

INkqubo yeMathematika
yokuPhucula yeBanga R

Grade R Mathematics
Improvement Programme

IsiKhokelo semiSebenzi: Ikota 1

Activity Guide: Term 1



The Grade R Mathematics and Language Improvement Project is an initiative of the **Gauteng Department of Education** and its key partner, the **Gauteng Education Development Trust**.

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The Grade R Mathematics and Language Improvement Project is managed by **JET Education Services** with **UCT's Schools Development Unit** and **Wordworks** as technical partners.

The **Schools Development Unit** (SDU) at the **University of Cape Town** (UCT) is the mathematics technical partner to the Grade R Mathematics and Language Improvement Project. The SDU is a unit within UCT's School of Education that focuses on teachers' professional development in Mathematics, Science, Literacy/Language and Life Skills from Grade R to Grade 12. The SDU offers teacher qualifications and approved UCT short courses, school-based work, materials development and research to support teaching and learning in all South African contexts.

This edition of the mathematics materials has benefitted from collegial engagement with Wordworks colleagues and has been improved by their alignment with the materials of the Language Improvement Programme. It has been enriched by the work of officials of the Gauteng Department of Education's Early Childhood Development and Foundation Phase Curriculum Sub-Directorates at District and Provincial level who have made valuable contributions to the content of the materials and engaged constructively to ensure alignment with provincial policies, practices and values.

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- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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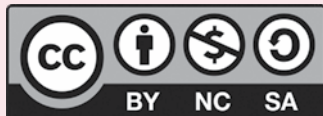
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Senza umbulelo ongazenzisiyo:

- ★ KwiCandelo leKharithyulam kwiSebe leMfundo laseGauteng, Izifundo zooTitshala kunye namagosa eCandelo elikhethekileyo leMfundo ngenkxaso yabo ekuvelisweni kwale mathirieleli.
- ★ Kubalingane bethu bakwaWordworks, amaqabane ethu anobuchwephesha kwiNkqubo yeMathematika noLwimi yokuPhucula yeBanga R, ngenzisenziswano kuphuhliso lwezixhobo.
- ★ Kumagosa eSebe leMfundo laseNtshona Koloni (WCED) kunye nootitshala negalelo labo kwimpumelelo yokuphunyezwa kweGrade R Mathematics Programme (*R-Maths*) eNtshona Koloni phakathi kweminyaka ka2016 no2019.
- ★ Iqela lababhali be*R-Maths*: Abasebenzi kwiSDU, kunye namagosa eWCED.

INkqubo yeMathematika yokuPhucula yeBanga R ilungiselelwe kwi*R-Maths*, yapapashwa okokuqala yiSchools Development Unit, kwiYunivesithi yaseKapa. Ilungelo loshicilelo le*R-Maths* ligcinwe yiYunivesithi yaseKapa.

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Introduction

The Grade R Mathematics Improvement Programme (Grade R Maths) is based on a good knowledge of mathematics, an understanding of the progression in the Grade R curriculum, and a realisation that some teaching approaches are better suited to promote particular learning and outcomes.

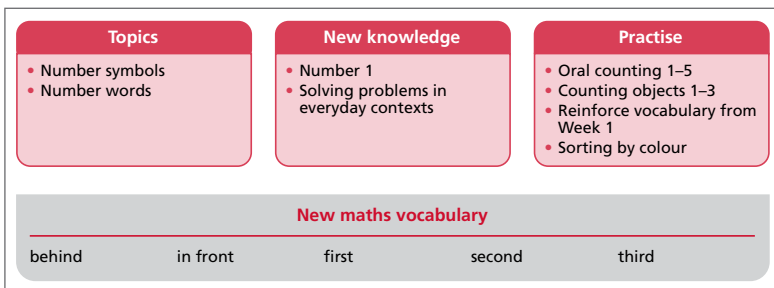
The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

- sequencing the content of each Mathematics Content Area across ten weeks
- providing progression and pacing within the five Content Areas
- focusing on one main Content Area per week (However, topics from other Content Areas may be introduced and practised during that week. Number-related learning and teaching takes place every day and is integrated into all the Content Areas.)
- suggesting activities for whole class, teacher-guided and independent group work.

Features of Activity Guide: Term 1

The following features form part of *Activity Guide: Term 1*:

- A content overview shows the new knowledge and practice focus per week.
- Term, week and Content Area Focus are clearly stated at the beginning of each week.
- Topics, New knowledge and Practise boxes show what will be covered in the week.
- New maths vocabulary to be taught is listed per week.



- A list is given of what you need to prepare for each week.
- Tip boxes give ideas and reminders.
- Integration boxes suggest how the maths can be reinforced in other subjects and daily activities during the Grade R daily programme.
- 'Check that learners are able to' boxes guide observation and continuous assessment.
- A continuous assessment page is based on the term's activities.
- Resources and templates are included at the back of the guide.

Grade R Maths in the daily programme

Routine is important and learners enjoy the repetition and feel secure when they know what to do and what is expected of them.

Planning is also important to ensure that the routine runs smoothly. Read the contents for the week and prepare all the materials you will need for each day in advance. Set out the materials for the day beforehand so that everything is ready in the morning.

Grade R Maths suggests a sequence of activities that are repeated daily over a five-day week.

Classroom organisation and activities that can be used to teach and reinforce maths concepts are suggested per week. These include:

Intshayelelo

INkqubo yeMathematika yokuPhucula yeBanga R (*Grade R Maths*) isekelwe kulwazi oluncomekayo lwemathematika, ukuqondwa kwenkqubela kwikharithulam yeBanga R, kwanokuqondwa kokuba ezinye iindlela zokufundisa zilungiselelwe ukukhuthaza ukufunda kwaneziphumo ezithile.

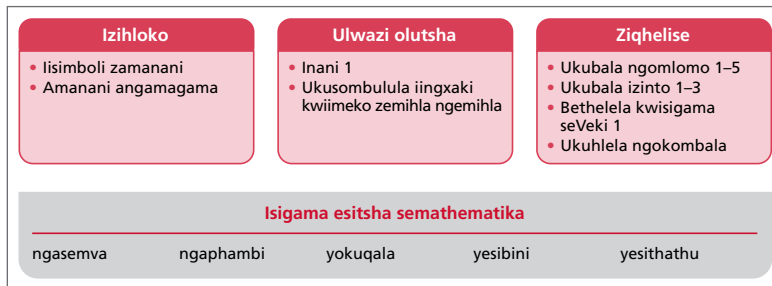
IsiKhokelo semiSebenzi: Ikota 1 sika*Grade R Maths* sinikela ngohlelo lokufundisa imathematika kwikota yokuqala yeBanga R ngokuthi:

- silandelelanise umxholo weNkalo yomXholo weMathematika kwezi veki zilishumi
- sibonelele ngenkqubela kwanesantya sokusebenza kwiiNkalo zomXholo ezintlanu
- sigxininise kwiNkalo yomXholo omnye ngeveki (Kodwa ke, izihloko ezithathwe kwezinye iiNkalo zomXholo zisenokufundiswa kwaye baqhelaniswe nazo abafundi ebudeni beveki leyo. Ukufunda nokufundisa okoyamene namanani kwenziwa rhoqo ngosuku ngalunye kwaye kudityaniswa nazo zonke ezinye iiNkalo zomXholo.)
- sicebise ngemisebenzi yeklassi yonke, ekhokelwa ngutitshala kunye nomsebenzi wamaqela azimeleyo.

Iimpawu zesiKhokelo semiSebenzi: Ikota 1

Ezi mpawu zilandelayo ziyinxalenye *yesiKhokelo semiSebenzi: Ikota 1*:

- Uhlaziyo lomxholo olubonisa ukugxila kolwazi olutsha nokuziqhelisa iveki nganye.
- Ikota, iveki neNkalo yomXholo ekuGxininiswa kuyo kucaciswe kakuhle ekuqaleni kweveki nganye.
- Iibhokisi ezithi Izihloko, Ulwazi olutsha nethi Ziqhelise kubonisa oko kuza kwenziwa kwiveki leyo.
- Isigama esitsha semathematika esiza kufundiswa sidwelisiwe kwiveki nganye.



- Uluhlu loko kuza kwenziwa kwiveki nganye lunikiwe.
- Iibhokisi zeengcebiso zinika iimbono nezikhumbuzi.
- Iibhokisi zodityaniso zinika iingcebiso ngendlela imathematika enokubethelelwa ngayo kwezinye izifundo kwanemisebenzi yemihla ngemihla ngeli lixa lenkqubo yeBanga R.
- Iibhokisi ezithi 'Qwalasela ukuba abafundi bayakwazi uku-' zinika isikhokelo kwingqwalasela kwanohlolo oluqhubekayo.
- Iphepha lohloko oluqhubekayo lisekelwe kwimisebenzi yekota.
- Izixhobo kwaneethemphleyithi (imifuziselo) ziqukiwe ekupheleni kwesi sikhokelo.

U*Grade R Maths* kwinkqubo yemihla ngemihla

Okwenziwa rhoqo kubalulekile nabafundi bayazonwabela izinto eziphindaphindwayo kwaye baziva bezithemba xa bekwazi oko kufanele ukuba bakwazi kwanoko kulindelekileyo kubo.

Ukwenza izicwangciso nako kubalulekile ukuze kuqinisekiswa ukuba oko kwenziwa rhoqo kwenzeka ngaphandle kwamagingxigingxi. Funda umxholo weveki uze ulungise zonke izinto oza kuzidinga kusuku ngalunye kuselithuba. Beka izinto oza kuzisebenzisa ngolo suku kwangexa elingaphambili ukwenzela ukuba ithi intsasa ifika zonke izinto zibe sezimi ngendlela.

UGrade R Maths ucebisa ulandelelaniso lwemisebenzi ephindwayo mihla le kwiintsuku zontlanu zeveki. Ukumiswa kakuhle kweklasi kunye nemisebenzi kunokwenziwa ukufundisa nokubethelela kwiikhonsepthe zemathematika iveki nganye. Oku kuquka:

Whole class activities per day

- Rhyme or song
- Oral counting
- Counting concrete objects
- Activities and questions linked to Content Area topics

At the end of the whole class activity, show the learners what they will be required to do at their workstations. All the materials they need should be set out so that they can begin working on the activities.



Transitions: moving between activities

Moving between the mat and the workstations is a great time to practise rhythmic counting and fun, creative ways to move, for example, slowly like tortoises, hopping like rabbits, quietly like mice, one by one with their name/picture symbol cards.

Small group activities

- There is one teacher-guided activity per day.
- There are four small group activities per day. These four independent activities (or side activities) should be set out at four **workstations** around the classroom – either at tables where the learners are seated or stand, or on the mat, or outside. The groups rotate to each **workstation** over the course of a week, depending on how the teacher has planned the activities. Remind learners to take turns, share materials and help each other while working.

