



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT TARGETS

NUMERACY

GRADE R

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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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 document (as per the assessment policy requirement).

The Learner Attainment Targets for Literacy in the four languages (English, Afrikaans, IsiXhosa and Sesotho) were developed in 2007 and the Numeracy Learner Attainment Targets in 2008. In this Numeracy LAT 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 are 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**.
- 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 requirements 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 the **minimum** requirement 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.

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.

The following table is an extract from the Numeracy Learner Attainment Targets in the Grade R document:

LEARNER ATTAINMENT TARGETS				
GRADE R				
LO 3 SPACE AND SHAPE				
Assessment Standard	Term 1	Term 2	Term 3	Term 4
AS1: Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: 1.1 boxes (prisms) 1.2 balls (spheres)	Learners recognise, identify and name boxes and balls in the classroom. e.g. Show and name a box/or a ball in the classroom.	Learners recognise, identify and name boxes and balls in the classroom. e.g. Learners sort and label boxes and balls in the classroom.	Learners recognise, identify and name boxes and balls in pictures.	Learners recognise, identify and name boxes and balls in pictures.
			FAT 2 Oral/Practical Response Rubric	FAT 1 Oral/Practical Response Written Response Rubric

- **FAT 3:** This is one of the components of the 2nd Formal Assessment Task (FAT) for Term 3
- For each Formal Assessment Task, there are a **variety of activities** that will allow learners to **demonstrate** the skills, knowledge and values that are assessed.
- Shaded areas represent Formal Assessment Tasks and un-shaded areas represent Informal Assessment Tasks.
- Teachers are expected to develop their own Formal Assessment Tasks for Terms 2, 3 and 4.

Section 2

A SUMMARY OF FORMAL ASSESSMENT TASKS

This page is a summary of the **Formal Assessment Tasks** for the whole year.

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

This section includes:

- The Learning Outcomes and Assessment Standards targeted per term
- The number of the 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 two of the three forms of assessment: practical response (PR) and oral response (OR).
- There are no written tasks for the first term in Grade R.
- The ^{1st} ~~1st~~ addresses the **oral and practical response** of the Formal Assessment Tasks.

Section 5

ASSESSMENT TOOLS

This section includes:

- Assessment tools for the Formal and Informal Assessment Tasks of the first term
- The ^{my} addresses the tools to be used for the **oral (OR)** and **practical (PR)** response of the Formal Assessment Tasks

Section 6

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.

Section 1

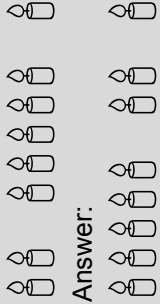
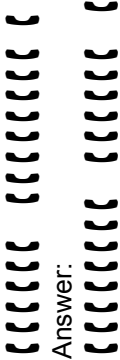
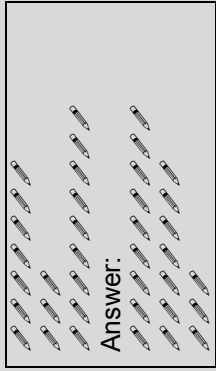
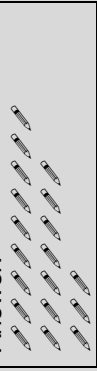
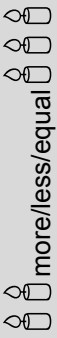
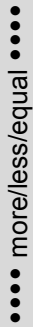
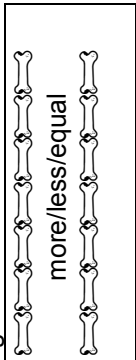
LEARNER ATTAINMENT TARGETS

Terms 1-4

Grade R

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS1: Counts to at least 10 everyday objects reliably	1 – 3 Learners count objects using one-to-one correspondence in the number range 1 – 3. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 5 Learners count objects using one-to-one correspondence in the number range 1 – 5. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 8 Learners count objects using one-to-one correspondence in the number range 1 – 8. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 10 Learners count objects using one-to-one correspondence in the number range 1 – 10. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric
AS2: Says and uses number names in familiar contexts	1 -3 Learners say and use number names 1-3 in familiar contexts. e.g. count body parts, beads, sticks, counters FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 -5 Learners say and use number names 1-5 in familiar contexts. e.g. count body parts, beads, sticks, counters FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 -8 Learners say and use number names 1-8 in familiar contexts. e.g. count body parts, beads, sticks, counters FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 -10 Learners say and use number names 1-10 in familiar contexts. e.g. count body parts, beads, sticks, counters FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 3: Knows the number names and symbols for 1-10	1 – 3 Learners know (recognise) number symbols 1 - 3 and number names one, two, and three FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 5 Learners know (recognise) number symbols 1 - 5 and number names one, two, three ,four and five FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 8 Learners know (recognise) number symbols 1 - 8 and number names one, two, three, four, five, six , seven and eight FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 – 10 Learners know (recognise) number symbols 1 - 10 and number names one, two, three, four, five, six, seven, eight, nine and ten. FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric
AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal'	1 – 3 Learners order a collection of objects in the number range 1 – 3 in ascending order (least to most). e.g.    Answer:   	1 – 5 Learners order a collection of objects in the number range 1 – 5 in ascending order (least to most). e.g.      Answer:     	1 – 8 Learners order a collection of objects in the number range 1 – 8 in ascending order (least to most). e.g.         Answer:        	1 – 10 Learners order a collection of objects in the number range 1 – 10 in ascending order (least to most). e.g.          Answer:        

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	Learners order a collection of objects in the number range 1 – 3 in descending order (most to least).  Answer: 	Learners order a collection of objects in the number range 1 – 5 in descending order (most to least).  Answer: 	Learners order a collection of objects in the number range 1 – 8 in descending order (most to least).  Answer: 	Learners order a collection of objects in the number range 1 – 10 in descending order (most to least).  Answer: 
	Learners compare a collection of objects in the number range 1 – 3 using more/less/equal. e.g.  more/less/equal  more/less/equal	Learners compare a collection of objects in the number range 1 – 5 using more/less/equal. e.g.  more/less/equal  more/less/equal	Learners compare a collection of objects in the number range 1 – 8 using more/less/equal. e.g.  more/less/equal  more/less/equal	Learners compare a collection of objects in the number range 1 – 10 using more/less/equal. e.g.  more/less/equal  more/less/equal

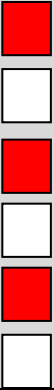
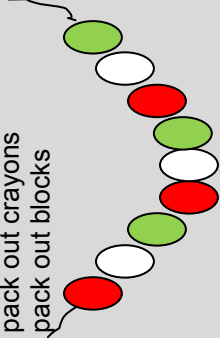
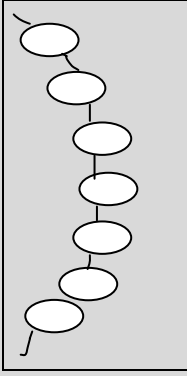
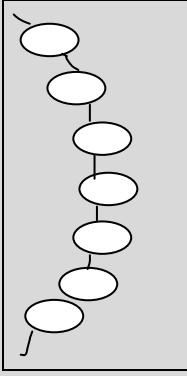
GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 5: Solves and explains solutions to practical problems that involve equal sharing and grouping with the whole numbers of at least 10 and with solutions that include remainders		1 - 5 Learners solve and explain solutions to practical problems that involve equal sharing and grouping without a remainder with whole numbers in the number range 1 - 5. Learners use concrete apparatus. e.g. Share 4 sweets between 2 children. There are 2 plates. On each plate, there are 2 cookies. How many cookies are there altogether?	1 - 8 Learners solve and explain solutions to practical problems that involve equal sharing and grouping without a remainder with whole numbers in the number range 1 - 8. Learners use concrete apparatus. e.g. Share 6 bananas between 2 children. How many wheels will two bicycles have? FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	1 - 10 Learners solve and explain solutions to practical problems that involve equal sharing and grouping 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? FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric

