : Practical in small groups. Learners describe their own or a given number pattern in the number range 0 - 300.	O/PR	Rubric
LO 3 SPACE AND SHAPE	1	3	Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures.	FAT 3 : Written Learners recognise, identify and name 2D-shapes and 3D-objects.	WR	Rating scale
	4	2	Learners determine lines of symmetry in 2D-shapes.	FAT 2 : Written Learners draw the reflection of the given 2D-shape on graph paper.	WR	Rubric
LO 4 MEASUREMENT	1	2	Learners read and write hours and minutes on an analogue and digital clock. Learners may use model clocks.	FAT 2 : Practical in small groups/Written Learners read and write hours and minutes on a digital and analogue clock. HINT: The learners write the time in their class workbooks, on slates or white boards.	O/PR	Rubric
	2.2 2.3	2	Learners solve problems involving calculations with and conversions between hours to days, days to months	FAT 2 : Practical in small groups/Written The learners use a calendar to convert days to months and hours to days. Learners answer questions. HINT: The learners write their calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
	5	2	Length Learners estimate and measure the lengths of different objects using metres. Learners may use tape measures, a trundle, wheel, metre stick. Learners compare the length of different objects and order them from longest to shortest and shortest to longest.	FAT 2 : Practical in small groups Learners estimate the length of a metre on the floor. The learners use a one metre length string to check their estimations. Learners choose three things in the classroom or in the school environment they think are about one metre long, more than 3 metres long and about a half a metre long. FAT 2: Written Learners measure and answer questions on a worksheet	O/PR WR WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 3: Term 1						
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.	FAT 3: Practical in small group Learners collect the names of the learners in their class.	O/PR	Rubric
	2	3	Learners sort, order and organise the collected data	FAT 3: Practical in small groups The learners sort the names according to the alphabet.	O/PR	Rubric
	3	3	Learners draw pictures to show correspondence between collected data and representation. Learners may use drawings.	FAT 3: Written Learners present their representations on a graph.	WR	Rubric
	4	3	Learners read, interpret and report on information of data representations. Learners may present data in different ways.	FAT 3: Practical in small groups Learners talk about their representations.	O/PR	Rubric
	5	3	Learners answer questions in own and other graphs. Teachers may use simple tables, lists and graphs.	FAT 3: Written Learners answer questions about the graph.	WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	1.1	1,2,3	<p>0 - 500</p> <p>Learners count forwards and backward in multiples of 1,2,5, and 10 in the number range 0 - 500. Learners may use a number line, a number grid or an abacus.</p> <p>Learners count forwards and backwards in intervals of 1,2,5, and 10 from any number in the number range 0 - 500. Learners may use a number line, a number grid or an abacus.</p>	<p>FAT 1: Practical in small groups</p> <p>Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 500.</p>	O/PR	Rubric
				<p>FAT 1: Written</p> <p>Learners count on a number line on a worksheet in the number range 0 - 500.</p>	WR	Rubric
				<p>FAT 2: Practical in small groups</p> <p>Count forwards and backwards in multiples and intervals of 1, 2, 5 and 10 on a number line in the number range 0 – 500.</p>	O/PR	Rubric
				<p>FAT 2: Written</p> <p>Learners count in 2's, 5's, 10's and 1's on a worksheet.</p>	WR	Rubric
				<p>FAT 3: Practical in small groups</p> <p>Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 500.</p>	O/PR	Rubric
	1.2	1,2, 3	<p>Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 - 500. Learners may use a number-line, a number grid or an abacus.</p>	<p>FAT 1: Practical in small groups</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 - 500.</p>	O/PR	Rubric
				<p>FAT 1: Written</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 – 500 on a worksheet.</p>	WR	Rubric
				<p>FAT 2: Practical in small groups</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 - 500.</p>	O/PR	Rubric
				<p>FAT 2: Written</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 – 500 on a worksheet.</p>	WR	Rubric
				<p>FAT 3: Practical in small groups</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 - 500.</p>	O/PR	Rubric
			<p>FAT 3: Written</p> <p>Learners count forwards and backwards in multiple of 20's, 25's, 50's and 100's in the number range 0 – 500 on a worksheet.</p>	WR	Rubric	

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	3	1,3	1 – 500 Learners know, read and write number symbols and names in the number range 1 – 500.	FAT 1 : Practical in small groups/Written Learners write number names and symbols in the number range 1 -500. FAT 3 : Practical in small groups/Written Learners read and write number names and number symbols in the number range 1 – 500.	O/PR WR O/PR WR	Rating scale Rating scale
	4.1	1,3	0 -500 Learners order whole numbers 0 – 500 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. Learners order whole numbers 0 – 500 in a descending order (biggest to smallest). Learners may use a number line or a number grid. Learners describe the position of numbers 0 – 500 using before, after, between. Learners may use a number line or a number grid. Learners compare numbers 0 – 500 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid.	FAT 1: Practical in small groups. Arrange numbers from big to small or small to big with number cards, e.g. 324, 442, 500, 414, 304. Discuss before, after, 3 less than, 5 more than, FAT 1: Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet. FAT 3 : Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet.	O/PR WR WR	Rubric Rubric Rubric
	4.2	2	Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or colouring in. Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other.	FAT 2: Practical in small groups The learners fold and colour fractional parts. They order the fractions from the smallest to the biggest and answer questions about the fractions.	O/PR	Rubric
