Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT TARGETS

NUMERACY

GRADE 1

2009

FOREWORD

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

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

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

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

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

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CONTENTS

INTRODUCTION

BACKGROUND

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

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

CONTENTS

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

Section 1

Learner Attainment Targets

- It is essential that you continuously assess your learners' progress through both a **formal and an informal assessment programme**. (*Foundations for Learning Assessment Framework Foundation Phase*)
- Therefore the Learner Attainment Targets address the relevant Learning Outcomes and Assessment Standards used for Formal and Informal Assessment.

- There are four terms indicated on each page by means of columns.
- Under each term there are shaded and non shaded areas.
- **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: • Boxes (prisms) and balls (spheres) • Triangles and rectangles • Circles	Learners recognise, identify and name **2-D shapes** in the classroom. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response (worksheet 5) Rubric/Rating Scale	Learners recognise, identify and name **2-D shapes** in pictures. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in the classroom. e.g. boxes balls FAT 1 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in pictures. e.g. boxes balls FAT 1 Written Response Rubric/ Rating Scale

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

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Section 2

A SUMMARY OF FORMAL ASSESSMENT TASKS

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

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

Written response

Oral or Practical response

- This is a summary of the **Formal assessment Tasks** for the whole year.
- It includes all the Formal and Informal Assessment Tasks for the 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
- 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 1 – 6.2 for the learners
- A rubric at the bottom of each worksheet to assess and record every learner's performance using the National codes (as per National Assessment Policy requirement)

Section 6

ASSESSMENT TOOLS

This section includes:

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

Section 7

PROGRAMME OF ASSESSMENT

This section includes:

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

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

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

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Section 1

LEARNER ATTAINMENT TARGETS

Learning Outcomes 1 - 5

Terms 1 - 4

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS1: Counts to at least 10 everyday objects reliably*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *1 – 10* *Learners count physical objects using 1-1 correspondence in the number range 1 – 10.*			
AS 1: Counts to at least 34 everyday objects reliably.	0-10 Learners count physical objects using one-to-one correspondence in the number range 0 – 10. FAT 1 Oral/Practical Response Rubric	0-20 Learners count physical objects using one-to-one correspondence reliably in the number range 0 – 20.	0-34 Learners count physical objects using one-to-one correspondence in the number range 0 -34.	0-34 Learners count physical objects using one-to-one correspondence in the number range 0 – 34.
AS 2 : Counts forwards and backwards in: 2.1 ones from any number between 0 and 100;	0-20 Learners count forwards and backwards in ones from any given number in the number range 0 – 20. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) e.g. 3,4,5,…….. 19, 18, 17, …….. Learners count in ones from any given number: Count from 0 - 15	0-40 Learners count forwards and backwards in ones from any given number in the number range 0 – 40. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) e.g. 22,23,24,… 40, 39, 38,… Learners count in ones from any given number: Count from12 - 32	0-60 Learners count forwards and backwards in ones from any given number in the number range 0 - 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) e.g. 45,46,47,… 60,59,58 … Learners count in ones from any given number: Count from 49 to 60	0-100 Learners count forwards and backwards in ones from any given number in the number range 0 – 100. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) e.g. 74,75,76 … 100, 99, 98 … Learners count in ones from any given number: Count from 74 to 100

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	Count from 19 back to 9. FAT 1 Oral/Practical Response Rubric FAT3 Oral/Practical Response Rubric	Count from 40 back to 10. FAT 1 Oral/Practical Response Rubric FAT3 Oral/Practical Response Written Rubric	Count from 60 back to 35. FAT 1 Oral/Practical Response Rubric FAT3 Oral/Practical Response Written Rubric	Count from 100 back to 80. . FAT 1 Oral/Practical Response Rubric FAT3 Oral/Practical Response Written Rubric
2.2 tens from any multiple of 10 between 0 and 100.		0-40 Learners count forwards and backwards in tens from any given number in the number range 0 - 40. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten. e.g. 10,20,….. 40, 30, … FAT 1 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	0-60 Learners count forwards and backwards in tens from any given number in the number range 0 - 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten. e.g. 10,20,30,….. 60, 50, …. FAT 1 Oral/Practical Response FAT3 Oral/Practical Response Written Rubric	0-100 Learners count forwards and backwards in tens from any given number in the number range 0 - 100. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten. e.g. 30,40, …. 80, 70,… FAT 1 Oral/Practical Response FAT3 Oral/Practical Response Written Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS 3: Knows the number names and symbols for 1-10*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *1 – 10* *Learners know (recognise) number symbols and number names in the number range 1 – 10.*			
AS 3: Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34.	1 - 20 Learners know and read any number symbol in the number range 1-20. The learners read the symbols on number cards, a number grid or a number line. e.g. 16 17 FAT 2 (Reads number symbols) Oral/Practical Response Rubric FAT 3 (Reads number symbols) Oral/Practical Response Rubric 1 - 5 Learners write any number name in the number range1-5. e.g. (5 five) 2 ……. 3 ……	1 - 40 Learners know and read any number symbols in the number range 1-40. The learners read the symbols on number cards, a number grid or a number line. e.g. 37 20 FAT 2 (Reads number symbols) Oral/Practical Response Rubric FAT 3 (Reads number symbols) Oral/Practical Response Rubric 1 - 10 Learners write any number name in the number range 1 – 10. e.g. (9 nine) 8 ….. 10 …..	1 - 60 Learners know and read any number symbols in the number range 1-60. The learners read the symbols on number cards, a number grid or a number line. e.g. 52 45 FAT 2 (Reads number symbols) Oral/Practical Response Rubric FAT 3 (Reads number symbols) Oral/Practical Response Rubric 1 - 20 Learners write any number name in the number range 1 – 20. e.g. (15 fifteen) 20 ….. 16 …..	1 - 100 Learners know and read any number symbols in the number range 1-100. The learners read the symbols on number cards, a number grid or a number line. e.g. 93 84 FAT 2 (Reads number symbols) Oral/Practical Response Rubric FAT 3 (Reads number symbols) Oral/Practical Response Rubric 1 - 34 Learners write any number name in the number range 1 – 34. e.g. (30 thirty) 34 ….. 29 …..