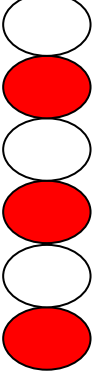
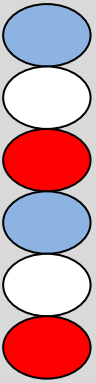
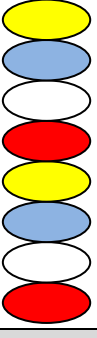
GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 6: Solves verbally- stated additions and subtraction problems with single-digit numbers and with solutions to at least 10		1 – 5 Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 5. Learners use concrete apparatus (counters) to pack out the solution to the problem. e.g. I have 5 sweets. I eat 1 sweet. How many sweets do I have left?	1 – 8 Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 8. Learners use concrete apparatus(counters) to pack out the solution to the problem e.g. You have 5 apples and you get another 3 apples. How many apples do you have altogether? I have 6 marbles and I lose 1 marble. How many marbles do I have left? FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	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 solution to the problem e.g. I have 5 balloons. My brother has 1 and my sister has 3. How many balloons do we have altogether? There are 8 children at the party. 3 children go home and then 2 go home. How many children are left at the party? FAT 2 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 7: Uses the following techniques: 7.1 Building up and breaking down numbers to at least 10		1 – 5 Learners build up/break down numbers in the number range 1 – 5. Learners use concrete apparatus (counters) to illustrate the technique. e.g. Build up/break down the number 5. ○ ○ ● ● ● 2 and 3 makes 5 ○ ● ● ● ● 1 and 4 makes 5 ● ● ● ● ○ 4 and 1 makes 5 ● ● ● ○ ○ 3 and 2 makes 5	1 – 8 Learners build up/break down numbers in the number range 1 – 8. Learners use concrete apparatus (counters) to illustrate the technique. e.g. Build up/break down the number 7. ● ● ● ● ● ○ ○ 5 and 2 makes 7 ● ● ● ○ ○ ○ ○ 3 and 4 makes 7 ● ○ ○ ○ ○ ○ ○ ○ 1 and 6 makes 7 ● ● ● ● ● ● ● ○ ○ ○ 4 and 3 makes 7 ● ● ● ● ● ● ● ○ 6 and 1 makes 7	1 – 10 Learners build up/break down numbers in the number range 1 – 10. Learners use concrete apparatus (counters) to illustrate the technique. e.g. Build up/break down the number 10. ● ● ● ● ● ○ ○ ○ ○ ○ 5 and 5 makes 10 ● ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 1 and 9 makes 10 ● ● ● ○ ○ ○ ○ ○ ○ ○ ○ ○ 3 and 7 makes 10 ● ● ● ● ● ● ● ● ● ○ ○ ○ 7 and 3 makes 10 ● ● ● ● ● ● ● ○ ○ ○ ○ ○ 6 and 4 makes 10 ● ● ● ● ● ● ● ● ● ● ○ 9 and 1 makes 10 FAT 1 Oral/Practical Response Rubric FAT 2 Oral/Practical Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 7: Uses the following techniques: 7.2 Doubling and halving to at least 10	1 – 5 Learners double numbers with answers in the number range 1 – 5. Learners use concrete apparatus, abacus, counters, etc. e.g. Double the number 1. Learners pack out 2 counters. Double the number 2. Learners pack out 4 counters. Learners halve numbers without a remainder (even numbers) in the number range 1 – 5. e.g. Halve the number 2. Learners pack out 1 counter. Halve the number 4. Learners pack out 2 counters.	1 – 5 Learners double numbers with answers in the number range 1 – 5. Learners use concrete apparatus, abacus, counters, etc. e.g. Double the number 1. Learners pack out 2 counters. Double the number 2. Learners pack out 4 counters. Learners halve numbers without a remainder (even numbers) in the number range 1 – 5. e.g. Halve the number 2. Learners pack out 1 counter. Halve the number 4. Learners pack out 2 counters.	1 – 8 Learners double numbers with answers in the number range 1 – 8. Learners use concrete apparatus, abacus, counters, etc. e.g. Double the number 3. Learners pack out 6 counters. Double the number 4. Learners pack out 8 counters. Learners halve numbers without a remainder (even numbers) in the number range 1 – 8. e.g. Halve the number 6. Learners pack out 3 counters. Halve the number 8. Learners pack out 4 counters.	1 – 10 Learners double numbers with answers in the number range 1 – 10. Learners use concrete apparatus, abacus, counters, etc. e.g. Double the number 4. Learners pack out 8 counters. Double the number 5. Learners pack out 10 counters. Learners halve numbers with and without a remainder (odd and even numbers) in the number range 1 – 10. e.g. Halve the number 8. Learners pack out 4 counters. Halve the number 10. Learners pack out 5 counters.
7.3 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 confidently use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 8: Explains own solutions to problems		1 – 5 Learners explain solutions to word problems in the number range 1 – 5.	1 – 8 Learners explain solutions to word problems in the number range 1 – 8.	1 – 10 Learners explain solutions to word problems in the number range 1 – 10.

