FOUNDATION PHASE

MATHEMATICS

SBA EXEMPLAR BOOKLET

GRADE 1-3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

The Programme of Assessment (POA) for Grades 1 to 3 is aligned to the Curriculum and Assessment Policy Statement (CAPS). The POA for each term includes exemplar **Assessment frameworks** which give an overview of the skills and concepts which should be assessed in each term. **Assessment frameworks** are useful tools for **planning an assessment task or an activity** and must not be limited to written tests only. Assessment frameworks should enable the teacher to identify the following:

- content, knowledge, concepts and skills that need to be assessed;
- forms of assessment that will be relevant for the assessment activity;
- design of the activity (questions and cognitive levels);
- recording tools that will be used; and
- resources that can be used for the assessment task.

The assessment tasks for each term has been repackaged into an Assessment Framework which gives a comprehensive overview of the concepts/skills to be assessed, the forms of assessment and the assessment tools to be used as well as an indication of when the assessment activities should be done. Assessment tasks in Mathematics need to include activities and exercises that are not language based, and not reading dependent, to reflect the real abilities of these learners. However, cognisance should also be taken of what is being assessed. Certain knowledge and skills are best assessed with particular forms of assessment. Different forms of assessments are appropriate to assess the skills and concepts necessary for different topics.

The Assessment Framework gives an overview of the concepts and skills to be assessed in all five topics in each term. The activities cover both Assessment for learning (informal assessment) and Assessment of learning (formal assessment) for the term. However, not everything in the curriculum needs to be ***formally assessed or formally*** reported on. Numbers, Operations and Relationships make up 65%; 60% and 58% of Mathematics in Grades 1 – 3 respectively. This means that about 60% of the formal assessment each term and for the year should be focused on Numbers, Operations and Relationships.

The formal assessment activities should ***not be seen*** as a ***single event or test***. Some of the criteria can be assessed at the same time, but others will be assessed at different times. For example, if learners' skip counting skills are being assessed, their ability to do the following could be assessed in the same exercise or event:

- Complete counting sequences
- Say, read and write number symbols
- Counting forward and backward in multiples of 10s, 5s, 2s etc .

The formal assessment should reflect a variety of forms of assessment such as oral, practical observation and written activities. These may be short activities that are aggregated to make up a task that are completed over a few sessions. Assessment activities should be done in many ways to ensure that each learner is able to demonstrate what he or she has learnt, knows and can do through:

- one-on-one engagements with the teacher with respect to Mental Mathematics, rapid recall of number bonds, verbalising a problem solving strategy, an oral response to a Mathematics poster;
- practical activity (sorting out concrete objects according size, shape, quantity, etc.);
- completing a written activity independently;
- individual response to problem solving.

For example, if an assessment task includes both solving problems by grouping or sharing, and assessing learners' ability to measure capacity; it is more likely that these aspects of Mathematics will be assessed at different times and in different ways.

The forms of assessment used should be age and developmentally appropriate. Formal assessments must cater for a range of cognitive levels and abilities of learners.

When planning and implementing an assessment activity the teacher should ensure that:

- the content, concepts and skills that are being assessed are aligned to curriculum and are grade appropriate;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- resources are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, rubrics, learner's class work books, worksheets, etc.);
- scores are recorded and are aggregated to inform the learner's achievement level in each term,
- follow up interventions for under-performing learners and enrichment activities for top performing are catered for .

IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS

(SA-SAMS)

The weightings in the CAPS will be used to inform the implementation of SA-SAMS in Grades 1 to 3. Table 2 indicates the weightings to be used in SASAMS.

TABLE 2: IMPLEMENTATION OF SA-SAMS AND WEIGHTING OF CONTENTS AREAS

Content Area	Weightings per Content Area			SA-SAMS weightings		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Numbers, Operations and Relationships	65%	60%	58%	65%	60%	58%
Patterns, Functions and Algebra	10%	10%	10%	10%	10%	10%
Space and shape	11%	13%	13%	11%	13%	13%
Measurement	9%	12%	14%	9%	12%	14%
Data Handling	5%	5%	5%	5%	5%	5%
Aggregate	**Term 1: 25%**	**Term 2: 25%**	**Term 3: 25%**	**Term 4: 25%**		

Table 3 gives an overview of the number of the suggested activities which should be assessed formally in each of the five Content Areas in Terms 1 to 4 in each grade. This mapping will inform the capturing of the assessment data on SASAMS for Mathematics in Grades 1 to 3.

TABLE 3 : Overview of the Programme of Assessment: Suggested Recordings for SASAMS				
Grade 1				
Content areas	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Numbers Operations and Relationships	2 Orals and 1 Practical 1 Written	2 Orals and Practicals 1 Written	3 Orals and 2 Practicals 1 Written	1 Oral and Practical 1 Written
Patterns, Functions and Algebra	1 Oral and practical 1 Written	1 Oral and practical 1 Written	1 Oral and practical 1 Written	1 Written
Space and Shape	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical 1 Written
Measurement	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical
Data Handling	1 Oral and Practical	1 Written	1 Oral and Practical	1 Written
Grade 2				
Content areas	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Numbers Operations and Relationships	1 Oral 1 Written	3 Orals and 2 Practicals 1 Written	2 Orals and Practicals 1 Written	2 Orals 1 Written
Patterns, Functions and Algebra	1 Written	1 Oral and practical 1 Written	1 Written	1 Written
Space and Shape	1 Oral and Practical	1 Oral and Practical 1 Written	1 Oral and Practical 1 Written	1 Written
Measurement	2 Orals and Practicals	1 Oral and Practical 1 Written	1 Written	1 Written
Data Handling	1 Written	1 Written	1 Written	1 Written

Grade 3				
Content areas	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Numbers Operations and Relationships	2 Orals and 1 Practical 1 Written	3 Orals and 1 Practical 1 Written	2 Orals and 1 Practical 1 Written	2 Orals 1 Written
Patterns, Functions and Algebra	1 Oral 1 Written	1 Written	1 Oral 1 Written	1 Written
Space and Shape	1 Written	1 Oral and Practical 1 Written	1 Oral and Practical 1 Written	1 Written
Measurement	2 Orals and Practicals 1 Written	1 Written	1 Written	1 Oral and Practical 1 Written
Data Handling	1 Written	1 Written	1 Written	1 Written

Grade 1

Mathematics: Programme of Assessment: Grade 1 : Term 1

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting** ▪ Counts out 10 objects reliably, saying the names in sequence	Oral	Rubric	5	By end of the Term	
	▪ Count forwards and backwards **in** ones from any number between 1 and 20 **Mental Maths** ▪ Compare numbers up to 10 and say which is 1 and 2 more or less.		Checklist	n/a		
	Order Numbers ▪ Describes, and orders numbers to 5 from smallest to greatest and greatest to smallest (using a number line)	Written	Class work book/ Worksheet	5	By week 8	
	Number symbols and names ▪ Writes number symbols up to 5 ▪ Recognises and identifies number names up to 5			5		
	▪ Compares a collection of objects, more than, less than, is equal to					
	Context Free Calculations ▪ Adds up to 5 ▪ Subtracts from 5 (no operational symbols) using techniques like drawing and concrete number line			5		
	Solve Problems in Context ▪ Solves word problems in context and explains own solution to problems involving addition, subtraction, repeated addition, equal sharing and grouping with answers up to 5	Oral and Practical	Checklist	n/a	By end of the Term	
Patterns, Functions & Algebra	**Geometric Patterns** ▪ Copies, extends and describes in words simple patterns made with physical objects, by drawings	Oral and Practical	Checklist	n/a	By end of the Term	
	Number Patterns ▪ Copy, extend and describe simple number sequences to at least 20. (counting forward and backward)	Written	Class work book/ Worksheet	5	By Week 8	
Spac e & Shap	**Position and direction** ▪ Describes the position of one object in relation to another using language such as next to, on top of etc.	Oral and Practical	Rubric	5	By end of the Term	

	▪ Follows directions and instructions to place one object in relation to another.					
	3D objects ▪ Describes, sorts and compares 3-D objects in terms of size, colour ▪ Recognises and names 3-D objects - ball shapes (spheres), box shapes (prisms)		Checklist	n/a		
Measurement	**Time** ▪ Orders regular events Daily Routine ▪ Describes when something happens using language e.g. morning, afternoon, night, early, late **Telling the time** ▪ Names and sequence days of week and months of year	Oral and Practical	Checklist	n/a	By end of the Term	
	Time ▪ Orders regular events Daily Routine ▪ Describes when something happens using language e.g. morning, afternoon, night, early, late **Telling the time** ▪ Names and sequence days of week and months of year		Checklist	n/a		
	Mass - non-standard measures ▪ Measures and compares mass of three or more objects.: Uses language heavy/light; lighter, heavier		Rubric	5		
Data-handling	▪ Collects and sorts everyday physical objects according to criteria given by teacher **Represents data** ▪ Draws a picture of the sorted objects and describes the sorted collection	Oral and Practical	Checklist	n/a		

Teacher note:
Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups . Written activities should include at least 1 example of each skill/concept and should be done in a worksheet format. The skills to be assessed in a written format should be done in 1 worksheet for Numbers, Operations and Relationships and Patterns. For Word problems refer to the problem types in CAPS Pages 45-46.