Tidy-up time

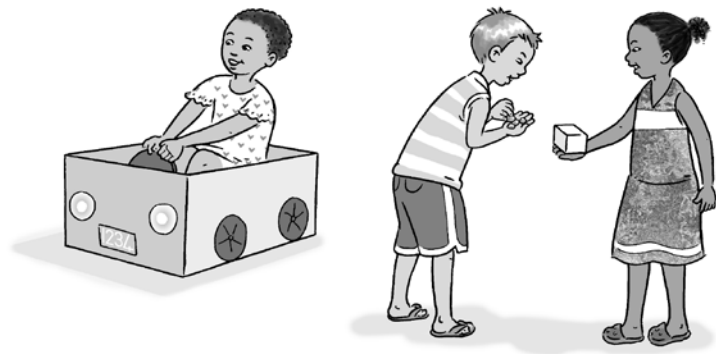
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will soon get into the routine of putting things where they belong.

Choose group leaders and tidy-helpers each week. Give them specific tasks and responsibilities.

Free choice activities

Set out creative, interesting activities that learners can choose from once they have completed their workstation activity. These could include:

- blocks or other construction toys
- puzzles
- playdough
- books in the reading corner
- fantasy play, for example, shopping
- workbook or worksheet pages.



Imisebenzi yeklasi yonke yosuku ngalunye

- Isicengcelezo okanye ingoma
- Ukubala ngomlomo
- Ukubala izinto eziphathekayo
- Imisebenzi kunye nemibuzo eyoyanyaniswa nezihloko zeNkalo yomXholo

Ekupheleni komsebenzi weklasi yonke, bonisa abafundi oko kuza kufuneka bakwenze kwizitishi zokusebenzela zabo. Zonke izinto abazidingayo kufuneka zibekwe kakuhle ukwenzela ukuba baqalise ukwenza imisebenzi.



Ukutshintsha: ukuhambahamba phakathi kwemisebenzi

Ukuhambahamba phakathi kwemethi nezitishi zokusebenzela lelona xesha lihle lokuziqhelisa lokubala ucengceleza kunye nokuzonwabisa, iintshukumo ezinika umdla, umzekelo, ukucotha njengofudo, ukungcileza njengomvundla, ukuzola njengempuku, ngabanye ngabanye bephakamisa amakhadi emifanekiso/amagama eesimboli.

Imisebenzi yamaqela amancinci

- Kukho umsebenzi omnye okhokelwa ngutitshala ngosuku ngalunye.
- Kukho imisebenzi emine yamaqela amancinci ngosuku ngalunye. Le misebenzi ezimeleyo emine (okanye imisebenzi esecaleni) kufanele ibekwe kakuhle **kwizitishi zokusebenzela** ezine eklasini – nokuba kukwiitafile apho abafundi bahlala khona okanye bamileyo, okanye emethini, okanye phandle. Amaqela ajikeleza **kwizitishi sokusebenzela** ngasinye isithuba seveki, kuxhomekeka kwindlela utitshala acwangcise ngayo imisebenzi. Khumbuza abafundi ukuba batshintshane, babolekane izinto kwaye bancedisane xa besebenza.

Ixesha lokuqoqosha

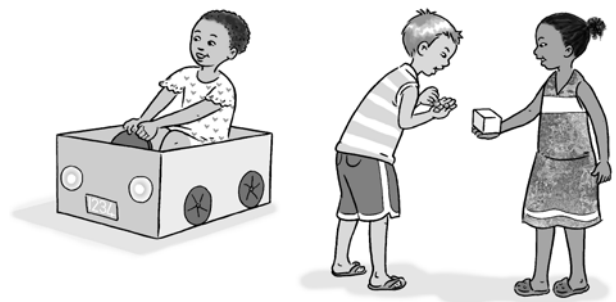
Abafundi kufuneka bazi ukuba izinto zibekwa phi na. Ukuzibeka eshelufini okanye etafileni elungiselelwe izixhobo zemathematika kuza kunceda abafundi bakwazi ukubeka kakuhle izinto. Khuthaza abafundi ukuba bancedisane ngexesha lokuqoqosha. Ekuqaleni abafundi baza kudinga uncedo kwaye kuza kufuneka ubakhumbuze ukuba bazibeke phi na izinto, kodwa baza kuqhela kungekudala bazi ukuba kufuneka bezibeke ezindaweni zazo izinto.

Khetha iinkokeli zamaqela kunye nabo bancedisa ekuqoqosheni kwiveki nganye. Banike imisebenzi kwaneemfanelo ezithile.

Imisebenzi yokuzikhethela

Beka imisebenzi yobuchule, enika umdla abanokukhetha kuyo abafundi xa beyigqibile imisebenzi yabo abebeyenza kwizitishi sokusebenzela. Oku kusenokuquka:

- iibhloko okanye ezinye izixhobo zokwakha
- iiphazili
- intlama yokudlala
- iincwadi ezikwikona yokufunda
- imidlalo yelizwe lokuzakhela (ukudlalisa), umzekelo, ukuya kuthenga
- incwadi yokusebenzela okanye amaxwebhu okusebenzela.



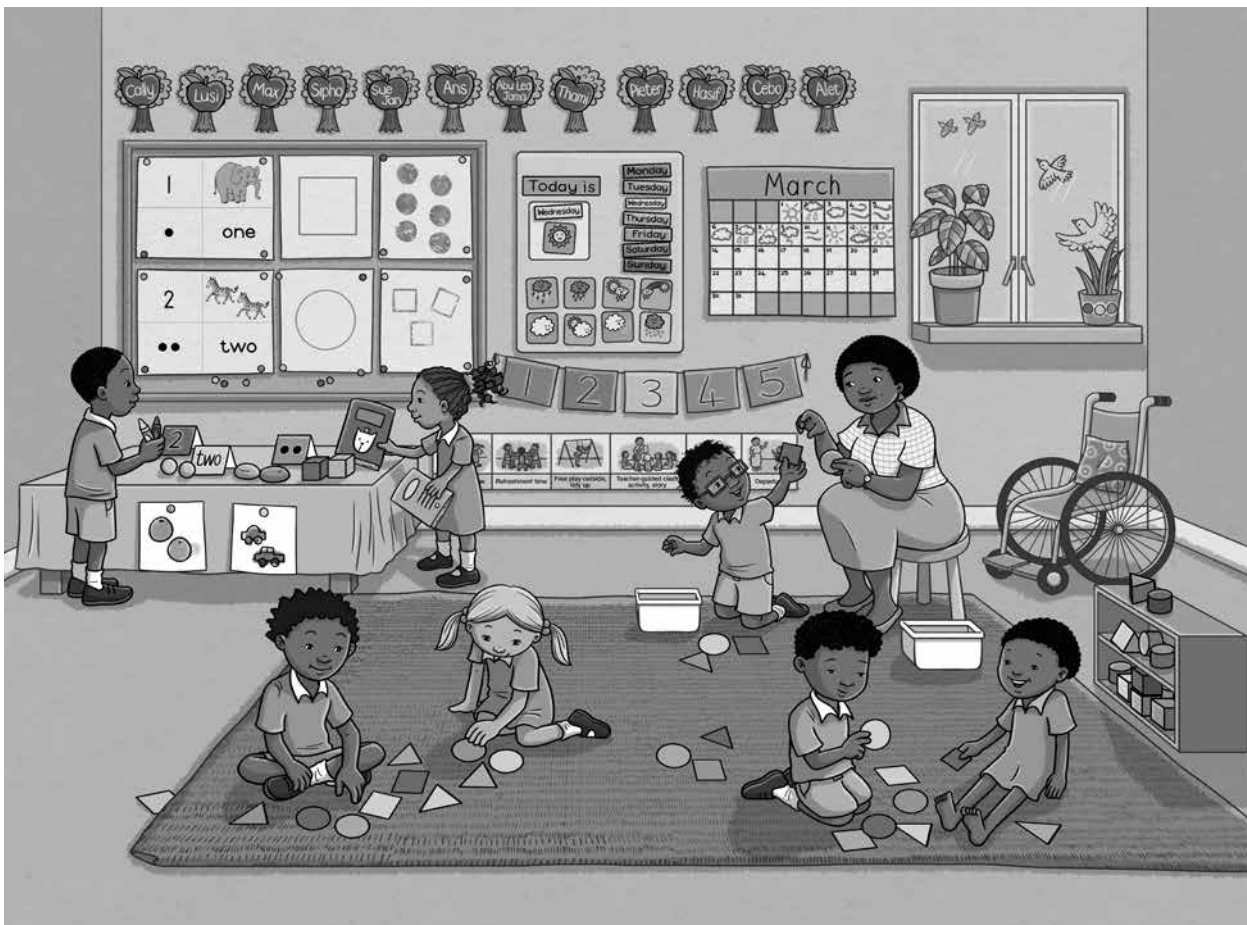
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 190 and 192 of this guide is based on the content that has been taught in Term 1. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

Set up an area in the classroom that is dedicated to maths and is near the mat. This is a shared space where learners can contribute to and engage with the topic they are learning about. An ideal maths area will include:

- small table against a wall
- number line made with string and pegs
- daily weather chart
- calendar for each month with blocks for each day
- chart with the names of the days of the week
- daily programme with pictures for the different activities
- learners' name cards and symbols arranged according to their group names
- helpers' symbols to move between learners' names according to each day of the week
- helpers' chart.