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 2: PATTERNS , FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)	Learners pack out a given colour pattern using at least 2 colours. e.g. thread beads pack out crayons pack out blocks 	Learners pack out and copy a given colour pattern using at least 3 colours. e.g. thread beads pack out crayons pack out blocks 	Learners pack out and copy a given shape pattern. e.g. 	Learners copy and extend a pattern. e.g. 
	Learners colour and copy a given colour pattern using at least 4 colours. e.g. Colour beads on a picture 	Learners colour and copy a given colour pattern using at least 4 colours. e.g. Colour beads on a picture 	Learners copy this pattern on a piece of paper.	Learners copy and extend a pattern. e.g. 
	FAT 1 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric	FAT 2 Oral/Practical Response Rubric FAT 3 Written Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 2: PATTERNS , FUNCTIONS AND ALGEBRA				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS2: Creates own patterns	Learners pack out their own pattern. Learners may use bottle tops, crayons, beads and counters. e.g. Learners pack out a pattern using at least 2 colours. 	Learners pack out or draw their own pattern. Learners may use bottle tops, crayons, beads, counters . e.g. Learners pack out a pattern using at least 3 colours. 	Learners pack out or draw their own pattern. Learners may use bottle tops, crayons, beads, counters or drawings. e.g. Learners pack out and draw a pattern using at least 3 to 4 colours. 	Learners draw or paint their own pattern. e.g. Print patterns using sponges/wooden blocks/ bottle tops.
	Learners pack out a pattern using 2 objects 	Learners pack out a pattern using 3 objects 	Learners pack out a pattern using 3 objects 	
		FAT 1 Oral/Practical Response Rubric FAT 3 Oral/Practical Response Rubric	Learners pack out a pattern using 3 objects 	FAT 2 Written Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 3: SPACE AND SHAPE				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS1: Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: 1.1 boxes (prisms) 1.2 balls (spheres)	Learners recognise, identify and name boxes and balls in the classroom. e.g. Show and name a box/or a ball in the classroom.	Learners recognise, identify and name boxes and balls in the classroom. e.g. Learners sort and label boxes and balls in the classroom.	Learners recognise, identify and name boxes and balls in pictures. FAT 2 Oral/Practical Response Rubric	Learners recognise, identify and name boxes and balls in pictures. FAT 1 Oral/Practical Response Written Response Rubric
		Learners sort, describe and compare boxes and balls according to size. e.g. smallest to biggest biggest to smallest FAT 1 Oral/Practical Response Rubric	Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide.	Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide. FAT 2 Oral/Practical Response Rubric
AS 2: Describes, sorts and compares physical three-dimensional objects according to: 2.1 size 2.2 objects that roll 2.3 objects that slide				
AS 3: Builds three-dimensional objects using concrete materials (e.g. building blocks)	Learners build freely with any re-usable waste material, toilet rolls, plastic containers of different sizes, building blocks, etc.	Learners build freely with any re-usable waste material, toilet rolls, plastic containers of different sizes, building blocks, etc.	Learners build freely with any re-usable waste material, toilet rolls, plastic containers of different sizes, building blocks, etc.	Learners build freely with any re-usable waste material, toilet rolls, plastic containers of different sizes, building blocks, etc.
AS 4: Recognises symmetry in self and own environment (with focus on front and back)	Learners identify and describe symmetry (identical left and right front images) in self using a mirror or a partner. e.g. 2 ears 2 eyes 2 arms	Learners identify and describe symmetry (identical left and right) in own body with the focus on front and back. e.g. Learners look at each other from the front and describe what is symmetrical.	Learners identify and describe symmetry (identical left and right / front and back) images in the environment. e.g. apple cut in half butterflies, etc. FAT 1	Learners identify and describe symmetry (identical left and right / front and back) images in the environment. e.g. beetle (lady bug) a daisy flower, etc.

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 3: SPACE AND SHAPE				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	2 legs, etc.	Learners look at each other from the back and describe what is symmetrical.	Oral/Practical Response Rubric	
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 in front of, behind. FAT 3 Oral/Practical Response Rubric	Learners describe the position of one 3D-object in relation to another using in front of, behind, left, right.	Learners describe the position of one 3D-object in relation to another using in front of, behind, left, right, underneath, above, inside and on top. FAT 3 Oral/Practical Response Rubric	Learners describe the position of one 3D-object in relation to another using in front of, behind, left, right, underneath, above, inside and on top. FAT 3 Oral/Practical Response Rubric
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. 'in the front' or 'at the back')	Learners follow directions according to given instructions. e.g. Stand in front of your friend. Stand behind your friend	Learners follow directions according to given instructions. e.g. Stand to the left of your friend/partner/object Stand to the right of your partner/object. Learners all face the same direction. FAT 1 Oral/Practical Response Rubric	Learners follow directions according to given instructions. e.g. Stand on top of the table. Sit underneath the table/chair. Climb inside the box. FAT 3 Oral/Practical Response Rubric	Learners follow directions according to given instructions. e.g. Take 3 steps to the left, take 4 steps forward/backwards, take 5 steps to the right, etc.

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 4: MEASUREMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS1: Describes the time of day in terms of day or night	Learners describe the things they do during the day.	Learners describe the things they do during night.	Learners describe the things they do during day/night.	Learners describe the things they do during day/night.
AS2: Orders recurring events in own daily life		Learners order/sequence at least 3 events in their own daily life. e.g. I wake up. I eat my breakfast. I go to school.	Learners order/sequence at least 3 events in their own daily life. e.g. I eat my breakfast. I brush my teeth. I get dressed to go to school.	Learners order/sequence at least 5 events in their own daily life. e.g. I wake up. I go to school. I go home from school. I eat my supper. I go to bed. FAT 1 Oral/Practical Response Rubric
AS3: Sequences events within one day		Learners order/sequence at least 3 events in one day. e.g. story time play time home time	Learners order/sequence at least 3 events in one day. e.g. news time snack time outdoor play time	Learners order/sequence at least 5 events in one day. e.g. coming to school going home from school playing with friends eating supper going to bed FAT 1 Written Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 4: MEASUREMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
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)	Length Learners order and compare the length of different objects. e.g. When comparing people use tall and short When comparing objects use longer and shorter	Mass Learners order and compare the mass of different objects. e.g. light / heavy	Capacity Learners order and compare the capacity of different containers. e.g. empty and full less than more than	Length, Mass and Capacity Learners compare and order the length, mass and capacity of different objects and containers. e.g. longer, shorter, tall/short light and heavy empty and full less than more than FAT 1 Oral/Practical Response Rubric

GRADE R				
LEARNER ATTAINMENT TARGETS				
LO 5: DATA HANDLING				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
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 flowers)	Learners collect objects from the classroom or the environment. e.g. collect 3 bottle tops FAT 3 Oral/Practical Response Rubric	Learners collect objects from the classroom or the environment. e.g. collect 5 crayons FAT 3 Oral/Practical Response Rubric	Learners collect objects from the classroom or the environment. e.g. collect 8 leaves/blocks FAT 3 Oral/Practical Response Rubric	Learners collect objects from the classroom or the environment. e.g. collect 10 buttons/beads FAT 3 Oral/Practical Response Rubric
AS2: Sorts physical objects according to one attribute (property) (e.g. red shapes)	Learners sort bottle tops according to colour. Learners work in groups.	Learners sort crayons according to colour or length (long/short). Learners work in groups. FAT 3 Oral/Practical Response Rubric	Learners sort leaves according to size (big and small). Learners sort individually.	Learners sort buttons and beads to colour or shape or size. Learners sort individually. FAT 3 Oral/Practical Response Rubric
AS3: Draws a picture as a record of collected objects			Learners draw a picture to show the different colours of the buttons or the beads they have collected.	Learners draw a picture to show the different colours of the buttons or the beads they have collected. FAT 3 Written Response Rubric
AS4: Answers questions (e.g. 'Which has the most...?') based on own picture or own sorted objects		Learners answer questions orally. e.g. Which is the most? Which is the least?	Learners answer questions orally. e.g. Which is the most? Which is the least?	Learners answer questions. e.g. Which is the most? Which is the least? 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 R				
TASK 1	TERM 1	TERM 2	TERM 3	TERM 4
	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1
	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2
	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3
		LO 1 AS 4		LO 1 AS 4
				LO 1 AS 7.1
	LO 2 AS 1	LO 2 AS 2		
		LO 3 AS 2	LO 3 AS 4	LO 3 AS 1
		LO 3 AS 6		
				LO 4 AS 2
				LO 4 AS 3
				LO 4 AS 4
TASK 2	TERM 1	TERM 2	TERM 3	TERM 4
	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1
	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2
	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3
			LO 1 AS 5	LO 1 AS 5
			LO 1 AS 6	LO 1 AS 6
			LO 1 AS 7.2	LO 1 AS 7.1
				LO 1 AS 7.2
		LO 2 AS 1	LO 2 AS 1	LO 2 AS 1
				LO 2 AS 2
			LO 3 AS 1	LO 3 AS 2
	LO 4 AS 4	LO 4 AS 4		
TASK 3	TERM 1	TERM 2	TERM 3	TERM 4
	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1
	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2	LO 1 AS 2
	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3	LO 1 AS 3
		LO 1 AS 4	LO 1 AS 5	LO 1 AS 4
			LO 1 AS 6	LO 1 AS 5
			LO 1 AS 7.2	LO 1 AS 6
				LO 1 AS 7.2
	LO 2 AS 1	LO 2 AS 1	LO 2 AS 1	LO 2 AS 1
		LO 2 AS 2		
	LO 3 AS 5		LO 3 AS 6	LO 3 AS 5
			LO 4 AS 4	
	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 3
				LO 5 AS 4