	5	1	0 – 500 Learners identify the place value of a given digit in a number in the number range 0 – 500. Learners may use flard cards.	FAT 1 : Practical in small groups Learners identify the place value of a given digit in a number in the number range 0 - 500 e.g. 385 80 or 8 tens 467 400 or 4 hundreds FAT 1: Written Learners identify the place value of a given digit in a number in the number range 0 - 500.	O/PR WR	Rating scale Rating scale

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7	3	0 - 500 Learners solve and explain solutions to practical problems that involve equal sharing and grouping that lead to solutions that include unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$,) in the number range 0 - 500. Learners may use drawings.	FAT 3: Practical in small groups/Written The teacher asks word problems in the number range 0 - 500. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. Share 441 marbles among 3 children. e.g. Share 389 sweets between 2 learners. e.g. Three boys plan to go on a hiking trip through the mountains. They walk 72km in a day. How far would they walk in three days? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 3: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
	8.1	1	0- 500 Learners perform addition and subtraction with whole numbers in the number range 0 – 500. Learners may use flard cards, the number line or a number grid.	FAT1: Practical in small groups/Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 500. The learners solve the problems using counters, drawings or calculations. e.g. 312 people visit the Lion Park on Monday. On Tuesday 123 people visit the park. How many people visited the Lion Park ? e.g. A chicken farmer has 498 chickens. He sells 279chickens. How many chickens does he have left? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners do calculations with addition and subtraction on a worksheet.	O/PR WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	2,3	0-500 Learners perform addition and subtraction with whole number in the number range 0 – 500. Learners may use flard cards, the number line or a number grid.	<p>FAT 2: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet.</p> <p>FAT 3: Practical in small groups/ Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 500. The learners solve the problems using counters, drawings or calculations. e.g. The fisherman on the first boat caught 334 fish. Those on the second boat caught 156 fish. How many fish were there altogether? How many more fish did the first boat catch? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet.</p>	WR O/PR WR WR	Rubric Rubric Rubric
	8.2	1	0 - 500 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 500. Learners may use drawings or a number grid.	<p>FAT 1 : Practical in small groups/Written The teacher asks word problems in the number range 0 - 500. The learners solve the problems using counters, drawing or calculations, e.g. Mr Bulo carried 56 bricks at a time in his wheelbarrow. How many bricks had he carried after four trips? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 1: Written Learners solve word problems on a worksheet.</p>	O/PR WR WR	Rubric Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	2	0 - 500 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 500. Learners may use drawings or a number grid.	<p>FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 500. The learners solve the problems using counters, drawing or calculations, e.g. There are 15 rugby players in a team. How many rugby players are there in 4 teams? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 2: Written Learners multiply a whole two digit number by a one digit number. Learners solve word problems on a worksheet.</p>	O/PR WR	Rubric
	8.3	3	0 - 99 Learners divide a 2 digit number by a 1 digit number with solutions with and without remainders. Learners may use counters (concrete) or drawings (semi-concrete).	<p>FAT 3 : Practical in small groups/Written The learners divide a two-digit number by a one-digit number. The teacher asks word problems with division in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations, e.g. $84 \div 4$, $75 \div 5$, $87 \div 3$ etc. e.g. The farmer has 87 sheep. He puts them equally in 5 camps. How many sheep in a camp and how many left over? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p>	O/PR WR	Rubric
	9.1 9.2	1,3	0 – 30 Learners perform mental calculations with addition and subtraction with the answer to 30. Teachers use flash cards with the number symbols to represent the number combinations. Learners perform mental calculations with multiplication with answers to 30. Teachers use flash cards with number symbols to represent the number combinations.	<p>FAT 1 : Practical in small groups. The teacher asks addition, subtraction and multiplication sums in the number range 0 – 30.</p> <p>FAT 2 : Practical in small groups. The teacher asks addition, subtraction and multiplication sums in the number range 0 – 30.</p> <p>FAT 3 : Practical in small groups. The learners write the answers to addition, subtraction and multiplication sums in the number range 0 – 30.</p>	O/PR WR WR	Rating scale Rating scale Rating scale

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	10.1	1,2	1 – 500 Learners break down numbers in the number range 1 – 500. Learners may use a number grid or a number line. Learners build up numbers in the number range 1 – 500. Learners may use a number grid or a number line.	FAT 1 : Practical in small groups/Written The teacher gives each learner a number between 1 – 500. The learners break down and build up the given number in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Practical in small groups/Written The teacher gives each learner a number between 0 – 500. The learners break down and build up the given numbers in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Written Learners build up and break down numbers on a worksheet	O/PR WR	Rubric
	10.2	2,3	Learners double numbers with answers in the number range 1 - 500. Learners may use a number line, flard cards or a number grid. Learners halve numbers in the number range 1 - 500. Learners may use a number line, flard cards or a number grid.	FAT 2: Practical in small groups/Written The learners double numbers with answers in the number range 1 – 500. Learners halve numbers in the number range 1 – 500. The learners may use flard cards, the number line or a number grid. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners double and halve numbers on a worksheet. FAT 3: Written Learners double and halve numbers on a worksheet.	O/PR WR	Rubric
