












Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7.2	2	0- 10 Learners use repeated addition to calculate solutions in the number range 0-10. Learners may use concrete apparatus or drawings.	FAT 2: Practical in small groups The teacher asks word problems in the number range 0 - 10. (Repeated addition). Learners may use concrete apparatus or drawings to calculate answers. There are 3 children. How many eyes do you see? There are 2 vases. There are 5 roses in each vase. How many roses are there altogether? HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.	O/PR WR	Rubric
	8	2, 3	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	FAT 2: Practical in small groups The teacher shows cards with plus and minus calculations from 0-5, e.g. $2 + 3 = \square$ $4 - 2 = \square$ etc. Initially learners may use concrete apparatus to determine answers, but strive to do the calculations without concrete help. FAT 3: Practical in small groups The teacher shows cards with plus and minus calculations from 0-5, e.g. $2 + 3 = \square$ $4 - 2 = \square$ etc	O/PR O/PR	Rating Scale Rating scale


Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.1	2, 3	<p>1 – 10 Learners break down numbers in the range 1-10 Learners use counters (concrete) and drawings (Semi-concrete). e.g. $9 = 4 + 5$, $5 = 4 + 4 + 1$ Learners build up numbers in the range 1-10. Learners use counters (concrete) and drawings (Semi-concrete). e.g. $4 + 3 + 1 = 8$, $5 + 3 = 8$</p>	<p>FAT 2: Practical in small groups The teacher gives each learner a different number in the number range 1 to 10. The learners break down the specific number using counters or drawings. The learners can write the different combinations. .</p> <p>The teacher gives each learner a different number in the number range 1 to 10. The learners build up the specific number using counters or drawings. The learners can write the different combinations. .</p> <p>HINT: The learners write in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written Learners build up any number in the number range 1 - 10. ✍</p>	<p>O/PR WR</p> <p>WR</p>	<p>Rating Scale/ Rubric</p> <p>Rubric</p>
	9.2	3	<p>1 – 10 Learners double numbers with answers in the number range 1 -10. Learners may use concrete apparatus, drawings, number lines and the abacus.</p> <p>Learners halve numbers without a remainder (even number) in the number range 1 – 10. Learners may use concrete apparatus, drawings, number lines and the abacus.</p> <p>Learners halve number with a remainder (odd numbers) in the number range 1 – 10. Learners may use concrete apparatus, drawings, number lines and the abacus.</p>	<p>FAT 3: Practical in small groups The learners double the numbers 1 to 5. The learners half the numbers 1 to 10. 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.</p>	O/PR WR	Rating scale / Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO2 PATTERNS, FUNCTIONS AND ALGEBRA	1	2	Learners use drawings to copy and extend a pattern.	FAT 2: Written Learners copy and extend different shape patterns. 	WR	Rubric
	2	1,2,3	0-40 Learners copy and extend simple number sequences in the range 0-40. Learners may use concrete apparatus (abacus), or semi-concrete apparatus (number lines and number grids).	FAT 1: Practical in small groups The teacher gives learners number cards with a number sequence in the number range 0 to 40. Learners copy and complete the pattern. FAT 2: Practical in small groups The teacher gives learners number cards with a number sequence in the number range 0 to 40. Learners copy and complete the pattern. FAT 3: Written Learners copy and extend given number sequences in the number range 0 to 40. 	O/PR O/PR WR	Rubric Rubric Rubric
	3	3	Learners draw own pattern.	FAT 3: Written Learners draw their own pattern. 	WR	Rubric
	4	3	Learners describe a given/own pattern.	FAT 2: Practical in small groups The learners describe their own pattern. The teacher gives each learner a different number pattern. The learners describe the given pattern.	O/PR	Rubric
LO 3 SPACE AND SHAPE	1	3	Learners recognise, identify and name 2D-shapes in the classroom.	FAT 3: Practical in small groups Learners name 2D-shapes . FAT 3: Written Learners identify the 2D -shapes within a given picture. 	O/PR WR	Rating scale/ Rubric Rating scale/ Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	5	2	Mass Learners estimate and measure mass of different objects . Learners use sand bags, blocks	FAT 2: Practical in small groups The teacher provides a balancing scale with blocks, as well as objects with different mass to weigh, e.g. a rubber, a ruler, a pritt stick, a key, etc. Learners estimate how many blocks they will need to balance the scale to weigh the same as the objects on the other side. They record their estimation. The learners count how many blocks will weigh the same as the object on the other side of the balancing scale.	O/PR WR	Rubric
				FAT 2: Written Learners write their estimations and the mass in blocks next to pictures on a worksheet. The learners answer questions about their findings, e. g. which is the heaviest, which is the lightest etc. 	WR	Rubric
LO5 DATA HANDLING	1	3	Learners collect objects from the classroom or their environment.	FAT 3: Practical in small groups The learners collect boxes of different sizes.	O/PR	Rubric
	2	3	Learners sort objects from the classroom or their environment.	FAT 3: Practical in small groups Learners sort the boxes according to size.	O/PR	Rubric
	4	3	Learners draw a picture of their collected objects.	FAT 3: Written Learners draw a picture of the big, medium and small boxes collected. 	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO5 DATA HANDLING	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 big, medium and small boxes they have collected. 	WR	Rubric
	6	3	Learners describe, explain and answer questions about the grouping.	FAT 3: Written The teacher asks questions about their groupings. Which are the most? Which are the least? How many more etc. 	O/PR	Rubric




Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.1	1,3	0-60 Learners count forwards and backwards in ones from any given number in the number range 0 - 60. 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 Learners count forwards and backwards in ones from a given number in the number range 0 - 60. FAT 3: Written Learners fill in the missing numbers. 	O/PR WR	Rubric Rubric
	2.2	1,3	0-60 Learners count forwards and backwards in tens from any given number in the number range 10 - 60. 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 count forwards and backwards in multiples of ten in the number range 0 - 60. FAT 3: Written Learners fill in the missing numbers. 	O/PR WR	Rubric Rubric
	3	2, 3	Learners know and read any number symbols in the number range 0-60. 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 0-60 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 - 60. Learners read the number symbols.	O/PR O/PR	Rubric Rubric
	3	3	Learners write any number name in the number range 1 – 20.	FAT 3: Written Learners write number names next to the corresponding number symbols in the number range one to twenty. 	WR	Rubric




Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	4	2,3	<p>0-34</p> <p>Learners order whole numbers 0 - 34 in an ascending order (Smallest to biggest). Learners may use a number grid or a number line.</p> <p>Learners order whole numbers 0 - 34 in a descending order (biggest to smallest). Learners may use a number grid or a number line.</p> <p>Learners describe the position of numbers 0 - 34 using before, after, between. Learners may use a number grid or a number line.</p> <p>Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.</p>	<p>FAT 2: Practical in small groups</p> <p>The teacher gives learners 5 number cards in the number range 0 to 34. 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.</p> <p>Use the same number cards. Learners say what number comes before/after/ 1 more/ 1 less etc.</p> <p>FAT 3: Written</p> <p>Learners fill in the missing numbers. </p>	<p>O/PR</p> <p>WR</p>	<p>Rubric</p> <p>Rubric</p>
	5	3	<p>0 – 20</p> <p>Learners solve money problems in the range 0-20 using R1, R2, R5, R10, R20 and 20c, 10c and 5c .</p> <p>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.</p>	<p>FAT 3: Practical in small groups</p> <p>Teacher uses shopping flyers. Learners pack out play or real money to buy a specific item on the shopping flyer.</p> <p>Learners calculate how much money they must pay for two or more of the items.</p> <p>Learners calculate the change.</p> <p>HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.</p>	<p>O/PR</p> <p>WR</p>	<p>Rubric</p>


Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	7.2	2	0 - 20 Learners use repeated addition to calculate solutions in the number range 0-20. Learners may use concrete apparatus or drawings.	FAT 2: Practical in small groups The teacher asks word problems in the number range 0 to 20. (Repeated addition). Learners may use concrete apparatus or drawings to calculate answers. There are 5 tricycles. How many wheels do you see? There are 4 tins. In each tin are 5 pencils. How many pencils are there altogether? The teacher asks word problems in the number range 0 to 20. (Repeated addition). Learners may use concrete apparatus or drawings to calculate answers.	O/PR WR	Rubric
	8	2,3	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	FAT 2: Practical in small groups The teacher shows cards with plus and minus calculations from 0 to 7, e.g. $4 + 3 = \square$ $6 - 2 = \square$ etc. Initially learners may use concrete apparatus to calculate answers, but strive to do the calculations without concrete help. FAT 3: Written Learners write the answers to addition and subtraction calculations in the number range 0 to 7.	O/PR WR	Rating Scale Rating Scale

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.1	2,3	Learners break down numbers in the range 1-20 Learners use counters (concrete) and drawings (Semi-concrete). e.g. ($19 = 10 + 9$, $19 = 4 + 4 + 1 + 10$)	FAT 2: Practical in small groups The teacher gives each learner a different number in the number range 1 to 20. The learners break down and build up the numbers. The learners may use concrete apparatus or drawings. The learners can write the different combinations. . HINT: The learners write in their class workbooks, on slates or white boards.	O/PR WR	Rating Scale/ Rubric
			Learners Build up numbers in the range 1-20 Learners use counters (concrete) and drawings (Semi-concrete). e.g. ($5 + 10 + 2 = 17$, $10 + 7 = 17$)	FAT 3: Written Learners build up and break down any number in the number range 1 to 20. ✍	WR	Rubric
	9.2	3	1 – 20 Learners double numbers with answers in the number range 1 -20. Learners may use concrete apparatus, drawings, number lines and the abacus.	FAT 3: Practical in small groups The learners double the numbers 1 to 10. The learners halve the numbers 1 to 20. The learners may use counters, the abacus, drawings or the number line. HINT: The learners write in their class workbooks, on slates or white boards.	O/PR WR	Rating scale / Rubric
			Learners halve numbers without a remainder (even number) in the number range 1 – 20. Learners may use concrete apparatus, drawings, number lines and the abacus Learners halve number with a remainder (odd numbers) in the number range 1 – 20. Learners may use concrete apparatus, drawings, number lines and the abacus.	FAT 3: Written The learners double any number in the number range 1 to10. The learners halve any number in the number range 1 to 20. ✍	WR	Rating scale / Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0-60 Learners copy and extend simple number sequences in the range 0-60. Learners may use concrete apparatus (abacus), or semi-concrete apparatus (number lines and number grid).	FAT 1: Practical in small groups The teacher gives learners number strips with different number patterns in the number range 0 - 60. Learners copy and extend the number pattern.	O/PR	Rubric
				FAT 2: Practical in small groups The teacher gives learners number strips with different number patterns in the number range 0 - 60. Learners copy and extend the number pattern.	O/PR	Rubric
				FAT 3: Written The teacher gives a number pattern in the number range 0 - 60. The learners copy and complete the pattern. ✍️	WR	Rubric
	3	3	Learners create and write own number pattern. Learners may use number lines or number grids.	FAT 3: Written Learners create and write their own number pattern in the number range 0 - 60. ✍️	WR	Rubric
LO 3 SPACE AND SHAPE	4	3	Learners describe a given number pattern	FAT 3: Practical in small groups The learners describe their own or a given number pattern	O/PR	Rubric
	1	1	Learners recognise, identify and name 3-D objects in the classroom.	FAT 1: Practical in small groups The teacher shows different boxes and balls in the classroom. The learners name the objects.	O/PR	Rating Scale
				FAT 1: Written Learners sort boxes and balls and write the names underneath. ✍️	WR	Rating scale/ Rubric
	4	1	Learners draw the identical left or right images of a simple picture.	FAT 1: Practical in small groups Learners identify symmetry in pictures.	O/PR	Rubric
				FAT 1: Written Learners draw the identical left or right images of a simple picture. (Symmetry) ✍️	WR	Rating scale/ Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	5	1	<p>Capacity</p> <p>Learners estimate and measure the capacity of different containers. Learners use cups, spoons, mugs.</p> <p>Learners compare the capacity of containers and order them from most to least or from least to most</p>	<p>FAT 1: Practical in small groups The teacher will have examples of different containers in class and learners must estimate how many cups of water they will need to fill a certain container. Learners write down their estimations.</p> <p>The learners measure the capacity of the different containers to determine the number of cups of water that will fill the container. They write down the actual answer.</p> <p>The learners compare their estimated answer with the actual answer.</p>	O/PR WR	Rubric
LO5 DATA HANDLING	1	3	Learners collect objects from the classroom or their environment.	FAT 3: Practical in small groups Learners collect objects with straight edges and objects with round edges in the classroom.	O/PR	Rubric
	2	3	Learners sort objects from the classroom or their environment.	FAT 3: Practical in small groups Learners sort the objects according to objects with straight edges and objects with round edges.	O/PR	Rubric
	4	3	Learners draw a picture of their collected objects	FAT 1: Written Learners count and draw their findings 	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 objects with straight edges and the number of objects with round edges. 	WR	Rubric
	6	3	Learners describe, explain and answer questions about the grouping.	<p>FAT 3: Practical in small groups Learners answer questions about the graph.</p> <p>FAT 3: Written Learners answer questions about the graph. </p>	O/PR WR	Rubric Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	2.1	1,3	0-100 Learners count forwards and backwards in ones from any given number in the number range 0 – 100. 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 Learners count forwards and backwards in ones from a given number in the number range 0 to 100. FAT 3: Written Learners fill in the missing numbers. 	O/PR WR	Rubric Rubric
	2.2	1,3	0-100 Learners count forwards and backwards in tens from any given number in the number range 0 - 100. 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 count forwards and backwards in multiples of ten in the number range 0 to 100. FAT 3: Written Learners fill in the missing numbers. 	O/PR WR	Rubric Rubric
	3	2,3	Learners know and read any number symbols in the number range 0-100. 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 to 100 and learners recognise and name numbers. FAT 3: Practical in small groups The teacher points to numbers on a number grid in the number range 0 to 100. Learners read the number symbols.	O/PR O/PR	Rubric Rubric
	3	3	Learners write any number name in the number range 1 – 34.	FAT 3: Written Learners write number names next to the corresponding number symbols in the number range one to thirty-four. 	WR	Rubric