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	FAT 3 (Write number names) Written Response(Worksheet1) Rubric	FAT 3 (Write number names) Written Response Rubric	FAT 3 (Write number names) Written Response Rubric	FAT 3 (Write number names) Written Response Rubric
GRADE R *AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal'*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *1 – 10* *Learners order a collection of objects in the number range* *1 – 10 in ascending order (least to most).* *Learners order a collection of objects in the number range* *1 – 10 in descending order (most to least).* *Learners compare a collection of objects in the number range* *1– 10 using more/less/equal.*			
AS 4: Orders, describes and compares whole numbers to at least 2-digit numbers.	0-10 Learners order whole numbers 0-10 in an **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (10, 4, 2,9) → (2,4,9,10) Learners order whole numbers 0-10 in a	0-20 Learners order whole numbers 0-20 in an **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (20, 12, 14,9) → (12,14,19,20) Learners order whole numbers	0-34 Learners order whole numbers 0 - 34 in an **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (30, 25, 22,17) → (22,25,17,30) Learners order whole numbers	0-34 Learners order whole numbers 0-34 in an **ascending** order (smallest to biggest). Learners may use a number grid or a number line. e.g. (19, 15, 9, 33) → (9, 15,19, 33) Learners order whole numbers

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	descending order . (biggest to smallest). Learners may use a number grid or a number line. e.g. 10, 4, 2,9 → 10, 9, 4, 2 Learners describe the position of numbers 0 – 10 using before, after, between. Learners may use a number grid, number line or counters. e.g. What comes before 10? What comes after 9? What comes between 7 and 9? Learners compare numbers 0 -10 using more than, less than, biggest, smallest. The learners may use a number grid, number line or counters. e.g. one more than 5 two more than 7 one less than 6 two less than 8 which is the biggest 7 or 9? which is the smallest 4 or 2? FAT 2 Oral/Practical Response Rubric	0 - 20 in a **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. 20, 12, 14, 19 → 20,19,14,12 Learners describe the position of numbers 0 – 20 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 20? What comes after 19? What comes between 17 and 19? Learners compare numbers 0 – 20 using more than, less than, biggest , smallest. Learners may use a number grid or a number line. e.g. one more than 15, two more than 17 one less than 16 3 more than 12 two less than 18 three less than 20 which is the biggest 17 or19? which is the smallest 14 or 12? FAT 2 Oral/Practical Response	0 - 34 in a **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. 25, 13, 31, 2 → 31, 25, 13, 2 Learners describe the position of numbers 0 - 34 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 25? What comes after 29? What comes between 27 and 29? Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line. e.g. one more than 25 two more than 27 one less than 26 two less than 28 which is the biggest 27or19? which is the smallest 34 or 28? FAT 2 Oral/Practical Response	0 - 34 in a **descending** order (biggest to smallest). Learners may use a number grid or a number line. e.g. 19, 15, 9, 33 → 33, 19, 15, 9 Learners describe the position of numbers 0 – 34 using before, after, between. Learners may use a number grid or a number line. e.g. What comes before 34? What comes after 32? What comes between 29 and 31? Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line. e.g. one more than 21 two more than 29 one less than 34 two less than 33 which is the biggest 34 or 27? which is the smallest 25 or 32? FAT 2 Oral/Practical Response

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	FAT3 Written Response(worksheet2) Rubric	Rubric FAT3 Written Response Rubric	Rubric FAT3 Written Response Rubric	Rubric FAT3 Written Response Rubric
AS 5: Solves money problems involving totals and change in rands and cents.	0 – 5 Learners solve money problems in the number range 0-5 using R1, R2, R5. Learners may use real or play money. e.g. Learners pack out a given amount such as R5 Learners calculate using addition and subtraction R2 + R3=☐ R5 – R4=☐ Learners solve word problems such as: I saved R2. I get R3 from my mother. How much money do I have?	0 – 10 Learners solve money problems in the range 0-10 using R1, R2, R5, R10 and 10c and 5c. Learners may use real or play money. e.g. Learners pack out a given amount such as R10 Learners calculate using addition and subtraction R7 + R3=☐ R9 – R4=☐ Learners solve word problems such as: I have R10. I want to buy sweets for R7. How much change will I get? FAT 3 Oral/Practical Response Written Response Rubric	0 – 20 Learners solve money problems in the range 0-20 using R1, R2, R5, R10, R20 and 20c,10c and 5c . Learners may use real or play money. e.g. Learners pack out a given amount such as R20 Learners calculate using addition and subtraction R13 + R7=☐ 20c - 15c=☐ Learners solve word problems such as: I have R15. I want to buy a toy for R12. How much change will I get? FAT 3 Oral/Practical Response Written Response Rubric	0 – 34 Learners solve money problems in the range 0 - 34 using R1, R2, R5, R10, R20 20c, 10c and 5c . Learners may use real or play money. e.g. Learners pack out a given amount such as R20 Learners calculate using addition and subtraction R38 + R7=☐ R24 + R10=☐ Learners solve word problems such as: I have R26. I want to buy a ball for R33. How much more money do I need? FAT 3 Oral/Practical Response Written Response Rubric