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0 - 500 Learners copy and extend simple number sequences in the number range 0 – 500. Learners may use number lines and number grids.	FAT 1 : Written Learners copy and complete a number pattern in the number range 0 –500 on a worksheet. FAT 2 : Written Learners copy and complete a number pattern in the number range 0 – 500 on a worksheet. FAT 3 : Written Learners copy and complete a number pattern in the number range 0 – 500 on a worksheet.	WR	Rubric
					WR	Rubric
					WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	3	3	0 - 500 Learners create their own number patterns in the number range 0-500. Learners may use a number line or a number grid.	FAT 3 : Practical in small groups. Learners create their own number patterns in the number range 0 – 500. Learners may use a number line or a number grid.	O/PR	Rubric
	4	3	0 – 500 Learners describe a given/ own number pattern in the number range 0 – 500.	FAT 3 : Practical in small groups. Learners describe their own or a given number pattern in the number range 0-500.	O/PR	Rubric
LO 3 SPACE AND SHAPE	1	3	Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures.	FAT 3 : Practical in small groups/Written Learners recognise, identify and name 2D-shapes and 3D-objects.	O/PR WR	Rating scale
	2.1	2	Learners describe the 2D shape on the face of a 3D object. Learners sort 3D objects according to the 2D-shape observed.	FAT 2 : Practical in small groups The teacher shows the learners a cone, a box, a cylinder and a pyramid. The learners describe the 2D-shape on the face of the 3D-objects. The teacher hands out a variety of 3D-objects. Learners sort the objects according to the 2D-shape on the face of the objects. .	O/PR	Rating scale
	4	2	Learners determine lines of symmetry in 2D-shapes.	FAT 2 : Written Learners determine the line of symmetry in 2D-shapes using paper folding.	WR	Rubric
LO4 MEASUREMENT	1	2	Learners read and write hours , half hours and minutes on an analogue and digital clock. Learners may use model clocks.	FAT 2 : Practical in small groups Learners read hours, half hours and minutes on a digital and analogue clock. FAT 2: Written Learners write the time as indicated on analogue and digital clocks.	O/PR WR	Rubric Rubric
	2.3	2	Learners solve problems involving calculations with and conversions between days to months.	FAT 2 : Practical in small groups/Written The learners use a calendar to convert days to months Learners answer questions.	O/PR WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	5	2	Mass Learners estimate and measure mass of different objects using kilograms. Learners may use a scale that measures in kilograms.	FAT 2 : Practical in small groups Learners estimate the mass of a pumpkin, a cauliflower, a bunch of carrots and a packet of tomatoes. They use a kilogram mass scale to measure the weight of the above. The learners compare the estimated mass with the measured mass. Learners answer questions.	O/PR WR	Rubric
			Learners compare the mass of different objects and order them from heaviest to lightest and lightest to heaviest	FAT 2: Written Learners answer questions about mass on a worksheet.	WR	Rubric
LO5 DATA - HANDLING	1	3	Learners collect data in the classroom and school environment according to one attribute.	FAT 3: Practical in small group Learners collect the different time their classmates go to bed at night.	O/PR	Rubric
	2	3	Learners sort, order and organise the collected data	FAT 3: Practical in small groups The learners sort the names according to the time the learners go to bed at night.	O/PR	Rubric
	3	3	Learners draw pictures to show correspondence between collected data and representation. Learners may use drawings.	FAT 3: Written Learners present their representations on a graph.	WR	Rubric
	4	3	Learners read, interpret and report on information of data representations. Learners may present data in different ways.	FAT 3: Practical in small groups Learners talk about their representations.	O/PR	Rubric
	5	3	Learners answer questions in own and other graphs. Teachers may use simple tables, lists and graphs.	FAT 3: Written Learners answer questions about the graph.	WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FOR M	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	1.1	1,2,3	<p>0 - 700</p> <p>Learners count forwards and backward in multiples of 1,2,5,and 10 in the number range 0 - 700. Learners may use a number line, a number grid or an abacus.</p> <p>Learners count forwards and backwards in intervals of 1,2,5, and 10 from any number in the number range 0 - 700. Learners may use a number line, a number grid or an abacus.</p>	<p>FAT 1: Practical in small groups Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 700.</p> <p>FAT 1: Written Learners count on a number line on a worksheet in the number range 0 - 7000.</p>	O/PR	Rubric
				<p>FAT 2: Practical in small groups Count forwards and backwards in multiples and intervals of 1,2, 5 and 10 on a number line in the number range 0 – 700.</p> <p>FAT 2: Written Learners count in 2's, 5's, 10's and 1's on a worksheet.</p>	WR	Rubric
				<p>FAT 3: Practical in small groups Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 700.</p> <p>FAT 3: Written Learners count on a number line on a worksheet in the number range 0 - 700.</p>	O/PR	Rubric
				WR	Rubric	
				WR	Rubric	
	1.2	1,2, 3	<p>0 - 700</p> <p>Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 - 700. Learners may use a number-line, a number grid or an abacus.</p>	<p>FAT 1: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 700.</p> <p>FAT 1: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 700 on a worksheet.</p>	O/PR	Rubric
				<p>FAT 2: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 700.</p> <p>FAT 2: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 700 on a worksheet.</p>	WR	Rubric
				<p>FAT 3: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 700.</p> <p>FAT 3: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 700 on a worksheet.</p>	O/PR	Rubric
				WR	Rubric	
				WR	Rubric	

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	3	1,3	1 – 700 Learners know, read and write number symbols and names in the number range 1 – 700.	FAT 1 : Practical in small groups/Written Learners write number names and symbols in the number range 1 -700. FAT 3 : Written Learners write number names and number symbols in the number range 1 – 700.	O/PR WR	Rating scale