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	4	2, 3	<p>0-34</p> <p>Learners order whole numbers 0-34 in an ascending order (Smallest to biggest). Learners may use a number grid or a number line.</p> <p>Learners order whole numbers 0 - 34 in a descending order (Biggest to smallest). Learners may use a number grid or a number line.</p> <p>Learners describe the position of numbers 0 – 34 using before, after, between. Learners may use a number grid or a number line.</p> <p>Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.</p>	<p>FAT 2: Practical in small groups</p> <p>The teacher gives learners 5 number cards in the number range 0-34. 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.</p> <p>Use the same number cards. Learners say what comes before/after/ 1 more/ 1 less etc.</p> <p>FAT 3: Written</p> <p>Learners fill in the missing numbers. </p>	O/PR	Rubric
	5	3	<p>0 – 34</p> <p>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.</p> <ul style="list-style-type: none"> Learners pack out a given amount . Learners calculate using addition and subtraction . Learners solve word problems. 	<p>FAT 3: Practical in small groups</p> <p>Teacher uses shopping flyers. Learners pack out play or real money to buy a specific item on the shopping flyer.</p> <ul style="list-style-type: none"> Learners calculate how much money they must pay for two or more of the items. Learners calculate the change. <p>HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.</p>	O/PR WR	Rubric

[illegible]

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	6	3	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 concrete apparatus or drawings.	FAT 3: Practical in small groups The teacher asks word problems in the number range 0 to 34. Learners may draw or use concrete apparatus to solve the problems. I have 33 marbles. I share it equally amongst 4 friends. How many marbles will each friend get? How many marbles will I have left? I share 29 pencils between 2 friends. How many pencils will each friend get? How many pencils will I have left? There are 5 packets of sweets. There are 6 sweets 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	0-34 Learners build up the whole ten when adding and subtracting in the range 0-34 e.g. $29+4=29+1+\square$ $34-8=34-4-\square$ Learners perform addition and subtraction with whole numbers in the range 0 - 34 using +, - and = . Learners may use concrete apparatus, drawings, number lines , number grids and flard cards.	FAT 3: Practical in small groups The teacher asks word problems in the number range 0 to 34. (+ and -). The learners may use concrete apparatus or drawings to calculate their answers. I have 22 sweets. Mommy gives me 5 more sweets. How many sweet do I have now? I have 34 sweets. I eat 5 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 to 34.	O/PR WR WR	Rating Scale/ Rubric Rubric

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Description of Formal Assessment Tasks: Numeracy Grade 1: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 NUMBERS, OPERATIONS AND RELATIONSHIPS	9.1	2,3	<p>1 – 34 Learners break down numbers in the range 1-34. Learners use counters (concrete) and drawings (Semi-concrete). e.g. $34 = 30 + 4$, $34 = 20 + 10 + 4$</p> <p>Learners break down numbers in the range 1-34. Learners use counters (concrete) and drawings (Semi-concrete). e.g. $30 + 1 = 31$, $20 + 10 + 1 = 31$</p>	<p>FAT 2: Practical in small groups The teacher gives each learner a different number in the number range 1 to 34. The learners break down and build up the numbers. The learners may use concrete apparatus or drawings. The learners can write the different combinations. .</p> <p>HINT: The learners write in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written Learners build up and break down any number in the number range 1 to 34. ✍</p>	<p>O/PR WR</p> <p>WR</p>	<p>Rating Scale/ Rubric</p> <p>Rubric</p>
	9.2	1	<p>1 – 34 Learners double numbers with answers in the number range 1 -34. Learners may use concrete apparatus, drawings, number lines and the abacus. Learners halve numbers without a remainder (even number) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines and the abacus. Learners halve number with a remainder (odd numbers) in the number range 1 – 34. Learners may use concrete apparatus, drawings, number lines and the abacus.</p>	<p>FAT 3: Practical in small groups The learners double the numbers 1 to 17. The learners halve the numbers 1 to 34.. The learners may use counters, the abacus or drawings and the number line.</p> <p>HINT: The learners write in their class workbooks, on slates or white boards.</p> <p>FAT 3: Written The learners double any number in the number range 1 to 17. The learners halve any number in the number range 1 to 34. ✍</p>	<p>O/PR WR</p> <p>WR</p>	<p>Rating scale / Rubric</p> <p>Rating scale / Rubric</p>

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA	2	1,2,3	0-100 Learners copy and extend simple number sequences in the range 0-100. Learners may use concrete apparatus (abacus), or semi-concrete apparatus (number lines and number grids).	FAT 1: Practical in small groups The teacher gives learners number strips with different number patterns in the number range 0 to 100. Learners copy and extend the number pattern. FAT 2: Practical in small groups The teacher gives learners number strips with different number patterns in the number range 0 to 100. Learners copy and extend the number patterns. FAT 3: Written The teacher gives a number pattern in the number range 0 to 100. The learners copy and complete the pattern. ✍️	O/PR O/PR WR	Rubric Rubric Rubric
	3	3	Learners create and write own pattern using numbers. Learners may use number lines and number grids.	FAT 3: Written Learners create and write their own number patterns in the number range 0 to 100. ✍️	WR	Rubric
	4	3	Learners describe a given/own number pattern.	FAT 3: Practical in small groups The learners describe their own or a given number pattern	O/PR	Rubric
	1	1	Learners recognise, identify and name 3-D objects in pictures.	FAT 1: Written Learners draw boxes and balls of different sizes and colours and write the names underneath. ✍️	WR	Rating Scale / Rubric
LO 3 SPACE AND SHAPE						

Description of Formal Assessment Tasks: Numeracy Grade 1: Term 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO4 MEASUREMENT	5	2	Length, Mass, Capacity Learners measure and compare the length, mass and capacity of different objects. Learners arrange the objects from longest to shortest, shortest to longest, heaviest to lightest, lightest to heaviest and most to least or least to most.	FAT 2: Practical in small groups Learners arrange given objects from the longest to the shortest. The teacher gives the learners 5 objects of different mass. Learners arrange the objects from the heaviest to the lightest. The teacher gives the learners 5 containers of different sizes. The learners arrange the containers from the one that holds the most to the one that holds the least. FAT 2: Written Colour the object that holds the most Colour the heaviest object Colour the shortest object ✎	O/PR	Rubric
					WR	Rubric
LO5 DATA HANDLING	1	3	Learners collect objects from the classroom and their environment.	FAT 3: Practical Learners collect different kinds of fruit that they brought to school.	O/PR	Rubric
	2	3	Learners sort objects from the classroom or their own environment.	FAT 3: Practical Learners sort the fruit according to the different kinds.	O/PR	Rubric
	4	3	Learners draw a picture of their collected objects.	FAT 3: Written Learners draw a picture of the different kinds of fruit that they collected. ✎	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 different kinds of fruit that they brought to school. ✎	WR	Rubric
	6	3	Learners describe, explain and answer questions about the grouping.	FAT 3: Practical in small groups Learners describe, explain and answer questions about the grouping of the fruit. FAT 3: Written Learners answer questions about the graph. ✎	O/PR	Rubric
					WR	Rubric

Section 4

FORMAL ASSESSMENT TASKS

Tasks 1 - 3

(Oral/Practical and Written Response)

Term 1

Grade 1

Teacher Copy

Formal Assessment Task 1 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 1 AS 1 Counts to at least 34 everyday objects reliably. (Target 0 - 10)

Learners move individual objects one by one e.g. beads, while counting orally in number range 1 to 10.