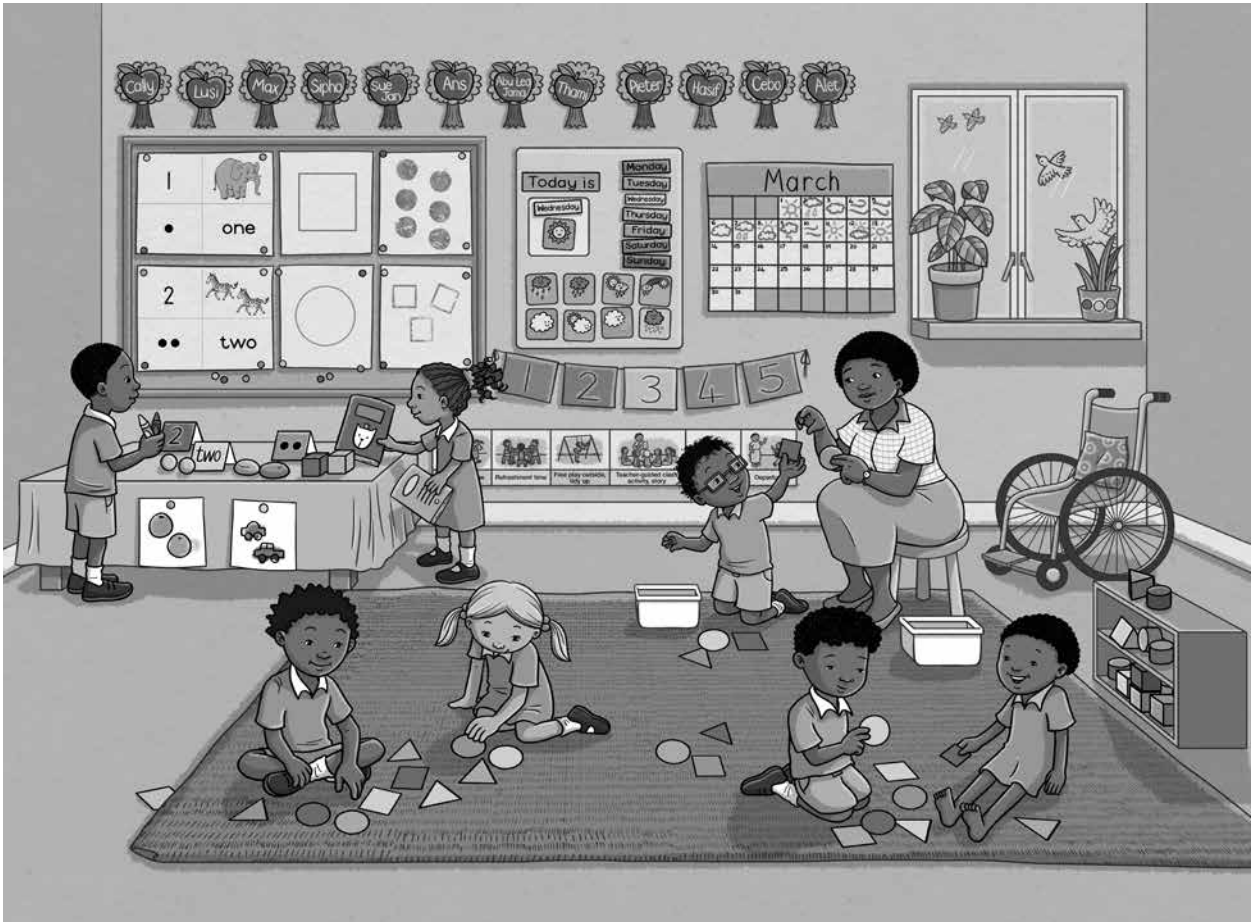
Uhlolo

Uqwalaselo kunye nohlolo oluqhubekayo ngexesha lemisebenzi ekhokelwa ngutitshala neyeklasi yonke lunika amathuba ngamava kwanohlalutyo lwenkqubela yomfundi ngamnye. Ezi nkukacha zibalulekile ekubeni zikhokele ukufundisa okuqhubayo kunye nongenelelo kubafundi ngabanye. Itsheklisti yephepha lohlolo oluqhubekayo ekwiphepha 191 no193 lesi sikhokelo lisekelwe kumxholo ofundiswe kwiKota 1. Le thempleyithi isenokusetyenziselwa ukurekhoda inkqubela yomfundi ngamnye yaloo kota.

UGrade R Maths eklasini

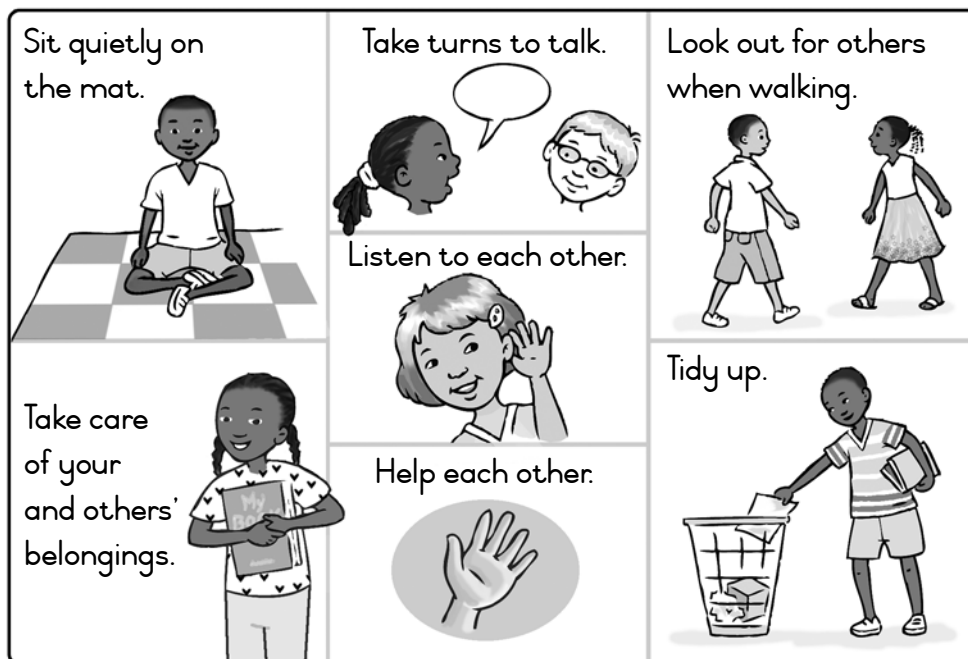
Yenza indawo eklasini ekuza kuba yeyemathematika kuphela nekufutshane nemethi. Le yindawo yomntu wonke apho abafundi bafaka igalelo baze bathethe ngesihloko abafunda ngaso. Le ndawo yeMathematika isenokuquka:

- itafile encinci eyoyame ngodonga
- umgca-manani owenziwe ngomsonto neephegi
- itshathi yemozulu yemihla ngemihla
- ikhalenda yenyanga nganye eneebhloko zosuku ngalunye
- itshathi enamagama eentsuku zeveki
- inkqubo yemihla ngemihla enemifanekiso yemisebenzi eyahlukeneyo
- amakhadi anamagama neesimboli zabafundi ahlelwe ngokwamagama amaqela abo
- iisimboli zabancedisi eziza kugqithiswa phakathi kwamagama abafundi ngosuku ngalunye lweveki
- itshathi yabancedisi (yoncedo).



Make a 'classroom rules' poster with the learners. Display it where they can easily see it. There should be no more than six or seven rules.

Our classroom rules

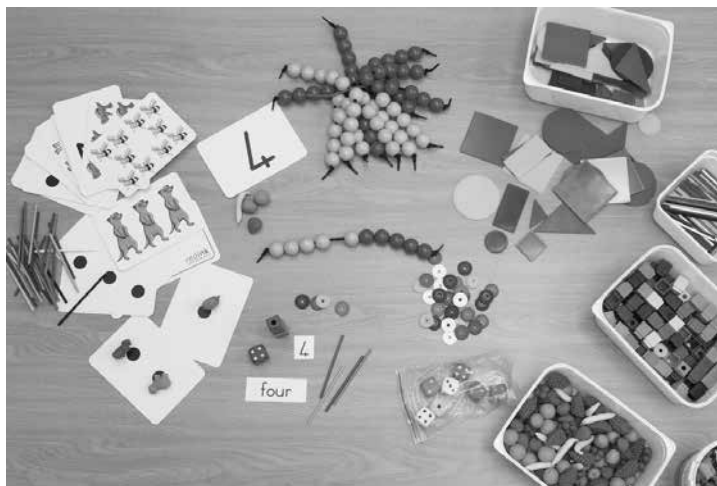


Resources for Grade R Maths

Grade R Maths Resource Kit

Grade R Maths provides a kit for learning and teaching maths that provides apparatus for a small group of six to eight learners to use. The kit includes the following items:

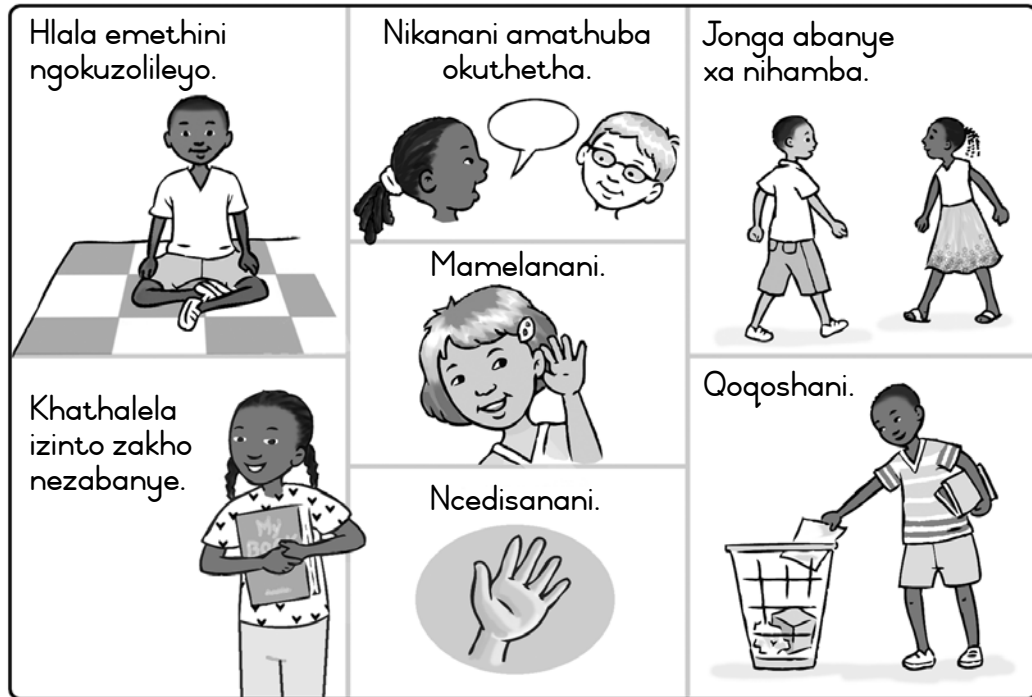
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.

Yenzani ipowusta 'yemithetho yeklasi' nabafundi. Yibeke apho baza kuyibona lula khona. Akufunekanga kubekho imithetho engaphezu kwemithandathu okanye esixhenxe.

Imithetho yeklasi yethu



Izixhobo zikaGrade R Maths

IKiti yeziXhobo kaGrade R Maths

UGrade R Maths unekiti yokufunda nokufundisa imathematika nenezixhobo eziza kwanela ukusetyenziswa ngamaqela amancinci abafundi abathandathu ukuya kwabasibhozo. Le kiti iquka ezi zinto zilandelayo:

- iimathiriyeli zokubala, umzekelo, idiski nezinti ezimibalabala, izixhobo zokubala eziziqhamo nezizilwanyana, iibhloko zeUnifix
- idayisi elikhulu
- imisonto enamaso alishumi amibalabala
- amakhadi anamachokoza
- amakhadi amanani: iisimboli zamanani (0–10) namagama amanani (ziro–shumi)
- iibhloko zeathribhyuti.