	4.1	1,3	0 -700 Learners order whole numbers 0 – 700 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. Learners order whole numbers 0 – 700 in a descending order (biggest to smallest). Learners may use a number line or a number grid. Learners describe the position of numbers 0 – 700 using before, after, between. Learners may use a number line or a number grid. Learners compare numbers 0 – 700 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid.	FAT 1: Practical in small groups. Arrange numbers from big to small or small to big with number cards, e.g. 687, 589, 356, 678. Discuss before, after, 3 less than, 5 more than, FAT 1: Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet. FAT 3 : Written Learners order numbers from biggest to smallest or smallest to biggest in the number range 0 – 700 and answer questions about the numbers on a worksheet.	O/PR WR WR	Rubric Rubric Rubric
	4.2	2	Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or colouring in. Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other.	FAT 2: Practical in small groups The learners fold and colour fractional parts. They order the fractions from the smallest to the biggest and answer questions about the fractions.	O/PR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	5	1	0 – 700 Learners identify the place value of a given digit in a number in the number range 0 – 700. Learners may use flard cards.	FAT 1 : Practical in small groups Learners identify the place value of a given digit in a number in the number range 0 - 700 e.g. 659 600 or 6 hundreds 566 60 or 6 tens FAT 1: Written Learners identify the place value of a given digit in a number in the number range 0 - 700.	O/PR WR	Rating scale Rating scale
	6	2	0 – 700 Learners solve money problems in the number range 0 – 700 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c. Learners may use real or play money. Learners pack out a given amount. Learners calculate using addition and subtraction. Learners solve word problems involving money. Learners convert rands to cents and vica versa.	FAT 2: Practical in small group/Written Using real or play money. The learners pack out the exact amount to pay for an item costing a given amount, e.g. R699, R1, 95 Using real or play money. Learners pack out a given amount. They calculate using addition and subtraction, e.g. R512 + R104 - R222 R432, 50 + R22, 75 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 - 700. Learner may use play money, drawings or calculations to solve the problems. e.g. Mrs Nangu receives R128,50 for her birthday. Her father gives her R560. How much money does she receive? She spends R349 on clothes. How much money does she have left? Learners convert rands to cents, e.g. 730c = □ Rand etc. HINT: The learners write their calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners solve word problems on a worksheet.	O/PR WR WR	Rubric Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7	1,3	0 - 700 Learners solve and explain solutions to practical problems that involve equal sharing and grouping that lead to solutions that include unitary fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.) in the number range 0 - 700. Learners may use drawings.	<p>FAT 1: Practical in small groups/Written The teacher asks word problems in the number range 0 - 700. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. Bheki collects marbles. He has 84 red marbles. He shares these red marbles between 4 of his Friends. How many marbles do each of his Friends get? e.g. Tobeko must read 664 pages in 3 days. How many pages must he read in one day? e.g. There are 125 slices of cheese in a packet. How many slices of cheese are there in 5 packets? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 1: Written Learners solve word problems on a worksheet.</p>	O/PR WR	Rubric
				<p>FAT 3: Practical in small groups/Written The teacher asks word problems in the number range 0 - 700. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. Anna had 600 silkworms. She packs 120 in a box. How many boxes does she need? e.g. The builder has 667 floor planks. He divides it equally into 3 groups. How many planks will there be in each group? e.g. There are 9 roses in a bunch. How many roses will there be in 70 bunches? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written Learners solve word problems on a worksheet.</p>	WR	Rubric
					O/PR WR	Rubric
					WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	1	0-700 Learners perform addition and subtraction with whole numbers in the number range 0 – 700. Learners may use flard cards, the number line or a number grid.	FAT1: Practical in small groups/Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 700. The learners solve the problems using counters, drawings or calculations. e.g. There are 227 red crayons and 397 blue crayons. How many crayons are there together? e.g. There are 672 passengers on the aeroplane. There are 438 females on the plane, how many males are there? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners do calculations with addition and subtraction on a worksheet.	O/PR WR WR	Rubric Rubric
	8.1	2,3	0-700 Learners perform addition and subtraction with whole number in the number range 0 – 700. Learners may use flard cards, the number line or a number grid.	FAT 2: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet. FAT 3: Practical in small groups/ Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 700. The learners solve the problems using counters, drawings or calculations. e.g. On the Port Elizabeth flight there are 372 passengers and on the Cape Town flight there are 293 passengers. How many passengers altogether? How many more passengers on the Port Elizabeth than the Cape Town flight? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 3: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet.	WR O/PR WR WR	Rubric Rubric Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	1	0 - 700 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 700. Learners may use drawings or a number grid.	FAT 1 : Practical in small groups/Written The teacher asks word problems in the number range 0 - 700. The learners solve the problems using counters, drawing or calculations, e.g. A large aeroplane has 6 seats in a row. How many seats would there be if there are 54 rows? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