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	1	1,2,3	1 – 3 Learners count objects using one-to-one correspondence in the number range 1 – 3.	FAT 1: Practical in small groups Learners count his/her eyes, ears, nose, mouth etc. FAT 2: Practical in small groups Learners count one bottle top, two straws etc. FAT 3: Practical in small groups The teacher gives each learner 3 blocks to count.	O/PR O/PR O/PR	Rubric Rubric Rubric
	2	1,2,3	1 - 3 Learners say and use number names 1-3 in familiar contexts.	FAT 1: Practical in small groups Learners count his/her eyes, ears, nose, mouth etc. FAT 2: Practical in small groups Learners count one bottle top, two straws etc. FAT 3: Practical in small groups The teacher gives each learner 3 blocks to count.	O/PR O/PR O/PR	Rubric Rubric Rubric
	3	1,2,3	1 - 3 Learners know (recognise) number symbols 1 - 3 and number names one and two and three	FAT 1: Practical in small groups The teacher shows number cards with the symbols 1 2 and the number names one two Learners pack out the number of counters to match the number symbol and the number name. FAT 2: Practical in small groups The teacher shows number cards with the symbols 1 2 and the number names one two Learners pack out the number of counters to match the number symbol and the number name.	O/PR O/PR	Rubric Rubric

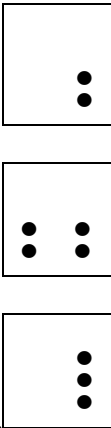
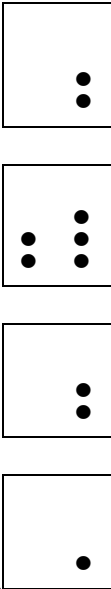
DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1 Numbers, Operations And Relationships	3	1,2,3	1 - 3 Learners know (recognise) number symbols 1 - 3 and number names one, two and three.	FAT 3: Practical in small groups The teacher shows number cards with the symbols 1 2 3 and the number names one two three Learners pack out the number of counters to match the number symbol and the number name.	O/PR	Rubric
LO2 Patterns, Functions And Algebra	1	1,3	Learners pack out a given colour pattern using at least 2 colours.	FAT 1: Practical in small groups Learners copy a given colour pattern using coloured blocks. FAT 3: Practical in small groups Learners copy a given colour pattern using crayons.	O/PR O/PR	Rubric Rubric
LO3 Space And Shape	5	3	Learners describe the position of one 3D-object in relation to another using in front of, behind.	FAT 3: Practical in small groups Learners place boxes and balls in relation with one another. e.g. Put the ball behind the box Put the box behind or in front of the ball The teacher places boxes and balls in front of or behind each other. Learners answer questions about the position of the boxes and the balls.	O/PR	Rubric

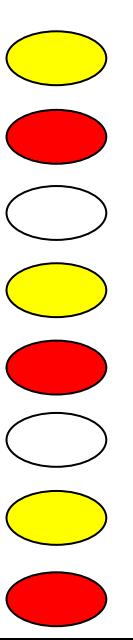
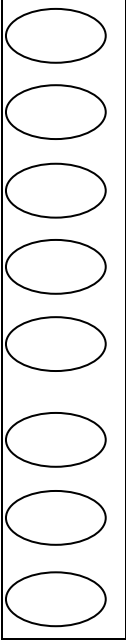
DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 1						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 4 Measurement	4	2	Length Learners concretely compare and order objects according to length.	FAT 2: Practical in small groups The teacher gives each learner a set of straws of different lengths. The learners order the straws from shortest to longest and longest to shortest. Learners compare and answer questions, e.g. Which is the longest? Which is the shortest?	O/PR	Rubric
LO 5 Data Handling	1	3	Learners collect objects from their classroom.	FAT 3: Practical Learners collect 3 objects from the environment, e.g. a stone, a leaf and a stick.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	1	1,2,3	1 – 5 Learners count objects using one-to-one correspondence in the number range 1 – 5. Learners collect objects from their classroom or the environment.	FAT 1: Practical in small groups Learners count counters, bottle tops, stones, etc.	O/PR	Rubric
				FAT 2: Practical in small groups Learners count crayons and straws.	O/PR	Rubric
				FAT 3: Practical in small groups Learners count blocks and counters.	O/PR	Rubric
	2	1,2,3	1 -5 Learners say and use number names 1-5 in familiar contexts.	FAT 1: Practical in small groups Learners count counters, bottle tops, etc.	O/PR	Rubric
				FAT 2: Practical in small groups Learners count crayons and straws.	O/PR	Rubric
				FAT 3: Practical in small groups Learners count blocks and counters.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	3	1,2,3	1 – 5 Learners know (recognise) number symbols and number names in the number range 1 – 5.	FAT 1: Practical in small groups The teacher shows number cards with the symbols 1 2 3 and the number names one two three Learners pack out the number of counters to match the number symbol and the number name.	O/PR	Rubric
				FAT 2: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 and the number names one two three four Learners pack out the number of counters to match the number symbol and the number name.	O/PR	

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	3	1,2,3	1 – 5 Learners know (recognise) number symbols and number names in the number range 1 – 5.	FAT 3: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 5 and the number names one two three four five	O/PR	Rubric
				Learners pack out the number of counters to match the number symbol and the number name.		

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	4	1,3	1 – 5 Learners order a collection of objects in the number range 1 – 5 in ascending and descending order (least to most and most to least).	FAT 1: Practical in small groups The teacher gives each learner 3 packets. In the one packet is one bead, in the other packet two beads and in the third packet three beads, etc to four beads. e.g.  Learners order the packets from least to most and most to least.	O/PR	Rubric
	4	1,3	1 – 5 Learners order a collection of objects in the number range 1 – 5 in ascending order (least to most).	FAT 3: Practical in small groups The teacher gives each learner 4 packets filled with a different number of beads in the number range 1 - 5. Two of the packets must have the same number of beads. e.g.  Learners compare 2 packets showing the most and the least. Learners show which 2 packets have an equal number of beads.	O/PR	Rubric