Ezi ayinakuba kuphela kwezixhobo ezinokusetyenziswa ngootitshala nabafundi ngexesha lokwenza imisebenzi yemathematika. Izinto zemihla ngemihla ezisetyenziswa ekhaya zisenokusetyenziselwa ukusota, ukubala kunye nokuphonononga iimilo.

Recycled materials

Store recycled materials in labelled containers with lids (such as: fruit and vegetable packaging, 2-litre ice-cream containers and 500-ml feta tubs). Place the containers on a shelf or somewhere that the learners can reach. Encourage learners to put the objects away during tidy-up time if they have used them at their workstations or during free choice activities. Here are some ideas for maths resources:

- bottle caps and lids (different shapes, sizes and colours)
- different-sized boxes (toothpaste, matchbox, cereal, medicine, packaging)
- plastic containers (500-ml and 1-litre bottles, margarine tubs, 250-ml and 500-ml yoghurt tubs, ice-cream containers, vegetable packaging)
- tubes and cylinders (cardboard toilet roll inners, paper towel inners, foil roll inners, tins)
- egg boxes
- buttons, old keys, plastic spoons, ice-cream sticks, bread packet tags
- variety of balls, beanbags, hula hoops.



Other resources

Other useful classroom resources for Grade R Maths teaching include:

- crayons, paint, glue, scissors
- playdough or modelling clay
- books that can be used for maths discussions
- building blocks and construction toys (collect wood offcuts if necessary)
- a variety of jigsaw puzzles and games, for example, dominoes, snakes and ladders, Ludo, Lotto

Izinto ezinokuphinda zisetyenziswe

Gcina izinto ezinokuphinda zisetyenziswe kwizikhongozeli ezineziciko (ezifana: nezinto ebezifake iziqhamo nemifuno, izikhongozeli zeayiskhrimu ezizilitha ezi2 kunye ne500 ml yezitya zefeta). Beka izikhongozeli kwishelufu okanye kwindawo abanokufikelela kuyo abafundi. Khuthaza abafundi ukuba bazibuyisele ezindaweni zazo izinto ngexesha lokuqoqosha ukuba bebezisebenzisile kwizitishi zokusebenzela zabo okanye ngexesha lemisebenzi yokuzikhetela. Nazi ezinye zeembono ezinokusetyenziswa njengezixhobo zokuncedisa zemathematika:

- iziciko zeebhotile (iimilo ezahlukileyo, ezingalinganiyo ngobukhulu nezinemibala ngemibala)
- iibhokisi ezingalinganiyo ngobukhulu (eyentlama yamazinyo, ibhokisi yematshisi, eyesiriyeli, eyamayeza, ezokupakisha izinto)
- izikhongozeli zeplastiki (500 ml kunye neebhotile eziyilitha e1, izitya zemajarini, izitya zeyogathi eziyi250 ml neziyi500 ml, izikhongozeli zeayiskhrimu, izinto ebezifake imifuno)
- iityhubhu neesilinda (iiroli zekhadibhodi zephepha langasese, ezephepha lokosula izandla, ezefoyli, iitoti)
- iibhokisi zamaqanda
- amaqhosha, izitshixo ezidala, amacephe eplastiki, izinti zeayiskhrimu, iithegi zeplastiki yesonka
- iibhola ezahlukeneyo, iingxowana zeembotyi, iihulahupu.



Ezinye izixhobo

Ezinye izixhobo eziluncedo eklasini kaGrade R Maths ziquka:

- iikhrayoni, ipeyinti, iglu, izikere
- intlama yokudlala okanye udongwe lokubumba
- iincwadi ezinokusetyenziswa kwingxoxo yemathematika
- iibhloko zokwakha kunye nezinto zokwakha zokudlala (qokelela amacetyana amaplanga ukuba ikho imfuneko yoko)
- iiphazili ezahlukeneyo nemidlalwana, umzekelo, iidomino, umdlalo weenyoka neeleli, iLudo, iLotto

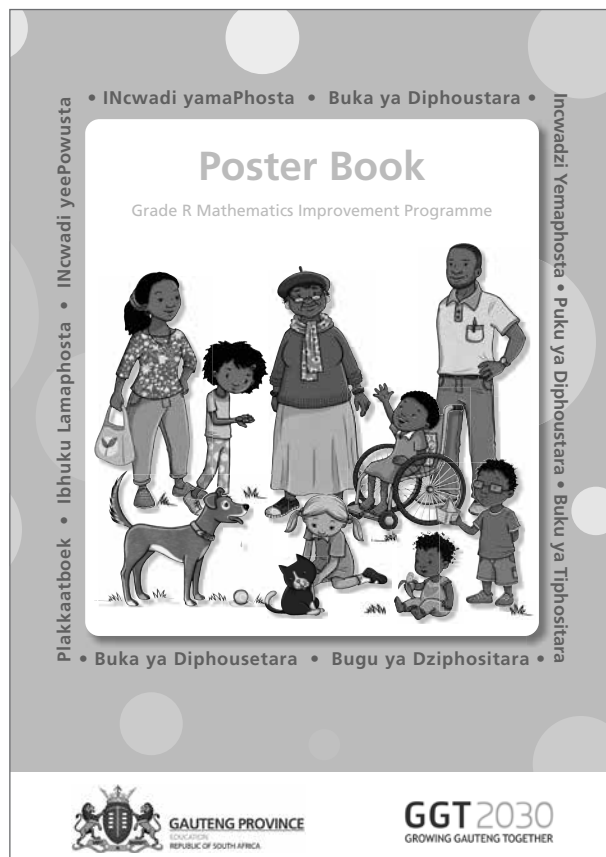
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

There are eleven posters in the Grade R Maths *Poster Book*. The posters present familiar contexts that learners can relate to that capture some aspect of maths, for example, in the classroom, on the playground, and in the kitchen. The posters are intended to stimulate interest and discussion on maths topics, including: number, patterns, space and shape, sequencing of time and measurement. The posters can be used to engage learners in critical thinking and reasoning. They are perfect for developing problem-solving skills and for maths investigations.

Teachers can encourage learners to discuss the posters and share their thinking by asking questions to guide them in focusing on a particular aspect of the poster, for example:

- What do you see in the picture?
- Where do you think the children/people are?
- What is happening in the picture?
- Can you tell me a story about the picture?
- How many ... can you see? What if there was one more/fewer ...?
- Where is the ...?
- What would happen if ...?
- What do you think will happen next?
- What do you think ... can see from where they are standing?
- What pattern can you see? Describe the pattern.
- What shapes can you see?
- Which ... is the tallest/shortest?
- Can you use any maths words to describe something in the picture?



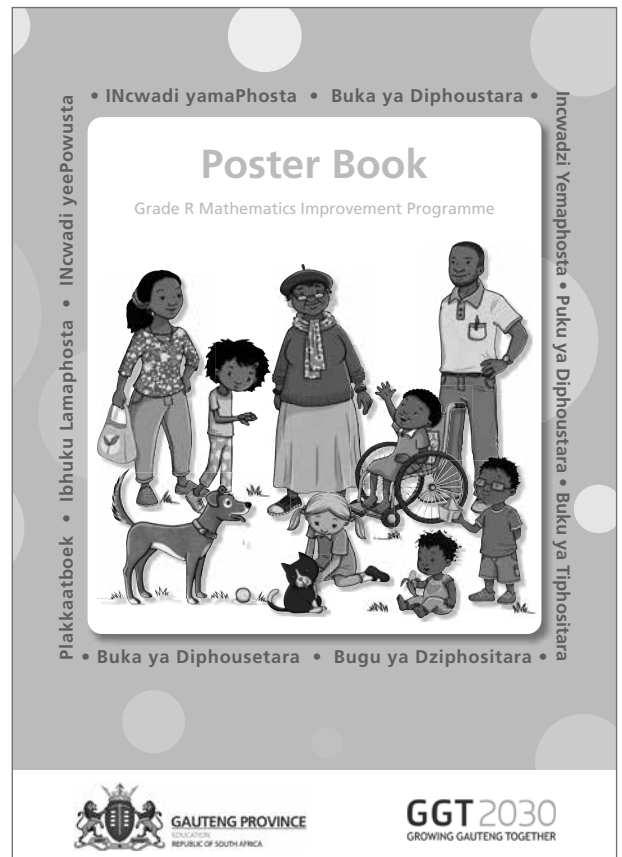
- itshathi yobude
- amakhadi okudlala amakhulu
- imali yokudlala: eziinkozo nengamaphepha (eza kusetyenziswa kwivenkile yokudlala)
- iwotshi yaseludongeni yamanani
- isikali
- amaso okusota, ukuhlohla nokwenza iipateni
- izixhobo zomdlalo wesanti nowamanzi
- izixhobo zokugwencela, ukuzinzisa, ukujinga kunye nokuxhumaxhuma.

INcwadi yeePowusta kaGrade R Maths

Kukho iipowusta ezilishumi elinanye kwiNcwadi yeePowusta kaGrade R Maths. Iipowusta zinika imixholo eqhelekileyo abanokuyinakana abafundi nethi inyathele kwimiba yemathematika, umzekelo, eklasini, (oko kukuthi ebaleni lokudlala) nasekhitshini. Ezi powusta zenzelwe ukuvuselela umdla kwanengxoxo ngezihloko zemathematika, eziquka: amanani, iipateni, isithuba nemilo, ulandelelwaniso lwexesha kunye nomlinganiselo. Ezi powusta zisenokusetyenziselwa ukukhuthaza abafundi ngokucinga nzulu nengqiqo. Zikulungele ukuphuhlisa izakhono zokusombulula iingxaki kunye nophando lwemathematika.

Ootitshala basenokukhuthaza abafundi ukuba baxoxe ngeepowusta baze babelane ngeengcamango zabo ngokubabuzisa imibuzo eza kubakhokela ekubeni bagxile kumba othile wepowusta, umzekelo:

- Nibona ntoni emfanekisweni?
- Nicinga ukuba baphi abantwana/abantu?
- Kwenzeka ntoni emfanekisweni?
- Ningandibalisela ibali ngalo mfanekiso?
- Zingaphi ... enizibonayo? Kungenzeka ntoni ukuba enye ngaphezulu/mbalwa ...?
- Iphi i ...?
- Kungenzeka ntoni ukuba ...?
- Nicinga ukuba yintoni eza kulandela?
- Nicinga ukuba ... basenokubona apho beme khona?
- Yeyiphi ipateni eniyibonayo? Chazani ipateni.
- Zeziphi iimilo enizibonayo?
- Ngowuphi oyena ... mde kunabo bonke/mfutshane kunabo bonke?
- Ingaba akhona amagama emathematika onokuwasebenzisela ukuchaza okuthile ngalo mfanekiso?



Content overview: Term 1

NOTE: Content Area Focus and New knowledge are in red. Other content covered in the week is in grey.