TOTAL SCORE	**35**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 1: Checklist

✓ - achieved

✗ - not yet

● - almost

		Numbers, Operations & Relationships			Patterns, Functions & Algebra	Space & Shape	Measurement				Data-handling		Comments
		Count forwards and backwards **in** ones from any number between 1 and 20	Mental Maths: Compare numbers up to 10 and say which one and 2 more or less	Solves word problems in context and explains own solution to problems involving addition, subtraction, repeated addition, equal sharing and grouping with answers up to 5	Copies, extends and describes in words simple patterns made with physical objects, by drawings	**3D objects** Describes, sorts and compares 3-D objects in terms of size, colour Recognises and names 3-D objects - ball shapes (spheres), box shapes (prisms)	Orders regular events Daily Routine	Describes when something happens using language e.g. morning, afternoon, night, early, late	Names and sequences days of week and months of year	Measures length, width or height using informal measures: Uses language to talk about the comparison	Collects and sorts everyday physical objects according to criteria given by teacher	Draws a picture of the sorted objects and describes the sorted collection	
Date													
Names of learners													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													

Mathematics: GRADE 1: TERM 1: Scores using rubrics and written recording – Recording Sheet										
		Numbers, Operations & Relationships					Patterns, Functions & Algebra	Space & Shape	Measurement	**Comments**
		Oral and Practical : Counting Counts out 10 objects reliably, saying the names in sequence	**Written : Order Numbers** Describes, and orders numbers to 5	**Written: Number symbols and names** Writes number symbols up to 5, Recognises and identifies number names up to 5	**Written: Context Free Calculations** Adds up to 5, Subtracts from 5 (no operational symbols) using techniques like drawing and concrete number line	**Total**	**Written : Number Patterns** Copy, extend and describe simple number sequences to at least 20. (counting forward and backward)	**Oral and Practical Position &direction** Describes the position of one object in relation to another Follows directions and instructions to place one object in relation to another.	**Oral and Practical : Mass** Measures and compares mass of three or more objects	
Date										
Score		5	5	5	5	**20**	**5**	**5**	**5**	
Names of learners										
1										
2										
3										
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9										
10										
11										
12										

Mathematics: Grade 1 :Term 1 Suggested Rubrics

Numbers, Operations & Relationships

Activity (oral)	1	2	3	4	5
Counts out 10 objects reliably, saying the names in sequence.	Counts out 2-3 objects, saying the names in sequence. Counts number by saying them randomly.	Counts out 4-5 objects, saying the names in sequence.	Counts out 6-7 objects, saying the names in sequence.	Counts out 8-9 objects reliably, saying the names in sequence.	Counts out 10 objects reliably, saying the names in sequence with speed and accuracy.

Space & Shape

Activity (practical)	1	2	3	4	5
Follows directions and instructions to place one object in relation to another. Describes at least 4 positions of one object in relation to another using language such as next to, on top, under, in front	Able to point out objects mentioned but does not have the language to describe the positional relationship or follow the instructions.	Follows directions and instructions to place one object in relation to another and describes 2 of 4 positions of the object using language	. Follows directions and instructions to place one object in relation to another and describes 2 of 4 positions of the object using correct language	Follows directions and instructions to place one object in relation to another and describes 3 of 4 positions of the object using correct language	Follows directions and instructions to place one object in relation to another and describes 4 positions of the object using correct language

Measurement

Activity (practical)	1	2	3	4	5
Mass - non-standard measures Measures & compares mass of three or more objects & knows & uses language to talk about 4 comparisons language heavy/light; lighter, heavier	Needs support to identify and use language to compare heavy/light etc	Measures mass of three objects but needs support with language to talk about 1 of 4 comparisons	Measures and compares mass of three or more objects and knows and uses language to talk about 2 of 4 comparisons	Measures and compares mass of three or more objects and knows and uses language to talk about 3 of 4 comparisons correctly	Measures and compares mass of three or more objects and knows and uses language correctly to talk about 4 comparisons

Mathematics: Programme of Assessment: Grade 1 : Term 2

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting** ▪ Counts out objects reliably to 20 ▪ Counts forwards and backwards in 1s between 1 up to 50 ▪ Counts forwards in multiples of 10s and 5s up to 50	Oral	Checklist	n/a	By end of the Term	
	Mental Maths ▪ Compare numbers up to 10 and say which is 1 and 2 more or less ▪ Practise number bonds to 5					
	Number Concept Development ▪ Write number symbols 1 to 10 ▪ Write number names 1 to 10 ▪ Uses language to describe relative size of numbers: before, after, between ▪ Orders numbers 1 – 10 from smallest to greatest	Written	Class work book/ Worksheet	5	By Week 8	
	▪ Recognise, identify and read number symbols 1 to 50 ▪ Compares the size of numbers up to 10 using language e.g. more than, fewer than etc.	Oral	Checklist	n/a	By end of Term	
	Solve Problems in context ▪ Involving addition, subtraction with answers up to 10 using one of the following: - apparatus & - drawings - number lines (at least 1 addition and subtraction word problem to be formally assessed in the Term)	Written	Class work book/ Worksheet	5	By Week 8	
	▪ Equal sharing and grouping with whole numbers up to 10 and with answers that may include remainders using: - apparatus & drawings	Practical	Checklist	n/a	By end of Term	
	Calculations (Context free) ▪ Does addition up to 10 ▪ Does subtraction from any number 10 or fewer ▪ Does repeated addition to 10 using one of the following (apparatus & drawings) ▪ Write number sentence using **+, -**	Written	Class work book/ Worksheet	5	By Week 8	
	Money ▪ Recognises South African currency coins 10c, 20, 50c, R1, R2; R5	Practical	Rubric	5	By end of the Term	

Patterns, Functions & Algebra	**Geometric Patterns** Copy, extend and describe in words ▪ simple patterns made with physical objects ▪ simple patterns made by drawings lines, shapes or objects	Oral, and practical	Checklist	n/a	By end of the Term	
	Number Patterns ▪ Completes number sequences of counting in 1's up to 50 forwards and backwards ▪ Completes number sequences of counting in 10's up to 50 forwards and backwards	Written	Class work book worksheet	5	By Week 8	
Space & Shape	**2 - D shapes** ▪ Identifies and names 2-D shapes - circles, triangles, squares	Oral and Practical	Rubric	5	By Week 8	
	▪ Describes, sorts and compares 2-D shapes in terms of size, colour, straight, sides, round sides		Checklist	n/a	By end of the Term	
Measurement	**Capacity/ volume** Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures using language full, empty etc	Oral and Practical	Rubric	5	By end of the Term	
	Passing of time ▪ Compares lengths of time using language e.g. longer, shorter, faster, slower ▪ Sequences events using language such as yesterday, today, tomorrow **Telling the time** ▪ Describes when something happens using language e.g. morning, afternoon, night, early, late ▪ Names and sequences days of week and months of year		Checklist	n/a		
Data-handling	**Represent sorted objects** ▪ Collects and sorts everyday physical objects. ▪ Draws a picture of the sorted objects and give reasons for how the collection was sorted	Written	Class work book Worksheet	5	By Week 8	

Teacher note:
Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups. Written activities should include at least 1example of each skill/concept and should be done in a worksheet format. The skills to be assessed in a written format should be done in 1 worksheet for Numbers, Operations and Relationships , Patterns and Data Handling. For Word problems refer to the problem types in CAPS Pages 45-46.

TOTAL SCORE	**40**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 2: Checklist

✓ - achieved

✗ - not yet

● - almost

		Numbers, Operations & Relationships					Patterns, Functions & Algebra	Space & Shape	Measurement		Comments
		Counts out objects reliably to 20	Counts forwards and backwards in 1s between 1 up to 50, Counts forwards in multiples of 10s and 5s up to 50	Compare numbers up to 10 and say which is 1 and 2 more or less Practise number bonds to 5	Equal sharing and grouping with whole numbers up to 10 and with answers that may include remainders by one of the following: - apparatus & - drawings	Recognise, identify and read number symbols 1 to 50, Compares the size of numbers up to 10 using language e.g. more than, fewer than etc.	**Geometric Patterns** Copy, extend and describe in words simple patterns made with physical objects simple patterns made by drawings lines, shapes or objects	Describes, sorts and compares 2-D shapes in terms of size, colour, straight, sides, round sides	**Passing of time** Compares lengths of time using language e.g. longer, shorter, faster, slower Sequences events using language such as yesterday, today, tomorrow	**Telling the time** Describes when something happens using language e.g. morning, afternoon, night, early, late, Names and sequences days of week and months of year	
Date											
Names of learners											
1											
2											
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5											
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9											
10											
11											

Mathematics: GRADE 1: TERM 2: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships					Patterns, Functions & Algebra	Space & Shape	Measurement	Data - handling	Comments
		Oral and Practical Recognises South African currency coins	**Written: Number Concept Development** Write number symbols 1 to 10, Write number names 1 to 10, Uses language to describe relative size of numbers: Orders numbers	**Written: Calculations (Context free)** Does addition up to 10 Does subtraction from any number 10 or fewer, Does repeated addition to 10 using one of the following (apparatus & drawings) Write number sentence using **+, -**	**Written: Solve Problems in context** Involving addition, subtraction with answers up to 10	**Total**	**Written** Completes number sequences of counting in 1's up to 50 forwards and backwards Completes number sequences of counting in 10's up to 50 forwards and backwards	**Oral and Practical 2 - D shapes** Identifies and names 2-D shapes	**Oral and Practical Capacity/ volume** Estimates, measures, compares, orders and records the capacity of containers by using non standard measures using language	**Written** Collects and sorts everyday physical objects. Draws a picture of the sorted objects and give reasons for how the collection was sorted	
Date											
Score		5	5	5	5	**20**	**5**	**5**	**5**	**5**	
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

Mathematics: Grade 1 :Term 2 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Money Recognises the 6 South African currency coins 10c, 20, 50c, R1, R2; R5	Is able to recognise 2 of the 6 South African currency coins with support	Recognises 3 of the 6 South African currency coins correctly	Recognises 4 of the 6 South African currency coins correctly	Recognises 5 of the 6 South African currency coins correctly	Recognises the 6 of the South African currency coins correctly
Space & Shape					
Activity (practical)	**1**	**2**	**3**	**4**	**5**
2 - D shapes Identifies and names 2-D shapes - circles, triangles, squares	Is only able to identify a circle	Identifies 2-D shapes - circles, triangles, squares but confuses the names	Identifies and names 2-D shapes - circles, triangles, squares correctly	Identifies and names 2-D and describes 2 properties shapes - circles, triangles, squares correctly	Identifies names and describes 3 properties of 2-D shapes - circles, triangles, squares correctly
Measurement					
Activity (practical)	**1**	**2**	**3**	**4**	**5**
Capacity/ volume Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures using language full, empty etc	Needs support to recognise the capacity of a container that is full /empty	Measures and compares the capacity of containers with support.	Estimates ,measures, and compares the capacity of containers correctly	Estimates, measures and compares the capacity of containers and using language correctly to talk about comparisons	Estimates, measures, compares, orders and records the capacity of containers using language correctly to talk about comparisons

Mathematics: Programme of Assessment: Grade 1 : Term 3

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting** ▪ Estimates and counts out objects reliably to 40 by using the strategy of grouping ▪ Counts forwards and backwards in Ones from any number between 0 and 80 ▪ Counts forwards in multiples of 10s , 2s and 5s between 0 and 80	Oral	Checklist	n/a	By end of the Term	
	Mental Maths ▪ Recalls addition and subtraction facts to 5		Rubric	5		
	Number symbols and number names ▪ Recognises, identifies, reads and writes number names 1 to 10 ▪ Reads number symbols 1 to 80		Checklist	n/a		
	▪ Writes number symbols 1 to 20	Written	Class work book/ Worksheet	5	By Week 8	
	Compares and orders numbers ▪ Describe and order numbers: from smallest to greatest and greatest to smallest, before, after, in the middle/ between using the number line 0 – 15					
	Place value ▪ Recognises the place value of numbers 11 to 15 ▪ Decomposes two-digit numbers into ten and ones.	Oral and practical	Checklist	n/a	By end of the Term	
	Solve Problems in context ▪ involving addition, subtraction with answers up to 15 using one of the following: apparatus, drawings, number lines supported by concrete and explain solutions to problems ▪ Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 15.	Written	Class work book/ Worksheet	10	By Week 8	