Oral/Practical Response: Work in small groups

LO 1 AS 2.1 Counts forwards and backwards in ones from any number between 0 -100. (Target 0 - 20)

The teacher shows any number from 0 to 10 and learner counts on in ones to 20.



Oral/Practical Response: Work in small groups

LO 2 AS 2 Copies and extends simple number sequences to at least 100. (Target 0 - 20)

The teacher shows number strips e.g. 14, 15, 16. Learners extend sequence by counting on in ones to 20.

Formal Assessment Task 2 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 1 AS 3 Knows and reads number symbols from 1 to at least 100, and writes number names from 1 to at least 34. (Target 1 - 20)

The teacher shows numbers in any order 1 to 20 and learners recognise and name the numbers. Learners clap the number.



Oral/Practical Response: Work in small groups

LO1 AS4 Orders, describes and compares whole numbers to at least 2-digit numbers. (Target 0 - 10)

The teacher provides learners with number cards in the number range 1 - 10, e.g. 9, 2, 4, 10. Learners order the numbers from the smallest to the biggest and the biggest to the smallest.

The teacher poses questions about a specific number in the number range 1 - 10 e.g. what comes after, before, between, the biggest, the smallest, 1 more, 1 less, 2 more, 2 less.



Oral/Practical Response: Work in small groups

LO 1 AS9.1 Uses the following techniques: Building up and breaking down numbers. (Target 0 - 5)

Learners receive numbers in the number range 1 - 5. They break down/build up the number by packing out counters and numbers in different combinations which add up to their number.

e.g. ●● ●● 2 + 2
 ●●● ● 3 + 1
 ● ●● ● 1 + 2 + 1

Learners receive numbers in the number range 1 - 5. Learners build up given numbers using concrete apparatus or drawings. Learners write the numbers.



e.g. □ + □ = 3
 □ + □ + □ = 5 etc.

Hint: Learners write in their class workbooks / on slates or white boards.

Formal Assessment Task 2 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 2 AS 2 Copies and extends simple number sequences to at least 100. (Target 0 - 20)

The teacher shows number strips e.g. 20, 19, 18. Learners count backwards in ones by packing out the numbers 17, 16, 15 etc.



Oral/Practical Response: Work in small groups

LO 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)

Learners estimate the length of their desk, the door and the bookshelf in hand spans. The teacher records their estimations.

The learners measure the length of their desk, the door and the bookshelf in hand spans. The teacher records their measurements.

Formal Assessment Task 3 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 1 AS 2.1 Counts forwards and backwards in ones from any number between 0 -100.
(Target 0 - 20)

The teacher shows any number from 0 to 20 and the learner counts back in ones to 0.



Oral/Practical Response: Work in small groups

LO 1 AS 3 Knows and reads number symbols from 1 to at least 100, and writes number names from 1 to at least 34. (Target 0 - 20)

The teacher shows numbers in any order 1 to 20 and learners recognise and name the numbers.



Written Worksheet 1

(Target 1 - 5)

Learners draw and write the number names and symbols one to five.



Written

LO1 AS4 **Orders**, describes and compares whole numbers to at least 2-digit numbers. (Target 0 - 10)

Worksheet 2

Learners fill in the missing numbers.

Formal Assessment Task 3 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 1 AS 6 Solves and explains solutions to practical problems that involve equal sharing and grouping (Target 1 - 5)

The teacher poses word problems in the number range 1 - 5. Learners may use concrete apparatus to solve the problems e.g.

How many eyes do two learners have?

Sipho has 5 soccer balls. He shares the soccer balls equally between 2 friends. How many soccer balls will each friend get? How many soccer balls will Sipho have left?



Oral/Practical Response: Work in small groups

LO 1 AS 7.1 Addition and subtraction with whole numbers and solutions to at least 34. (Target 0 - 5)

The teacher poses word problems in the number range 1 - 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?

There are 5 birds on the fence. 3 fly away. How many birds are left?

Worksheet 3

Learners do the calculations using addition and subtraction in the number range 1 - 5.



Oral/Practical Response: Work in small groups

LO 1 AS 8 Performs mental calculations involving addition and subtraction for numbers to at least 10 (Target 0 - 5)

The teacher shows cards with e. g. 2 blue and 2 red dots. Learners add the dots and give the answer.

The teacher shows cards with 5 blue dots. Learners subtract the crossed out dots and give the answer.

Formal Assessment Task 3 : Term 1

Grade 1



Written:

LO 1 AS9.1 Uses the following techniques: Building up and breaking down numbers. (Target 1 - 5)

Worksheet 4

Learners build the number 5. Write the answers.



Oral/Practical Response: Work in small groups

LO 1 AS 9.2 Uses the following techniques: Doubling and Halving. (Target 1 - 5)

Learners double the numbers 1 and 2.

Learners halve the numbers 1 - 5.

Learners may use counters, the abacus or drawings and the number line.

Hint: Learners write in their class workbooks / on slates or white boards.



Oral/Practical Response: Work in small groups

LO 2 AS 2 Copies and extends simple number sequences to at least 100. (Target 0 - 20)

Learners copy and extend simple number sequences in the number range 0 - 20. Learners count in two's from 2 to 20 etc.



Oral/Practical Response: Work in small groups

LO 2 AS 3 Creates own patterns

The teacher gives learners coloured shape cards and learners create own pattern left to right or bottom to top.

The teacher provides learners with a sorting box with lots of number cards 1 - 10. Learners create own patterns e.g. 1, 2, 3, 1, 2, 3,

Formal Assessment Task 3 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 2 AS 4 Describes observed patterns

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,



Oral/Practical Response: Work in small groups

LO 3 AS 1 Recognises, Identifies and names 2-D shapes and 3-D objects in the classroom and in pictures

The teacher points to different 2D-shapes in the classroom and the learners name them e.g. triangle, rectangle and circle.



Written Worksheet 5

Learners match the pictures of different objects with the correct 2-D shapes. (Identify the 2-D faces on 3-D objects)

Formal Assessment Task 3 : Term 1

Grade 1



Oral/Practical Response: Work in small groups

LO 5 AS 1 Collects everyday objects in the classroom and school environment according to given criteria or categories

Learners collect coloured crayons or blocks or bottle tops



Oral/Practical Response: Work in small groups

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

Learners sort crayons or blocks or bottle tops according to colour.



Written Response:

LO 5 AS 4 Draws a picture as a record of collected objects

Worksheet 6.1

Learners draw a picture of the number of collected blue, red and yellow crayons.



Written Response:

LO 5 AS 5 Constructs pictographs where stickers or stamps represent individual elements in a collection of objects

Worksheet 6.2

Learners make a pictograph to show the number of blue, red and yellow crayons.



Oral/Practical Response: Work in small groups

LO 5 AS 6 Describes own collection of objects, explains how it was sorted and answer questions about it

The teacher poses questions e.g. which colour is the most/least
How many blue crayons, red crayons , etc.