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Oral counting 1–5 Counting objects 1–3 One-to-one correspondence	Number 1 Solving problems in everyday contexts Oral counting 1–5 Counting objects 1–3 Reinforce vocabulary from Week 1	Counting objects 1–5 Oral counting 1–5 Reinforce 1	Number 2 Oral counting 1–5 Number 1 Counting objects 1–5	Number concepts 1 and 2 Oral counting 1–5 Counting objects 1–5
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)	Tidy-up chart Learners' symbols Helpers' chart Building a six-piece puzzle Modelling with playdough/clay Building with blocks		Properties of balls and boxes Objects that roll or slide Position: in and out Big and small Biggest and smallest	Circle Symmetry Six-piece puzzles	2-D shapes: square Direction: forwards and backwards Position: inside and outside Circle Boxes and balls Six-piece puzzles
4. Measurement	Sequencing daily events Birthday chart				
5. Data Handling	Sorting by colour Drawing	Sorting by colour	Sorting by size		

Amagqabantshintshi ngomXholo: Ikota I

QAPHELA: INkalo yomXholo ekuGxininiswa kuyo noLwazi olutsha lubhalwe ngamagama abomvu. Omnye umxholo ubhalwe ngamagama angwevu.

INkalo yomXholo ekuGxininiswa kuyo	Iveki 1	Iveki 2	Iveki 3	Iveki 4	Iveki 5
1. Amanani, iiOpareyshini noLwalamano	Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Uhambelwano enye-kwenye	Inani 1 Ukusombulula iingxaki kwiimeko zemihla ngemihla Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Bethelela kwisigama seVeki 1	Ukubala ukusuka ku1–5 Ukubala ngomlomo 1–5 Bethelela u1	Inani 2 Ukubala ngomlomo 1–5 Inani 1 Ukubala izinto 1–5	Inggikelelo-manani ka1 no2 Ukubala ngomlomo 1–5 Ukubala izinto 1–5
2. IiPateni, iiFanshini neAljibhra					
3. IsiThuba neMilo (iJiyometri)	Itshathi yokuqoqosha Iisimboli zabafundi Itshathi yabancedisi Yakha iphazili enamaqhekeza amathandathu Ukubonisa ngentlamba yokudlala/udongwe Ukwakha ngeebhloko		Iimpawu zeebhola neebhokisi Izinto eziqengqelekayo nezitshebelezayo Indawo: phakathi kunye naphandle Ukhulu noncinci Eyona inkulu neyona incinci	Isangqa Isimetri Iphazili enamaqhekeza amathandathu	Iimilo ezingu2-D: isikwere Isalathiso: phambili, ngasemva Indawo: ngaphakathi, ngaphandle Isangqa libhokisi neebhola Iphazili enamaqhekeza amathandathu
4. Umlinganiselo	Ukulandelelanisa iziganeko zemihla ngemihla Itshathi yeentsuku zokuzalwa				
5. ULwazi oluQokelelweyo	Ukusota ngokombala Ukuzoba	Ukuhlela ngokombala	Ukuhlela ngokobungakanani		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 3</p> <p>Sequencing numbers 1–3</p> <p>Oral counting 1–5</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1 and 2</p> <p>Problem solving using objects</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1–3</p> <p>Sequencing numbers 1–3</p>	<p>Counting backwards 5–1</p> <p>Oral counting 1–10</p> <p>Sequencing numbers 1–3</p> <p>Counting objects 1–5</p> <p>Reinforce 1–3</p>	<p>Zero</p> <p>Estimation</p> <p>Problem solving</p> <p>Numbers in familiar contexts</p> <p>Counting forwards 1–10</p> <p>Counting backwards 5–1</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p> <p>Problem solving</p>
2. Patterns, Functions and Algebra	<p>Identify patterns</p> <p>Copy patterns</p>				<p>Before and after</p> <p>Copy patterns</p>
3. Space and Shape (Geometry)		<p>2-D shapes: triangle</p> <p>Figure ground</p> <p>Position: in front of and behind</p> <p>Circle, square</p> <p>Symmetry</p> <p>Big, small</p> <p>Six-piece puzzles</p>	<p>Position: on, under, on top, below, next to, between</p>	<p>Direction: up and down</p> <p>Circle, square and triangle</p> <p>Six-piece puzzles</p>	
4. Measurement			<p>Sequencing time: day and night, light and dark</p> <p>Length: height chart</p>		
5. Data Handling		<p>Sorting by shape</p>			<p>Collect, sort and represent collections of objects</p> <p>Discuss and report on sorted collections of objects</p>

INkalo yomXholo ekuGxininiswa kuyo	Iveki 6	Iveki 7	Iveki 8	Iveki 9	Iveki 10
1. Amanani, iiOpareyshini noLwalamano	Inani 3 Ulandelelaniso lwamanani 1–3 Ukubala ngomlomo 1–5 Ukubala izinto 1–5 Ukubethelela iingqikelelo-zamanani u1 no2 Ukusombulula iingxaki usebenzisa izinto	Ukubala ngomlomo 1–10 Ukubala izinto 1–5 Ukubethelela iikhonsepthi zamanani 1–3 Ulandelelaniso lwamanani 1–3	Ukubala ubuya umva 5–1 Ukubala ngomlomo 1–10 Ukulandelelanisa amanani 1–3 Ukubala izinto 1–5 Ukugxininisa ku1–3	Uziro Uqikelelo Ukusombulula iingxaki Amanani kwiimeko zesiqhelo Ukubala usiya phambili 1–10 Ukubala ubuya umva 5–1 Ukubala izinto 1–5 Ulandelelaniso lwamanani 1–3 likhonsepthi zamanani 1–3	Ukubala ngomlomo 1–10 Ukubala izinto 1–5 Ukulandelelanisa amanani 1–3 Amanani 1–3 Ukusombulula iingxaki
2. IiPateni, iiFanshini neAljibhra	Yalatha iipateni Khuphela iipateni				Uphambi nongasemva Khuphela iipateni
3. IsiThuba neMilo (iJiyometri)		limilo ezingu2-D: unxantathu Ukuqondwa komgangatho Indawo: phakambi kwe-, kunye nasemva Isangqa, isikwere Isimetri Nkulu, ncinci Iphazili enamaqhekeza amathandathu	Indawo: phezu, phantsi kwe-, ngaphezu kwe-, ezantsi, ecaleni kwe-, phakathi	Isalathiso: phezulu naphantsi Isangqa, isikwere nonxantathu Iphazili ezinamaqhekeza amathandathu	
4. Umlinganiselo			Ulandelelaniso lwexesha: imini nobusuku, ukukhanya nobumnyama Ubude: itshathi yobude		
5. ULwazi oluQokelelweyo		Ukuhlela ngokwemilo			Qokelela, uhlele uze ulungiselele ingqokelela yezinto Xoxa uze unike ingxelo ngengqokelela yezinto ozikhethileyo

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
<ul style="list-style-type: none"> • Oral counting • Counting objects 	<ul style="list-style-type: none"> • Oral counting 1–5 • Counting objects 1–3 • One-to-one correspondence • Sequencing daily events • Birthday chart • Tidy-up chart • Learners' symbols • Helpers' chart • Build a six-piece puzzle 	<ul style="list-style-type: none"> • Sorting by colour • Modelling with playdough/clay • Drawing • Building with blocks

New maths vocabulary

count	two	four	before	next	sort
one	three	five	after	last	

Getting ready

For the activities this week, you will need to prepare the following:

- make finger puppets of the Grade R Maths characters (page 216)
- picture symbol for each learner
- picture cards for the activities in the daily programme
- cut out small squares of paper for each learner to draw his/her face on (birthday chart)
- copy and colour pictures of each of the Grade R Maths characters (on the inside front cover of the *Poster Book*)
- prepare a wall display (see Day 5, page 30)
- make 6 six-piece puzzles (page 220)
- collect blocks (or make these from wood offcuts).

Whole class activities

Day 1

What you need

- Classroom rules poster (see page 12)
- Daily programme picture cards
- Learners' symbols

1. **Introduction:** Talk about how we listen to each other, take turns and help each other.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Ukubala ngomlomo • Ukubala izinto 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–5 • Ukubala izinto 1–3 • Uhambelwano enye-kwenye • Ukulandelelanisa iziganeko zemihla ngemihla • Itshathi yeentsuku zokuzalwa • Itshathi yokuqoqosha • Iisimboli zabafundi • Itshathi yabancedisi • Yakha iphazili enamaqhekeza amathandathu 	<ul style="list-style-type: none"> • Ukusota ngokombala • Ukubonisa ngentlamba yokudlala/udongwe • Ukuzoba • Ukwakha ngeebhloko

Isigama esitsha semathematika					
bala	mbini	ne	phambi	ecaleni	sota
nye	ntathu	ntlanu	emva	ekugqibeleni	

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- yenza oonopopi beminwe babalinganiswa bakaGrade R Maths (iphepha 216)
- isimboli yomfanekiso yomfundi ngamnye
- amakhadi emifanekiso emisebenzi ekwinkqubo yemihla ngemihla
- sika ukhuphele umfundi ngamnye izikwere ezincinci zephepha ukuze azobe ubuso bakhe kulo (itshathi yomhla wokuzalwa)
- kuphela uze ufake imibala kwimifanekiso yomlinganiswa ngamnye kaGrade R Maths (kwiqweqwe elingaphakathi langaphambili leNcwadi yeePowusta)
- lungisa udonga lomboniso (jonga kuSuku 5, iphepha 31)
- yenza iiphazili ezinamaqhekeza amathandathu (iphepha 220)
- qokelela iibhloko (okanye zenzele ezakho ngamacebana amaplanga).

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo	
<ul style="list-style-type: none"> • Ipowusta yemithetho yeklasi (jonga kwiphepha 13) 	<ul style="list-style-type: none"> • Amakhadi emifanekiso enkqubo yemihla ngemihla • Iisimboli zabafundi

1. **Intshayelelo:** Thetha ngendlela ekufuneka simamelene ngayo, ukunikana amathuba nokuncedisana.

2. **Learners' symbols:** Give each learner their own picture symbol to be used as their 'name tag' in the classroom, for example, South African flag, springbok, elephant, beetle, butterfly, lion, flower, car. Ask the learners to identify and describe each picture symbol.
3. **Sequencing daily events:** Show the learners the daily programme picture cards. Discuss the sequence of daily activities pointing to the relevant pictures. Display the daily programme picture cards at the learners' eye level.

Guiding questions:

- ★ What did you do *before* you came to school?
- ★ What do we do *before* we have a snack ... and *after* we've had our snack?
- ★ What do we do *next*?
- ★ What is the *last* thing we do *before* we go home?


TIP

During the morning ring, talk about the weather and activities that the learners did before coming to school.