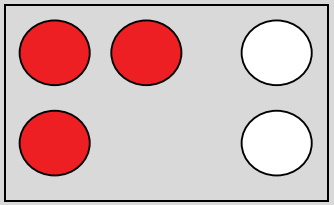
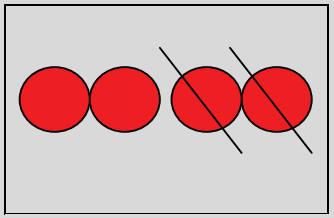
GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS 5: Solves and explains solutions to practical problems that involve equal sharing and grouping with the whole numbers of at least 10 and with solutions that include remainders*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *1 - 10* *Learners solve and explain solutions to practical problems that involve equal sharing and grouping with and without a remainder with whole numbers in the number range* *1 – 10. Learners use concrete apparatus.* *e.g.* *Share 9 sweets between 4 children.* *How many wheels do 3 tricycles have?*			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 6: Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders.	0-5 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-5. Learners may use counters and the abacus (concrete apparatus) or drawings (semi-concrete). e.g. I share 5 sweets equally between 2 friends. How many sweets does each one get? How many sweets are left? Two children each have 2 pencils. How many pencils do they have altogether? FAT 3 Oral/Practical Response Written Response Rubric	0 -10 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-10. Learners may use counters and the abacus (concrete apparatus) or drawings (semi-concrete). e.g. I share 9 balloons amongst 4 children. How many balloons does each one get? How many balloons are left? There are 3 packets with 3 marbles in a packet. How many marbles altogether? FAT 3 Oral/Practical Response Written Response Rubric	0-20 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-20. Learners may use counters and the abacus (concrete apparatus) or drawings (semi-concrete). e.g. I share 18 sweets equally amongst 3 friends. How many sweets does each one get? How many sweets are left? How many wheels do 10 bicycles have? FAT 3 Oral/Practical Response Written Response Rubric	0-34 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-34. Learners may use counters and the abacus (concrete apparatus) or drawings (semi-concrete). e.g. I share 33 sweets equally amongst 4 friends. How many sweets does each one get? How many sweets are left? How many wheels do 10 tricycles have? FAT 3 Oral/Practical Response Written Response Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS 6: Solves verbally stated additions and subtraction problems with single-digit numbers and with solutions to at least 10*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *1 – 10* *Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 10.* *Learners use concrete apparatus(counters) to pack out the sums.* *e.g.* *I have 5 balloons. My brother has one and my sister has 3. How many balloons do we have altogether?* *We are 8 children at the party. First 3 children leave and then 2. How many children are left?*			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 7: Can perform calculations, using appropriate symbols, to solve problems involving: 7.1 addition and subtraction with whole numbers and solutions to at least 34	0-5 Learners perform addition and subtraction with whole numbers in the range 0-5 using +, - and =. Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus). e.g. 0+5=☐, 2+2+1=☐, +☐ = 5, 5-2=☐, 5-☐ = 4 I have 2 sweets. I buy one more sweet. How many sweets do I have? I have 5 apples. I eat 3 apples. How many apples are left? FAT 3 Oral/Practical Response Written Response (Worksheet 3) Rating scale/Rubric	0-10 Learners perform addition and subtraction with whole numbers in the range 0-10 using +, - and = . Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus). e.g. 6+4=☐, 7+☐=10, 5+2+1=☐, ☐+8=10, 10-5=☐, 7-1=☐ 10 – 5 -2 = ☐, 7 - ☐ - 1 = 3 There are 5 bananas in the basket. I put in another 3 bananas. How many bananas are in the basket? There are 9 bananas in the basket. The monkey eats 4 bananas. How many bananas are left? FAT 3 Oral/Practical Response Written Response Rating scale/Rubric	0-20 Learners build up the whole ten when adding and subtracting in the range 0-20 e.g. 9+4=9+1+☐ , 14-8=14-4-☐ Learners perform addition and subtraction with whole numbers in the range 0-20 using +, - and =. Learners may use counters or the abacus (concrete apparatus), drawings , number grids and the number line (semi-concrete apparatus). e.g. 16+4=☐, 15+☐=20, 15+2+1=☐, ☐+3=20, 20-5=☐, 17-☐ = 16 20-3+1=☐, I buy 9 packets of chips. My mother gives me another 3 packets. I give 4 packets to my friend. How many packets do I have left? FAT 3 Oral/Practical Response Written Response Rating scale/Rubric	0-34 Learners build up the whole ten when adding and subtracting in the range 0-34 e.g. 29+4=29+1+☐, 34-8=34-4-☐ Learners perform addition and subtraction with whole numbers in the range 0 - 34 using +, - and = . Learners may use counters or the abacus (concrete apparatus), drawings , number grids and the number line (semi-concrete apparatus). e.g. 26+4=☐, 13+☐=34, 15+14+1=☐, ☐+18=30, 34-15=☐, 34-☐ = 29 34-9+3=☐ Sally has 18 marbles. Thabo has 7. How many more marbles does Sally have than Thabo? There are 34 learners in the class. We have 24 cookies. Each learner must get one cookie. How many more cookies must we buy? FAT 3 Oral/Practical Response Written Response Rating scale/Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 7: Can perform calculations, using appropriate symbols, to solve problems involving: 7.2 repeated addition with whole numbers and with solutions to at least 34		0- 10 Learners use repeated addition to calculate solutions in the number range 0-10. Learners may use concrete apparatus or drawings. e.g. 2+2+2+2+2=☐ 5+5=☐ How many eyes do 5 children have? FAT 2 Oral/Practical Response Written Response Rubric	0 - 20 Learners use repeated addition to calculate solutions in the number range 0-20. Learners may use concrete apparatus or drawings. e.g. 10+10=☐ 5+5+5+5=☐ How many wheels do 4 cars have? FAT 2 Oral/Practical Response Written Response Rubric	0 - 34 Learners use repeated addition to calculate solutions in the number range 0-34. Learners may use concrete apparatus or drawings. e.g. 17+17= ☐ 11 + 11 + 11 = ☐ There are 6 oranges in a packet. How many oranges are there in 5 packets? FAT 2 Oral/Practical Response Written Response Rubric
AS 7: Can perform calculations, using appropriate symbols, to solve problems involving: 7.3 estimation	0-5 Learners estimate the answers to addition and subtraction problems in the range 1-5. Learners compare the calculated answer with the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	0 - 20 Learners estimate the answers to addition and subtraction problems in the range 0-20.Learners compare the calculated answer with the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	0-34 Learners estimate the answers to addition and subtraction problems in the range 0-34. Learners compare the calculated answer with the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.	0-34 Learners estimate the answers to addition and subtraction problems in the range 0-34. Learners compare the calculated answer with the estimated answer. Estimation should be used by the learners continuously throughout all the LO's.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 8: Performs **mental calculations** involving addition and subtraction for numbers to at least 10.	0-5 Learners perform **mental calculations** with addition and subtraction with answers to at least 5. The teacher uses flash cards with dots to represent the number combinations e.g.   FAT 3 Oral/Practical Response Rating scale	0-5 Learners perform **mental calculations** with addition and subtraction with answers to at least 5. The teacher uses flash cards with number symbols to represent the number combinations e.g. 2+3=☐ 5-3=☐ 2+2=☐ 5-1=☐ FAT 2 Oral/Practical Response Rating Scale FAT 3 Oral/Practical Response Rating Scale	0-7 Learners perform **mental calculations** with addition and subtraction with answers to at least 7. The teacher uses flash cards with number symbols to represent the number combinations e.g. 3+4=☐ 7-3=☐ 6 +1=☐ 7= ☐ + ☐ FAT2 Oral/Practical Response Rating Scale FAT 3 Written Response Rating Scale	0-10 Learners perform **mental calculations** with addition and subtraction with answers to at least 10. The teacher uses flash cards with number symbols to represent the number combinations e.g. 5+5=☐ 7+3=☐ 10-2=☐ 9-4=☐ FAT 2 Oral/Practical Response Rating Scale FAT 3 Written Response Rating Scale