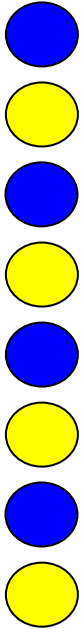
DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 2 Patterns, Functions And Algebra	1	2,3	Learners pack out and copy a given pattern using at least 3 colours.	FAT 2: Practical in small groups Learners copy a given pattern. FAT 3: Practical in small groups Worksheet: Learners colour circles according to a given pattern. e.g. given pattern  Learners worksheet: 	O/PR WR	Rubric Rubric
	2	1,3	Learners pack out or draw their own pattern. Learners may use bottle tops, crayons, beads, counters or drawings.	FAT 1: Practical in small groups Learners create own patterns using 3 different colours. Learners can use blocks, crayons or cards to pack out their patterns. FAT 3: Practical in small groups Learners create (pack out) their own patterns using 3 objects. (stone, leaf, stick)	O/PR O/PR	Rubric Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 2						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 3 Space And Shape	2	1	Learners sort, describe and compare boxes and balls according to size.	FAT 1: Practical in small groups Learners sort boxes or balls according to size. e.g. Smallest to biggest Biggest to smallest Learners compare and describe boxes and balls. e.g. Which is the biggest? Which is the smallest?	O/PR	Rubric
	6	1	Learners follow directions according to given instructions.	FAT 1: Practical in small groups The teacher gives the following instructions. Learners should all face the same direction. e.g. Stand to the left of your friend Stand to the right of your friend Stand behind your friend Stand in front of your friend.	O/PR	Rubric
LO4 Measurement	4	2	Mass Learners concretely compare and order objects according to mass.	FAT 2: Practical in small groups The teacher gives learners objects of different mass. Learners order the objects from heaviest to lightest and lightest to heaviest. Learners compare and answers questions, e.g. Which is the heaviest? Which is the lightest?	O/PR	Rubric
LO 5 Data Handling	1	3	Learners collect objects from their classroom.	FAT 3: Practical Learners collect different colour crayons.	O/PR	Rating-scale
	2	3	Learners sort crayons according to colour or size (long/short). Learners work in groups.	FAT 3: Practical in small groups Learners sort crayons according to colour.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 3					
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM TOOL
LO 1 Numbers, Operations And Relationships	1	1,2,3	1 – 8 Learners count objects using one-to-one correspondence in the number range 1 – 8.	FAT 1: Practical in small groups Learners count counters, bottle tops, etc. FAT 2: Practical in small groups Learners count crayons and straws. FAT 3: Practical in small groups Learners count blocks and counters.	Rubric Rubric Rubric
	2	1,2,3	1 – 8 Learners say and use number names 1-8 in familiar contexts.	FAT 1: Practical in small groups Learners count counters, bottle tops, etc. FAT 2: Practical in small groups Learners count crayons and straws. FAT 3: Practical in small groups Learners count blocks and counters.	Rubric Rubric Rubric
	3	1,2,3	1 – 8 Learners know (recognise) number symbols and number names in the number range 1 – 8.	FAT 1: Practical in small groups The teacher shows number cards with the symbols and the number names 1 2 3 4 5 6 one two three four five six Learners pack out the number of counters to match the number symbol and the number name. FAT 2: Practical in small groups The teacher shows number cards with the symbols and the number names 1 2 3 4 5 6 7 one two three four five six seven Learners pack out the number of counters to match	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships				the number symbol and the number name. FAT 3: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 5 6 7 8 and the number names one two three four five six seven eight	O/PR	Rubric
	5	2,3	1 - 8 Learners solve and explain solutions to practical problems that involve equal sharing and grouping without a remainder with whole numbers in the number range 1 - 8. Learners use concrete apparatus.	Learners pack out the number of counters to match the number symbol and the number name. FAT 2: Practical in small groups The teacher asks word problems in the number range 1 - 7. Learners use concrete apparatus to solve the problems, e.g. Share 6 bananas between 2 learners. How many wheels do 2 bicycles have? FAT 3: Practical in small groups The teacher asks word problems in the number range 1 - 8. Learners use concrete apparatus to solve the problems. e.g. Share 8 cookies among 4 children. There are 3 cookies on a plate. How many cookies are there on 2 plates?	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	6	2,3	1 – 8 Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 8. Learners use concrete apparatus (counters) to pack out the sums.	FAT 2: Practical in small groups The teacher asks word problems in the number range 1 - 7. Learners use concrete apparatus to solve the problems. e.g. I have 5 sweets. I get another 1 sweet. How many sweets do I have? I have 6 crayons. I give 2 crayons to my friend and I lose one crayon. How many crayons do I have now? FAT 3: Practical in small groups The teacher asks word problems in the number range 1 - 8. Learners use their fingers to solve the problems. e.g. Show me 4 fingers on your right hand and 3 on your left hand. How many fingers do you see? Show me 7 fingers. Take 2 fingers away. How many fingers are left?	O/PR	Rubric
	7.2	2,3	1 – 8 Learners double numbers with answers in the number range 1 – 8. Learners use concrete apparatus, abacus, counters, stones, etc.	FAT 2: Practical in small groups Learners double the numbers 1, 2 and 3. Learners use concrete apparatus. Learners halve the numbers 1 - 6 with solutions that include remainders using concrete apparatus. FAT 3: Practical in small groups Learners double the numbers 1, 2, 3 and 4. Learners use concrete apparatus. Learners halve the numbers 1 - 8 with solutions that include remainders using concrete apparatus.	O/PR O/PR	Rubric Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 2 Patterns, Functions And Algebra	1	2,3	Learners pack out and copy a given shape pattern. e.g.	FAT 2: Practical in small groups Learners copy a given pattern. e.g.  FAT 3: Practical in small groups Learners copy/draw a given pattern. e.g. 	O/PR	Rubric
					WR	Rubric
LO 3 Space And Shape	1	2	Learners recognise, identify and name boxes and balls in pictures.	FAT 2: Practical in small groups The teacher shows a picture with different objects including boxes and balls. Learners identify and name the boxes and balls.	O/PR	Rubric
	4	1	Learners identify and describe symmetry (identical left and right / front and back) images in the environment.	FAT 1: Practical in small groups Learners identify and describe symmetry (identical left and right / front and back) images in the environment.	O/PR	Rubric
	6	3	Learners follow directions according to given instructions.	FAT 3: Practical in small groups The teacher gives the following instructions, e.g. Stand on top of the table Sit under the table Climb inside the box Stand behind the cupboard	Rubric	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 3						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 4 Measurement	4	3	Capacity Learners concretely compare and order objects according to their capacity.	FAT 3: Practical in small groups The teacher shows 2 identical glasses to the learners. One glass is filled with water and the other glass is empty. The learners say which one is full and which one is empty. The teacher shows 3 identical glasses filled with different levels of coloured water. Learners compare which one contains the most and the least. Learners order the glasses from least to most.	O/PR	Rubric
	1	3	Learners collect at least 8 objects in the environment.	FAT 3: Practical Learners collect 8 leaves.	O/PR	Rubric
LO 5 Data Handling						

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	1	1,2,3	1 – 10 Learners count objects using one-to-one correspondence in the number range 1 – 10.	FAT 1: Practical in small groups The teacher gives each learner a packet with a number of objects in the number range 1 - 8. Learners count the objects.	O/RP	Rubric
				FAT 2: Practical in small groups Learners count on an abacus in the number range 1 - 9.	O/PR	Rubric
				FAT 3: Practical in small groups The teacher gives each learner a packet of cards. The teacher asks the learners to pack out and count aloud a given number in the number range 1 - 10.	O/PR	Rubric
	2	1,2,3	1 - 10 Learners say and use number names 1-10 in familiar contexts.	FAT 1: Practical in small groups The teacher gives each learner a packet with a number of objects in the number range 1 - 8. Learners count the objects.	O/RP	Rubric
				FAT 2: Practical in small groups Learners count on an abacus in the number range 1 - 9.	O/PR	Rubric
				FAT 3: Practical in small groups The teacher gives each learner a packet of cards. The teacher asks the learners to pack out and count aloud a given number in the number range 1 - 10.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY	GRADE R: TERM 4
1. The teacher will provide a worksheet with a grid of numbers from 1 to 100. The teacher will ask the students to identify the numbers that are multiples of 2, 3, 4, 5, and 10. The teacher will then ask the students to write down the numbers that are multiples of 2, 3, 4, 5, and 10. 2. The teacher will provide a worksheet with a grid of numbers from 1 to 100. The teacher will ask the students to identify the numbers that are multiples of 2, 3, 4, 5, and 10. The teacher will then ask the students to write down the numbers that are multiples of 2, 3, 4, 5, and 10.	