4. **Introducing small group activities:** Explain that learners will be working in small groups each day. Show learners the five workstations. Explain the daily rotation. Remind learners of the group names. Remind them of the class rules. Explain and show the activity at each workstation. Explain the tidy-up process.

Integration

Home Language and Life Skills: sequence of daily events; classroom rules.

Day 2

What you need

- *Poster Book*, inside front cover
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- Classroom rules poster (page 12)
- Tidy-up chart
- Helpers' chart
- Learners' symbols

1. **Introduction:** Remind learners of the classroom rules.
2. **Helpers' chart:** Discuss groups and classroom duties. Introduce the helpers' chart and tidy-up chart. Use the learners' symbols on the helpers' chart and tidy-up chart.
3. **Rhyme:** Introduce the rhyme, *Five in my family*, showing the finger puppets one at a time.


TIP

Remember to talk about the daily programme, helpers' chart and tidy-up chart every day.

2. **lisimboli zabafundi:** Nika umfundi ngamnye isimboli yomfanekiso yakhe eza kusetyenziswa 'kwithegi enegama' lakhe eklasini, umzekelo, iflegi yoMzantsi Afrika, imbabala, indlovu, uqongqothwane, ibhabhathane, ingonyama, intyatyambo, imoto. Cela abafundi ukuba bachonge kwaye bachaze isimboli yomfanekiso nganye.
3. **Ukulandelelanisa iziganeko:** Bonisa abafundi amakhadi enkqubo yemihla ngemihla. Xoxani ngolandelwano lwemisebenzi yemihla ngemihla ukhomba imifanekiso efanelekileyo. Bonisa ngamakhadi emifanekiso enkqubo yemihla ngemihla uwasondeze kufutshane nabafundi.

Imibuzo ekhokelayo:

- ★ Yintoni oyenzileyo *ngaphambi* kokuba uze esikolweni?
- ★ Yintoni esiyenzayo *ngaphambi* kokuba sitye amashwamshwam (izinekhi) ... *nasemva* kokuba sitye amashwamshwam?
- ★ Yintoni *elandelayo* esiyenzayo?
- ★ Yintoni *eyokugqibela* esiyenzayo *ngaphambi* kokuba sigoduke?



INGCEBISO

Ngexesha lesangqa sakusasa, thethani ngemozulu kunye nemisebenzi abayenzileyo abafundi phambi kokuza esikolweni.

4. **Ukuqalisa imisebenzi yamaqela amancinci:** Cacisela abafundi ukuba baza kusebenza ngokwamaqela amancinci yonke imihla. Bonisa abafundi izitishi zokusebenzela ezintlanu. Cacisela abafundi ngomjikelo wemihla ngemihla. Khumbuza abafundi ngamagama amaqela. Bakhumbuze ngemithetho yeklasi. Cacisa uze ubonise umsebenzi wesitishi ngasinye. Chaza ngenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: ulandelelwaniso lweziganeko zemihla ngemihla; imithetho yeklasi.

Usuku 2

Okudingayo

- *INcwadi yeePowusta*, iqweqwe elingaphakathi langaphambili
- Oonopopi beminwe
- Isicengcelezo: *Sibahlanu kusapho lwam* (iphepha 195)
- Ipowusta yemithetho yeklasi (iphepha 13)
- Itshathi yokuqoqosha
- Itshathi yabancedisi
- Lisimboli zabafundi

1. **Intshayelelo:** Khumbuza abafundi ngemithetho yeklasi.
2. **Itshathi yabancedisi:** Xoxani ngamaqela kunye nemisebenzi yeklasi. Yazisa itshathi yabancedisi kunye netshathi yokuqoqosha. Sebenzisa iisimboli zabafundi kwitshathi yabancedisi nakwitshathi yokuqoqosha.
3. **Isicengcelezo:** Yazisa isicengcelezo esithi, *Sibahlanu kusapho lwam*, ubonisa oonopopi beminwe abe mnye ngexesha.



INGCEBISO









Khumbula ukuthetha ngenkqubo yemihla ngemihla, itshathi yabancedisi kunye netshathi yokuqoqosha yonke imihla.

4. **The Grade R Maths family story:** Show learners the inside front cover of the *Poster Book*. Talk about each of the characters and read the information about them. Together count the members in this family.

Guiding questions:

- ★ What can you see?
- ★ How many people can you see? (Point and count.)
- ★ What do you remember about these people?
- ★ What are their names?
- ★ How many girls/boys are there?
- ★ How old are they?
- ★ How are they different from each other? (for example, short/tall, younger)
- ★ How many people are wearing trousers/shoes, and so on?

Meet the characters • Leer ken die karakters
Naba abalingiswa • Naba abalingiswa

 <p>Mom/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bingo: on/over/for Gunstelingkeur: orange Gunstelingkwitwit: stap langs die strand of in die berg Umsebenzi: u/hiha Umbala awubandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezimbini Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezimbini</p>	 <p>Dad/Pappa/UBaba/UTata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bingo: be/under van 'n supermark Gunstelingkeur: blue Gunstelingkwitwit: lees oor ander lande Umsebenzi: umphuthi weqaphamakhel Umbala awubandayo: oluhlaza okwesibhakabha Athanda ukukwenzeka: ukufunda ngamanye amazwe Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwe</p>
 <p>Mkhulu/Malusi/UMalusi/UMalusi Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Outdoors: R Grade: R Gunstelingkeur: rooip Gunstelingkwitwit: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukuthi akuthandayo: ayikhulu Umbala awubandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Umsebenzi athanda ukukwenzeka: ukwenza izinto ezimbini nominga</p>	 <p>Laylah/Laylah/Ulaylah/Ulaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Outdoors: 8 Grade: 2 Gunstelingkeur: pizza Gunstelingkwitwit: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukuthi akuthandayo: ipiza Umbala awubandayo: ophuzi Athanda ukukwenzeka: ukukhetha ama phezu kwentlo Umsebenzi athanda ukukwenzeka: ukugcencela aye kutsho phezu kwentlo jonke</p>
 <p>Eranny/Eranny/UGogo/UMakhulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bingo: on/over/for Gunstelingkeur: para Gunstelingkwitwit: sing saam met 'n plaaslike jazz-band Umsebenzi: ukumbhalephansi Umbala awubandayo: okalwebezane Athanda ukukwenzeka: ukucula nabandho yejeji Umsebenzi athanda ukukwenzeka: ukucula nabandho yejeji Umbala awubandayo: umfusa Umsebenzi athanda ukukwenzeka: ukucula nepela lomculo wejezi Athanda ukukwenzeka: ukucula nabandho yejezi</p>	 <p>Thami/Thami/UThami/UThami Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Outdoors: 1 Gunstelingkeur: oisango Gunstelingkwitwit: sit alles in haar mond Iminyaka: 1 Ukuthi akuthandayo: ibhanana Umbala awubandayo: oluhlaza okotshani Athanda ukukwenzeka: ukufaka izinto emlonyeni Umsebenzi athanda ukukwenzeka: ukufaka izinto emlonyeni walhe</p>
 <p>Dash/Dash/UDash/UDash Occupation: retired Favourite food: sandwiches Favourite activity: running fast Bingo: on/over/for Gunstelingkeur: toebroodjes Gunstelingkwitwit: hardop vinnig Ukuthi akuthandayo: ukugijima kukhulu Ukuthi akuthandayo: iandholo Umsebenzi athanda ukukwenzeka: ukubakha ngamandla aqhezu</p>	 <p>Pepper/Pepper/UPepper/UPepper Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Outdoors: 1 Gunstelingkeur: vis Gunstelingkwitwit: slap in bokse Ukuthi akuthandayo: imintzi Ukuthi akuthandayo: imintzi Umsebenzi athanda ukukwenzeka: ukubakha ezibhokisi</p>

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5. **Small group activities:** Remind the learners about the activities at each workstation. Explain and show the activity at each workstation. Remind learners about the tidy-up process.

Day 3

What you need

- Classroom rules poster (page 12)
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- **Helpers' chart**
- **Tidy-up chart**
- **Learners' symbols**
- **Paper plates**
- **Arrow for each plate**







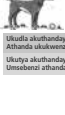
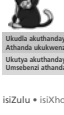
1. **Helpers' chart:** Remind the learners which groups they are in. Also remind them about the classroom duties and rules. Using a different paper plate for each group, glue the learners' symbols onto the paper plate and place an arrow on it. Learners touch and count the number of symbols on each plate. Use the arrow to point to the learner who is the group leader in each group.
2. **Tidy-up chart:** Place a learner symbol next to each tidy-up task and explain that the learner is responsible for that task.
3. **Rhyme:** Say the rhyme, *Five in my family*. Show the finger puppets one at a time and add actions.

4. **Ibali losapho likaGrade R Maths:** Bonisa abafundi iqweqwe langaphambili le*Ncwadi yeePowusta*. Thetha ngomlinganiswa ngamnye uze ufunde iinkcukacha ezimalunga naye. Nikunye balani amalungu olu sapho.

Imibuzo ekhokelayo:

- ★ Nibona ntoni?
- ★ Nibona abantu abangaphi? (Yalatha uze ubale.)
- ★ Yintoni eniyikhumbulayo ngaba bantu?
- ★ Ngoobani amagama abo?
- ★ Mangaphi amantombazana/amakhwenkwe alapha?
- ★ Bangakanani ngeminyaka?
- ★ Bahluke njani omnye komnye? (umzekelo, mfutshane/mde, mncinci)
- ★ Bangaphi abantu abanxibe iibhluhwe/izihlangu, njl-njl.?

