 Province of the

**EASTERN CAPE**

EDUCATION

**Grade 4 Mathematics 2020**

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| **TERM 2** | **Week 1:** | **Week 2:** | **Week 3:** | **Week 4 & 5:** | **Week 6:** | **Week 7:** | **Week 8:** | **Week 9:** | **Week 10,11:** | |
| **Topic, concepts, skills and values** | **Whole Numbers:**  Place value 4 digits   * Represent, order and compare numbers ( including odd and even) – 4 digits) * Round off to the nearest 10, 100 and 1000 * Expanded notation | **Whole numbers: Operations: 4 digit numbers**   * **Addition:** The breaking down method to add. - * **Subtraction**: The breaking down numbers to subtract – * Solving different types of word problems * Explore possible different calculations strategies learners might present | **Whole numbers: Operations:**   * **Multiplication (2 digits by 2 digits)**: The distributive method Additional: Breaking down and building up to multiply * **Division: (**3 digits by 1 digit) Using the idea of division as the inverse of multiplication to solve * **Grouping and sharing problems** * **Use clue board** * **Solving different types of word problems** | **Common Fractions:**  **Describing and ordering fractions**  • Compare and order common fractions of different denominators  (halves, thirds, quarters, fifths, sixths, sevenths, eighths)  • Describe and compare common fractions in diagram form  • Recognize, describe and use the equivalence of division and fractions  •**Equivalent forms:**  Recognize and use equivalent forms of  common fractions (denominators which  are multiples of each other) | **Geometric patterns:**  **Investigate and extend patterns**  • Investigate and extend geometric patterns looking for relationships or rules of patterns  -- represented in physical or diagram form -- sequences involving a constant difference  -- of learner’s own creation  • Describe observed relationships or rules in learner’s own words  **Input and output values**  • Determine input values, output values and rules for the patterns and  relationships using flow diagrams  **Equivalent forms**  • Determine equivalence of different descriptions of the same relationship or rule presented  • verbally  • in a flow diagram  • by a number sentence | **3D Objects:**  **Objects learners need to** know and name  • rectangular prisms  • spheres  • cylinders  • cones  • square-based pyramids  characteristics which learners use to distinguish, describe, sort and  compare objects  • shapes of faces  • flat and curved surfaces  **Symmetry:**  Recognise, draw and describe line of symmetry in 2-D shapes | **Length:**  **Practical measuring** of 2-D shapes and 3-D objects by  • estimating  • measuring  • recording  • comparing and ordering  Measuring instruments  Units  millimetres (*mm*), centimetres (*cm*),  metres (*m*), kilometres (*km*)  **Calculations and problem-solving** related to length  Solve problems in contexts related to length  **Conversions i**nclude converting between  • millimetres (*mm*), and centimetres (*cm*)  • centimetres (*cm*) and metres (*m*)  • metres (*m*) and kilometres (*km*) | **Revision and preparation for Mid year examination** | **Examinations** | |
| **Nat work**  **book** | **Vol 1; p76 - 84** | **Vol 1; p. 86-98 +**  **p. 144** | **Vol 1: p. 68 - 76, 118, 100, 152**  **and**  **Vol 1: p. 158** | **Vol 1: p. 102 - 110** | **Vol 1: p. 64** | **Vol 1: p 130** | **Vol 1: p. 110** |  |  |