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	3	1,2,3	1 – 10 Learners know (recognise) number symbols and number names in the number range 1 – 10.	FAT 1: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 5 6 7 8 and the number names one two three four five six seven eight Learners pack out the number of counters to match the number symbol and the number names. FAT 2: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 5 6 7 8 9 and the number names one two three four five six seven eight nine Learners pack out the number of counters to match the number symbol and the number names.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	3	1,2,3	1 – 10 Learners know (recognise) number symbols and number names 1 – 10.	FAT 3: Practical in small groups The teacher shows number cards with the symbols 1 2 3 4 5 6 7 8 9 10 and the number names one two three four five six seven eight nine ten	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY	GRADE R: TERM 4
1. The teacher will provide a worksheet with a grid of numbers from 1 to 100. The teacher will ask the students to identify the numbers that are multiples of 2, 3, 4, 5, and 10. The teacher will then ask the students to write down the numbers that are multiples of 2, 3, 4, 5, and 10. 2. The teacher will provide a worksheet with a grid of numbers from 1 to 100. The teacher will ask the students to identify the numbers that are multiples of 2, 3, 4, 5, and 10. The teacher will then ask the students to write down the numbers that are multiples of 2, 3, 4, 5, and 10.	

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	4	1,3	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.	FAT 1: Practical in small groups The teacher gives each learner 3 packets with a different number of beads in the number range 1 - 8 in each packet. e.g. •• •• •• •• ••• •• Learners order the packets from least to most and most to least.	O/PR	Rubric
	4	1,3	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.	FAT 3: Practical in small groups The teacher gives each learners 4 packets filled with a different number of beads in the number range 1 - 10. Two of the packets must have the same number of beads. e.g. • •• •• •• •• •• •• •• •• •• •• •• •• Learners compare 2 packets showing the most and the least. Learners show which 2 packets have an equal number of beads.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	6	2,3	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.	FAT 2: Practical in small groups The teacher asks the learners word problems. The learners use counters to solve the problems. e.g. There are 3 nests with 2 eggs in the first nest, 3 eggs in the second nest and 4 eggs in the last nest. How many eggs are there altogether? Mother has 9 eggs. She uses 4 eggs to bake a cake. How many eggs are left? FAT 3: Practical in small groups The teacher asks the learners word problems. The learners use counters to solve the problems. e.g. I buy a bag with 6 oranges in it. Mom gives me another 4 oranges. How many oranges do I have altogether? There are 10 bananas. We eat 4 bananas and 1 banana is rotten. How many bananas are left?	O/PR	Rubric
	7.1	1,2	1 – 10 Learners build up/break down numbers in the number range 1 – 10. Learners use concrete apparatus (counters) to illustrate the technique.	FAT 1: Practical in small groups The teacher gives each learner a number card in the number range 5 – 8. The learner uses red and blue bottle tops to build their number in different ways. FAT 3: Practical in small groups The teacher gives each learner a number card in the number range 6 - 9. The learner uses red and blue bottle tops to build their number in different ways.	O/PR O/PR	Rubric Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1 Numbers, Operations And Relationships	7.2	2,3	1 – 10 Learners double numbers with answers in the number range 1 – 10. Learners use concrete apparatus, abacus, counters, etc. Learners halve numbers with and without a remainder (odd and even numbers) in the number range 1 – 10	FAT 2: Practical in small groups The learners use concrete apparatus to double and halve numbers. e.g. Double numbers in the range 1 to 4 Halve numbers in the range 1 to 9 FAT 3: Practical in small groups The learners use concrete apparatus to double and halve numbers. e.g. Double numbers in the range 1 to 5 Halve numbers in the range 1 to 10	O/PR	Rubric
					O/PR	Rubric
LO 2 Patterns, Functions And Algebra	1	2,3	Learners copy and extend a pattern.	FAT 2: Practical in small groups The learners copy and extend a pattern using pegboard apparatus. FAT 3: Written The learners copy and extend a given pattern. e.g. 	O/PR	Rubric
					WR	Rubric
	2	2	Learners draw or paint their own pattern.	FAT 2: Written Learners create their own colour pattern using bottle tops, wooden blocks or sponges dipped in a variety of coloured paint.	WR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 3 Space And Shape	1	1	Learners recognise, identify and name boxes and balls in pictures.	FAT 1: Written The teacher gives learners a picture with different objects including boxes and balls. Learners identify, name and colour the boxes in red and the balls in blue.	WR	Rubric
	2	2	Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide.	FAT 2: Practical in small groups Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide. The teacher asks questions, e.g. Why do some objects roll? Why do some objects slide?	O/IPR	Rubric
	5	3	Learners describe the position of one 3D-object in relation to another using in front of, behind, left, right, underneath, above, inside and on top.	FAT 3: Practical in small groups Learners place boxes and balls in relation with one another. e.g. Put the ball to the left of the box Put the ball on top of the box Put the ball inside the box Put the box underneath the ball The teacher places boxes and balls in different positions. Learners answer questions using in front of, behind, left, right, underneath, above, inside and on top.	O/IPR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 4 Measurement	2	1	Learners order/sequence at least 5 events in their own daily life.	FAT 1: Practical in small groups The teacher gives each learner a set of at least 5 picture cards depicting events in their own daily life. The learners sequence the cards.	O/PR	Rubric
	3	1	Learners order/sequence at least 5 events in one day.	FAT 1: Written The teacher gives learners a worksheet with pictures of 5 events in one day. The learners cut the pictures out and paste them in the correct sequence.	WR	Rubric
	4	1	Length, Mass and Capacity Learners compare and order objects according to length, mass and capacity.	FAT 1: Practical in small groups The teacher gives each learner a set of straws of different lengths. The learners order the straws from shortest to longest and longest to shortest. Learners compare and answer questions, e.g. Which is the longest? Which is the shortest? The teacher gives learners objects of different mass. Learners order the objects from heaviest to lightest and lightest to heaviest. Learners compare and answers questions, e.g. Which is the heaviest? Which is the lightest? The teacher shows the learners 2 identical glasses. One glass is filled with water and the other glass is empty. The learners say which one is full and which one is empty. The teacher shows the learners 3 identical glasses filled with different levels of coloured water. Learners compare which one contains the most and the least. Learners order the glasses from least to most.	O/PR	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASKS: NUMERACY GRADE R: TERM 4						
LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 5 Data Handling	1	3	Learners collect objects from their classroom.	FAT 3: Practical in small groups Learners collect 10 blocks.	O/PR	Rubric
	2	3	Learners sort buttons and beads according to colour/shape/size. Learners sort individually.	FAT 3: Practical in small groups Learners sort the blocks they have collected according to size or colour.	O/PR	Rubric
	3	3	Learners draw a picture to show the different colours of the buttons or the beads they have collected.	FAT 3: Written Learners draw a picture of their collections.	WR	Rubric
	4	3	Learners answer questions.	FAT 3: Practical in small groups Learners answer questions about their collections. e.g. Why do some objects roll? Why do some objects slide?	O/PR	Rubric

Section 4

FORMAL ASSESSMENT TASKS

Term 1

Grade R

Teacher Copy

Formal Assessment Task 1 : Term 1 Grade R



Oral/Practical: Work in small groups

LO 1 AS 1 Counts to at least 10 everyday objects reliably

LO 1 AS 2 Says and uses number names in familiar contexts.