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 9: Uses the following techniques: 9.1 building up and breaking down numbers	1 – 5 Learners **break down** numbers in the range 1-5. Learners use counters (concrete) and drawings (Semi-concrete). e.g. (5 = 4 + 1, 5 = 3 + 1+1) 4=☐+☐ 4=☐+☐+☐ Learners **build up** numbers in the range 1-5. Learners use counters (concrete) and drawings (Semi-concrete). e.g. The teacher shows the learners the number symbol 5. Learners build up the number 5. 2 + 3 = 5, 3 + 1 + 1 = 5 ☐+☐= 5 ☐+☐+☐=5 FAT 2 Oral/Practical Response Rating scale/ Rubric FAT 3 Written Response(worksheet 4) Rubric	1 – 10 Learners **break down** numbers in the range 1-10 . Learners use counters (concrete) and drawings (Semi-concrete). e.g. (9 = 4 + 5, 9 = 4 + 4 + 1) 8 = ☐+☐ 8 = ☐+☐+☐+☐ Learners **build up** numbers in the range 1-10. Learners use counters (concrete) and drawings (Semi-concrete). e.g. The teacher shows the learners the number symbols 8, 10, etc. Learners build up the number 5. 4 + 3 + 1 = 8, 5 + 3 = 8 ☐+☐= 10 ☐+☐+☐ +☐ =10 FAT 2 Oral/Practical Response Written Response Rating scale/ Rubric FAT 3 Written Response Rubric	1 – 20 Learners **break down** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete). e.g. (19 = 10 + 9, 19 = 4 + 4 + 1+ 10) 17=☐+☐ 17=☐+☐+☐ Learners **build up** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete). e.g. The teacher shows the learners the number symbols 17, 20 etc. Learners build up the numbers. 5 + 10 + 2 = 17, 10 + 7= 17 ☐+☐= 20 ☐+☐+☐=20 FAT 2 Oral/Practical Response Written Response Rating scale/ Rubric FAT 3 Written Response Rubric	1 – 34 Learners **break down** numbers in the range 1-34. Learners use counters (concrete) and drawings (Semi-concrete). e.g. e.g. (34 = 30 + 4, 34 = 20 + 10 + 3 + 1) 29=☐+☐ 29=☐+☐+☐ +☐ Learners **build up** numbers in the range 1-34. Learners use counters (concrete) and drawings (Semi-concrete). e.g. The teacher shows the learners the number symbols 31, 34, etc. Learners build up the numbers. 30 + 1 = 31, 20 + 10 + 1 = 31 ☐+☐= 34 ☐+☐+☐ +☐ =34 FAT 2 Oral/Practical Response Written Response Rating scale/ Rubric FAT 3 Written Response Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 9: Uses the following techniques: 9.2 doubling and halving	1 – 5 Learners double numbers with answers in the number range 1 -5. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Double 1 Double 2 Learners halve numbers without a remainder **(even numbers)** in the number range 1 – 5. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Halve 2 Halve 4 Learners halve numbers with a remainder **(odd numbers)** in the number range 1 – 5. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Halve 1 Halve 3 Halve 5	1 – 10 Learners double numbers with answers in the number range 1 -10. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Double 5 Double 4 Learners halve numbers without a remainder **(even numbers)** in the number range 1 – 10. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Halve 8 Halve 10 Learners halve numbers with a remainder **(odd numbers)** in the number range 1 – 10. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Halve 7 Halve 5 Halve 9	1 – 20 Learners double numbers with answers in the number range 1 -20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Double 10 Double 8 Learners halve numbers without a remainder **(even numbers)** in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). e.g. Halve 20 Halve 14 Learners halve numbers with a remainder **(odd numbers)** in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete). . e.g. Halve 11 Halve 15 Halve 19	1 – 34 Learners double numbers with answers in the number range 1 -34. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines and the number grid (semi-concrete). e.g. Double 17 Double 12 Learners halve numbers without a remainder **(even numbers)** in the number range 1 – 34. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines and the number grid (semi-concrete). e.g. Halve 22 Halve 34 Learners halve numbers with a remainder **(odd numbers)** in the number range 1 – 34. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines and the number grid (semi-concrete). e.g. Halve 31 Halve 23

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	FAT 3 Oral/Practical Response Rating scale/Rubric	FAT 3 Oral/Practical Response Written Response Rating scale/Rubric	FAT 3 Oral/Practical Response Written Response Rating scale/Rubric	FAT 3 Oral/Practical Response Written Response Rating scale/Rubric
AS 9: Uses the following techniques: 9.3 Using concrete apparatus (e.g. counters)	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.	Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.
AS 9: Uses the following techniques: 9.4 Using number-lines	Integrate with all number work in the number range 0 – 5.	Integrate with all number work in the number range 0 – 10.	Integrate with all number work in the number range 0 – 20.	Integrate with all number work in the number range 0 – 34.
AS 10: Explains own solutions to problems.	0 – 5 Learners explain solutions to problems in the number range 0 - 5.	0 – 10 Learners explain solutions to problems in the number range 0 - 10.	0 – 20 Learners explain solutions to problems in the number range 0 - 20.	0 – 34 Learners explain solutions to problems in the number range 0 - 34.
AS 11: Checks the solution given to problems by peers.	Learners check each other's solutions to problems in the number range 0 – 5.	Learners check each other's solutions to problems in the number range 0 – 10.	Learners check each other's solutions to problems in the number range 0 – 20.	Learners check each other's solutions to problems in the number range 0 –34.

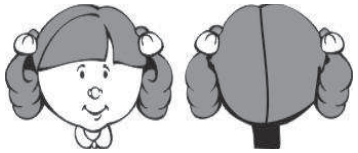
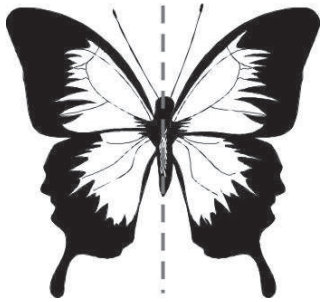
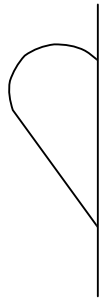
GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)*	***GRADE 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners copy and extend a pattern.* *e.g.* 			
AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).	Learners **pack out** objects according to a given pattern and extend it. Learners may use bottle tops, beads, coloured blocks or shapes. 	Learners **use** drawings to copy and extend a pattern. e.g.  FAT 2 Written Response Rubric		
AS 2: Copies and extends simple number sequences to at least 100	0-20 Learners copy and extend simple number sequences in the range 0-20. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus). e.g. 14,15,16,---, ---, ---, 20,19,18,---, ---, ---,---, ---, 12 13,12,11,---, ---, ---, ---, 6	0-40 Learners copy and extend simple number sequences in the range 0-40. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus). e.g. 40, 30, ---, --- 33,34,35,---, ---, ---,,---, ---, --- 23, 27,31 ---, ---, ---	0-60 Learners copy and extend simple number sequences in the range 0-60. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus). e.g. 30,40,----,---- 11,21,31,---, --- 60,57,54,---,---,---,---,39	0-100 Learners copy and extend simple number sequences in the range 0-100. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus). e.g. 45,55,---, ---, ---,95 60,70,---, ---, --- 4,14,24,---, ---, ---, 64

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	FAT 1, Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	FAT 1, Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	FAT 1, Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	FAT 1, Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric
GRADE R *AS2: Creates own patterns*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners draw or paint their own pattern.* *e.g.* *print patterns using potatoes/sponges/wooden blocks.*			
AS 3: Creates own patterns.	Learners pack out own pattern using shapes or objects. Learners may use concrete apparatus such as shape templates. e.g.  FAT 3 Oral/Practical Rubric	Learners draw own pattern. e.g.  FAT 3 Written Response Rubric	Learners create and write own number pattern. Learners may use number lines or number grids. e.g. 15, 20, 25, 30 49, 48, 47, 46 FAT 3 Written Response Rubric	Learners create and write own pattern using numbers. Learners may use number lines and number grids. e.g. 99, 97, 95, 93 64, 67, 70, 73 FAT 3 Written Response Rubric
AS 4: Describes observed patterns	Learners describe a given pattern.	Learners describe a given/own pattern.	Learners describe a given number pattern.	Learners describe a given/own number pattern.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	e.g. objects drawings numbers FAT 3 Oral/Practical Response Rubric .	e.g. objects drawings numbers FAT 3 Oral/Practical Response Rubric	e.g. 4,14, 24, 34, 44, 54 FAT 3 Oral/Practical Response Rubric	e.g. 22, 24, 26, 28, 30 FAT 3 Oral/Practical Response Rubric
AS 5: Identifies, describes and copies geometric patterns in natural and cultural artifacts of different cultures and times	Learners **identify** familiar geometrical patterns observed in objects and pictures in and around the classroom e.g. bricks on the wall, tiles, patterns on carpets, windows, pictures on the wall.	Learners **describe** familiar geometrical patterns observed in objects and pictures in and around the classroom e.g. bricks on the wall, tiles, patterns on carpets, windows, pictures on the wall.	Learners **copy and describe** familiar geometrical patterns observed in objects and pictures in and around the classroom. e.g. bricks on the wall, tiles, patterns on carpets, windows, pictures on the wall, beadwork, pictures of traditional houses.	