Section 5

FORMAL ASSESSMENT TASKS

Task 3

Written Response (worksheets 1 - 6.2)

Term 1

Learner Copy



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 1

Name: _____ Date: _____

Draw and write the numbers

●	one	1
	three	
		5
● ●		
	four	

	1	2	3	4
LO 1 AS 3 Knows and reads number symbols and names 1 - 34 (Target 1 - 5)	Unable to <u>recognise</u> and <u>write</u> the numbers from 1 to 5 Relies on prompting from the teacher	<u>Recognises</u> and <u>writes</u> some of the numbers 1 to 5	<u>Recognises</u> and <u>writes</u> most of the numbers from 1 to 5	<u>Recognises</u> and <u>writes</u> numbers 1 to 5 accurately, and with ease.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 2

Name: _____ Date: _____

Fill in the missing numbers

1 more		between			1 less	
2		4		6		6
8		1		3		10

2 more		between			2 less	
5		8		10		7
0		2		4		9

What comes before?		What comes after?	
	3	6	
	5	10	
	9	1	

	1	2	3	4
LO 1 AS 4 Orders, describes and compares whole numbers to at least 2-digit numbers. (Target 0 - 10)	Unable to order and compare numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Need support to order and compare numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Orders and compares most numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Orders and compares numbers accurately and with ease using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 3

Name: _____ Date: _____

Write the answers

$1 + 2 =$	$2 - 1 =$
$2 + 2 =$	$3 - 1 =$
$4 + 1 =$	$4 - 2 =$
$2 + 1 =$	$5 - 3 =$
$1 + 3 =$	$4 - 3 =$

	1	2	3	4
LO 1 AS 7. 1 Addition and subtraction with whole numbers and solutions to at least 34 (Target 0 - 5)	Unable to calculate the answers to the number sentences. Needs support from the teacher.	Can calculate some of the answers to the number sentences. Confuses addition and subtraction.	Can calculate most of the answers to the number sentences. Sometimes make careless errors. Relies on concrete and semi-concrete apparatus.	Can calculate all the answers to the number sentences accurately and with ease. Seldom relies on concrete and semi-concrete apparatus.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 4

Name: _____ Date: _____

Build the number 5. Write the answers.

3	
2	
4	
1	
0	

	1	2	3	4
LO 1 AS 9. 1 Uses the following techniques: building up and breaking down numbers (Target 1 - 5)	Unable to build the number 5. Needs assistance from the teacher.	Can build the number 5 using limited combinations. Relies on concrete apparatus, e.g. counters.	Can build the number 5 using a variety of combinations. Seldom relies on concrete apparatus.	Can build the number 5 using all the combinations accurately.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 5

Name: _____ Date: _____

Match the picture with the correct 2D- shape

	1	2	3	4
LO 3 AS 1 Recognises, identifies and names 2-D shapes and 3-D objects in the classroom and in pictures including : <ul style="list-style-type: none"> boxes and balls triangles and rectangles circles 	Cannot <u>identify</u> the 2-D faces of the objects in the pictures	Can <u>identify</u> some of the 2-D faces of the objects in the pictures	Can <u>identify</u> most of the 2-D faces of the objects in the pictures	Can <u>identify</u> all the 2-D faces of the objects in the pictures.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 6.1

Name: _____ Date: _____

Draw a picture of the crayons that you have collected

	1	2	3	4
LO 5 AS 4 Draws a picture as a record of collected objects.	Unable to draw a picture to show the number of blue, red and yellow crayons. Still concrete bound.	Able, but needs assistance to draw a picture of the number of blue, red and yellow crayons.	Able to draw a picture of the number of blue, red and yellow crayons with some errors.	Able to draw a picture of the number of blue, red and yellow crayons accurately.



Formal Assessment Task 3

Grade 1 Term 1

Worksheet 6.2

Name: _____ Date: _____

Make a pictograph

red 										
blue 										
yellow 										

	1	2	3	4
LO 5 AS 5 Constructs pictographs where stickers or stamps represent individual elements in a collection of objects.	Unable to construct a pictograph to show the number of blue, red and yellow crayons. Still concrete bound.	Able, but needs assistance to construct a pictograph of the number of blue, red and yellow crayons.	Able to construct a pictograph of the number of blue, red and yellow crayons with some errors.	Able to construct a pictograph of the number of blue, red and yellow crayons accurately.

Section 6

ASSESSMENT TOOLS




Formal and Informal Assessment Tasks

Term 1

Assessment Tools

Grade 1 Term 1




Task 1

Assessment Standard	1	2	3	4
LO1 AS 1  Counts to at least 34 everyday objects reliably	Unable to count objects one by one from 0 to 10 reliably. Needs prompting from the teacher.	Counts objects one by one from 0 to 10 with some errors. Still relies on some support from the teacher and peers.	Counts objects one by one from 0 to 10 reliably. Seldom relies on support from the teacher or peers.	Counts objects one by one from 0 to 10 with accuracy and ease.
Assessment Standard	1	2	3	4
LO1 AS2.1  Counts forwards and backwards in ones from any number between 0 and 100	Unable to count forwards in ones from 0 to 20. Needs prompting from the teacher to count on the number line or number grid.	Counts forwards in ones from 0 to 20 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts forwards accurately in ones from 0 to 20 on the number line and number grid.	Counts forwards in ones from 0 to 20 accurately and confidently.
Assessment Standard	1	2	3	4
LO2 AS2  Copies and extends simple number sequences	Unable to copy and extend number sequences by counting on in ones from any given number up to 20.	Can copy and extend a simple number sequence by counting on in ones from any given number up to 20. Makes errors and relies on support from the teacher.	Can copy and extend a simple number sequence by counting on in ones from any given number up to 20. Makes some careless errors.	Can copy and extend a simple number sequence by counting on in ones from any given number up to 20 accurately and with ease.

Assessment Tools

Grade 1 Term 1



Task 2

Assessment Standard	1	2	3	4
LO1 AS3  Knows and reads number symbols from 1 to at least 100 and writes number names to at least 34	Unable to recognize and read the number symbols 1 to 20. Needs prompting from the teacher.	Recognises and reads some of the number symbols 1 to 20. Relies on assistance from the teacher.	Recognises and reads most of the number symbols 1 to 20.	Recognises and reads the number symbols 1 to 20 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS4  Orders, describes and compares whole numbers	<p>Unable to order numbers 0 to 10 from biggest to smallest and smallest to biggest.</p> <p>Unable to describe and compare numbers using one more than, one less than, two more than, two less than, before, between and after.</p>	<p>Orders some numbers 0 to 10 from biggest to smallest and smallest to biggest.</p> <p>Describe and compare some of the numbers 0 to 10 using one more than, one less than, two more than, two less than, before, between and after.</p>	<p>Orders most numbers 0 to 10 from biggest to smallest and smallest to biggest.</p> <p>Describe and compare most of the numbers 0 to 10 using one more than, one less than, two more than, two less than, before, between and after.</p>	<p>Orders numbers 0 to 10 from biggest to smallest and smallest to biggest accurately and with ease.</p> <p>Describe and compare numbers 0 to 10 accurately and with ease using one more than, one less than, two more than, two less than, before, between and after.</p>
Assessment Standard	1	2	3	4
LO1 AS 9.1  Uses the following techniques: building up and breaking down numbers (Target 1 - 5)	Unable to build up and break down numbers to 5. Needs assistance from the teacher. Unable to write a number sentence.	Can build up and break down numbers to 5 using limited combinations. Relies on concrete apparatus. Needs support from the teacher to write the number sentences.	Can build up[and break down numbers to 5 using a variety of combinations. Seldom relies on concrete apparatus. Writes most of the number sentences.	Can build up and break down numbers to 5 using all the combinations accurately. Writes all the number sentences accurately.