Learners count own eyes, ears, nose and mouth. Counting in the number range 1 - 2.



Oral/Practical: Work in small groups

LO 1 AS 3 Knows the number names and symbols for 1 - 10

The teacher shows number cards with the symbols 1 and 2 and the number names one and two. Learners pack out the number of counters to match the number symbol and the number name.



Oral/Practical: Works in small groups

LO 2 AS 1 Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)

Learners use coloured blocks to copy a given colour pattern.

Formal Assessment Task 2 : Term 1

Grade R



Oral/Practical: Group

LO 1 AS 1 Counts to at least 10 everyday objects reliably

LO 1 AS 2 Says and uses number names in familiar contexts

Learners count one bottle top, two straws, etc.



Oral/Practical: Works in small groups

LO 1 AS 3 Knows the number names and symbols for 1 - 10

The teacher shows number cards with the symbols 1 and 2 and the number names one and two. Learners pack out the number of counters to match the number symbol and the number name.



Oral/Practical Response: Work in small groups

LO 4 AS 4 Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter, wider, tall, short)

The teacher gives each learner a set of straws of different lengths. The learners order the straws from the shortest to the longest and the longest to the shortest. Learners compare the straws and answer questions, e.g. Which is the longest? Which is the shortest?

Formal Assessment Task 3 : Term 1

Grade R



Oral/Practical Response: Work in small groups

LO 1 AS 1 Counts to at least 10 everyday objects reliably

LO 1 AS 2 Says and uses number names in familiar contexts

The teacher gives each learner 3 blocks to count.



Oral/Practical Response: Work in small groups

LO 1 AS 3 Knows the number names and symbols for 1 - 10

The teacher shows number cards with the symbols 1, 2 and 3 and the number names one, two and three. Learners pack out the number of counters to match the number symbol and the number name.



Oral/Practical Response: Work in small groups

LO 2 AS 1 Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)

Learners use crayons to copy a given colour pattern.



Oral/Practical: Work in small groups

LO 3 AS 5 Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')

Learners place boxes and balls in relation with one another.

e.g.

Put the ball behind/in front of the box

Put the box behind/in front of the ball

The teacher places boxes and balls in front of or behind each other. Learners answer questions about the position of the boxes and the balls.



Oral/Practical: Work in small groups

LO 5 AS 1 Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features.

Learners collect 3 objects from the environment, e.g. a stone, a leaf and a stick.

Section 5

ASSESSMENT TOOLS

Term 1

Grade R

Assessment Tools

Grade R Term 1

Task 1

Assessment Standard	1	2	3	4
LO 1 AS 1  Counts to at least 10 everyday objects reliably LO 1 AS 2 Says and uses number names in familiar context.	Unable to count 1 - 2 objects reliably. Needs prompting from the teacher.	Counts one of the objects correctly. Still relies on some support from the teacher and peers.	Counts 1 - 2 objects reliably. Seldom relies on support from the teacher or peers.	Counts 1 - 2 objects with accuracy and ease.
Assessment Standard	1	2	3	4
LO 1 AS 3  Knows the number names and symbols for 1 - 10	Is unable to recognise number names and number symbols (1 - 2)	Recognise some of the number names and number symbols (1 - 2). Relies on assistance from the teacher.	Recognise number names and number symbols (1 - 2). Make some careless errors.	Recognise number names and number symbols (1 - 2) accurately and with ease.
Assessment Standard	1	2	3	4
LO 2 AS 1  Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)	Is unable to copy a pattern correctly.	Needs assistance from the teacher to copy a pattern correctly.	Is able to copy a pattern correctly. Make some careless errors.	Is able to copy a pattern correctly with confidence and with ease.

Assessment Tools

Grade R Term 1

Task 2

Assessment Standard	1	2	3	4
LO 1 AS 1  Counts to at least 10 everyday objects reliably. LO 1 AS 2 Says and uses number names in familiar context.	Unable to count 1 - 2 objects reliably. Needs prompting from the teacher.	Counts one of the objects correctly. Still relies on some support from the teacher and peers.	Counts 1 - 2 objects reliably. Seldom relies on support from the teacher or peers.	Counts 1 - 2 objects with accuracy and ease.
Assessment Standard	1	2	3	4
LO 1 AS 3  Knows the number names and symbols for 1 - 10.	Is unable to recognise number names and number symbols (1 - 2)	Recognise some of the number names and number symbols (1 - 2). Relies on assistance from the teacher.	Recognise number names and number symbols (1 - 2). Make some careless errors.	Recognise number names and number symbols (1 - 2) accurately and with ease.
Assessment Standard	1	2	3	4
LO 4 AS 4  Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter, wider, tall, short)	Unable to order objects according to length or to use appropriate vocabulary when answering questions. Needs prompting from the teacher.	Able to order objects according to length, but could not use appropriate vocabulary when answering questions.	Able to order objects according to length and could use appropriate vocabulary when answering questions. Seldom needs support.	Able to order objects according to length and could answer questions confidently and with ease. Use appropriate vocabulary.

Assessment Tools

Grade R Term 1

Task 3

Assessment Standard	1	2	3	4
LO 1 AS 1  Counts to at least 10 everyday objects reliably	Unable to count 1 - 3 objects reliably. Needs prompting from the teacher.	Counts one of the objects correctly. Still relies on some support from the teacher and peers.	Counts 1 - 3 objects reliably. Seldom relies on support from the teacher or peers.	Counts 1 - 3 objects with accuracy and ease.
Assessment Standard	1	2	3	4
LO 1 AS 2  Says and uses number names in familiar context.	Unable to count 1 - 3 objects reliably. Needs prompting from the teacher.	Counts one of the objects correctly. Still relies on some support from the teacher and peers.	Counts 1 - 3 objects reliably. Seldom relies on support from the teacher or peers.	Counts 1 - 3 objects with accuracy and ease.
Assessment Standard	1	2	3	4
LO 1 AS 3  Knows the number names and symbols . 1 - 10	Is unable to recognise number names (one, two and three) and number symbols (1 - 3).	Recognise some of the number names (one, two and three) and number symbols (1 - 3). Relies on assistance from the teacher.	Recognise number names (one, two and three) and number symbols (1 - 3). Make some careless errors.	Recognise number names (one, two and three) and number symbols (1 - 3) accurately and with ease.
Assessment Standard	1	2	3	4
LO 2 AS 1  Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)	Is unable to copy a pattern correctly.	Needs assistance from the teacher to copy a pattern correctly.	Is able to copy a pattern correctly. Make some careless errors.	Is able to copy a pattern correctly with confidence and with ease.

Assessment Tools

Grade R Term 1

Task 3

Assessment Standard	1	2	3	4
LO 3 AS 5  Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')	In unable to describe the position of one object in relation with another.	Still makes mistakes. Confuses what is in front or behind. Relies on support from the teacher.	Seldom makes mistakes to recognise the position of the object.	Recognise the position of objects accurately and with ease.
Assessment Standard	1	2	3	4
LO 5 AS 1  Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features.	Could not collect objects according to stated features.	Could collect some objects according to stated features.	Could collect all objects according to stated features.	Could collect all objects accurately and quickly.