					WR	Rubric
	8.2	2	0 - 700 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 700. Learners may use drawings or a number grid.	FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 700. The learners solve the problems using counters, drawing or calculations, e.g. There are 72 plastic cups in a box. How many cups are there in 9 boxes? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners multiply a whole two digit number by a one digit number. Learners solve word problems on a worksheet.	O/PR WR	Rubric
					WR	Rubric
	8.3	3	0 - 99 Learners divide a 2 digit number by a 1 digit number. Learners may use counters (concrete) or drawings (semi-concrete).	FAT 3 : Practical in small groups/Written The learners divide a two-digit number by a one-digit number. The teacher asks word problems with division in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations, e.g. $45 \div 4$, $72 \div 3$, $99 \div 9$ etc. e.g. There are 86 sweets in a packet. Share the sweets between you and four friends. How many sweets do each get and how many sweets are left over? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.1 9.2	1,3	0 – 40 Learners perform mental calculations with addition and subtraction with the answer to 40. Teachers use flash cards with the number symbols to represent the number combinations. Learners perform mental calculations with multiplication with answers to 40. Teachers use flash cards with number symbols to represent the number combinations.	FAT 1 : Practical in small groups. The teacher asks addition, subtraction and multiplication sums in the number range 0 – 40. FAT 2 : Written The teacher asks addition, subtraction and multiplication sums in the number range 0 – 40. FAT 3 : Written The learners write the answers to addition, subtraction and multiplication sums in the number range 0 – 40.	O/PR WR WR	Rating scale Rating scale Rating scale
	10.1	1,2	1 – 700 Learners break down numbers in the number range 1 – 700. Learners may use a number grid or a number line. Learners build up numbers in the number range 1 – 700. Learners may use a number grid or a number line.	FAT 1 : Practical in small groups/Written The teacher gives each learner a number between 1 – 700. The learners break down and build up the given number in 5 different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Practical in small groups/Written The teacher gives each learner a number between 1 – 700. The learners break down and build up the given number in 5 different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Written Learners break down and build up numbers on a worksheet.	O/PR WR O/PR WR WR	Rubric Rubric Rubric
	10.2	2,3	Learners double numbers with answers in the number range 1 - 700. Learners may use a number line, flard cards or a number grid. Learners halve numbers in the number range 1 - 700. Learners may use a number line, flard cards or a number grid.	FAT 2: Practical in small groups/Written The learners double numbers with answers in the number range 1 – 700. Learners halve numbers in the number rane 1 – 700. The learners may use flard cards, the number line or a number grid. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners double and halve numbers on a worksheet. FAT 3: Written Learners double and halve numbers on a worksheet.	O/PR WR WR WR	Rubric Rubric Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0 - 700 Learners copy and extend simple number sequences in the number range 0 – 700. Learners may use number lines and number grids.	FAT 1 : Written Learners copy and complete a number pattern in the number range 0 –700 on a worksheet. FAT 2 : Written Learners copy and complete a number pattern in the number range 0 – 700 on a worksheet. FAT 3 : Written Learners copy and complete a number pattern in the number range 0 – 700 on a worksheet.	WR	Rubric
					WR	Rubric
						WR
	3	3	0 - 700 Learners create their own number patterns in the number range 0-700. Learners may use a number line or a number grid.	FAT 3 : Practical in small groups/Written Learners create their own number patterns in the number range 0 – 700. Learners may use a number line or a number grid.	O/PR WR	Rubric
	4	3	0 – 700 Learners describe a given/ own number pattern in the number range 0 – 700.	FAT 3 : Practical in small groups. Learners describe their own/given number patterns in the number range 0 - 700.	O/PR	Rubric
LO3 SPACE AND SHAPE	1	3	Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures.	FAT 3 : Practical in small groups/Written Learners recognise, identify and name 2D-shapes and 3D-objects.	O/PR WR	Rating scale
	2.1	2	Learners describe the 2D shape on the face of a 3D object. Learners sort 3D objects according to the 2D-shape observed.	FAT 2 :Practical in small groups The teacher shows the learners a cone, a box, a cylinder and a pyramid. The learners describe the 2D-shape on the face of the 3D-objects. The teacher hands out a variety of 3D-objects. Learners sort the objects according to the 2D-shape on the face of the objects. .	O/PR	Rubric
	2.2	2	Learners describe, sort, compare 3D-objects (boxes, balls, cylinders, cones and pyramids) according to flat, and curved surfaces (faces.) Learners describe, sort and compare 2D-shapes (triangles, squares, rectangles and circles) and 3D-objects (boxes, balls, cylinders, cones and pyramids) according to straight and round edges.	FAT 2: Practical in small groups Learners describe, sort, compare 3D-objects (boxes, balls, cylinders, cones and pyramids) according to flat, and curved surfaces (faces.) Learners describe, sort and compare 2D-shapes (triangles, squares, rectangles and circles) and 3D-objects (boxes, balls, cylinders, cones and pyramids) according to straight and round edges.	O/PR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	1	2	Learners read and write hours , half hours, quarter past and quarter to and minutes on an analogue and digital clock. Learners may use model clocks.	FAT 2 : Practical in small groups Learners read hours, half hours, quarter past and quarter to and minutes on a digital and analogue clock. FAT 2: Written Learners write the time as indicated on analogue and digital clocks.	O/PR WR	Rubric Rubric