	Solve Problems in context ▪ Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one of the following: apparatus & drawings	Oral and practical	Rubric	5	By end of the Term	
	Context free calculations ▪ Does addition, repeated addition and subtraction up to 15 using one of the following: apparatus, drawings, number lines, doubling and halving ▪ Writes a number sentence using +, =	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	**Geometric patterns** ▪ Copies, extends and describes in words simple patterns made with physical objects, by drawings lines, shapes or objects	Written	Class work book/ Worksheet	5	By Week 8	
	Number patterns ▪ Copies, extends and describes simple number sequences ▪ In 1s, 10s, 5s, 2s to at least 80	Oral and Practical	Checklist	n/a		
Space & Shape	**3-D objects** ▪ Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll/ objects that slide	Practical and Oral	Rubric	5	By end of the Term	
	Symmetry ▪ Recognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes.		Checklist	n/a		
Measurement	**Length** ▪ Estimates, measures, compares, orders and records length using non-standard measures ▪ Uses language to talk about the comparison	Oral and Practical	Rubric	5	By end of the Term	
Data-handling	**Collect and organise data** ▪ Answers questions about data in pictograph	Oral and Practical	Checklist	n/a	By end of the Term	

Teacher note:
Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups. Written activities should include at least 1 example of each skill/concept and should be done in a worksheet format by Week 8 and the duration should be 30-40 minutes. The skills to be assessed in a written format should be captured on 1 worksheet for Numbers, Operations and Relationships and Patterns. For Word problems refer to the problem types in CAPS Pages 45-46.

TOTAL SCORE	**50**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 3: Checklist

✓ - achieved ✗ - not yet ● - almost	Numbers, Operations & Relationships							Patterns, Functions & Algebra	Space & Shape	Measurement	Data handling	Comments
	Estimates and counts out objects reliably to 40 by using the strategy of grouping	Counts forwards and backwards in Ones from any number between 0 and 80	Counts forwards in multiples of 10s , 2s and 5s between 0 & 80	Recognises, identifies, reads and writes number names 1 to 10	Reads number symbols 1 to 80	Recognises the place value of numbers 11 to 15	Decomposes two-digit numbers into ten ones.	Copies, extends and describes simple number sequences In 1s, 10s, 5s, 2s to at least 80	Recognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes	Estimates, measures, compares, orders and records length using non-standard measures Uses language to talk about the comparison	Answers questions about data in pictograph	
Date												
Names of learners												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Mathematics: GRADE 1: TERM 3: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships						Patterns, Functions & Algebra	Space & Shape	Measurement	Comments
		Oral: Mental Maths Recalls addition and subtraction facts to 5	**Written: Compares and orders numbers** Describe and order numbers: from smallest to greatest and greatest to smallest, before, after, in the middle/ between using the number line 0 – 15	**Written: Solve Problems in context** Involving addition, subtraction with answers up to 15 using one of the following: apparatus, drawings, number lines supported by concrete and explain solutions to problems Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 15.	**Oral and Practical: Solve Problems in context** Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one	**Written: Context free calculations** Does addition, repeated addition and subtraction up to 15, Writes a number sentence using +, =	**TOTAL**	**Oral and Practical : Geometric patterns** Copies, extends and describes in words simple patterns made with physical objects, by drawings lines, shapes or objects	**Oral and Practical: 3-D objects** Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll/ objects that slide	**Practical : Length** Estimates, measures, compares, orders and records length using non-standard measures Uses language to talk about the comparison	
Date											
Score		5	5	10	5	10	**35**	5	5	5	
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											

Mathematics: Grade 1 :Term 3 Suggested Rubrics

Numbers, Operations & Relationships

Activity (oral)	1	2	3	4	5
Mental Maths Recalls addition and subtraction facts to 5	Does not recall addition facts	Recalls addition facts to 2 with hesitation	Recalls addition and subtraction facts to 3 correctly	Recalls addition and subtraction facts to 4 correctly and rapidly	Recalls addition and subtraction facts to 5 correctly and rapidly
Activity (oral)	**1**	**2**		**4**	**5**
Solve Problems in context Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one of the following: apparatus & drawings	Needs support to do word problems involving sharing and grouping up to 5 using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 8 using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 10 and with numbers that may include remainders using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 12 and with numbers that may include remainders using concrete apparatus and apparatus.	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 15 and with numbers that may include remainders using apparatus drawings.

Space & Shape

Activity (practical)	1	2	3	4	5
3-D objects Describes, sorts and compares 3-D objects in terms of 5 properties namely size, shape, colour , objects that roll/ objects that slide	Is able to sort 3 D objects according to size with support	Describes, sorts and compares 3-D objects in terms of size, colour , shape	Describes, sorts and compares 3-D objects in terms of 3 properties size , colour and shape	Describes sorts and compares 3-D objects in terms of: 4 properties size, colour, shape, objects that roll.	Describes, sorts and compares 3-D objects in terms of 5 properties size, colour , objects that roll, objects that slide correctly

Measurement

Activity (practical)	1	2	3	4	5
Length Measures length, width or height using informal measures: Knows and uses language to talk about 8 comparisons e.g. long, short, tall, wide and longer, shorter, taller, wider	Needs support to identify and use language to compare short/long, tall etc.	Measures length using informal measures and knows and 1 -2 comparisons but needs support to use the correct language to compare different lengths e.g. short/long	Measures length and height using informal measures and knows and uses language to talk about the 3 - 4 comparisons correctly	Measures length, width and height using informal measures and knows and uses language to talk about the 5-6 comparisons correctly	Measures length, width and height using informal measures and knows and uses language correctly to talk about 7- 8 comparisons

Mathematics: Programme of Assessment: Grade 1 : Term 4

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting** ▪ Estimates and counts out objects reliably to 50 by using the strategy of grouping ▪ Counts forwards and backwards in Ones from any number between 0 and 100 ▪ Compares numbers up to 20 and say which is more or less.	Oral and practical	Checklist	n/a	By end of the Term	
	Mental Mathematics ▪ Number bonds to 10					
	▪ Counts forwards in 10s , 5s ,2s from any multiple of 10 between 0 and 100		Rubric	5		
	Number symbols and number names ▪ Recognises, identifies, reads and writes number names 1 to 10. ▪ Reads number symbols 1 to 100. ▪ Writes number symbols 1 to 20.	Written	Class work book Worksheet	5	By Week 8	
	Compare and order numbers ▪ Describes, compares and orders numbers to 20 according to smaller than, greater than, more than, less than, is equal to before, after, in the middle/ between. ▪ Uses ordinal numbers to show order, place or position from first to tenth using the number line 0 – 20.			5		
	Place value ▪ Recognises the place value of numbers 11 to 19. ▪ Decomposes two-digit numbers into ten and ones.			5		
	Problem solving ▪ Solves practical problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders by one of the following: apparatus , drawings, number lines ▪ Money: Solve money problems involving totals and change to R20 and in cents up to 20c			5		
	Context free Calculation ▪ Addition and subtraction and repeated up to 20 using one of the following: apparatus, drawing, building up and breaking down numbers, number lines, doubling and halving			5		

Patterns, Functions & Algebra	**Number patterns** ▪ Copies, extends and describes simple number sequences to at least 100 ▪ Completes number sequences of 10s , 5s ,2s from any multiple of 10 between 0 and 100	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	**3-D objects and 2 D shapes** Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll / objects that slide **Symmetry** ▪ Recognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes.	Written		5		
	2-D shapes ▪ Recognises and names 2-D shapes circles, triangles, squares	Oral and Practical	Checklist	n/a	By end of the Term	
Measurement	**Telling the time** ▪ Names and sequences days of week and months of year	Oral and Practical	Rubric	5	By end of the Term	
	Mass ▪ Use language to talk about the comparison e.g. light, heavy, lighter, heavier		Checklist	n/a		
Data-handling	**Collect and organise data** ▪ Analyses and Interprets data in a pictograph	Written	Class work book/ Worksheet	5	By Week 8	

Teacher note:
Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups. Written activities should include not more than 2 examples of each skill/concept and should be done in a worksheet format. The skills to be assessed in a written format should be done in 1 worksheet for Numbers, Operations and Relationships, Patterns, Shape and Space and Data Handling and the duration should be 30-40 minutes. For Word problems refer to the problem types in CAPS Pages 45-46.

TOTAL SCORE	**50**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 4: Checklist									
		Numbers, Operations & Relationships				Space & Shape	Measurement	**Comments**
✓ - achieved ✗ - not yet ● - almost		**Counting** Estimates and counts out objects reliably to 50 by using the strategy of grouping	Counts forwards and backwards in Ones from any number between 0 and 100	Compares numbers up to 20 and say which is more or less.	**Mental Mathematics** Number bonds to 10	**2-D shapes** Recognises and names 2-D shapes circles, triangles, squares	**Mass** Use language to talk about the comparison e.g. light, heavy, lighter, heavier	
Date								
Names of learners								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Mathematics: GRADE 1: TERM 4: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships							Patterns, Functions & Algebra	Space & Shape	Measure-ment	Data handling
		Oral: Counts forwards in 10s , 5s ,2s from any multiple of 10 between 0 and 100	**Written: Number symbols and number names** Recognises, identifies, reads and writes number names 1 to 10. Reads number symbols 1 to 100. Writes number symbols 1 to 20.	**Written: Compare and order numbers** Describes, compares and orders numbers to 20 according to smaller than, greater than, more than, less than, is equal to before, after, in the middle/ between. Uses ordinal numbers to show order, place or position from first to tenth using the number line 0 – 20.	**Written: Place value** Recognises the place value of numbers 11 to 19. Decomposes two-digit numbers into ten and ones.	**Written: Problem solving** Solves practical problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders by one of the following: apparatus , drawings, number lines Money: Solve money problems involving totals and change to R20 and in cents up to 20c	**Written: Context free Calculation** Addition and subtraction and repeated up to 20 using one of the following: apparatus, drawing, building up and breaking down numbers, number lines, doubling and halving	**TOTAL**	**Written: Number patterns** Copies, extends and describes simple number sequences to at least 100, Completes number sequences of 10s , 5s ,2s from any multiple of 10 between 0 and 100	**Written: 3-D objects** Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll / objects that slide	**Practical: Telling the time** Names and sequences days of week and months of year	**Written: Collect and organise data** Analyses and Interprets data in a pictograph
Date												
Score		5	5	5	5	5	5	**30**	5	5	5	5
Names of learners												
1												
2												
3												
4												
5												
6												
7												
8												
9												