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS1: Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:* *1.1 boxes (prisms)* *1.2 balls (spheres)*	***DAY 1 -15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners recognise, identify and name boxes and balls in pictures*.			
AS 1: Recognizes, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures including: • Boxes (prisms) and balls (spheres) • Triangles and rectangles • Circles	Learners recognise, identify and name **2-D shapes** in the classroom. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response (worksheet 5) Rubric/Rating Scale	Learners recognise, identify and name **2-D shapes** in pictures. e.g. circle, rectangle, triangle FAT 3 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in the classroom. e.g. boxes balls FAT 1 Oral/Practical Response Written Response Rubric/Rating Scale	Learners recognise, identify and name **3-D objects** in pictures. e.g. boxes balls FAT 1 Written Response Rubric/ Rating Scale
GRADE R *AS 2: Describes, sorts and compares physical three-dimensional objects according to:* *2.1 size*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide.*			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 2: Describes, sorts and compares physical two-dimensional shapes and three-dimensional objects according to: • size; • objects that roll or slide; • shapes that have straight or round edges.	Learners describe, sort and compare 2-D shapes according to shapes with straight or round edges. e.g. circle, rectangle, triangle	Learners describe, sort and compare 2-D shapes according to size. e.g. smallest to biggest biggest to smallest	Learners describe, sort and compare 3-D objects according to size. e.g. smallest to biggest or biggest to smallest.	Learners describe, sort and compare 3-D objects according to objects that roll or objects that slide.
GRADE R *AS 3: Builds three-dimensional objects using concrete materials (e.g. building blocks)*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners build freely with any re-usable waste material, toilet rolls, plastic containers of different sizes, building blocks, etc.*			
AS 3: Observes and builds given three-dimensional objects using concrete materials (e.g. building blocks and construction sets).	Learners observe and build freely with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes	Learners observe and build freely with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes.	Learners observe and build a model. Learners may use any re-usable waste material such as toilet rolls, boxes and plastic containers different of sizes. e.g. a house, a car, a toy	Learners observe and build a model. Learners may use any re-usable waste material such as toilet rolls, boxes and plastic containers different of sizes. e.g. a house, a car, a toy.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 4: Recognizes **symmetry** in self and own environment (with focus on 'left', 'right', 'front' and 'back').	Learners recognise **symmetry** in self with the focus on left and right. e.g.  Learners recognise **non-symmetry** with the focus on front and back. e.g. 	Learners identify **symmetry** (identical left and right images) in objects in the environment or in drawings. e.g. 	Learners **draw** the identical left or right images of a simple picture. e.g.  FAT 1 Oral/Practical Response Written Response Rubric	Learners **draw** the identical left or right images of a simple picture e.g. 
GRADE R *AS 5: Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners describe the position of one 3D-objects in relation to another using in front of, behind, left, right, underneath, above, inside and on top.*			
AS 5: Describes one three-dimensional object in relation to another (e.g. 'in front of ' or 'behind').	Learners describe the position of one 3D-object in relation to another using left, right, underneath and above.	Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top	Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top	

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3 SPACE AND SHAPE				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS 6: Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom (e.g. 'at the front' or 'at the back')*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners follow directions according to given instructions. e.g.* *Take 3 steps to the left, take 4 steps to the front, take 5 steps to the right, etc.*			
AS 6: Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom or three-dimensional objects in relation to each other.	Learners follow directions according to given instructions e.g. take 3 steps to the left, take 4 steps to the front, take 5 steps to the right	Learners place themselves in different positions in relation to an object e.g. Stand in front of the chair, stand behind the chair, stand on top of the chair, stand to the left of the chair, stand to the right of the chair	Learners place an object e.g. a ball in different positions in relation to themselves e.g. place the ball to the left or the right of yourself place the ball behind or in front of yourself	