Assessment Tools

Grade 1 Term 1





Task 2





Assessment Standard	1	2	3	4
LO2 AS2  Copies and extends simple number sequences	Unable to copy and extend number sequences	Can copy but find it difficult to extend simple number sequences	Can copy and extend simple number sequences	Copies and extends number sequences accurately and with ease
Assessment Standard	1	2	3	4
LO4 AS5  Estimates, measures, compares and orders 3-D objects using non-standards measures	Unable to estimate and measure the length of the objects by placing the hands side by side. Overlap hands when measuring the length of the objects. Unable to compare the estimated length with measured length.	Able to estimate but finds it difficult to measure the length of the objects by counting the number of hand spans. Finds it difficult to compare estimated length with measured length.	Able to estimate and measure the length of the objects by placing hands side by side with some accuracy. Sometimes confuses estimated length with measured length.	Estimates and measures the length of objects accurately using hand spans. Compares estimated length with measured length.

Assessment Tools

Grade 1 Term 1

Task 3





LO1 AS2.1  Counts forwards and backwards in ones from any number between 0 and 100	Unable to count backwards in ones from 20 to 0. Needs prompting from the teacher to count on the number line or number grid.	Counts backwards in ones from 20 to 0 on the number line or number grid. Makes errors and relies on support from the teacher.	Counts backwards accurately in ones from 20 to 0 on the number line and number grid.	Counts backwards in ones from 20 to 0 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS3  Knows and reads number symbols from 1 to at least 100 and writes number names to at least 34	Unable to recognize and read the number symbols 1 to 20. Needs prompting from the teacher.	Recognises and reads some of the number symbols 1 to 20. Relies on assistance from the teacher.	Recognises and reads most of the number symbols 1 to 20.	Recognises and reads the number symbols 1 to 20 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS3  Knows and reads number symbols from 1 to at least 100 and writes number names to at least 34 (worksheet 1)	Unable to recognise and write the numbers from 1 to 5 Relies on prompting from the teacher	Recognises and writes some of the numbers 1 to 5	Recognises and writes most of the numbers from 1 to 5	Recognises and writes numbers 1 to 5 accurately, and with ease.
Assessment Standard	1	2	3	4
LO 1 AS 4  Orders, describes and compares whole numbers to at least 2-digit numbers (worksheet 2)	Unable to order and compare numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Need support to order and compare numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Orders and compares most numbers using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.	Orders and compares numbers accurately and with ease using 1 more than, 1 less than, 2 more than, 2 less than, between, before and after.

Assessment Standard	1	2	3	4
LO1 AS6  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	Struggles to solve word problems in the range 1 to 5.	Needs support from the teacher to solve some word problems in the range 1 to 5. Relies on concrete apparatus.	Solves most of the word problems in the range 1 to 5. Relies on concrete apparatus.	Solves word problems in the range 1 to 5. Use drawings to show solutions.
Assessment Standard	1	2	3	4
LO 1 AS 7.1  Addition and subtraction with whole numbers and solutions to at least 34	Unable to write the numbers sentences and calculate the answers to the word problems. Needs support from the teacher.	Writes some of the numbers sentences and calculates some of the answers to the word problems. Relies on concrete apparatus and assistance from the teacher.	Writes most of the numbers sentences and calculates most of the answers to the word problems. Relies on concrete apparatus.	Writes the numbers sentences and calculates the answers to the word problems accurately and with ease. Seldom relies on concrete apparatus.
Assessment Standard	1	2	3	4
LO1 AS 7.1  Addition and subtraction with whole numbers and solutions to at least 34 (worksheet 3)	Unable to calculate the answers to the number sentences. Needs support from the teacher.	Can calculate some of the answers to the number sentences. Confuses addition and subtraction.	Can calculate most of the answers to the number sentences. Sometimes make careless errors. Relies on concrete and semi-concrete apparatus.	Can calculate all the answers to the number sentences accurately and with ease. Seldom relies on concrete and semi-concrete apparatus.
Assessment Standard	1	2	3	4
LO1 AS 8  Performs mental calculations involving addition and subtraction for numbers to at least 10	Any 2 correct	Any 3 - 5 correct	Any 6 - 8 correct	All 10 correct

Assessment Tools

Grade 1 Term 1




Task 3

Assessment Standard	1	2	3	4
LO1 AS 9.1  Uses the following techniques: Building up and breaking down (worksheet 4)	Unable to build the number 5. Needs assistance from the teacher.	Can build the number 5 using limited combinations. Relies on concrete apparatus, e.g. counters.	Can build the number 5 using a variety of combinations. Seldom relies on concrete apparatus.	Can build the number 5 using all the combinations accurately.
Assessment Standard	1	2	3	4
LO1 AS9.2  Uses the following techniques Doubling and halving	Unable to double or halve numbers 1 to 5.	Uses concrete apparatus e.g. counters/abacus to double and halve numbers 1 to 5 with some accuracy. Relies on support from the teacher.	Uses concrete apparatus e.g. the number line to double and halve numbers 1 to 5 with reasonable accuracy.	Doubles and halves numbers 1 to 5 accurately. Draws and writes the answers.
Assessment Standard	1	2	3	4
LO2 AS2  Copies and extends simple number sequences to at least a 100	Unable to copy and extend number sequences by counting on in intervals of 2, 4 and 6 from any given number up to 20.	Can copy and extend a simple number sequence by counting on in intervals of 2, 4 and 6 from any given number up to 20. Makes errors and relies on support from the teacher.	Can copy and extend a simple number sequence by counting on in intervals of 2, 4 and 6 from any given number up to 20. Makes some careless errors.	Can copy and extend a simple number sequence by counting on in intervals of 2, 4 and 6 from any given number up to 20 accurately and with ease.
Assessment Standard	1	2	3	4
LO2 AS3  Creates own patterns	Able to create own shape and colour pattern but unable to create own number pattern. Needs prompting from the teacher.	Creates own shape and colour pattern but needs support to create own number pattern.	Creates own shape patterns, colour patterns and number patterns independently.	Creates a variety of shape patterns, colour patterns and number patterns confidently and with ease.