Mathematics: Grade 1 :Term 4 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 100	Counts forwards in 10s up to 60 with support	Counts forwards in 10s and 5s up to 70	Counts forwards in 10s and 5s from any multiple of 10 between 0 and 80 correctly	Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 90 correctly	Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 100 with speed and accuracy
Measurement					
Activity (practical)	**1**	**2**	**3**	**4**	**5**
Telling the time Names and sequences days of week and months of the year	Knows the names of only a few days of the week	Knows the names of the days of the week but confuses the names of the months	Knows the names and days of week and months of year but confuses the sequence of the days and months	Knows the names and days of week and months of year but confuses the sequence of the months.	Names and sequences days of week and months of the year with speed and accuracy

Grade 2

Mathematics: Programme of Assessment: Grade 2 : Term 1

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	Estimate and count at least 100 everyday objects reliably **Count forwards and backwards in:** ▪ 5s from any multiple of 5 between 0 and 100 ▪ 2s from any multiple of 2 between 0 and 100 ▪ 10s from any multiple of 10 between 0 and 100	Oral	Checklist	n/a	By the end of the term	
	Mental Maths: Recall addition and subtraction facts to 10					
	Number symbols and number names ▪ Recognise, identify and read number symbols 0 to 200					
	▪ Write number symbols for the number values up to 100 ▪ Write number names for the number symbols up to 25	Written	Class work book/ Worksheet	10	By Week 8	
	▪ Compare and order whole numbers up to 25					
	Place value ▪ Decompose two-digit numbers of numbers 11 to 25 into multiples of 10 and ones/ units					
	Context free calculations ▪ Addition and subtraction up to 20					
	Solves Problems in context solving ▪ Addition and subtraction up to 20 ▪ Repeated addition with answers up to 20 ▪ Grouping and sharing leading to division with whole numbers up to 20 that may include remainders			10		
Patterns, Functions & Algebra	**Geometric patterns** ▪ Copy and extend simple patterns using physical objects and drawings **Number patterns** ▪ Completes number sequences in multiples of 2's, 5's.10's up to 100	Written	Class work book/ Worksheet	5	By the end of the term	
Space & Shape	**3-D objects** ▪ Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms) ▪ Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slide	Oral and practical	Rubric	5	By the end of the term	

Measurement	**Telling the time** ▪ Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Oral and Practical	Checklist	n/a	By the end of the term	
	Tell 12-hour time in hours and half hours on analogue clocks ▪ Calculate length of time and passing of time using clocks to calculate length of time in hours or half hours					
	Length ▪ Estimate, measure, compare, order and record length using non-standard measures		Rubric	5		
Data-handling	▪ Represent data in pictograph with one-to-one correspondence and answer questions	Written	Class work book/ Worksheet	5	By the end of the term	
Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns and Data Handling should be done in 1 worksheet format and the duration should be 30-35 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62						
TOTAL SCORE				**40**		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

Mathematics: GRADE 2: TERM 1: Checklist

✓ - achieved ✗ - not yet • - almost	Numbers, Operations & Relationships						Shape and Space	Measurements			Comments
	Estimate and count at least 100 everyday objects reliably	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 100	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 100	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 100	**Mental Maths:** Recall addition and subtraction facts to 10	**Number symbols and number names** Recognise, identify and read number symbols 0 to 200	Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms)	Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Tell 12-hour time in hours and half hours on analogue clocks	Calculate length of time and passing of time using clocks to calculate length of time in hours or half hours	
Date											
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											
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11											
12											
13											

Mathematics: GRADE 2: TERM 1: Scores using rubrics and written recording– Recording Sheet

	Numbers, Operations & Relationships						Patterns, Functions & Algebra	Space & Shape	Measurement	Data handling	Comments
	Written: Write number symbols for the number values up to 100,Write number names for the number symbols up to 25	**Written:** Compare and order whole numbers up to 25	**Written: Context free calculations** Addition and subtraction up to 20	**Written Solves Problems in context solving :** Addition and subtraction up to 20, Repeated addition with answers up to , 20 . Grouping and sharing leading to division with whole numbers up to 20 that may include remainders	**Written Place value** Decompose two-digit numbers of numbers 11 to 25 into multiples of 10 and ones/ units	**Total**	**Written Geometric patterns:** Copy and extend simple patterns using physical objects and drawings **Number patterns** Completes number sequences in multiples of 2's, 5's.10's up to 100	**3-D objects** Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms) Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slide	**Length** Estimate, measure, compare, order and record length using non-standard measures	**Written** Represent data in pictograph with one-to-one correspondence and answer questions	
Date											
Score	10			10		**20**	5	5	5	5	
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

Mathematics: Grade 2 :Term 1 Suggested Rubrics					
Space and Shape					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
3-D objects Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slide (5 3 D objects)	Attempts to sort 3 –D's according to size.	Is able Identify, sort and compare correctly: **2** 3-D objects in terms of size	Is able Identify, sort and compare correctly: **3** 3-D objects in terms of size and objects that roll,	Is able Identify, sort and compare correctly: **4** 3-D objects in terms of size, objects that roll, and objects that slide	Is able Identify, sort and compare correctly: **5** 3-D objects in terms of size, objects that roll, and objects that slide
Measurement					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Length Estimate, measure, compare, order and record length using non-standard measures	Needs assistance to estimate, measure, compare, order and record length using informal units to measure 1 object	Able to estimate, measure, compare, order and record length using informal units to measure 2 objects	Confidently and correctly estimates, measures, compares, orders and records length using non-standard measures to measure 3 objects	Confidently and correctly estimates, measures, compares, orders and records length using non-standard measures to measure 4 objects	Confidently and correctly estimates, measures, compares, orders and records length using non-standard measures to measure 5 objects

Mathematics: Programme of Assessment: Grade 2 : Term 2

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	Estimate and count at least 150 everyday objects reliably **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 150 ▪ 10s from any multiple of 10 between 0 and 150 ▪ 5s from any multiple of 5 between 0 and 150 ▪ 2s from any multiple of 2 between 0 and 150 ▪ Identify, recognise and read number symbols 0 to 150	Oral	Checklist	n/a	By the end of the term	
	Mental Mathematics ▪ Recall addition and subtraction facts to 10		Rubric	5		
	▪ Compare numbers to 50 and say which is 1/2/3/4 more/less		Checklist	n/a		
	Number Concept development ▪ Write number symbols of given number values up to 150 ▪ Write number names up to 50 ▪ Describe, compare and order numbers to 50 ▪ Recognise place value of numbers 11 to 50	Written	Class work book/ Worksheet	5	By Week 8	
	Solve word problems in context ▪ Addition and subtraction and explain own solution to problems involving addition and subtraction with answers up to 50. ▪ repeated addition leading to multiplication with answers up to 30 ▪ problems involving equal sharing and grouping up to 30 with answers that may include remainders			10		
	Context free calculations ▪ Add to 50, ▪ Subtract from 50 ▪ Multiply numbers 1 to 10 by 2 and 5 ▪ Use appropriate symbols (+, −.×, =, ☐) ▪ Doubling and halving,			10		

	Money ▪ Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50	Oral and Practical	Checklist	n/a		
	Fractions ▪ Equal sharing leading to solutions that include unitary fractions e.g. half	Oral and Practical	Checklist	n/a		
Patterns, Functions & Algebra	**Geometric patterns** ▪ Describe in words simple patterns made with physical objects, drawings, of lines, shapes or objects, groups of shapes are repeated in, exactly the same way	Oral and Practical	Checklist	n/a	By Week 8	
	Number patterns ▪ Copy, extend and describe simple number sequences to at least 150. ▪ Counting forwards and backwards in: 2's; 3's and 4's up to 150	Written	Class work book/ Worksheet	5	By end of the Term	
Space & Shape	**Language of position** ▪ Describe the position of one object in relation to another	Oral and Practical	Checklist	n/a	By end of the Term	
	2-D shapes ▪ Recognise and name 2-D shapes – circles/ triangles/ squares/ rectangles.	Written	Class work book/ Worksheet	5	By Week 8	
	Symmetry ▪ Recognise and draw line of symmetry in 2-D geometrical shapes.					
Measurement	**Time** **Calculate length of time and passing of time** ▪ Use clocks to calculate lengths of time in hours or half hours	Written	Class work book/ Worksheet	5	By Week 8	
	Mass ▪ Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures ▪ Use language to talk about the comparison e.g. light, heavy, lighter, heavier	Oral and Practical	Rubric	5	By end of the Term	
Data-handling	▪ Answer questions from a pictograph with one-to-one correspondence	Written	Class work book/ Worksheet	5	By Week 8	

Teacher note:
Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns, Shape and Space, Measurement and Data Handling should done in 1 worksheet format and the duration should be 30-35 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62

TOTAL SCORE **55**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 2: TERM 2: Checklist

✓ - achieved ✗ - not yet • - almost	Numbers, Operations & Relationships								Patterns, Functions & Algebra	Space & Shape	Comments
	Estimate and count at least 150 everyday objects reliably	Count forwards and backwards in: 1s from any number between 0 and 150	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 150	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 150	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 150	Compare numbers to 50 and say which is 1/2/3/4 more/less	**Money** Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50	**Fractions** Equal sharing leading to solutions that include unitary fractions e.g. half	**Geometric patterns** Describe in words simple patterns made with physical objects, drawings, of lines, shapes or objects, groups of shapes are repeated in, exactly the same way	**Language of position** Describe the position of one object in relation to another	
Date											
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											