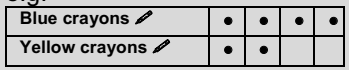
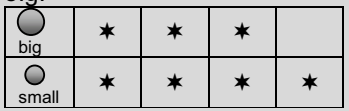
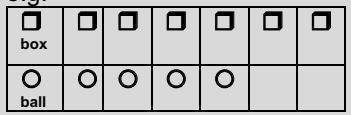
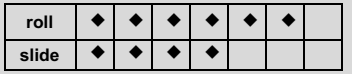
GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4 MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	TERM 3	TERM 4
GRADE R *AS1: Describes the time of day in terms of day or night*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners describe the things they do during day/night.*			
AS1: Describes the time of day using vocabulary such as 'early', 'late morning', 'afternoon' and 'night'.	Learners identify and describe different times of the day by looking at pictures. e.g. Use pictures to identify morning, afternoon, evening	Learners describe the time of day using early morning, late morning, afternoon and night. e.g. When do you get dressed for school? When do you play with your friends? When do you go to bed to sleep?		
GRADE R *AS2: Orders recurring events in own daily life*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners order/sequence at least 5 events in their own daily life.* *e.g.* *I wake up* *I eat my breakfast* *I go to school* *I go home* *I go to sport practice*			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4 MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS2: Compares events in terms of the length of time they take (longer, shorter, faster, slower).		Learners compare events according to length of time e.g. What will take the longest? To walk to school or to drive to school?		
GRADE R *AS3: Sequences events within one day*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners order/sequence at least 5 events in their own daily life.* *e.g.* *I wake up* *I eat my breakfast* *I go to school* *I go home* *I go to sport practice*			
AS3: Sequences events using language such as 'yesterday', 'today' and 'tomorrow'.		Learners talk about own experiences using vocabulary yesterday, today and tomorrow.	Learners talk about own experiences using vocabulary yesterday, today and tomorrow.	Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
AS 4: Places birthdays on a calendar.	Learners place their names on their birthday month on the year calendar.			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4 MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS4: Works concretely comparing and ordering objects using appropriate vocabulary to describe:* • *mass* • *(e.g. light, heavy, heavier)* • *capacity* • *(e.g. empty, full, less than, more than)* • *length* • *(e.g. longer, shorter, wider, tall, short)*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** ***Length, Mass and Capacity*** *Learners compare and order objects according to length, mass and capacity.* *e.g.* *longer, shorter, tall/short* *light and heavy* *empty and full* *less than* *more than*			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4 MEASUREMENT				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 5: Estimates, measures, compares and orders three-dimensional objects using non-standard measures: • mass (e.g. bricks, sand bags); • capacity (e.g. spoons, cups); • length (e.g. hand spans, footsteps	**Length** Learners **estimate and measure the lengths of different objects.** Learners use hand spans, fingers, strides/steps (feet) e.g. How many hand spans is the longest side of your table? Learners compare the length of different objects and order the objects from longest to shortest or shortest to longest. FAT 2 Oral/Practical Response Rubric	**Mass** Learners **estimate and measure mass of different objects**. Learners use sand bags, blocks e.g. How many blocks do I have to put on this side of the scale to weigh the same as the bar of soap on the other side? Learners compare the mass of different objects and order the objects from heaviest to lightest or from lightest to heaviest FAT 2 Oral/Practical Response Written Response Rubric	**Capacity** Learners **estimate and measure the capacity of different containers.** Learners use cups, spoons, and mugs. e.g. How many spoons/cups do I use to fill up a 2 litre bucket/bottle? Learners compare the capacity of containers and order them from most to least or from least to most FAT 2 Oral/Practical Response Written Response Rubric	**Length, Mass & Capacity** Learners measure and compare the **length, mass and capacity** of different objects. Learners arrange the objects from longest to shortest, shortest to longest, heaviest to lightest, lightest to heaviest most to least or least to most. FAT 2 Oral/Practical Response Written Response Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 5 DATA HANDLING				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
GRADE R *AS1: Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers)*	***GRADE R*** *AS1: Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers)*			
AS 1: Collects everyday objects (alone and/or as a member of a group or team) in the classroom and school environment according to given criteria or categories.	Learners collect **objects** from the classroom or their environment according to **colour**. e.g. crayons bottle tops FAT 3 Oral/Practical Response Rubric	Learners collect **objects** from the classroom or their environment according to **sizes** e.g. Collect counters of different sizes. FAT 3 Oral/Practical Response Rubric	Learners collect **objects** from the classroom or their environment according to different **shapes**. e.g. Collect boxes and balls Collect objects with straight edges or round edges. FAT 3 Oral/Practical Response Rubric	Learners collect **objects** from the classroom and their environment according to objects with straight edges, round edges, objects that can **roll** and objects that can **slide**. FAT 3 Oral/Practical Response Rubric
GRADE R *AS2: Sorts physical objects according to one attribute (property)* *(e.g. red shapes)*	***DAY 1 – 15 ORIENTATION PROGRAMME AND BASELINE ASSESSMENT*** *Learners sort buttons and beads to colour/shape/size. Learners sort individually.*			
AS 2: Sorts physical objects according to one attribute chosen for a reason (e.g. 'Sort crayons into colours.').	Learners sort objects from the classroom or their environment. e.g. crayons: blue, yellow, red FAT 3 Oral/Practical Response Rubric	Learners sort objects from the classroom or their environment. e.g. counters: big and small FAT 3 Oral/Practical Response Rubric	Learners sort objects from the classroom or their environment. e.g. boxes and balls objects with straight edges and round edges FAT 3 Oral/Practical Response Rubric	Learners sort objects from the classroom or their own environment. e.g. straight edges and round edges, objects that can roll and objects that can slide. FAT 3 Oral/Practical Response Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 5 DATA HANDLING				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 3: Gives reasons for collections being grouped in particular ways.	Learners give reasons for grouping collections in a particular way. e.g. colour	Learners give reasons for grouping collections in a particular way. e.g. small counters big counters	Learners give reasons for grouping collections in a particular way. e.g. boxes balls	Learners give reasons for grouping collections in a particular way. e.g. objects that can roll objects that can slide
AS 4: Draws a picture as a record of collected objects.	Learners draw a picture of their collected objects. e.g. green crayons blue crayons red crayons FAT 3 Written Response(worksheet 6.1) Rubric	Learners draw a picture of their collected objects. e.g. big counters small counters FAT 3 Written Response Rubric	Learners draw a picture of their collected objects. e.g. balls boxes FAT 3 Written Response Rubric	Learners draw a picture of their collected objects. e.g. objects that can roll objects that can slide FAT 3 Written Response Rubric
AS 5: Constructs pictographs where stickers or stamps represent individual elements in a collection of objects.	Learners construct pictographs to show correspondence between collected data (crayons) and representation. Learners may use stamps, stickers, or drawings to construct the pictograph. e.g.  FAT 3 Written Response(worksheet 6.2) Rubric	Learners construct pictographs to show correspondence between collected data (counters) and representation. Learners may use stamps, stickers, or drawings to construct the pictograph. e.g.  FAT 3 Written Response Rubric	Learners construct pictographs to show correspondence between collected data (boxes, balls) and representation. Learners may use stamps, stickers, or drawings to construct the pictograph. e.g.  FAT 3 Written Response Rubric	Learners construct pictographs to show correspondence between collected data and representation. Learners may use stamps, stickers, or drawings to construct the pictograph. e.g.  FAT 3 Written Response Rubric

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 5 DATA HANDLING				
ASSESSMENT STANDARD	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
AS 6: Describes own collection of objects, explains how it was sorted, and answers questions about it.	Learners describe, explain and answer questions about the grouping. e.g. Which colour crayons are the most? Which colour crayons are the least? How many more blue crayons than yellow crayons? FAT 3 Oral /Practical Response Rubric	Learners describe, explain and answer questions about the grouping. e.g. Which counters are the most? Which counters are the least? How many counters are there altogether? FAT 3 Oral /Practical Response Rubric	Learners describe, explain and answer questions about the grouping. e.g. How many balls are there? How many boxes are there? How many more boxes than balls? FAT 3 Oral /Practical Response Written Response Rubric	Learners describe, explain and answer questions about the grouping. e.g. How many objects can slide? How many objects can roll? How many objects altogether? How many more objects can slide that can roll? FAT 3 Oral /Practical Response Written Response Rubric

Section 2

SUMMARY OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

SUMMARY OF FORMAL ASSESSMENT TASKS				
NUMERACY : GRADE 1				
TASK 1	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	LO 1 AS 1	LO 1 AS 2.1	LO 1 AS 2.1	LO 1 AS 2.1
	LO 1 AS 2.1	LO 1 AS 2.2	LO 1 AS 2.2	LO 1 AS 2.2
	LO 2 AS 2	LO 2 AS 2	LO 2 AS 2	LO 2 AS 2
			LO 3 AS 1	LO 3 AS 1
			LO 3 AS 4	
TASK 2	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
	LO 1 AS 3 (Symbols)	LO 1 AS 3 (Symbols)	LO 1 AS 3 (Symbols)	LO 1 AS 3 (Symbols)
	LO 1 AS 4	LO 1 AS 4	LO 1 AS 4	LO 1 AS 4
		LO 1 AS 7.2	LO 1 AS 7.2	LO 1 AS 7.2
		LO 1 AS 8	LO 1 AS 8	LO 1 AS 8
	LO 1 AS 9.1	LO 1 AS 9.1	LO 1 AS 9.1	LO 1 AS 9.1
		LO 2 AS 1		
	LO 2 AS 2	LO 2 AS 2	LO 2 AS 2	LO 2 AS 2
	LO 4 AS 5	LO 4 AS 5	LO 4 AS 5	LO 4 AS 5
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
	LO 2 AS 2	LO2 AS 2	LO2 AS 2	LO 2 AS 2
	LO 2 AS 3	LO2 AS 3	LO2 AS 3	LO 2 AS 3
	LO 2 AS 4	LO2 AS 4	LO2 AS 4	LO 2 AS 4
	LO 3 AS 1	LO 3 AS 1		
	LO 5 AS 1	LO 5 AS 1	LO 5 AS 1	LO 5 AS 1
	LO 5 AS 2	LO 5 AS 2	LO 5 AS 2	LO 5 AS 2
	LO 5 AS 4	LO 5 AS 4	LO 5 AS 4	LO 5 AS 4
	LO 5 AS 5	LO 5 AS 5	LO 5 AS 5	LO 5 AS 5
	LO 5 AS 6	LO 5 AS 6	LO 5 AS 6	LO 5 AS 6