	2.1	2	Learners solve problems involving calculations with and conversions between Minutes ↔ hours	FAT 2 : Practical in small groups/Written The learners convert minutes to hours and minutes and minutes to hours and minutes.	O/PR WR	Rubric
	5	2	Capacity Learners estimate and measure the capacity of different containers using liters. Learners may use liter jugs or liter bottles. Learners compare the capacity of containers and order them from most to least and least to most.	FAT 2 : Practical in small groups Learners use a one litre jug or bottle. Learners estimate how many litres in a watering can, a bucket, a bowl, a can and an ice cream container. Learners measure the capacity of the above items and compare their estimations with their measurements. Learners order the items from the most to the least and answer questions. FAT 2: Written Learners answer questions about capacity on a worksheet.	O/PR WR WR	Rubric Rubric
	6	2	Learners estimate the number of tiles that will cover a given area. Learners use tiles or a tile template to cover a given area.	FAT 2: Practical in small groups Learners use a given rectangle to measure the area of the cupboard, the floor, their table etc.	O/PR	Rubric
LO5 DATA-HANDLING	1	3	Learners collect data in the classroom and school environment according to one attribute.	FAT 3: Practical in small group Learners collect data to determine their classmates favourite chocolate.	O/PR	Rubric
	2	3	Learners sort, order and organise the collected data	FAT 3: Practical in small groups The learners sort the names of the learners according to their favourite chocolate.	O/PR	Rubric
	3	3	Learners draw pictures to show correspondence between collected data and representation. Learners may use drawings.	FAT 3: Written Learners present their representations on a graph.	WR	Rubric
	4	3	Learners read, interpret and report on information of data representations. Learners may present data in different ways.	FAT 3: Practical in small groups Learners talk about their representations.	O/PR	Rubric
	5	3	Learners answer questions in own and other graphs. Teachers may use simple tables, lists and graphs.	FAT 3: Written Learners answer questions about the graph.	WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	1.1	1,2,3	0 - 1000 Learners count forwards and backward in multiples of 1,2,5,and 10 in the number range 0 - 1000. Learners may use a number line, a number grid or an abacus.	FAT 1: Practical in small groups Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 1000.	O/PR	Rubric
				FAT 1: Written Learners count on a number line on a worksheet in the number range 0 - 1000.	WR	Rubric
			Learners count forwards and backwards in intervals of 1,2,5, and 10 from any number in the number range	FAT 2: Practical in small groups Count forwards and backwards in multiples and intervals of 1,2, 5 and 10 on a number line in the number range 0 – 1000.	O/PR	Rubric
			0 - 1000. Learners may use a number line, a number grid or an abacus.	FAT 2: Written Learners count in 2's, 5's, 10's and 1's on a worksheet in the number range 0 - 1000.	WR	Rubric
				FAT 3: Practical in small groups Learners count forwards and backwards in multiples and intervals of 1,2,5, and 10 on number grid in the number range 0 – 1000.	O/PR	Rubric
			FAT 3: Written Learners count on a number line on a worksheet in the number range 0 - 1000.	WR	Rubric	

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	1.2	1,2, 3	Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's from any given number in the number range 0 - 1000. Learners may use a number-line, a number grid or an abacus.	FAT 1: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 1000.	O/PR	Rubric
				FAT 1: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 1000 on a worksheet.	WR	Rubric
				FAT 2: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 1000.	O/PR	Rubric
				FAT 2: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 1000 on a worksheet.	WR	Rubric
				FAT 3: Practical in small groups Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 - 1000.	O/PR	Rubric
				FAT 3: Written Learners count forwards and backwards in multiples of 20's, 25's, 50's and 100's in the number range 0 – 1000 on a worksheet.	WR	Rubric
	3	1,3	1 – 1000 Learners know, read and write number symbols and names in the number range 1 – 1000.	FAT 1 : Practical in small groups/Written Learners read and write number names and symbols in the number range 1 -1000.	O/PR WR	Rating scale
				FAT 3 : Practical in small groups/Written Learners read and write number names and number symbols in the number range 1 – 1000.	O/PR WR	Rating scale

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	4.1	1,3	0 -999 Learners order whole numbers 0 – 999 in an ascending order (smallest to biggest). Learners may use a number line or a number grid. Learners order whole numbers 0 – 999 in a descending order (biggest to smallest). Learners may use a number line or a number grid. Learners describe the position of numbers 0 – 999 using before, after, between. Learners may use a number line or a number grid. Learners compare numbers 0 – 999 using more than, less than, biggest, smallest, bigger than, smaller than. Learners may use a number line or a number grid.	FAT 1: Practical in small groups. Arrange numbers from big to small or small to big with number cards, e.g. 896, 598, 999, 985 Discuss before, after, 4 less than, 4 more than, FAT 1: Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet. FAT 3 : Written Learners order numbers from biggest to smallest or smallest to biggest and answer questions about the numbers on a worksheet.	O/PR	Rubric
					WR	Rubric
					WR	Rubric
	4.2	2	Learners order $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in an ascending and descending order (smallest to biggest and biggest to smallest). Learners may use physical objects, paper folding or colouring in. Learners compare and describe $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ with a whole or with each other.	FAT 2: Practical in small groups The learners fold and colour fractional parts. They order the fractions from the smallest to the biggest and answer questions about the fractions.	O/PR	Rubric
	5	1	0 – 999 Learners identify the place value of a given digit in a number in the number range 0 – 999. Learners may use flard cards.	FAT 1 : Practical in small groups Learners identify the place value of a given digit in a number in the number range 0 - 999 e.g. $\underline{9}15$ 9 hundreds or 900 $\underline{9}15$ 1 ten or 10 FAT 1: Written Learners identify the place value of a given digit in a number in the number range 0 - 999.	O/PR	Rating scale