Mathematics: GRADE 2: TERM 2: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships					Patterns, Functions & Algebra	Space & Shape		Measurement		Data handling	Comments
		Mental Mathematics Recall addition and subtraction facts to 10	**Number Concept development** Write number symbols of given number values up to 150, Write number names up to 50 describe, compare and order numbers to 50 Recognise place value of numbers 11 to 50	**Solve word problems in context (refer to CAPS) ;** Addition and subtraction and explain own solution to problems involving addition and subtraction with answers up to 50. Repeated addition leading to multiplication with answers up to 30. Problems involving equal sharing and grouping up to 30 with answers that may include remainders	**Context free calculations: (CAPS)** Add to 50, Subtract from 50, Multiply numbers 1 to 10 by 2 and 5, Use appropriate symbols (+,×, =, □), Use appropriate symbols (+, −, =, □), Doubling and halving,	**TOTAL**	**Written Number patterns** Copy, extend and describe simple number sequences to at least 150. Counting forwards and backwards in: 2's; 3's and 4's up to 150	**Written 2-D shapes** Recognise and name 2-D shapes – circles/ triangles/ squares/ rectangles.	**Written Symmetry** Recognise and draw line of symmetry in 2-D geometrical shapes.	**Written Time Calculate length of time and passing of time** Use clocks to calculate lengths of time in hours or half hours	**Mass** Estimate, measure, compare, order and record mass using a balancing scale and non-standard	**Written** Answer questions from a pictograph with one-to-one correspondence	
Date													
Score		5	5	10	10	**30**	5	5		5	5	5	
Names of learners													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Mathematics: Grade 2 :Term 2 Suggested Rubrics					
Numbers, Operations and Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Mental Maths Recall addition and subtraction facts to 10	Recall addition facts with support up to 1-2	Recalls addition and subtraction facts up to to 3-4 with hesitation	Recalls addition and subtraction facts in the up to 5-6 correctly	Recalls addition and subtraction facts up to 7- 8 correctly	Recalls addition and subtraction facts up to 9-10 correctly and rapidly
Measurement					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures Use language to talk about the comparison e.g. light, heavy, lighter, heavier (5 objects)	Needs support to measure and compare the mass of 1 object	Measures and compares the mass of 2 objects uses language to talk about the comparisons (light/heavy)	Estimates, measures and compares the mass of 3 objects using language correctly to talk about the comparisons light, heavy, lighter/ heavier	Estimates, measures and compares the mass of 4 objects using language correctly to talk about the comparisons light, heavy, lighter, heavier	Estimates, measures and compares the mass of 5 objects using language correctly to talk about the comparisons light, heavy, lighter, heavier, heaviest

Mathematics: Programme of Assessment: Grade 2 : Term 3

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting :** Estimate and count at least 180 everyday objects reliably **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 180 ▪ 10s from any multiple of 10 between 0 and 180 ▪ 5s from any multiple of 5 between 0 and 180 ▪ 2s from any multiple of 2 between 0 and 180 ▪ 3s from any multiple of 3 between 0 and 100 ▪ 4s from any multiple of 4 between 0 and 100	Oral	Checklist	n/a	By end of Term	
	Mental Mathematics: Rapidly recall ▪ Recall addition and subtraction facts to 15	Oral	Rubric	5		
	▪ Compare numbers to 75 and say which is 1/2/3/4 more/less		Checklist	n/a		
	Number symbols and number names ▪ Identify, recognise and read number symbols up to 180 ▪ Write number symbols 0 to 80 ▪ Identify, recognise and reads number names 0 to 75 ▪ Write number names 0 to 75	Written	Class work book/ Worksheet	10	By Week 8	
	Describe, compare and order numbers up to 75 ▪ Compare whole numbers and order whole numbers up to 75					
	Recognise place value of numbers 11 to 75 ▪ Decompose two-digit numbers into multiple of tens and ones/units ▪ Identify and state the value of each digit					
	Context-free calculations ▪ Add to 75 ▪ Subtract from 75 Multiply numbers 1 to 10 by 2, 5 and 3 **Fractions** ▪ Recognise fractions in diagrammatic form ▪ Write fractions as 1 half, 2 thirds			10		

	Money ▪ Solve money problems involving totals and change in cents up to 75c and rands to R75 **Solve word problems in context** ▪ Explain own solution to problems involving addition and subtraction with answers up to 75. ▪ Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40. ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	Written	Class work book/ Worksheet	10		
Patterns, Functions & Algebra	**Geometric patterns** ▪ Copy, extend and describe a geometric pattern in which the same shapes occur, but the number of each kind of shape increases in a predictable way	Written	Class work book/ Worksheet	5	By Week 8	
	Number patterns: Copy, extend and describe simple number sequences to at least 180. Counting forwards and backwards in: ▪ 3s from any multiple of 3 between 0 and 180 ▪ 4s from any multiple of 4 between 0 and 180					
Space & Shape	**2-D-shapes** ▪ Recognise, name and sort into shapes with straight sides and those with round sides. e.g. Circles, triangles, squares and rectangles **Position and directions** ▪ Follow directions to move around the classroom	Oral and Practical	Checklist	n/a	By end of the Term	
	Language of position ▪ Match different views of the same everyday object	Written	Class work book/ Worksheet	5	By the end of the term	
	3-D Objects ▪ Recognise and name 3-D objects: ball shapes, (spheres)/ box shapes (prisms)/ cylinders **Features of objects** ▪ Describe, sort and compare 3-D objects in terms of: size/ objects that roll/ objects that slide					
Measure ment	**Time** ▪ Tell 12-hour time in hours, half hours and quarter hours on analogue clocks **Calculate length of time and passing of time** ▪ Use clocks to calculate lengths of time in hours or half hours	Written	Class work book/ Worksheet	5	By the end of the term	

	Capacity/ Volume ▪ Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres			5		
Data-handling	▪ Represent data in pictograph with 1-1 correspondence. ▪ Answer questions about data in pictograph with one-to-one correspondence.	Written	Class work book/ Worksheet	5		
Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns 1 worksheet format and the duration should be 30-35 minutes. The written activities for Space and Shape, Measurement and Data Handling should be done in another worksheet and the duration should be 20-25 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62						
TOTAL SCORE				**60**		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

Mathematics: GRADE 2: TERM 3 Checklist

✓ - achieved ✗ - not yet • - almost	Numbers, Operations & Relationships								Space & Shape		Comments
	Estimate and count at least 180 everyday objects reliably	Count forwards and backwards in: 1s from any number between 0 and 180	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 180	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 180	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 180	Count forwards and backwards in: 3s from any multiple of 3 between 0 and 100	Count forwards and backwards in: 4s from any multiple of 4 between 0 and 100	Compare numbers to 50 and say which is 1/2/3/4 more/less	**2-D-shapes** Recognise, name and sort into shapes with straight sides and those with round sides.	**Language of position** Match different views of the same everyday object	
Date											
Names of learners											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											

Mathematics: GRADE 2: TERM 3: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships								Patterns, Functions & Algebra	Space & Shape		Measurement		Data handling
		Mental Mathematics: Rapidly recall: Recall addition and subtraction facts to 15, Compare numbers to 75 and say which is 1/2/3/4 more/less	**Written Number symbols and number names** Identify, recognise and read number symbols up to 180, Write number symbols 0 to 80 Identify, recognise and reads number names 0 to 75 Write number names 0 to 75	**Written :Describe, compare and order numbers up to 75,** Compare whole numbers and order whole numbers up to 75	**Written: Recognise place value of numbers 11 to 75** Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit	**Written: Context-free calculations:** Add to 75, Subtract from 75, Multiply numbers 1 to 10 by 2, 5 and 3	**Fractions:** Recognise fractions in diagrammatic form Write fractions as 1 half, 2 thirds	**Written** Solve money problems involving totals and change in cents up to 75c and rands, **Problems** involving addition and subtraction with answers up to 75. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders	**TOTAL**	**Written Geometric patterns:** Copy, extend and describe a geometric pattern , **Number Patterns** Counting forwards and backwards in: 3s and 4s up to 180, 3s from any multiple of 3 between 0 and 180, 4s from any multiple of 4 between 0 and 180eometric pattern in which the same shapes occur	**Written Language of position:** Match different views of the same everyday object	**Written 3-D Objects:** Recognise and name 3-D objects: ball shapes, (spheres)/ box shapes (prisms)/ cylinders, **Features of objects:** Describe, sort and compare 3-D objects in terms of: size/ objects that roll/ objects that slide	**Written Time,** Tell 12-hour time in hours, half hours and quarter hours on analogue clocks, **Calculate length of time and passing of time,** Use clocks to calculate lengths of time in hours or half hours	**Written Capacity/ Volume:** Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres	**Written** Represent data in pictograph with 1-1 correspondence. Answer questions about data in pictograph with one-to-one correspondence.
Date															
Score		5	10			10		10	**35**	5	5		5	5	5
Names of learners															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															

Mathematics: Grade 2 :Term 3 Suggested Rubrics					
Numbers, Operations and Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Mental Maths: Recall addition and subtraction facts to 10	Recall addition and subtraction facts with support up to 5-6	Recalls addition and subtraction facts up to 8-9 with hesitation	Recalls addition and subtraction facts up to 11-10 correctly	Recalls addition and subtraction facts to 12-13 correctly	Recalls addition and subtraction facts to 14-15 correctly and rapidly

Mathematics: Programme of Assessment: Grade 2 : Term 4

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting:** Estimate and count at least 200 everyday objects reliably **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 200 ▪ 10s from any multiple of 10 between 0 and 200 ▪ 5s from any multiple of 5 between 0 and 200 ▪ 2s from any multiple of 2 between 0 and 200 ▪ 3s from any multiple of 3 between 0 and 200 ▪ 4s from any multiple of 4 between 0 and 200	Oral	Checklist	n/a	By end of Term	
	Mental Mathematics: Rapidly recall ▪ Recall addition and subtraction facts to 20	Oral	Rubric	5		
	▪ Compare numbers to 99 and say which is 1/2/3/4 more/less		Checklist	n/a		
	Number symbols and number names ▪ Identify, recognise and read number symbols up to 200 ▪ Write number symbols 0 to 200 ▪ Identify, recognise and reads number names 0 to 100 ▪ Write number names 0 to 100	Written	Class work book/ Worksheet	10	By Week 8	
	Describe, compare and order numbers up to 99 ▪ Compare whole numbers and order whole numbers up to 99 ▪ Position objects in a line from first to twentieth or first to last					
	Recognise place value of numbers 11 to 99 ▪ Decompose two-digit numbers into multiple of tens and ones/units ▪ Identify and state the value of each digit					
	Context-free calculations ▪ Add to 99, Subtract from 99 ▪ Multiply numbers 1 to 10 by 2, 5 and 3, 4 **Money** ▪ Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50			10	By Week 8	
	Fractions ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$, etc.	Written	Class work book/ Worksheet	10	By Week 8	