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**1**	**1**	0-10 Learners count physical objects using one-to-one correspondence in the number range 0 – 10.	**FAT 1: Practical in small groups** Learners move individual objects one by one e.g. beads, while counting orally in the number range 1 to 10	**O/PR**	**Rubric**
	2.1	**1,3**	0-20 Learners count forwards and backwards in ones from any given number in the number range 0 – 20. Learners may use concrete apparatus e.g. the abacus and counters or use the number line, the number grid or drawings (semi-concrete)	**FAT 1: Practical in small groups** The teacher shows any number from 0 to 10 and learner counts on in ones to 20 **FAT 3: Practical in small groups** The teacher shows any number up to 20 and learner counts back in ones to 0	**O/PR** **O/PR**	**Rubric** **Rubric**
	3 **3**	**2,3** **3**	Learners know and read any number symbol in the number range 1-20. The learners read the symbols on number cards, a number grid or a number line. Learners write any number name in the number range1-5.	**FAT 2: Practical in small groups** The teacher shows numbers in any order 1 – 20 and learners recognise and name numbers. Learners clap amount that numbers represent **FAT 3: Practical in small groups** The teacher shows numbers in any order 1 – 20 and learners recognise and name the numbers. **FAT 3: Written** Learners draw and write the number names and symbols 1 - 5. (worksheet 1)	**O/PR** **O/PR** **WR**	**Rubric** **Rubric** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**4**	**2, 3**	0-10 Learners order whole numbers 0-10 in an ascending order (Smallest to biggest). Learners may use a number grid or a number line. Learners order whole numbers 0-10 in a descending order. (Biggest to smallest). Learners may use a number grid or a number line. Learners describe the position of numbers 0 – 10 using before, after, between. Learners may use a number grid, number line or counters. Learners compare numbers 0 -10 using more than, less than, biggest, smallest. The learners may use a number grid, number line or counters.	**FAT 2: Practical in small groups** The teacher gives learners number cards in the number range 0-10 e. g. 2, 4, 9, and 10. Learners order the numbers from the smallest to the biggest and biggest to the smallest The teacher asks questions, e.g. what number comes after/before/between/biggest/smallest/1 more/1 less/ 2 more/2 less etc. **FAT 3: Written** Learners fill in the missing numbers on a worksheet. (worksheet 2)	**O/PR** **WR**	**Rubric** **Rubric**
	6	**3**	0-5 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-5. Learners may use concrete apparatus or drawings.	**FAT 3: Practical in small groups** The teacher asks word problems in number range 0-5. Learners may use concrete apparatus and drawings to solve the problems e.g. How many eyes do 2 learners have? Sipho has 5 soccer balls. He shares the soccer balls equally between 2 friends. How many soccer balls does each friend get? How many soccer balls does I Sipho have left?	**O/PR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**7.1**	**3**	0-5 Learners perform addition and subtraction with whole numbers in the range 0-5 using +, - and =. Learners may use concrete apparatus, drawings and number lines.	**FAT 3: Practical in small groups** The teacher asks word problems in the number range 1 to 5 (+ and -) Learners use concrete apparatus to show their calculations, e.g. I have 3 apples. I buy one more apple. How many apples do I have? HINT: The learners write the calculations in their class workbooks, on slates or white boards. **FAT 3: Written** Learners complete the calculations using addition and subtraction in the number range 1 - 5 on a worksheet. (worksheet 3)	**O/PR** **WR** **WR**	**Rating Scale/ Rubric** **Rubric**
	8	**3**	0-5 Learners perform mental calculations with addition and subtraction with answers to at least 5. The teacher uses flash cards with dots to represent the number combinations	**FAT 3: Practical in small groups** The teacher shows cards with e. g. 2 blue and 2 red dots. Learners add the dots and give the answer orally. The teacher shows cards with 5 blue dots. Learners subtract the crossed out dots and give the answer orally.	**O/PR**	**Rating Scale**