Assessment Tools

Grade 1 Term 1






Task 3

Assessment Standard	1	2	3	4
LO2 AS4  Describes observed patterns	Able to describe own shape and colour pattern but unable to describe own number pattern. Needs prompting from the teacher.	Describes own shape and colour pattern but needs support to describe own number pattern.	Describes own shape patterns, colour patterns and number patterns independently.	Describes a variety of shape patterns, colour patterns and number patterns confidently and with ease.
Assessment Standard	1	2	3	4
LO3 AS 1  Recognises, identifies and names 2-D shapes and 3-D objects in the classroom and in pictures including: <ul style="list-style-type: none"> Boxes and balls Triangles and rectangles Circles 	Cannot <u>name</u> the 2-D faces of the objects in the classroom.	Can <u>name</u> some of the 2-D faces of the objects in the classroom	Can <u>name</u> most of the 2-D faces of the objects in the classroom.	Can <u>name</u> the 2-D faces of the objects in the classroom accurately.
Assessment Standard	1	2	3	4
LO3 AS 1  Recognises, identifies and names 2-D shapes and 3-D objects in the classroom and in pictures including: <ul style="list-style-type: none"> Boxes and balls Triangles and rectangles Circles <i>(worksheet 5)</i>	Cannot <u>identify</u> the 2-D faces of the objects in the pictures	Can <u>identify</u> some of the 2-D faces of the objects in the pictures	Can <u>identify</u> most of the 2-D faces of the objects in the pictures	Can <u>identify</u> all the 2-D faces of the objects in the pictures.

Assessment Rubrics

Grade 1 Term 1

Task 3

Assessment Standard	1	2	3	4
LO5AS1  Collects everyday objects(alone and/or as a member of a group or team) in the classroom or school environment according to given criteria or categories	Collects crayons but needs support from the teacher to sort crayons according to colour. Needs prompting from the teacher to answers questions about the grouping.	Collects and sorts crayons according to colour. Answers some of the questions about the grouping.	Collects and sorts crayons according to colour. Answers most of the questions about the grouping	Collects and sorts crayons according to colour. Answers the questions about the grouping accurately and with confidence.
LO 5AS2  Sorts physical objects according to one attribute chosen for a reason (e.g. sort crayons into colours)				
LO5AS6  Describes own collection of objects, explains how it was sorted and answer questions about it.				
LO 5 AS 4  Draws a picture as a record of collected objects. <i>(worksheet 6.1)</i>	Unable to draw a picture to show the number of blue, red and yellow crayons. Still concrete bound.	Able, but needs assistance to draw a picture of the number of blue, red and yellow crayons.	Able to draw a picture of the number of blue, red and yellow crayons with some errors.	Able to draw a picture of the number of blue, red and yellow crayons accurately.
LO 5 AS 5  Constructs pictographs where stickers or stamps represent individual elements in a collection of objects. <i>(worksheet 6.2)</i>	Unable to construct a pictograph to show the number of blue, red and yellow crayons. Still concrete bound.	Able, but needs assistance to construct a pictograph of the number of blue, red and yellow crayons.	Able to construct a pictograph of the number of blue, red and yellow crayons with some errors.	Able to construct a pictograph of the number of blue, red and yellow crayons accurately.

Section 7

PROGRAMME OF ASSESSMENT

Formal and Informal Assessment Tasks

Term 1-4

Grade 1

PROGRAMME OF ASSESSMENT

EDUCATOR:

LEARNING PROGRAMME: NUMERACY

GRADE 1

YEAR:

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	FOCUS	Count with or without concrete apparatus	Count forwards and backwards Number sequences (patterns)	Count forwards and backwards Number sequences (patterns) 3-D objects Symmetry Estimation	Count forwards and backwards Number sequences (patterns) 3-D objects
	LO; AS	LO 1: AS 1; 2.1 LO 2: AS 2;	LO 1: AS 2.1; 2.2 LO 2: AS 2	LO 1: AS 2.1; 2.2 LO 2: AS 2 LO 3: AS 1; 4 LO 4: AS 5	LO 1: AS 2.1; 2.2 LO 2: AS 2 LO 3: AS 1
	ACTIVITIES	Count orally from 1 – 10 Count on in ones to 20	Count forwards and backwards in 1's in the range 0-40 Count forwards and backwards in 10's in the range 0-40 Copy and complete number sequences in the range 0-40	Count forwards and backwards in 1's in the range 0-60 Count forwards and backwards in 10's in the range 0-60 Copy and extend number sequences in the range 0-60 Name and sort boxes and balls Identify symmetry in pictures Draw the identical left or right images of A simple picture Estimate and measure the capacity of different containers	Count forwards and backwards in 1's in the range 0-100 Count forwards and backwards in 10's in the range 0-100 Copy and extend number sequences in the range 0-100 Draw boxes and balls of different sizes

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK TWO	FOCUS	Number symbols Order numbers Break down and build up numbers Estimate lengths of objects	Number symbols Order numbers Position of numbers Repeated addition Mental calculations Break down and build up numbers Patterns with shapes Number sequences (patterns) Estimation	Number symbols Order numbers Position of numbers Repeated addition Mental calculations Break down and build up numbers Number sequences (patterns)	Number symbols Order numbers Position of numbers Repeated addition Mental calculations Break down and build up numbers Number sequences (patterns) Compare length, mass and capacity
	LO; AS	LO 1: AS 3; 4; 9.1 LO 2: AS 2 LO 4: AS 5	LO 1: AS 3; 4; 7.2; 8; 9.1 LO 2: AS 1; 2; 4 LO 4: AS 5	LO 1: AS 3; 4; 7.2; 8; 9.1 LO 2: AS 2	LO 1: AS 3; 4; 7.2; 8; 9.1 LO 2: AS 2 LO 4: AS 5
	ACTIVITIES	Recognise number symbols 1 – 20 Number Names Break down and build up numbers 1-5 Count backwards from 20-0 Estimate lengths in hand spans	Recognise number symbols 0-40 Ascending and descending order 0-20 Before/after/more/less etc. Word problems: repeated addition in range 0-10 Mental calculations with + and – with answers 0-5 Break down and build up numbers 1-10 Extend shape patterns Extend number sequences in the range 0-40 Estimate and measure mass of blocks	Recognise number symbols 0-60 Ascending and descending order 0-34 Before/after/more/less etc. Word problems: repeated addition in range 0-20 Mental calculations with + and – with answers 0-7 Break down and build up numbers 1-20 Extend number sequences in the range 0-60	Recognise number symbols 0-100 Ascending and descending order 0-34 Before/after/more/less etc. Word problems: repeated addition in range 0-34 Mental calculations with + and – with answers 0-10 Break down and build up numbers 1-34 Extend number sequences in the range 0-100 Arrange objects from longest to shortest, heaviest to lightest and that hold the least liquid to the most