	Solve word problems in context ▪ Explain own solution to problems involving addition and subtraction with answers up to 99. ▪ Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include remainders.					
Patterns, Functions & Algebra	**Number patterns** ▪ Copy, extend and describe simple number sequences to at least 200. **Counting forwards and backwards in**: ▪ 3s from any multiple of 3 between 0 and 200, ▪ 4s from any multiple of 4 between 0 and 200	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	**2-D-shapes: Range of shapes:** Recognise and name 2-D shapes ▪ circles, triangles, squares, rectangle **Symmetry** ▪ Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes	Written	Class work book/ Worksheet	5	By the end of the term	
Measurement	**Time** ▪ Tell 12-hour time in hours, half hours and quarter hours on analogue clocks	Written	Class work book/ Worksheet	10	By the end of the term	
	Length ▪ Estimate, measure, compare, order and record length using metres					
	Mass: Reading pictures of ▪ products with mass written on them bathroom scales where the needle points to a numbered gradation line **Capacity:** Reading pictures of ▪ products with their capacity written on them in order to sequence in order of jugs where the volume is near to a 1-litre or 2-litre gradation line					
Data-handling	▪ Answer questions about data in pictograph with one-to-one correspondence.	Written	Class work book/ Worksheet	5	By the end of the term	
Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns 1 worksheet format and the duration should be 30-35 minutes. The written activities for Space and Shape, Measurement and Data Handling should be done in another worksheet and the duration should be 20-25 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62						
TOTAL SCORE				**65**		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

Mathematics: GRADE 2: TERM 4 Checklist

✓ - achieved

✗ - not yet

• - almost

		Numbers, Operations & Relationships								Comments
		Estimate and count at least 200 everyday objects reliably	Count forwards and backwards in: 1s from any number between 0 and 200	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 200	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 200	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 200	Count forwards and backwards in: 3s from any multiple of 3 between 0 and 200	Count forwards and backwards in: 4s from any multiple of 4 between 0 and 200	Compare numbers to 99 and say which is 1/2/3/4 more/less	
Date										
Names of learners										
1										
2										
3										
4										
5										
6										
7										
8										
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10										
11										
12										
13										

Mathematics: GRADE 2: TERM 4: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships						Patterns, Functions & Algebra	Space & Shape	Measurement				Data handling
		Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 20 Compare numbers to 99 and say which is 1/2/3/4 more/less	**Written:Number symbols and number names** Identify, recognise and read number symbols up to 200 Write number symbols 0 to 200 Identify, recognise and reads number names 0 to 100 Write number names 0 to 100	**Written:Describe, compare and order numbers up to 99** Compare whole numbers and order whole numbers up to 99 Position objects in a line from first to twentieth or first to last	**Written:Context-free calculations:** Add to 99, Subtract from 99 Multiply numbers 1 to 10 by 2, 5 and 3, 4, Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50	**Written:** Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ etc. Explain own solution to problems involving addition and subtraction with answers up to 99. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include	**TOTAL**	**Written:Number patterns** Copy, extend and describe simple number sequences to at least 200. counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200, 4s from any multiple of 4 between 0 and 200	**Written:2-D-shapes: Range of shapes:** Recognise and name 2-D shapes, circles, triangles, squares, rectangle **Symmetry:** Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes	**Written:Time:** Tell 12-hour time in hours, half hours and quarter hours on analogue clocks	**Written:Length:** Estimate, measure, compare, order and record length using metres	**Written: Mass:** Reading pictures of products with mass	**Written: Capacity:** Reading pictures of products with their capacity written on them	**Written:**Answer questions about data in pictograph with one-to-one correspondence.
Date														
Score		5	10	5	10	10	**40**	**5**	**5**	**10**				**5**
Names of learners														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Mathematics: Grade 2 :Term 4 Suggested Rubrics					
Numbers, Operations and Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Rapidly recall Recall addition and subtraction facts to 20	Recall addition and subtraction facts up 10 with apparatus	Recalls addition and subtraction facts with up to 13-14 with hesitation	Recalls addition and subtraction facts up to 15-16 correctly	Recalls addition and subtraction facts up to 17-18 correctly	Recalls addition and subtraction facts up to 19-20 correctly

Grade 3

Mathematics: Programme of Assessment: Grade 3 : Term 1

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting:** Group to at least 200 objects to estimate and count reliably. **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 200 ▪ 10s from any multiple of 10 between 0 and 200 ▪ 5s from any multiple of 5 between 0 and 200 ▪ 2s from any multiple of 2 between 0 and 200 ▪ 3s from any multiple of 3 between 0 and 200 ▪ 4s from any multiple of 4 between 0 and 200 ▪ 100s to at least 500 ▪ Identify, recognise and read number symbols up to 500	Oral	Checklist	n/a	By end of the Term	
	Mental Mathematics: Rapidly recall ▪ Recall addition and subtraction facts to 20 ▪ Compare numbers to 200 and say which is 1/2/3/4 /5/10 more/less					
	▪ Add or subtract multiples of 10 from 0 to 100		Rubric	5		
	Number symbols and number names ▪ Write number symbols 0 to 500 ▪ Identify, recognise and reads number names 0 to 250 ▪ Write number names 0 to 100	Written	Class work book/ Worksheet	10	By Week 8	
	Describe, compare and order numbers up to 99 ▪ Compare whole numbers and order whole numbers up to 99 ▪ Position objects in a line from first to twentieth or first to last					
	Recognise place value of numbers 11 to 99 ▪ Know what each digit represents ▪ Decompose two-digit numbers into multiple of tens and ones/units ▪ Identify and state the value of each digit	Oral and practical	Checklist	n/a	By end of the Term	
	Context-free calculations ▪ Add to 99, Subtract from 99 ▪ Multiply numbers 1 to 10 by 2, 5 and 3, 4 ▪ Divide numbers to 50 by 2, 5, 10 **Money** ▪ Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50	Written	Class work book/ Worksheet	10	By Week 8	

	Fractions: ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$, etc.	Written	Class work book/ Worksheet	5	By Week 8	
	Solve word problems in context ▪ Explain own solution to problems involving addition and subtraction with answers up to 99. ▪ Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 with answers that may include remainders.	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	**Number patterns:** Copy, extend and describe simple number sequences to at least 200 counting forwards and backwards in: ▪ 3s from any multiple of 3 between 0 and 200 ▪ 4s from any multiple of 4 between 0 and 200 ▪ 100s from any multiple of 100 to 500	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	**2-D-shapes: Range of shapes:** Recognise and name 2-D shapes ▪ circles, triangles, squares, rectangle	Written	Class work book/ Worksheet	5	By the end of the term	
Measurement	**Time** ▪ Read dates on calendars ▪ Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Oral and practical	Rubric	5	By the end of the term	
	▪ Tell 12-hour time in hours, half hours and quarter hours and minutes	Written	Class work book/ Worksheet	5	By the end of the term	
	Capacity ▪ Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres					
	▪ Know that a standard cup is 250 millilitres ▪ Know that a teaspoon is 5 millilitres	Oral and practical	Checklist	n/a		
Data-handling	**Represent data in:** ▪ Tables/ ▪ Bar graphs	Written	Class work book/ Worksheet	5	By the end of the term	

Teacher note:
Written examples should include at least 2 examples for each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships and Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (50%) and moderate items (50%). For Word Problems refer to the problem types in CAPS pages 79 -81

TOTAL SCORE	**65**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 3: TERM 1: Checklist

✓ - achieved

✗ - not yet

● - almost

		Numbers, Operations & Relationships											Measurement	Comments
		Counting: Group to at least 200 objects to estimate and count reliably.	**Count forwards** and **backwards in:** 1s from any number between 0 and 200	10s from any multiple of 10 between 0 and 200	5s from any multiple of 5 between 0 and 200	2s from any multiple of 2 between 0 and 200	3s from any multiple of 3 between 0 and 200	4s from any multiple of 4 between 0 and 200 100s to at least 500	Identify, recognise and read number symbols up to 500	**Mental Mathematics: Rapidly recall** Recall addition and subtraction facts to 20	**Mental Mathematics: Rapidly recall** Compare numbers to 200 and say which is *1/2/3/4 /5/10 more/less*	**Recognise place value of numbers 11 to 99** Know what each digit represents Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit	**Capacity** Know that a standard cup is 250 millilitres Know that a teaspoon is 5 millilitres	
Date														
Names of learners														
1														
2														
3														
4														
5														
6														
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10														
11														
12														
13														

Mathematics: GRADE 3 : TERM 1: Scores using rubrics and written recording – Recording Sheet												
		Numbers, Operations & Relationships						Patterns, Functions & Algebra	Space & Shape	Measurement		Data handling
		Oral : Add or subtract multiples of 10 from 0 to 100	**Written: Context-free calculations:** Add to 99, Subtract from 99, Multiply numbers 1 to 10 by 2, 5 and 3, 4, Divide numbers to 50 by 2, 5, 10 **Money:** Recognise and identify the South African coins and bank notes	**Written:** Number symbols and number names Write number symbols 0 to 500, Identify, recognise and reads number names 0 to 250, Write number names 0 to 100	**Written: Fractions** Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions	**Written:** Word problems –Money, addition, subtraction multiplication, equal sharing and grouping	**Total**	**Written: Number patterns** Copy, extend and describe simple number sequences to at least 200. Counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200, 4s from any multiple of 4 between 0 and 200, 100s from any multiple of 100 to 500	**Written: 2-D-shapes: Range of shapes:** Recognise and name 2-D shapes: circles, triangles, squares, rectangle	**Oral and Practical: Time** Read dates on calendars, Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	**Written:** Tell 12-hour time in hours, half hours & quarter hours & minutes Compare, order and record the capacity of commercially packaged objects	**Written**: Represent data in Tables, bar graphs
Date												
Score		5	10	10	5	10	**40**	5	5	5	5	5
Names of learners												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Mathematics: Grade 3 :Term 1 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Add or subtract multiples of 10 from 0 to 100	Is able to add multiples of 10 from 0 to 20-30 with support	Is able to add multiples of 10 from 0 to 40-50 correctly	Is able to add and subtract multiples of 60-70 correctly	Is able to add and subtract multiples of 10 from 0 to 80-90 with speed and accuracy	Is able to add and subtract multiples of 10 from 0 to 100 with speed and accuracy
Measurement					
Activity (practical)	**1**	**2**	**3**	**4**	**5**
Read dates on calendars, place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Is still learning to read dates from the calendar,	Is able to read dates and place birthdays, on a calendar with support	Is able to read dates, place birthdays, school events on a calendar correctly	Is able to read dates, place birthdays, public holidays, school events on a calendar correctly	Is able to read dates, place birthdays, religious festivals, public holidays, historical events, school events on a calendar correctly