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

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	**9.1**	**2, 3**	1 – 5 Learners break down numbers in the range 1-5. Learners use counters (concrete) and drawings (Semi -concrete). e.g. (5 = 4+ 1, 5 = 3 + 1+1) Learners build up numbers in the range 1-5. Learners use counters (concrete) and drawings (Semi -concrete).	**FAT 2: Practical in small groups** Learners receive a number e.g. 4. They **break down** the number by packing out counters in different combinations which add up to 4 e.g. •• •• 2 + 2 ••• • 3 + 1 • •• • 1 + 2+ 1 Learners receive numbers in the range 1-5. They **build up** the given numbers. They may use concrete apparatus or drawings to build up the numbers before they write the numbers. ☐ + ☐ = 3 ☐ + ☐ + ☐ = 5 etc. HINT: The learners write in their class workbooks, on slates or white boards. **FAT 3: Written** Learners **build up** the number 5 and write the answers on the worksheet. (worksheet 4)	**O/PR** **WR** **WR**	**Rating Scale** **Rubric** **Rubric**
	9.2	**3**	1 – 5 Learners double numbers with answers in the number range 1 -5. Learners may use concrete apparatus, drawings, number lines and the abacus. Learners halve numbers without a remainder (even number) in the number range 1 – 5. Learners may use concrete apparatus, drawings, number lines and the abacus. Learners halve number with a remainder (odd numbers) in the number range 1 – 5. Learners may use concrete apparatus, drawings, number lines and the abacus.	**FAT 3: Practical in small groups** The learners double the numbers 1 and 2. The learners half the numbers 1 - 5. The learners may use counters, the abacus or drawings and the number line. HINT: The learners write in their class workbooks, on slates or white boards.	**O/PR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	**2**	FAT 1,2,3	0-20 Learners copy and extend simple number sequences in the range 0-20. Learners may use concrete apparatus (abacus), or semi-concrete apparatus (number lines and number grids).	**FAT 1: Practical in small groups** The teacher gives each learner a number strip with the numbers 14, 15, 16. Learners extend sequence by counting on in ones to 20. **FAT 2: Practical in small groups** The teacher gives each learner a number strip with the numbers 20, 19, and 18. Learners count backwards in ones by packing out the numbers 17, 16, 15, etc. **FAT 3: Practical in small groups** The teacher gives each learner a number strip with the numbers 2, 4, and 6. Learners count in 2's to 20.	**O/PR** **O/PR** **O/PR**	**Rubric** **Rubric** **Rubric**
	3	**3**	Learners pack out own pattern using shapes or objects. Learners may use concrete apparatus such as shape templates.	**FAT 3: Practical in small groups** The teacher gives learners coloured shape cards and learners create own pattern left to right or bottom to top The teacher gives learners a sorting box with more than one set of number cards 1-10. Learners create own patterns e.g. 1, 2, 3, 1, 2, 3,	**O/PR**	**Rubric**
	4	**3**	Learners describe a given pattern.	**FAT 3: Practical in small groups** Learners describe own pattern e.g. blue circle, red square, yellow triangle etc. Learners describe own number patterns e.g. 1, 2, 3, 1, 2, 3,	**O/PR**	**Rubric**
LO 3 SPACE AND SHAPE	**1**	**3**	Learners recognise, identify and name 2-D shapes in the classroom.	**FAT 3: Practical in small groups** The teacher points to different 2D-shapes in the classroom and learners must name them, e.g. triangle, rectangle, circle. **FAT 3: Written** Learners match the pictures of different objects with the correct 2D-shape. (worksheet 5)	**O/PR** **WR**	**Rating Scale** **Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 1						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO4 MEASUREMENT	**5**	**2**	**Length** Learners **estimate and measure the lengths of different objects. Learners use** hand spans, fingers, steps (feet) Learners compare the length of different objects and order the objects from longest to shortest or shortest to longest	**FAT 2: Practical in small groups** Learners estimate the length of their desks, the door and the bookshelf in hand spans. The teacher records their estimations. Learners measure the length of their desks, the door and the bookshelf in hand spans. The teacher records their measurements. The learners answer questions about their findings.	**O/PR**	**Rubric**
LO5 DATA HANDLING	**1**	**3**	Learners collect **objects** from the classroom or their environment according to colour.	**FAT 3: Practical** Learners collect crayons of different colours.	**O/PR**	**Rubric**
	2	**3**	Learners sort objects from the classroom or their environment.	**FAT 3: Practical** Learners sort crayons according to colour.	**O/PR**	**Rubric**
	4	**3**	Learners draw a picture of their collected objects.	**FAT 3: Written** Learners draw a picture of how many blue, red, and yellow crayons. (worksheet 6.1)	**WR**	**Rubric**
	5	**3**	Learners construct pictographs to show correspondence between collected data and representation. Learners may use stamps, stickers or drawings to construct the pictograph.	**FAT 3: Written** Learners make a pictograph to show the number of blue, red and yellow crayons. (worksheet 6.2)	**WR**	**Rubric**
	6	**3**	Learners describe, explain and answer questions about the grouping.	**FAT 3: Practical** The teacher asks questions e.g. which colour is the most/least How many blue, red, etc.	**O/PR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**2.1**	**1,3**	0-40 Learners count forwards and backwards in ones from any given number in the number range 0 – 40. Learners may use concrete apparatus e.g. the abacus and counters or use the number line, the number grid or drawings (semi-concrete)	**FAT 1: Practical in small groups** The teacher shows number cards in the number range 0 - 40. The learners count on in ones from the given number. **FAT 3: Practical in small groups** Learners count forwards and backwards in ones from a given number in the number range 0 - 40. **FAT 3 Written** Learners fill in the missing numbers on a number grid.	**O/PR** **O/PR** **WR**	**Rubric** **Rubric** **Rubric**
	2.2	**1,3**	0-40 Learners count forwards and backwards in tens from any given number in the number range 0 - 40. Learners may use concrete apparatus e.g. the abacus and counters or use the number line, the number grid or drawings (semi-concrete). Learners count in tens from a whole ten.	**FAT 1: Practical in small groups** Learners use the abacus to count forwards and backwards in multiples of 10 in the number range 0 - 40. **FAT 3: Practical in small groups** Learners count forwards and backwards in multiples of ten on the number line or the number grid in the number range 0 - 40.	**O/PR** **O/PR**	**Rubric** **Rubric**
	3	**2,3**	Learners know and read any number symbols in the number range 0-40. The learners read the symbols on number cards, a number grid or a number line.	**FAT 2: Practical in small groups** The teacher shows numbers in any order 0-40 and learners recognise and name numbers. **FAT 3: Practical in small groups** The teacher shows numbers on a number grid in the number range 0 - 40. Learners read the number symbols.	**O/PR** **O/PR**	**Rubric** **Rubric**
	3	**3**	Learners write any number name in the number range 1 – 10.	**FAT 3: Written** Learners write number names next to the corresponding number symbols in the number range one to ten.	**WR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**4**	**2, 3**	0-20 Learners order whole numbers 0-20 in an ascending order (Smallest to biggest). Learners may use a number grid or a number line. Learners order whole numbers 0 - 20 in a descending order (Biggest to smallest). Learners may use a number grid or a number line. Learners describe the position of numbers 0 – 20 using before, after, between. Learners may use a number grid or a number line. Learners compare number 0 – 20 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.	**FAT 2: Practical in small groups** The teacher gives learners 5 number cards in the number range 0-20. The learners order the numbers from the smallest to the biggest number and from the biggest to the smallest number and read the numbers they have packed out, e.g. 9, 14, 16, 18, 19 (smallest to biggest) 19, 18, 16, 14, 9 (biggest to smallest) Use the same number cards. Learners say what number comes before/after/ 1 more/ 1 less etc. Repeat with all the numbers in the example above. **FAT 3: Written** Learners fill in the missing numbers.	**O/PR** **WR**	**Rubric** **Rubric**
	5	**3**	0 – 10 Learners solve money problems in the range 0-10 using R1, R2, R5, R10 and 10c and 5c . Learners may use real or play money. Learners calculate using addition and subtraction Learners solve word problems such as:	**FAT 3: Practical in small groups** Shop game: The teacher sets up a toy shop. Different toys with different prices in the range from R1 to R10. Learners choose 2 items to buy and calculate the prices to determine how much he/she must pay, e.g. Ball: R5 , Car: R3 Total: R8 Learners pack out the amount to pay with real or play money. R5 + R2 + R1 → R8 The teacher poses question e.g. If I pay with a R10 note, how much change will I get? HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.	**O/PR** **WR**	**Rubric**

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	**AS**	**FAT**	**ATTAINMENT TARGET**	**ACTIVITY**	**FORM**	**TOOL**
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS**	**6**	**3**	0 -10 Learners solve and explain practical problems involving equal sharing and grouping with and without remainders in the range 0-10. Learners may use concrete apparatus or drawings.	**FAT 3: Practical in small groups** The teacher asks word problems in the number range 0 - 10. Learners may use concrete apparatus or draw to solve the problems. I share 9 toffees amongst 3 friends. How many toffees does each friend get? I share 9 balloons amongst 4 friends. How many balloons does each friend get and how many balloons are left. There are 3 packets with 3 sweet in each packet. How many sweets are there altogether? HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.	**O/PR** **WR**	**Rubric**
	7.1	**3**	0-10 Learners perform addition and subtraction with whole numbers in the range 0-10 using +, - and = . Learners may use concrete apparatus, drawings and number lines.	**FAT 3: Practical in small groups** The teacher asks word problems in the number range 0 -10. (+ and -). The learners may use concrete apparatus or drawings to calculate their answers. I have 6 sweets. Mommy gives me 3 more sweets. How many sweets do I have? I have 8 sweets. I eat 2 sweets. How many sweets are left? HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards. **FAT 3: Written** Learners complete the calculations using addition and subtraction in the number range 0 - 10.	**O/PR** **WR** **WR**	**Rubric** **Rubric**