					WR	Rating scale

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	6	2	0 – 1000 Learners solve money problems in the number range 0 – 700 using R200, R100, R50, R20,R10,R5,R2, R1, 50c, 20c, 10c, 5c. Learners may use real or play money. Learners pack out a given amount. Learners calculate using addition and subtraction. Learners solve word problems involving money.	FAT 2: Practical in small group/Written Using real or play money. The learners pack out the exact amount to pay for an item costing a given amount, e.g. R879, R100, 75 Using real or play money. Learners pack out a given amount. They calculate using addition and subtraction, e.g. $R636 + R298 - R505$ $R975 - R379$ HINT: The learners write their calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
			Learners convert rands to cents and vice versa.	The teacher asks word problems in the number range 0 - 1000. Learner may use play money, drawings or calculations to solve the problems. e.g. During the holidays Jemma works at the supermarket. On Monday she earns R190 and on Tuesday R80,50. On Wednesday he earns R106,50. on Thursday R110,50 and on Friday R130,50. What is the total amount of money that he earned? Learners convert rands to cents, e.g. $999c = \square$ Rand etc. HINT: The learners write their calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners solve word problems on a worksheet.	WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7	1,3	0 - 1000 Learners solve and explain solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ etc.) and non-unitary ($\frac{2}{3}$, $\frac{3}{4}$) fractions in the number range 0 – 1000. Learners may use drawings.	FAT 1: Practical in small groups/Written The teacher asks word problems in the number range 0 - 1000. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. The plumber has a pipe of 827metres. He cuts it into 4 equal parts. What is the length of each pipe in metres? e.g. The plumber has a pipe of 936 metres. He cuts it into 9 equal parts. What is the length of each pipe in metres? e.g. There are 8 pipes. Each pipe is 115 metres long. What is the total length of the pipes? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
				FAT 3: Practical in small groups/Written The teacher asks word problems in the number range 0 - 100. Learners use concrete apparatus, drawings or calculations to solve their problems, e.g. Share 795 pieces of sausages equally amongst 6 families. How many sausages will each family get? e.g. There are 954 hats. The factory workers pack it equally into 9 boxes. How many hats will there be in every box? e.g. There are 20 learners in a class. How many learners are there in 13 classes, 24 classes, 36 classes and 42 classes? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	WR	Rubric
				FAT 3: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
					WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.1	1	0- 999 Learners perform addition and subtraction with whole numbers in the number range 0 – 999. Learners may use flard cards, the number line or a number grid.	FAT1: Practical in small groups/Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 999. The learners solve the problems using counters, drawings or calculations. e.g. A farmer grows 486 carrots and 239 cabbages in his vegetable garden. How many vegetables are there altogether? e.g. John has read 564 pages in his book. The book has 897 pages. How many pages must he still read to finish the book. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners do calculations with addition and subtraction on a worksheet.	O/PR WR	Rubric
	8.1	2,3	0-700 Learners perform addition and subtraction with whole number in the number range 0 – 999. Learners may use flard cards, the number line or a number grid.	FAT 2: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet. FAT 3: Practical in small groups/ Written The teacher asks word problems with addition and subtraction sums in the number range 0 - 999. The learners solve the problems using counters, drawings or calculations. e.g. In the party shop there are 169 red balloons, 457 green balloons and 27 blue balloons. How many balloons are there altogether, The shopkeeper sells 78 red balloons, 124 green balloons and 12 blue balloons. How many balloons did she sell? How many balloons are left in the shop? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 3: Written Learners write the answers to addition and subtraction sums on a worksheet. Learners solve word problems on a worksheet.	WR	Rubric
						O/PR WR
					WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	8.2	1	0 - 999 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 999. Learners may use drawings or a number grid.	FAT 1 : Practical in small groups/Written The teacher asks word problems in the number range 0 - 999. The learners solve the problems using counters, drawing or calculations, e.g. There are 89 fishes in a fish tank. How many fishes are there in 9 fish tanks? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 1: Written Learners solve word problems on a worksheet.	O/PR WR	Rubric
					WR	Rubric
	8.2	2	0 - 999 Learners perform multiplication of a 2digit by a one digit in the number range 0 – 999. Learners may use drawings or a number grid.	FAT 2: Practical in small groups/Written The teacher asks word problems in the number range 0 - 999. The learners solve the problems using counters, drawing or calculations, e.g. The farmers plants 96 beans in a row. If he plants 9 rows of beans. How many bean plants will he have? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners multiply a whole two digit number by a one digit number. Learners solve word problems on a worksheet.	O/PR WR	Rubric
					WR	Rubric