Mathematics: Programme of Assessment: Grade 3 : Term 2

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting:** Group to at least 500 objects to estimate and count reliably. **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 500 ▪ 10s from any multiple of 10 between 0 and 500 ▪ 5s from any multiple of 5 between 0 and 500 ▪ 2s from any multiple of 2 between 0 and 500 ▪ 3s from any multiple of 3 between 0 and 500 ▪ 4s from any multiple of 4 between 0 and 500 ▪ 50s and 100s to at least 1 000 ▪ Identify, recognise and read number symbols up to 1000	Oral	Checklist	n/a	By end of the Term	
	Mental Mathematics: Rapidly recall ▪ Recall addition and subtraction facts to 30		Rubric	5		
	▪ Add or subtract multiples of 10 from 0 to 100 ▪ Compare numbers to 500 and say which is 1/2/3/4 /5/10 more/less		Checklist	n/a		
	Number symbols and number names ▪ Write number symbols 0 to 1000 ▪ Identify, recognise and reads number names 0 to 250 ▪ Write number names 0 to 250	Written	Class work book/ Worksheet	10	By Week 8	
	▪ Describe, compare and order numbers up to 500					
	Recognise place value of numbers 500 ▪ Know what each digit represents ▪ Decompose three-digit numbers up to 500 into multiples of hundreds, tens & ones/units ▪ Identify and state the value of each digit					
	Context-free calculations ▪ Add to 400, Subtract from 400 ▪ Multiply 2, 4, 5, 10, 3 to a total of 50			10		

	▪ Divide numbers to 50 by 2, 4, 5, 10					
	Fractions ▪ Use and name unitary fractions in familiar contexts including halves, quarters eighths, thirds, sixths, fifths	Oral, practical	Checklist	n/a	By end of Term	
	▪ Recognise fractions in diagrammatic form ▪ Write fractions as 1 half, 1 third	Written	Class work book/ Worksheet	5	By Week 8	
	Money ▪ Solve money problems involving totals and change in rands or cents **Solve word problems in context** ▪ Explain own solution to problems involving addition and subtraction with answers up to 400 ▪ Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75. ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	Written	Class work book/ Worksheet	10	By week 8	
Patterns, Functions & Algebra	**Geometric Patterns: Range of patterns**: ▪ Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way	Written	Class work book Worksheet	5	By Week 8	
	Number patterns: Copy, extend and describe simple number sequences to at least 500. ▪ In 4s from any multiple of 4 between 0 and 500 ▪ In 5s from any multiple of 5 between 0 and 500 ▪ In 10s from any multiple of 10 between 0 and 500 ▪ in 50s from any multiple of 50 between 0 and 500					
Space & Shape	**Position and views** ▪ Match different views of the same everyday object ▪ Name an everyday object when shown an unusual view of it **Position and directions** ▪ Follow and give directions to move around the classroom and school	Oral and practical	Checklist	n/a	By the end of the term	
	Features of objects Describe, sort and compare 3-D objects in terms of: ▪ 2-D shapes that make up the faces of 3-D objects flat or curved surfaces	Written	Class work book/ Worksheet	5		
Measure ment	**Time:** Tell 12-hour time in: ▪ hours , half hours, quarter hours, minutes on analogue clocks and digital clocks	Written	Class work book/ Worksheet	5	By the end of the term	
	Length			5		

	▪ Estimate and measure lengths in centimetres using a ruler					
	Mass ▪ Compare, order and record the mass of commercially packaged objects which have their mass stated in kilogram			5		
Data-handling	▪ Analyse and Interpret data from pictographs/ bar graphs	Written	Class work books/ Worksheet	5	By the end of the term	
Teacher note: Written examples should include at least 2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships and Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (40%) and moderate items (60%). For Word Problems refer to the problem types in CAPS pages 79 -81						
TOTAL SCORE				**70**		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

Mathematics: GRADE 3: TERM 2: Checklist

✓ - achieved

✘ - not yet

● - almost

	Numbers, Operations & Relationships										Space & Shape		Comments
	Counting: Group to at least 500 objects to estimate and count reliably.	**Count forwards** and **backwards in:** 1s from any number between 0 and 500	10s from any multiple of 10 between 0 and 500	5s from any multiple of 5 between 0 and 500 2s from any multiple of 2 between 0 and 500	3s from any multiple of 3 between 0 and 500	4s from any multiple of 4 between 0 and 500 50s and 100s to at least 1 000	Identify, recognise and read number symbols up to 1000	Add or subtract multiples of 10 from 0 to 100	Compare numbers to 500 and say which is 1/2/3/4 /5/10 more/less	**Fractions** Use and name unitary fractions in familiar contexts	**Position and views** Match different views of the same everyday object Name an everyday object when shown an unusual	**Position and directions** Follow and give directions to move around the classroom and school	
Date													
Names of learners													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Mathematics: GRADE 3: TERM 2: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships						Patterns, Functions & Algebra	Space & Shape	Measurement			Data handling
		Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 30	**Written Number symbols and number names:** Write number symbols 0 to 1000, Identify, recognise and reads number names 0 to 250, Write number names 0 to 250	**Written Context-free calculations** Add to 400, Subtract from 400 Multiply 2, 4, 5, 10, 3 to a total of 50 Divide numbers to 50 by 2, 4, 5, 10	**Written Fractions:** Recognise fractions in diagrammatic form, Write fractions as 1 half, 1 third	**Written** : Word problems –Money, addition, subtraction, multiplication, equal sharing and grouping	**Total**	**Written: Geometric Patterns:** Range of patterns: **Number patterns :**Copy, extend and describe simple number sequences to at least 500	**Written: Features of objects:** 2-D shapes that make up the faces of 3-D objects flat or curved surfaces	**Written: Time:** Tell 12-hour time in: hours , half hours, quarter hours, minutes on analogue clocks and digital clocks	**Written: Length** : Estimate and measure lengths in centimetres using a ruler	**Written: Mass :** Compare, order and record the mass of commercially packaged objects which have their mass stated in kilogram	**Written** :Analyse and Interpret data from pictographs/ bar graphs
Date													
Score		5	10	10	5	10	**40**	5	5	5	5	5	5
Names of learners													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Mathematics: Grade 3 :Term 2 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Recall addition and subtraction facts to 30	Is able to recall addition and subtraction facts to 10 with support	Is able to recall addition and subtraction facts to 15 correctly	Is able to recall addition and subtraction facts to 20 correctly	Is able to recall addition and subtraction facts to 25 with speed and accuracy	Is able to recall addition and subtraction facts to 30 with speed and accuracy

Mathematics: Programme of Assessment: Grade 3 : Term 3

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting:** Group to at least 750 objects to estimate and count reliably. **Count forwards** and **backwards in:** ▪ 1s from any number between 0 and 700 ▪ 10s from any multiple of 10 between 0 and 700 ▪ 5s from any multiple of 5 between 0 and 700 ▪ 2s from any multiple of 2 between 0 and 700 ▪ 3from any multiple of 3 between 0 and 700 ▪ 4from any multiple of 4 between 0 and 700 ▪ 20s, 25s, 50s,100s to at least 1 000 ▪ Identify, recognise and read number symbols up to 1000	Oral	Checklist	n/a	By end of the Term	
	Mental Mathematics: Rapidly recall ▪ Recall addition and subtraction facts to 30		Rubric	5		
	▪ Add or subtract multiples of 10 from 0 to 100 ▪ Compare numbers to 750 and say which is 1/2/3/4 /5/10 more/less		Checklist	n/a		
	Number symbols and number names ▪ Write number symbols 0 to 1000 ▪ Identify, recognise and reads number names 0 to 500 ▪ Write number names 0 to 500	Written	Class work book Worksheet	10	By Week 8	
	Describe, compare and order numbers up to 750 ▪ Use ordinal numbers to show order, place or position					
	Recognise place value of numbers 750 ▪ Know what each digit represents ▪ Decompose three-digit numbers up to 750 into multiples of hundreds, tens and ones /units ▪ Identify and state the value of each digit					
	Context-free calculations ▪ Add to 800, Subtract from 800 ▪ Multiply 2, 4, 5, 10, 3 to a total of 100 ▪ Divide numbers to 50 by 2, 3, 4, 5, 10 **Money** ▪ Convert between rand and cents			10		

	Fractions ▪ Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent	Oral, practical	Checklist	n/a	By end of the Term	
	▪ Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions	Written	Class work book/ Worksheet	5	By Week 8	
	Solve word problems in context ▪ Explain own solution to problems involving addition and subtraction with answers up to 800 ▪ Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75. ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	Written	Class work book /Worksheet	10		
Patterns, Functions & Algebra	**Geometric Patterns: Range of patterns**: ▪ Patterns in which the number of shapes in each stage changes in a predictable way i.e. regularly increasing patterns	Written	Class work book /Worksheet	5	By Week 8	
	Number patterns: Copy, extend and describe simple number sequences ▪ In 4s from any multiple of 4 between 0 and 750 ▪ In 5s from any multiple of 5 between 0 and 750 ▪ In 10s from any multiple of 10 between 0 and 750 ▪ in 50s from any multiple of 50 between 0 and 750 ▪ In 20s,25s, 50s,100s to at least 1 000			5		
Space & Shape	**Position and views** ▪ Read, interpret and draw informal maps, ▪ Find objects on maps **Position and directions** ▪ Follow directions from one place to another on an informal map	Written	Class work book/ Worksheet	5	By the end of the term	
	Recognise and name 3-D objects in the classroom and in pictures ▪ ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone	Oral and practical	Checklist	n/a		
	Features of shapes: Describe, sort and compare 2-D shapes in terms of: ▪ shape, straight sides, round sides					
Measurement	**Time:** Use calendars to calculate and describe lengths of time in days or weeks or months including ▪ converting between days and weeks • converting between weeks and months • Use clocks to calculate length of time in hours, half hours and quarter hours	Written	Class work book/ Worksheet	5	By the end of the term	
	Perimeter			5		

	▪ Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units.					
Data-handling	▪ Re-organise data provided in a list or tally or table in a bar graph. ▪ Represent data on bar graph. ▪ Answer questions about data on bar graph	Written	Class work book/ Worksheet	5	By the end of the term	

Teacher note:
Written examples should include at least 2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships and Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (30%), moderate items (65%), difficult items (5%). For Word Problems refer to the problem types in CAPS pages 79 -81

TOTAL SCORE	**70**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 3: TERM 3: Checklist