Section 6

PROGRAMME OF ASSESSMENT

Term 1

Grade R

PROGRAMME OF ASSESSMENT			
EDUCATOR:	LEARNING PROGRAMME: NUMERACY		YEAR:
	GRADE R		

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	FOCUS	Count objects Number symbols Number Names Patterns	Count objects Number symbols Number Names Order objects Patterns Sort, describe and compare objects Follow Directions	Count objects Number symbols Number Names Symmetry	Count objects Number symbols Number Names Order objects Build up and break down numbers Recognise, identify and name 3-D objects Order events
	LO; AS	LO 1: AS 1; 2 & 3 LO 2: AS 1	LO 1: AS 1; 2; 3 & 4 LO 2: AS 2 LO 3: AS 2 & 6	LO 1: AS 1; 2 & 3 LO 3: AS 4	LO 1: AS 1; 2; 3; 4 & 7.1 LO 3: AS 1 LO 4: AS 2; 3 & 4
	ACTIVITIES	Count eyes, ears, noses, etc. in the range 1-3 Match number symbols 1 and 2 with the corresponding number names Copy colour patterns using at least 2 colours	Count objects 1-5 Count body parts 1-5 Match number symbols 1 and 2 with the corresponding number names Recognise number symbols 1-3 Order objects in the number range 1-4 in ascending and descending order (most, least) Create own patterns using 3 colours Sort boxes/balls according to size Compare and describe boxes/balls according to size Follow directions according to instructions (stand to the left/right of a friend)	Count objects 1-8 Match number symbols 1-5 with the corresponding number names Recognise number symbols 1-6 Identify and describe symmetry images in the environment	Count objects 1-8 Match number symbols 1-7 with the corresponding number names Recognise number symbols 1-8 Order different number of beads in the number range 1-8 in ascending and descending order (most, least) Build numbers from 5-8 in different ways. Use concrete apparatus Recognise, identify and name boxes and balls in pictures Order 5 picture cards depicting events in daily life. Order objects according to length, mass and capacity

TASK TWO				
FOCUS	Counting objects Number symbols Number names Compare and order objects	Counting objects Patterns Number symbols Number names Compare and order objects	Counting objects Number symbols Number names Solve and explain solutions to problems Doubling and Halving Patterns Recognise, identify and name 3-D objects	Counting objects Number symbols Number names Solve and explain solutions to problems Doubling and Halving Patterns Sort, describe and compare 3-D objects
LO; AS	LO 1: AS 1; 2; & 3 LO 4: AS 4	LO 1: AS 1; 2 & 3 LO 2: AS 1 LO 4: AS 4	LO 1: AS 1; 2; 3; 5; 6 & 7.2 LO 2: AS 1 LO 3: AS 1	LO 1: AS 1; 2; 3; 5; 6; 7.1 & 7.2 LO 2: AS 1 & 2 LO 3: AS 2
ACTIVITIES	Count at least 3 objects Recognise number symbols 1-3 Match symbols 1 and 2 with the corresponding number names Order objects according to length	Count at least 5 objects Recognise number symbols 1-5 Match symbols 1-3 with the corresponding number names Copy colour patterns using at least 3 colours Order objects according to mass (heaviest/lightest)	Count at least 8 objects Recognise number symbols 1-7 Match symbols 1-6 with the corresponding number names Word problems that involve equal sharing and grouping. Use concrete apparatus. (Range 1-6) Verbally stated addition and subtraction problems. Use concrete apparatus. (Range 1-7) Double numbers 1-3 using concrete apparatus Halve numbers 1-6 using concrete apparatus Copy a given shape pattern Recognise, identify and name boxes and balls in pictures	Count to 9 on an abacus Recognise number symbols 1-9 Match symbols 1-9 with the corresponding number names Word problems that involve equal sharing and grouping. Use concrete apparatus. (Range 1-10) Verbally stated addition and subtraction problems. Use concrete apparatus. (Range 1-10) Double numbers 1-4 using concrete apparatus Halve numbers 1-9 using concrete apparatus Copy and extend a pattern. Use pegboard apparatus Create own colour pattern. Use bottle tops, wooden blocks or sponges dipped into a variety of coloured paint. Sort, describe and compare boxes and balls according to those that can slide and roll

TASK THREE				
FOCUS	Counting objects Number symbols Number names Patterns Position of 3-D objects Collect objects	Counting objects Number symbols Number names Order and compare objects Patterns Collect objects Sort objects	Counting objects Number symbols Number names Solve and explain solutions to problems Doubling and Halving Patterns Follow Directions Order and compare objects Collect objects	Counting objects Number symbols Number names Order and compare objects Solve and explain solutions to problems Build up and break down numbers Doubling and Halving Patterns Position of 3-D objects Collect objects Sort objects Draw pictures Answer questions
LO; AS	LO 1: AS 1; 2 & 3 LO 2: AS 1 LO 3: AS 5 LO 5: AS 1	LO 1: AS 1; 2; 3 & 4 LO 2: AS 1 & 2 LO 5: AS 1 & 2	LO 1: AS 1; 2; 3; 5 & 7.2 LO 2: AS 1 LO 3: AS 6 LO 4: AS 4 LO 5: AS 1	LO 1: AS 1; 2; 3; 4; 5; 6 & 7.2 LO 2: AS 1 LO 3: AS 5 LO 5: AS 1; 2; 3 & 4
ACTIVITIES	Count at least 3 objects Recognise number symbols 1-3 Match symbols 1 and 2 with the corresponding number names Copy a colour pattern using at least 2 colours Describe the position of one box/ball in relation to another (behind, in front of, etc.) Collect 3 objects from the environment, e.g. a stone, a leaf, a stick, etc.)	Count at least 5 objects Recognise number symbols 1-5 Match symbols 1-4 with the corresponding number names Order different number of beads in the number range 1-5 in ascending and descending order (most, least, the same) Copy a colour pattern using at least 3 colours Create own patterns using 3 different objects Collect different colour crayons Sort crayons according to colour	Count at least 8 objects Recognise number symbols 1-8 Match symbols 1-7 with the corresponding number names Word problems that involve equal sharing and grouping. Use concrete apparatus. (Range 1-8) Verbally stated addition and subtraction problems. Use fingers. (Range 1-8) Double numbers 1-4 using concrete apparatus Halve numbers 1-8 using concrete apparatus Copy/draw shape patterns Follow directions according to instructions (sit under the table, stand behind the box) Order objects according to capacity (most, least) Collect 8 leaves in the environment	Count at least 10 objects Recognise number symbols 1-10 Match symbols 1-10 with the corresponding number names Order different number of beads in the number range 1-10 in ascending and descending order (most, least, the same) Word problems that involve equal sharing and grouping. Use concrete apparatus. (Range 1-10) Verbally stated addition and subtraction problems. Use counters. (Range 1-10) Build numbers from 6-9 in different ways. Use concrete apparatus Double numbers 1-5 using concrete apparatus Halve numbers 1-10 using concrete apparatus Copy and extend a given picture pattern Describe the position of boxes and balls in relation to each other (Put the ball on top of/inside the box, etc.) Collect 10 blocks in the classroom Sort 10 blocks according to size or colour Draw pictures of the collection of 10 boxes Answer questions about the collection of boxes

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