Meet the characters • Leer ken die karakters
Naba abalingiswa • Naba abalinganiswa

 <p>Mum/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountain Bereop: oononyar Gustelngkeur: orange Gustelngkwa: stap langs de strand of in die berg Umsebenzi: umbaba Umbala awuthandayo: osawolintshi Athanda ukukwazi: ukubamba abantsi noma entabeni Umsebenzi: ngumbaba Umbala awuthandayo: orange Umsebenzi athanda ukukwazi: ukubambamba ngosawolintshi okanye entabeni</p>	 <p>Dad/Pappa/UBaba/UFata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bereop: busu Gustelngkeur: blue Gustelngkwa: lees oor ander lande Umsebenzi: umphathi weqaphamane Umbala awuthandayo: oluhlaza okwesibhakabhaka Athanda ukukwazi: ukufunda ngamanye amazwe Umsebenzi: ngumthambo wevenkile Umbala awuthandayo: umbala Umsebenzi athanda ukukwazi: ukufunda ngamanye amazwe</p>
 <p>Makasi/Makasi/UMakasi/UMakasi Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Ouderdom: 5 Grade: R Gustelngkeur: oornu Gustelngkwa: maak goed wat kan dryf Iminyaka: 5 Banga: R Ukuthi akuthandayo: ukubhambisa Umbala awuthandayo: oornu Athanda ukukwazi: ukufaka izinto ezintathayo Umsebenzi: ukubhambisa Umbala awuthandayo: umnyama Umsebenzi athanda ukukwazi: ukufaka izinto ezintathayo nansingqo</p>	 <p>Laylah/Laylah/ULaylah/ULaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Ouderdom: 8 Grade: 2 Gustelngkeur: pizza Gustelngkwa: goet Gustelngkwa: klouer tot bo-op alles Iminyaka: 8 Banga: 2 Ukuthi akuthandayo: ipizza Umbala awuthandayo: ophuzi Athanda ukukwazi: ukukhulisa amehle phantsi kwentlo Umsebenzi: ukukhulisa Umbala awuthandayo: umhlabi Umsebenzi athanda ukukwazi: ukugwenza aye kuthi phantsi kwentlo yonke</p>
 <p>Grammy/Ouma/UGogo/UMakhulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bereop: pensibantsi Gustelngkeur: gona Gustelngkwa: sing saam met 'n plaaslike jazz-orkester Umsebenzi: ukumhlabaphansi Umbala awuthandayo: oluhlaza okwesibhakabhaka Athanda ukukwazi: ukufaka nebandi yejazz Umsebenzi: ukumhlabaphansi Umbala awuthandayo: umnyama Umsebenzi athanda ukukwazi: ukufaka nebandi yejazz Umsebenzi athanda ukukwazi: ukufaka nebandi yejazz</p>	 <p>Thami/Thami/UThami/UThami Age: 4 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Ouderdom: 4 Grade: 1 Gustelngkeur: oorange Gustelngkwa: goon Gustelngkwa: sit alles in haar mond Iminyaka: 4 Banga: 1 Ukuthi akuthandayo: ubanana Umbala awuthandayo: oluhlaza okwesibhakabhaka Athanda ukukwazi: ukufaka izinto emlenyeni Umsebenzi: ukufaka izinto emlenyeni Iminyaka: 4 Banga: 1 Ukuthi akuthandayo: ubanana Umbala awuthandayo: oluhlaza okwesibhakabhaka Athanda ukukwazi: ukufaka izinto emlenyeni watho</p>
 <p>Dash/Dash/UDash/UDash Favourite food: sandwiches Favourite activity: running fast Gustelngkeur: bobbedoes Gustelngkwa: hardloop winnig Ukuthi akuthandayo: ukujima kabhulu Ukuthi akuthandayo: isandwich Umsebenzi athanda ukukwazi: ukubeka ngemando aphantsi</p>	 <p>Pepper/Pepper/UPepper/UPepper Favourite food: fish Favourite activity: sleeping in boxes Gustelngkeur: us Gustelngkwa: slaap in bokse Ukuthi akuthandayo: ukubeka embokisini Ukuthi akuthandayo: intaninzi Umsebenzi athanda ukukwazi: ukubeka embokisini</p>

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5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yesitishi sokusebenzela ngasinye. Bacacisele uze ubabonise umsebenzi wesitishi sokusebenzela ngasinye. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 3

Okudingayo

- Ipowusta yemithetho yeklasi (iphepha 13)
- Oonopopi beminwe
- Isicengcelezo: *Sibahlanu kusapho lwam* (iphepha 195)
- *INcwadi yeePowusta*, iPowusta 4
- Ibali losapho likaGrade R Maths (iphepha 195)
- Itshathi yabancedisi
- Itshathi yokuqoqosha
- Iisimboli zabafundi
- Iipleyiti ezenziwe ngephepha
- Utolo lwepleyiti nganye

1. **Itshathi yabancedisi:** Khumbuza umfundi ngamnye ukuba ukweliphi iqela. Bakhumbuze ngemithetho yeklasi kunye nemisebenzi. Sebenzisa ipleyiti ezenziwe ngephepha eyahlukileyo kwiqela ngalinye, uze uncamathisele utolo kuyo. Abafundi mababambe kwaye babale amanani eesimboli akwipleyiti nganye. Sebenzisa iintolo ukwalatha kumfundi oyinkokeli yeqela kwiqela ngalinye.
2. **Itshathi yokuqoqosha:** Beka isimboli yomfundi ngamnye ecaleni komsebenzi ngamnye wokucoca uze uchaze ukuba umfundi lowo uzakwenza loo misebenzi.
3. **Isicengcelezo:** Yenza isicengcelezo, *Sibahlanu kusapho lwam*. Bonisa oonopopi beminwe, ibe nye ngexesha wenze neentshukumo.

4. **Oral counting 1–5:** Count from 1 to 5, clapping your hands on each number. Let the learners count and clap with you. Repeat as you say each learner's name by clapping on each syllable.
5. **Grade R Maths family story:** Show the learners Poster 4.

Guiding questions:

- ★ What can you see?
- ★ How many children are hiding?
- ★ How many children are behind the door?
- ★ How many more children could fit under the table?
- ★ Why do you think Granny isn't hiding under the table?
- ★ Where could she hide?
- ★ How many pets are there?

Together, point to and count the adults, the children and the animals on the poster. Tell the Grade R Maths family story and act it out with the learners.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Day 4

What you need

- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Small pieces of paper
- 12 paper plates

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Count from 1 to 5, stamping your foot on each number. Let learners count and stamp with you.
3. **Counting objects 1–3:** Show learners Poster 4. Point to and count three different items on the poster (for example, a book, the chair, the dog) with the learners.
4. **Sequencing daily events:** Ask the learners what they did when they woke up. Ask what they did when they arrived at school. Ask a learner to point to the matching picture on the daily programme. Ask questions about the order of activities in the daily programme.

Guiding questions:

- ★ What were we doing *before* we did maths?
- ★ What will we do *next*?
- ★ What will we do at the end of the day?
- ★ What will happen *after* that?

4. **Ukubala ngomlomo 1–5:** Bala ukusuka ku1 ukuya ku5, uqhwaba izandla kwinani ngalinye. Abafundi nabo bayabala baze baqhwabe kunye nawe. Kuphinde oku ngengoko ubiza igama lomfundi ngamnye uze uqhwabe kwisandi ngasinye.
5. **Ibali losapho likaGrade R Maths:** Bonisa abafundi iPowusta 4.
- Imibuzo ekhokelayo:**
- ★ Nibona ntoni?
 - ★ Bangaphi abantwana abazimeleyo?
 - ★ Bangaphi abantwana abasemva kocango?
 - ★ Bangaphi abanye abantwana abasenokonela phantsi kwetafile?
 - ★ Ucinga ukuba kutheni uMakhulu yena engazimelanga phantsi kwetafile?
 - ★ Ebenokuzimela phi?
 - ★ Zingaphi izilo-qabane ezikhoyo?
- Ninonke, khomabani nize nibale abantu abadala, abantwana kunye nezilwanyana ezikhoyo kwipowusta. Balisa ibali losapho likaGrade R Maths nilinganise ibali kunye nabafundi.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye. Khumbuza abafundi malunga nenkqubo yokuqoqosha.

Usuku 4

Okudingayo

- Isicengcelezo: *Sibahlanu kusapho lwam* (iphepha 195)
- *INcwadi yeePowusta, iPowusta 4*
- Iziqwengana zamaphepha
- Iipleyiti ezenziwe ngephepha ezili12

1. **Isicengcelezo:** Phinda isicengcelezo, *Sibahlanu kusapho lwam*. Abafundi babonisa inani elichanekileyo leminwe rhoqo bebiza igama lenani.
2. **Ukubala ukhwaza 1–5:** Bala ukusuka ku1 ukuya ku5, ungqisha ngonyawo kwinani ngalinye. Cela abafundi babale baze bangqishe kunye nawe.
3. **Izinto zokubala 1–3:** Bonisa abafundi iPowusta 4. Yalatha uze ubale izinto ezintathu ezahlukileyo kwipowusta (umzekelo, incwadi, isitulo,inja) kunye nabafundi.
4. **Ulandelelwaniso lweziganeko zosuku:** Buza abafundi ukuba benze ntoni na xa begqiba kuvuka. Babuze ukuba benze ntoni na bakufika esikolweni. Cela umfundi ukuba akubonise umfanekiso ohambelana nenkqubo yemihla ngemihla. Buza imibuzo ngolandelelwano lwemisebenzi kwinkqubo yemihla ngemihla.

Imibuzo ekhokelayo:

- ★ Besisenza ntoni *phambi kokuba* senze imathematika?
- ★ Senze ntoni *elandelayo*?
- ★ Siza kwenza ntoni ekupheleni kosuku?
- ★ Kuza kwenzeka ntoni *emva koko*?

5. **Birthdays:** Give each learner a small piece of paper. Let the learners draw their faces on the paper. Seat learners in rows according to the month they were born in.

Guiding questions:

- ★ Which month has the most/fewest number of birthdays?
- ★ Which months have the same number of birthdays?

Display 12 paper plates. Write the name of a month on each plate. Paste the learners' face pictures on the paper plates according to the month of their birthday.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Day 5

What you need

- Rhyme: *Five in my family* (page 194)
- Learners' symbols
- Wall display

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Learners lift their arms and count from 1 to 5 each time.
3. **Learners' symbols:** Learners identify their symbols and then place them on the matching block on the wall display.

Guiding questions:

- ★ Where is your symbol?
 - ★ What is the colour of your symbol?
 - ★ Tell me about your symbol.
4. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Integration

Home Language and Life Skills: oral vocabulary development; turn-taking during discussions; fine motor development.

5. **Imihla yokuzalwa:** Nika umfundi ngamnye isiqwenga sephepha. Cela abafundi ukuba bazobe ubuso babo ephepheni. Hlalisa abafundi emigceni ngokweenyanga abazalwa ngazo.

Imibuzo ekhokelayo:

- ★ Yeyiphi inyanga eneyona mihla yokuzalwa mininzi/imalwa?
- ★ Zeziphi iinyanga ezinemihla yokuzalwa elinganayo ngenani?

Bonisa ngeepleyiti zephepha ezili 12. Bhala igama lenyanga kwipleyithi nganye. Ncamathelisa imifanekiso yobuso babafandi ngokweenyanga abazalwa ngazo.

6. **Imisebenzi yamaqela amancinci:** Xoxani ngale misebenzi kwisitishi ngasinye sokusebenzela. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 5

Okudingayo

- Isicengcelezo: *Sibahlanu kusapho lwam* (iphepha 195)
- Iisimboli zabafundi
- Udonga lwemiboniso

1. **Isicengcelezo:** Yenza isicengcelezo, *Sibahlanu kusapho lwam*. Abafundi babonisa inani elichanekileyo leminwe rhoqo bebiza igama lenani.
2. **Ukubala ukhwaza 1–5:** Abafundi baphakamisa izandla baze babale ukusuka ku1 ukuya ku5.
3. **Iisimboli zabafundi:** Abafundi bachonga iisimboli zabo baze bazibeke kwiibhloko ezihambelana nazo kudonga lwemiboniso.