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK THREE	FOCUS	Count forwards and backwards Number symbols Number names Position of numbers Word problems Addition and subtraction Build up numbers Doubling and halving Create and describe patterns 2D-shapes Collect and sort objects Pictographs	Count forwards and backwards Number symbols Number names Order numbers Position of numbers Money problems Sharing and grouping Addition and subtraction Build up numbers Doubling and halving Number sequences (patterns) 2D-shapes Collect and sort objects Pictographs	Count forwards and backwards Number symbols Number names Order numbers Position of numbers Money problems Sharing and grouping Addition and subtraction Build up and break down numbers Doubling and halving Number sequences (patterns) Collect and sort objects Pictographs	Count forwards and backwards Number symbols Number names Order numbers Position of numbers Money problems Sharing and grouping Addition and subtraction Build up and break down numbers Doubling and halving Number sequences (patterns) Collect and sort objects Pictographs
	LO; AS	LO 1: AS 2.1; 3; 4; 6; 7.1; 8; 9.1; 9.2 LO 2: AS 2; 3; 4 LO 3: AS 1; LO 5: AS 1; 2; 4; 5; 6	LO 1: AS 2.1; 2.2; 3; 4; 5; 6; 7.1; 8; 9.1; 9.2 LO 2: AS 2; 3 LO 3: AS 1 LO 5: AS 1; 2; 4; 5; 6	LO 1: AS 2.1; 2.2; 3; 4; 5; 6; 7.1; 8; 9.1; 9.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5; 6	LO 1: AS 2.1; 2.2; 3; 4; 5; 6; 7.1; 8; 9.1; 9.2 LO 2: AS 2; 3; 4 LO 5: AS 1; 2; 4; 5; 6
	ACTIVITIES	Count backwards in 1's from 20-0 Count in 2's from 0-20 Recognize number symbols 1-20 Draw number symbols 1-5 Write number names 1-5 Fill in the missing numbers from 0-10 Word problems (+ and -) in the range 0-5, using concrete apparatus Addition and subtraction in range 1-5 using concrete apparatus Mental calculations (+ and -) in the range 0-5 Build up numbers 1-5 Double numbers 1-2 Halve numbers 1-5 Create and describe patterns with shapes and numbers from 1-10 Recognize, name and identify 2D-shapes Collect and sort crayons Construct pictographs Answer questions about the grouping of the crayons (most/least)	Count forwards and backwards in 1's in the number range 0-40 Fill in the missing numbers from 0-40 Count forwards and backwards in 10's in the range 0-40 Read number symbols 0-40 Write number names 1-10 Order, describe compare numbers 0-20 Shop game: Calculate total amount and change in rand Equal sharing and grouping with and without remainders in the range 0-10 Word problems (+ and -) in the range 0-10 Mental calculations (+ and -) in the range 0-5 Build up numbers 1-10 Double numbers 1-5 Halve numbers 1-10 Number sequences Extend number sequences in the range 0-40 Draw own number patterns Recognize, name and identify 2D-shapes Collect and sort boxes Construct pictographs to show correspondence between the different kinds of boxes Answer questions about the grouping of the boxes (most/least)	Count forwards and backwards in 1's in the number range 0-60 Fill in the missing numbers from 0-60 Count forwards and backwards in 10's in the range 0-60 Read number symbols 0-60 Write number names 1-20 Order, describe compare numbers 0-34 Shop game: Calculate total amount and change in rand and cents (Use shopping flyers) Equal sharing and grouping with and without remainders in the range 0-20 Word problems (+ and -) in the range 0-20 Mental calculations (+ and -) in the range 0-7 Build up and break down numbers 1-20 Double numbers 1-10 Halve numbers 1-20 Extend number sequences in the range 0-60 Create and write own number patterns Describe number patterns Collect and sort objects with straight and round edges Construct pictographs to show correspondence between the different kinds of objects Answer questions about the grouping of the objects (most/least)	Count forwards and backwards in 1's in the number range 0-100 Fill in the missing numbers from 0-100 Count forwards and backwards in 10's in the range 0-100 Read number symbols 0-100 Write number names 1-34 Order, describe compare numbers 0-34 Shop game: Calculate total amount and change in rand and cents (Use shopping flyers) Equal sharing and grouping with and without remainders in the range 0-34 Word problems (+ and -) in the range 0-34 Mental calculations (+ and -) in the range 0-10 Build up and break down numbers 1-34 Double numbers 1-17 Halve numbers 1-34 Extend number sequences in the range 0-100 Create and write own number patterns Describe number patterns Collect and sort different kinds of fruit Construct pictographs to show correspondence between the different kinds of fruit Answer questions about the grouping of the fruit (most/least)

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Members of the Provincial Task Team

Name	Position
Ms A Minnaar	DCES: ECD/FP
Ms W Pretorius	DCES: ECD/FP

Members of the District Task Team

Name	Position	District
Ms A Baines	SES: ECD/FP	Port Elizabeth
Ms H Knoetze	SES: ECD/FP	Port Elizabeth
Ms E Walters	SES: ECD/FP	Port Elizabeth
Ms M Lamprecht	SES: ECD/FP	Port Elizabeth
Ms A Smith	DCES: ECD/FP	Port Elizabeth
Ms L Matthews	DCES: ECD/FP	Grahamstown
Ms N Mkruqulwa	SES: ECD/FP	Dutywa
Ms P Lefume	DCES: ECD/FP	East London
Ms Z Twalo	DCES: ECD/FP	Dutywa
Ms N Tyatyeka	DCES: ECD/FP	Lady Frere
Ms AN Flatela	DCES: ECD/FP	Qumbu
Ms N Tyamzashe	SES: ECD/FP	Butterworth
Ms N Xashimba	SES: ECD/FP	Queenstown
Ms NG Minya	SES: ECD/FP	King Williamstown

Teachers for their assistance

Name	School	District
Ms V Loftie-Eaton	Moregrove Primary	Port Elizabeth
Ms E Terblanche	Moregrove Primary	Port Elizabeth
Ms A Brenner	Moregrove Primary	Port Elizabeth
Ms J van Zyl	Diaz Primary	Port Elizabeth
Ms M Isaacs	Arcadia Primary	Port Elizabeth
Ms F Salter	Arcadia Primary	Port Elizabeth
Ms M Shaw	Arcadia Primary	Port Elizabeth
Ms U Wannie	Arcadia Primary	Port Elizabeth
Ms A Lingenfelder	Sunridge Primary	Port Elizabeth
Ms H Niemand	Sunridge Primary	Port Elizabeth
Ms A van Wyk	Newton Park Primary	Port Elizabeth
Ms E Pike	Mount Pleasant Primary	Port Elizabeth
Ms N Zondani	Samuel Ntlebi Primary	Grahamstown
Mr B Tstitsa	Mzamomhle JSS	Butterworth
Ms U du Toit	Grens Voorbereidende Skool	East London

School Principals for their commitment

Name	School	District
Mr P Potgieter	Moregrove Primary	Port Elizabeth
Mr CR Muller	Diaz Primary	Port Elizabeth
Mr A Jordaan	Mount Pleasant Primary	Port Elizabeth
Mr GS Loggenberg	Arcadia Primary	Port Elizabeth
Mr C Nel	Sunridge Primary	Port Elizabeth
Mr C Viljoen	Newton Park Primary	Port Elizabeth

Teachers and District officials for assistance with the editing process

Name	Position/Institution	District
Ms B September	SES: ECD/FP	Uitenhage
Ms R Barnard	Charlo Primary	Port Elizabeth
Ms M Heunis	Mount Pleasant Primary	Port Elizabeth
Ms E Basson	Principal College Hill Primary	Uitenhage
Ms C Hanekom	Handhaaf Primary	Uitenhage
Ms G Suttie	Graeme College Primary	Grahamstown

Curriculum Advisors for technical support

Name	Position	Office
Mr M Hensberg	SES: e-Learning	East London
Mr B van Tonder	DCES: Information Management Systems & Support	Head Office
Mr C Adjah	DCES: e-Learning	Head Office
Mr M Cele	DCES: Information Management Systems & Support	Head Office

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