	8.3	3	0 - 99 Learners divide a 2 digit number by a 1 digit number. Learners may use counters (concrete) or drawings (semi-concrete).	FAT 3 : Practical in small groups/Written The learners divide a two-digit number by a one-digit number. The teacher asks word problems with division in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations, e.g. $99 \div 9$, $45 \div 5$, $75 \div 3$, etc. e.g. Bheki collects marbles. He has 84 red marbles. He shares his red marbles among 4 of his friends. How many marbles do each of his friends get? HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.1 9.2	1,2,3	0 – 50 Learners perform mental calculations with addition and subtraction with the answer to 50. Teachers use flash cards with the number symbols to represent the number combinations. Learners perform mental calculations with multiplication with answers to 50. Teachers use flash cards with number symbols to represent the number combinations.	FAT 1 : Practical in small groups The teacher asks addition, subtraction and multiplication sums in the number range 0 – 50. FAT 2 : Written The teacher asks addition, subtraction and multiplication sums in the number range 0 – 50. FAT 3 : Written The learners write the answers to addition, subtraction and multiplication sums in the number range 0 – 50.	O/PR WR WR	Rating scale Rating scale Rating scale
	10.1	1,2	1 – 999 Learners break down numbers in the number range 1 – 999. Learners may use a number grid or a number line. Learners build up numbers in the number range 1 – 999. Learners may use a number grid or a number line.	FAT 1 : Practical in small groups/Written The teacher gives each learner a number between 0 – 999. The learners build up and break down a given number in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Practical in small groups/Written The teacher gives each learner a number between 0 – 999. The learners build up and break down a given number in different ways. HINT: The learners write their sums in their class workbooks, on slates or white boards. FAT 2: Written Learners break down and build up numbers on a worksheet.	O/PR WR O/PR WR WR	Rubric Rubric Rubric
	10.2	2,3	Learners double numbers with answers in the number range 1 - 999. Learners may use a number line, flard cards or a number grid. Learners halve numbers in the number range 1 - 999. Learners may use a number line, flard cards or a number grid.	FAT 2: Practical in small groups/Written The learners double numbers with answers in the number range 1 – 999. Learners halve numbers in the number range 1 – 999. The learners may use flard cards, the number line or a number grid. HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards. FAT 2: Written Learners double and halve numbers on a worksheet. FAT 3: Written Learners double and halve numbers on a worksheet.	O/PR WR WR WR	Rubric Rubric Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS	10.4	1	0 - 999 Learners round off any number to the nearest 10 in the number range 0 - 999. Learners may use a number line or a number grid.	FAT 1: Practical in small groups The teacher gives learners number cards with numbers in the number range 0 - 999. Learners round off the given number to the nearest 10. Learners may use a number line of a number grid.	O/PR	Rating scale
				FAT 1: Written Learners round numbers off to the nearest 10 in the number range 0 - 999 on a worksheet.	WR	Rating scale
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0 - 1000 Learners copy and extend simple number sequences in the number range 0 – 1000. Learners may use number lines and number grids.	FAT 1 : Written Learners copy and complete a number pattern in the number range 0 –1000 on a worksheet.	WR	Rubric
				FAT 2 : Written Learners copy and complete a number pattern in the number range 0 – 1000 on a worksheet.	WR	Rubric
				FAT 3 : Written Learners copy and complete a number pattern in the number range 0 – 1000 on a worksheet.	WR	Rubric
LO3 SPACE AND SHAPE	1	3	Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures.	FAT 3 : Practical in small groups/Written Learners recognise, identify and name 2D-shapes and 3D-objects.	O/PR WR	Rating scale
				FAT 2: Written Learners draw a map showing their school, the streets and buildings around the school. Learners answer questions about the map.	WR	Rubric
LO4 MEASURE	1	2	Learners read and write hours , half hours, quarter past and quarter to and minutes on an analogue and digital clock. Learners may use model clocks.	FAT 2 : Practical in small groups Learners read hours, half hours, quarter past and quarter to and minutes on a digital and analogue clock.	O/PR	Rubric
				FAT 2: Written Learners write time as indicated on digital and analogue clocks. (hours, half hours, quarter past and quarter to and minutes)	WR	Rubric

Formal Assessment Tasks: Numeracy Grade 3: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	2.1	2	Learners solve problems involving calculations with and conversions between Minutes ↔ hours	FAT 2: Written Learners convert minutes to hours and hours to minutes on a worksheet.	WR	Rubric
	2.2	2	Learners solve problems involving calculations with and conversion between hours and days and days and hours.	FAT 2: Written Learners convert days and hours into hours and hours into days and hours. e.g How many hours are there in 5 days and 18 hours? How many days are there in 144 hours, 216 hours etc.	WR	Rubric
	5	2	Capacity Learners estimate and measure the capacity of different containers using liters. Learners may use liter jugs or liter bottles. Learners compare the capacity of containers and order them from most to least and least to most.	FAT 2 : Practical in small groups Learners measure and compare the length in metres, the mass in kilograms and the capacity in litres of different objects. FAT 2: Written Learners answer questions about length, mass and capacity on a worksheet.	O/PR WR WR	Rubric Rubric
LO5 DATA-HANDLING	1	3	Learners collect data in the classroom and school environment according to one attribute.	FAT 3: Practical in small group Learners collect data to determine the number of learners in the different grades in their school.	O/PR	Rubric
	2	3	Learners sort, order and organise the collected data	FAT 3: Practical in small groups The learners sort the number of learners according to grades.	O/PR	Rubric
	3	3	Learners draw pictures to show correspondence between collected data and representation. Learners may use drawings.	FAT 3: Written Learners present their representations on a graph.	WR	Rubric
	4	3	Learners read, interpret and report on information of data representations. Learners may present data in different ways.	FAT 3: Practical in small groups Learners talk about their representations.	O/PR	Rubric
	5	3	Learners answer questions in own and other graphs. Teachers may use simple tables, lists and graphs.	FAT 3: Written Learners answer questions about the graph.	WR	Rubric