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EDUCATION

**Grade 5 Mathematics 2020**

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| **TERM 2** 54 days | **Week 1:** | **Week 2:** | **Week 3 & 4:** | **Week 5 & 6:** | **Week 7:** | **Week 8:** | **Week 9:** | **Week 10 - 11** |
| **Topic, concepts, skills and values** | **WHOLE NUMBERS:**   * Order, compare and represent numbers to at least 6-digit numbers - (including using number lines) * Recognize the place value of digits in whole numbers to at least 6 digit numbers * Round off to the nearest 5, 10, 100 and 1 000 * Factors and multiples | **Whole numbers: Operations:**   * **Addition:** The expanded vertical column method. * **Subtraction**: The expanded vertical column method to subtract * Solving different types of word problems * Explore possible different calculations strategies learners might present | **Whole numbers: Operations:**   * **Multiplication**: The expanded column method. - * **Division**: Clue board * **Grouping and sharing problems** * **Solving different types of word problems** | **Common Fractions:**   * Describing and   ordering fractions  • Count forwards and backwards in Fractions  • Compare and order common fractions to at least twelfths  • Recognize, describe and use the equivalence of division and fractions  **Solving problems**  Solve problems in contexts involving common fractions, including grouping and sharing  **Equivalent forms:**  Recognize and use equivalent forms of  common fractions with denominators which are multiples of each other. | **Properties of 3D objects:**  **Objects learners need to know and name**  • rectangular prisms and other prisms  • cubes  • cylinders  • cones  • pyramids  • similarities and differences between cubes and rectangular prisms  Characteristics learners use to distinguish, describe, sort and compare shapes  • shape of faces  • number of faces  • flat and curved surfaces  • Further activities to focus learners on characteristics of objects | **Length:**  Practical measuring of 2-D shapes and 3-D objects by:  estimating  measuring  recording  comparing and ordering  Measuring instruments  rulers, metre sticks, tape measures, trundle wheels  **Units:**  millimetres (*mm*), centimetres (*cm*),  metres (*m*), kilometres (*km*)  **Calculations and problem-solving** related to length  Solve problems in context related to length  Conversions include converting between any of the following units:  millimetres (*mm*), centimetres (*cm*),  metres (*m*) and kilometres (*km*)  Conversions limited to whole numbers and fractions | **Geometric Patterns:**  **Investigate and extend** patterns  • Investigate and extend geometric patterns looking for relationships or rules of patterns  -- represented in physical or diagram form  -- sequences involving a constant difference  -- of learner’s own creation  • Describe observed relationships or rules in learner’s own words  Input and output values  Determine input values, output values and rules for the patterns and  relationships using flow diagrams  Equivalent forms  Determine equivalence of different descriptions of the same relationship or  rule presented  • verbally  • in a flow diagram  • by a number sentence | **Revision and Examinations** |
| **Nat work book** | **Vol 1: p. 78 – 90; 134** | **Vol 1: p. 90 - 102** | **Vol 1: p. 128 – 140**  **p. 168 - 176** | **Vol 1: p. 122** | **Vol 1: p. 150** | **Vol 1: p. 116** | **Vol 1: p. 152** |  | |

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EDUCATION

**Grade 6 Mathematics 2020**

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| **TERM 2** | **Week 1:** | **Week 2 & 3:** | **Week 4 & 5:** | **Week 6:** | **Week 7:** | **Week 8:** | **Week 9 - 11** | |
| **Topic, concepts, skills and values** | WHOLE NUMBERS  • Order, compare and represent numbers to at least 9-digit numbers - (including using number lines)  • Recognize the place value of digits in whole numbers to at least 9 digit numbers  • Round off to the nearest 5, 10, 100, 1 000 to 100 000  • Factors and multiples  • Prime factors | **Whole numbers: Operations:**   * **Multiplication**: The vertical column method. * **Division**: Clue board & Long Division * **Grouping and sharing problems** * **Solving different types of word problems**   **Solving problems**  • Solve problems involving whole numbers including  -- financial contexts  -- measurement contexts  • **Solve problems involving** whole numbers, including  -- comparing two or more quantities of the same kind (ratio)  -- comparing two quantities of different kinds (rate) | **Decimal Numbers:**  **Recognizing, ordering and place value of decimal fractions**  • Count forwards and backwards in decimal fractions to at least two  decimal places  • **Compare and order** decimal fractions to at least two decimal places  • Place value of digits to at least two decimal places  C**alculations with decimal fractions**  • Addition and subtraction of decimal fractions of at least two decimal places  • Multiply decimal fractions by 10 and 100  **Solving problems**  Solve problems in context involving decimal fractions  **Equivalent forms**:  Recognize equivalence between common fraction and decimal fraction  forms of the same number | **Properties of 3D objects:**  **Objects learners need to** know and name  • rectangular prisms  • cubes  • tetrahedrons and other pyramids  • similarities and differences between tetrahedrons and other pyramids  Features learners use to  distinguish, describe, sort and compare objects  Describe, sort and compare 2-D shapes and 3-D objects in terms of:  • number and shape of faces  • number of vertices  • number of edges  Further activities to focus learners on characteristics of objects | **Geometric Patterns:**  Investigate and extend patterns  • **Investigate and extend** geometric patterns looking for relationships or rules of patterns:  -- represented in physical or diagram form  -- sequences involving a constant difference or ratio  -- of learner’s own creation  • Describe observed relationships or rules in learner’s own words  Input and output values  **Determine input values**, output values and rules for the patterns and  relationships using flow diagrams  **Equivalent forms**  **• Determine equivalence of different** descriptions of the same relationship or rule presented:  -- verbally  -- in a flow diagram  -- by a number sentence | **Capacity and volume:**  **Practical measuring of 3-D objects by**  estimating, measuring, recording, comparing and ordering  **Measuring instruments**  measuring jugs  **Units**  millilitre (*ml*); litres (*l*) and kilolitres (*kl*)  **Calculations and problem-solving related to capacity/volume include:**  • solving problems in context with capacity  • converting between kilolitres, litres and millilitres  • conversions should include fraction and decimal forms to 2 decimal places | | **Revision and Examinations** |
| **Nat work book** | Vol 1: p. 76 – 84; 116 | **Vol 1: p. 84 – 94;**  **Vol 1: p. 118 - 128.** | **Vol 1: p. 140 - 158** | **Vol 1: p. 94** | **Vol 1: p. 98** | **Vol 1: p. 160** | |  |