✓ - achieved

✗ - not yet

● - almost

		Numbers, Operations & Relationships												Space & Shape		Comments
		Counting Group to at least 750 objects to estimate and count reliably.	Count forwards and backwards in:1s from any number between 0 and 700	Count forwards and backwards in 10s from any multiple of 10 between 0 and 700	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 700	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 700	Count forwards and backwards in: 3s from any multiple of 3 between 0 and 700	Count forwards and backwards in: 4 from any multiple of 4 between 0 and 700	Count forwards and backwards in: 20s, 25s, 50s, 100s to at least 1 000	Add or subtract multiples of 10 from 0 to 100	Compare numbers to 750 and say which is 1/2/3/4 /5/10 more/less	**Number symbols and number names** Identify, recognise and reads number names 0 to 500	**Fractions:** Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent	Recognise and name 3-D objects in the classroom and in pictures ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone	**Features of shapes:** Describe, sort and compare 2-D shapes in terms of: shape, straight sides, round sides	
Date																
Names of learners																
1																
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Mathematics: GRADE 3: TERM 3: Scores using rubrics and written recording – Recording Sheet

		Numbers, Operations & Relationships						Patterns, Functions & Algebra			Space & Shape	Measurement			Data handling
		Oral: Mental Mathematics: Rapidly recall. Recall addition and subtraction facts to 30	**Written: Describe, compare and order numbers up to 750** Use ordinal numbers to show order, place or position	**Written: Context-free calculations:** Add to 800, Subtract from 800 , Multiply 2, 4, 5, 10, 3 to a total of 100, Divide numbers to 50 by 2, 3, 4, 5, 10, Convert between rands and cents	Solve & explain solutions to practical problems that involve equal sharing leading to solutions that include unitary & non-unitary fractions	**Solve word problems in context** :addition subtraction, multiplication ,grouping and sharing	**TOTAL**	**Geometric Patterns: Range of patterns**: Patterns in which the number of shapes in each stage changes	**Number patterns:** Copy, extend and describe simple number sequences	**TOTAL**	**Written: Position and views:** Read, interpret and draw informal maps, find objects on maps. **Position and directions** Follow directions from one place to another on an informal map	**Written: Time:** Use calendars to calculate and describe lengths of time in days or weeks or months, Use clocks to calculate length of time in hours, half hours and quarter hours	**Written: Perimeter** Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units.	**TOTAL**	**Written:** Re-organise data provided in a list or tally or table in a bar graph. Represent data on bar graph. Answer questions about data on bar graph
Date															
Score		5	10	10	5	10	**40**	5	5	**10**	5	5	5	**15**	5
Names of learners															
1															
2															
3															
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9															
10															
11															
12															

Mathematics: Grade 3 :Term 3 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Recall addition and subtraction facts to 30	Is able to recall addition and subtraction facts to 10 with support	Is able to recall addition and subtraction facts to 15 correctly	Is able to recall addition and subtraction facts to 20 correctly	Is able to recall addition and subtraction facts to 25 with speed and accuracy	Is able to recall addition and subtraction facts to 30 with speed and accuracy

Mathematics: Programme of Assessment: Grade 3 : Term 4

Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Numbers, Operations and Relationships	**Counting:** Group to at least 1000 objects to estimate and count reliably. **Count forwards and backwards in:** ▪ 1s from any number between 0 and 1000 ▪ 10s from any multiple of 10 between 0 and 1000 ▪ 5s from any multiple of 5 between 0 and 1000 ▪ 2s from any multiple of 2 between 0 and 1000 ▪ 3s from any multiple of 3 between 0 and 1000 ▪ 4s from any multiple of 4 between 0 and 1000 ▪ 20s, 25s, 50s,100s to at least 1 000, ▪ Identify, recognise and read number symbols up to 1000	Oral	Checklist	n/a	By end of Term	
	Mental Mathematics: Rapidly recall: Multiplication and division facts for the: ▪ two times table up to 2 x 10 ▪ ten times table up to 10 x 10	Oral	Rubric	5		
	▪ Recall addition and subtraction facts to 30 ▪ Add or subtract multiples of 10 from 0 to 100 ▪ Compare numbers to 1000 and say which is 1/2/3/4 /5/10 more/less		Checklist	n/a		
	Number symbols and number names ▪ Write number symbols 0 to 1000 ▪ Identify, recognise and reads number names 0 to 1000 ▪ Write number names 0 to 1000	Written	Class work book/ Worksheet	10	By Week 8	
	Describe, compare and order numbers up to 999 ▪ Use ordinal numbers to show order, place or position					
	Recognise place value of numbers 999 ▪ Know what each digit represents ▪ Decompose three-digit numbers up to 750 into multiples of hundreds, tens & ones/units ▪ Identify and state the value of each digit					
	Context-free calculations ▪ Add to 999, Subtract from 999 ▪ Multiply 2, 4, 5, 10, 3 to a total of 100 ▪ Divide numbers to 50 by 2, 3, 4, 5, 10			10		

	Fractions ▪ Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent ▪ Recognise fractions in diagrammatic form ▪ Write fractions as 1 half, 2 third	Written	Class work book/ Worksheet	5	By Week 8	
	Solve word problems in context ▪ Solve money problems involving totals and change in rands or cents ▪ Explain own solution to problems involving addition and subtraction with answers up to 999 ▪ Solve word problems in context and explain own solution to problems involving multiplication with answers up to 100 ▪ Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include remainders.	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	**Number patterns:** Copy and extend simple number sequences ▪ In 4s from any multiple of 4 between 0 and 1000 ▪ In 5s from any multiple of 5 between 0 and 1000 ▪ In 10s from any multiple of 10 between 0 and 1000 ▪ in 50s from any multiple of 50 between 0 and 1000 ▪ In 20s, 25s, 50s, 100s to at least 1 000	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	Recognise and name 3-D objects ▪ ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone	Written	Class work book/ Worksheet	5	By the end of the term	
	Symmetry ▪ Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes					
Measurement	**Time:** Tell 12-hour time in ▪ hours, half hours, quarter hours, minutes on analogue clocks and digital clocks and other digital instruments	Written	Class work book/ Worksheet	5	By the end of the term	
	Area ▪ Investigate the area using tiling.			5		
	Mass: ▪ Read pictures of products with mass written on them	Oral and practical	Rubric	5		
	Capacity: Reading pictures of ▪ products with their capacity written on them ▪ jugs where the volume is near to a numbered 1 litre or 2 litre gradation line or half litre or quarter litre ▪ jugs where the volume is near to a numbered millilitres gradation line	Written	Class work book/ Worksheet	5		

Data handling	▪ Analyse and interpret data from pictograph/ bar graph/ table	Written	Class work book /Worksheet	5	By the end of the term	

Teacher note:
Written examples should include at least 2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships and Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (20%), moderate items (70%), difficult items (10 %). For Word Problems refer to the problem types in CAPS pages 79 -81

TOTAL SCORE	**75**

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 3: TERM 4: Checklist

✓ - achieved

✗ - not yet

● - almost

		Numbers, Operations & Relationships											Comments
		Counting Group to at least 1000 objects to estimate and count reliably.	Count forwards and backwards in:1s from any number between 0 and 1000	Count forwards and backwards in 10s from any multiple of 10 between 0 and 1000	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 1000	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 1000	Count forwards and backwards in: 3s from any multiple of 3 between 0 and 1000	Count forwards and backwards in: 4 from any multiple of 4 between 0 and 1000	Count forwards and backwards in: 20s, 25s, 50s, 100s to at least 1 000	Recall addition and subtraction facts to 30	Compare numbers to 1000 and say which is 1/2/3/4 /5/10 more/less	Identify, recognise and reads number names 0 to 1000	
Date													
Names of learners													
1													
2													
3													
4													
5													
6													
7													
8													
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10													
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13													

Mathematics: GRADE 3: TERM 4: Scores using rubrics and written recording – Recording Sheet

	Numbers, Operations & Relationships								Patterns, Functions & Algebra	Space & Shape	Measurement					Data handling
	Mental Mathematics: Rapidly recall: Multiplication and division facts for the: two times table up to 2 x 10, ten times table up to 10 x 10	**Written: Number symbols and number names,** Write number symbols 0 to 1000, Identify, recognise and reads number names 0 to 1000, Write number names 0 to 1000	**Written: Describe, compare and order numbers up to 999,**Use ordinal	**Written** Recognise place value of numbers 999,	**Written Context-free calculations,** Add to 999, Subtract from 999, Multiply 2, 4, 5, 10, 3 to a total of 100, Divide numbers to 50 by 2, 3, 4, 5, 10	**Written Fractions ;** Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Recognise fractions in diagrammatic form. Write fractions as 1 half, 2 third	**Written** Solve money problems involving totals and change in rands or cents, Solve word problems in context :addition subtraction, multiplication ,grouping	**TOTAL**	**Written Number patterns:** Copy and extend simple number sequences in 4s, 5s,1 0s, 20s, 25s, 50s, 100s, up to 1000	**Written** Recognise and name 3-D objects ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone, Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes	**Written Time:** Tell 12-hour time in hours, half hours, quarter hours, minutes on analogue clocks and digital clocks and other digital instruments	**Written Area:** Investigate the area using tiling.	**Written Mass:** Read pictures of products with mass written on them	**Written Capacity:** Reading pictures of products with their capacity written on them	**TOTAL**	Written Analyse and interpret data from pictograph, bar graph, table
Date																
Score	5	10			10	5	10	**40**	5	5	5	5	5	5	**30**	5
Names of learners																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

Mathematics: Grade 3 :Term 4 Suggested Rubrics					
Numbers, Operations & Relationships					
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Multiplication and division facts for the: ▪ two times table up to 2 x 10 ▪ ten times table up to 10 x 10 ▪ 5 times tables up to 5X10	Is still learning 10 times tables	Knows 10 times tables and is learning 2 times tables	Knows 2 and 10 times tables well and applies it in context free calculations	Knows 2 , 5, and 10 times tables very well and applies it in context free calculations	Knows 2, 5, and 10 times tables very well and applies it in context free calculations and problem solving.
Activity (oral)	**1**	**2**	**3**	**4**	**5**
Read pictures of products with mass written on them in kilograms and grams(10 pictures)	Reads 1-2 pictures of products with mass written in kilograms with support.	Reads 3-4 pictures of products with mass written on them in kilograms	Reads 5-6 pictures of products with mass written on them in kilograms and grams correctly.	Reads 7-8 pictures of products with mass written on them in kilograms and grams correctly	Reads 9-10 pictures of products with mass written on them in kilograms and grams correctly

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