Imibuzo ekhokelayo:

- ★ Iphi isimboli yakho?
 - ★ Ngowuphi umbala wesimboli yakho?
 - ★ Khawundixelele ngesimboli yakho.
4. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye. Khumbuza abafundi ngenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: uphuhliso lwesigama somlomo; ukutshintshana ngethuba leengxoxo; uphuhliso lwezihlunu ezincinci.

Small group activities



TIP

There is no teacher-guided activity in Week 1. Move between each of the workstations to observe and support learners.



Observe how learners engage during the activities:

- How do they participate?
- Can they follow instructions?
- Are they able to concentrate on the activity?
- Are they able to share?
- How do they communicate with you and each other?
- How do they handle the resources?

Workstation 1

What you need

- A container with different-coloured animal and fruit counters (*Resource Kit*) for each learner

Learners sort counters by colour.



Workstation 2

What you need

- Playdough or clay

Learners use playdough or clay to make a model.

Workstation 3

What you need

- Paper
- Crayons

Learners draw a picture of their own choice.

Imisebenzi yamaqela amancinci

INGCEBISO

Akukho misebenzi ukhokelwa ngutitshala kwiVeki 1. Hambahamba kwisitishi ngasinye sokusebenzela ukuze ubone uze unike inkxaso kubafundi.



Qwalasela abafundi uze ubone indlela abanxibelelana ngayo xa besenza imisebenzi:

- Bayithatha njani inxaxheba?
- Ingaba bayakwazi ukulandela imiyalelo?
- Ingaba bayakwazi ukugxila kwimisebenzi leyo?
- Ingaba bayakwazi ukwabelana?
- Banxibelelana njani nawe kunye nabanye abafundi?
- Baziphatha njani izixhobo zokuncedisa?

Isitishi sokusebenzela 1

Okudingayo

- Isikhongozeli esinezixhobo zokubala ezizizilwanyana kunye neziziziqhamo ezahlukeneyo-ezimibalabala (*iKiti yeziXhobo*) kumfundi ngamnye

Abafundi bahlela izixhobo zokubala ngokwemibala yazo.



Isitishi sokusebenzela 2

Okudingayo

- Intlama yokudlala okanye udongwe

Abafundi basebenzisa intlama yokudlala okanye udongwe ukwenza imodeli.

Isitishi sokusebenzela 3

Okudingayo

- Iphepha
- Iikhrayoni

Abafundi bazoba umfanekiso abawuthandayo.



TIP

Choose a range of puzzles to suit the different abilities of the learners.

Workstation 4

What you need

- A six-piece puzzle for each learner (see page 220)

Learners build a six-piece puzzle.

Workstation 5

What you need

- Building blocks

Learners use building blocks to create their own constructions.



INGCEBISO

Khetha iiphazili ezihambelana nezakhono ezahlukileyo zabafundi.

Isitishi sokusebenzela 4

Okudingayo

- Iphazili enamaceba amathandathu yomfundi ngamnye (jonga kwiphepha 220)

Abafundi bakha iiphazili enamaceba amathandathu.

Isitishi sokusebenzela 5

Okudingayo

- Iibhloko zokwakha

Abafundi basebenzisa iibhloko zokwakha ukwenza ezabo izakhiwo.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Number symbols
- Number words

New knowledge

- Number 1
- Solving problems in everyday contexts

Practise

- Oral counting 1–5
- Counting objects 1–3
- Reinforce vocabulary from Week 1
- Sorting by colour

New maths vocabulary

behind

in front

first

second

third

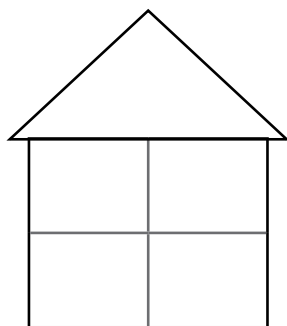
Getting ready



TIP

Use opportunities in the daily routine to introduce the new maths vocabulary.

Remember to talk about the daily programme.



For the activities this week, you will need to prepare the following:

- fill a bag with enough different small objects so that you have one for each learner
- a number frieze for number 1:
 - make a house shape on an A3 page
 - copy and colour in the templates on page 204 – *1, one, one dot, one elephant*
 - glue the labels and pictures into the house
- set up the maths area with a focus on '1' – look for pictures of single objects
- make 15 number '1' dot cards
- make 15 number '1' symbol cards (template page 204)
- make 5 number 'one' word cards (template page 204)
- collect 10 egg boxes (Mark each egg cup with one, two or three dots. Make various combinations of dots on each egg box.)



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Isimboli zamanani
- Amanani angamagama

Ulwazi olutsha

- Inani 1
- Ukusombulula iingxaki kwiimeko zemihla ngemihla

Ziqhelise

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–3
- Bethelela kwisigama seVeki 1
- Ukuhlela ngokombala

Isigama esitsha semathematika

ngasemva

ngaphambi

yokuqala

yesibini

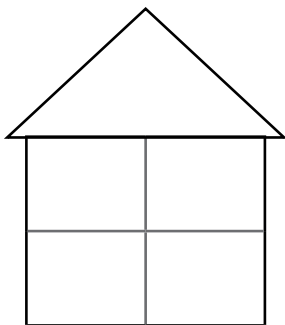
yesithathu

Ukulungela

INGCEBISO

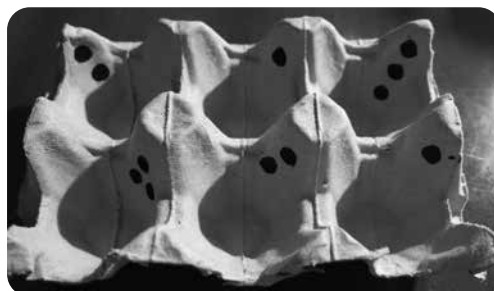
Sebenzisa amathuba akuluhlu lwemisebenzi yosuku ukuze ufundise ngesigama esitsha sezibalo.

Khumbula ukuthetha ngenkqubo yemihla ngemihla.



Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- gcwalisa ingxowana ngezinto ezincinci ezaneleyo ukuze ubenayo into nganye
- ifrizi yenani u1:
 - yenza imilo yendlu, kwiphepha elinguA3.
 - khuphela uze ufake imibala kwithempleyithi ekwiphepha 205 – 1, nye, ichokoza elinye, indlovu enye
 - ncamathelisa iileyibheli nemifanekiso endlwini
- lungisa indawo yemathematika ugxininisa ku '1' – khangela imifanekiso nezinto ezinganye
- yenza amakhadi ali15 anechozoza lenani u'1'
- yenza amakhadi eesimboli ali15 anechozoza lenani u'1' (ithempleyithi ekwiphepha 205)
- yenza amakhadi angamanani ama5 esimboli yenani u'nye' (ithempleyithi ekwiphepha 205)
- qokelela iibhokisi zamaqanda ezili10 (Phawula isikhongozeli seqanda ngalinye ngechokoza elinye, amabini okanye amathathu. Yenza iindibaniselwano zamachokoza ahlukileyo kwibhokisi nganye yamaqanda.)



- 8 everyday objects, for example, tennis ball, mug, pen, hairbrush, scissors, teaspoon, key, cellphone
- 8 photocopied 'number 1' templates (page 210) covered in plastic or in a plastic sleeve
- 3 tub lids per learner in a small group (approximately 18 lids).

Whole class activities

Day 1



TIP

Remind learners of group names and class rules, and the tidy-up process.

What you need

- Song: *Hokey Pokey* (page 194)
- *Number 1 story* (page 196)
- 15 number '1' dot cards
- 15 number '1' symbol cards
- Enough different small objects so that you have one for each learner
- Number frieze: Number 1

1. **Song:** Introduce the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Count and stamp your foot on each number. Repeat with learners joining in.
3. **Introducing number '1':** Tell the *Number 1 story*. The animal's house is the focus of the story. Show the parts of the number frieze as you build up the story of the animal and images of the house: the different representations of number 1, for example, the elephant picture, the dot, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.
4. **Body parts:** Talk about body parts that we only have one of, for example, one nose, one mouth, one head, one tongue.
5. **Identifying one object:** Place enough different small objects in a bag for each learner to take one. Learners take turns to take out one object. They describe the objects and say how they would use it. Prompt the use of the word 'one', for example, 'I have one hairbrush.' Now place the objects on a table. Five learners place a number 1 dot card and number 1 symbol card next to five of the objects on the table. Repeat the process with two other groups of five learners.
6. **Small group activities:** Show the learners the four workstations. Demonstrate the activity at each workstation. Explain the tidy-up process.

Integration

Home Language and Life Skills: packing away according to picture labels on shelves, boxes and containers (emergent literacy); parts of the body.

- izinto ezi8 zesiqhelo, umzekelo ibhola yentenetya, imagi, ipeni, ibrashi yeenwele, isikere, itispuni, isitshixo, iselula
- iithempleyithi ezi8 ezifotokotshiweyo 'zenani u1' (kwiphepha 211) ezikhavarishwe ngeplastiki okanye ezifakwe kwisingxobo seplastikhi
- iziciko zesikhaftina ezi3 zomfundi ngamnye okwiqela elincinci (malunga neziciko ezili18).

Imisebenzi yeklasi yonke

Usuku 1

INGCEBISO

Khumbuza abafundi ngamagama amaqela kunye nemithetho yeklasi, nangenkqubo yokuqoqosha.

Okudingayo

- Ingoma: uHokey Pokey (iphepha 195)
- Ibali lenani 1 (iphepha 197)
- Amakhadi ali15 anechokoza lenani '1'
- Amakhadi ali15 esimboli yenani '1'
- Izinto ezincinci ezili15 ezahlukileyo ezaneleyo eziseklasini ukuze ubenayo eyomfundi ngamnye
- Ifrizi yamanani: Inani 1

1. **Ingoma:** Fundisa ingoma, uHokey Pokey, neentshukumo.
2. **Ukubala ngomlomo 1–5:** Bala ukususela ku1 ukuya ku5, ungqisha ngeenyawo kwinani ngalinye. Kuphinde oku nabafundi bengenelela.
3. **Ukwazisa inani '1':** Balisa *Ibali lenani 1*. Izindlu zezilwanyana yeyona nto kugxininiswa kuyo ebalini. Babonise imizobo yamanani aseludongeni njengokuba usenza ibali lezilwanyana nemifanekiso yezindlu: ukuboniswa kwenani u1 ngeendlela ezahlukeneyo, umzekelo, libe ngumfanekiso, ichokoza, isimboli negama. Bonisa ngeendawo ezithile kwimizobo yamanani aseludongeni ezindlwini zezilwanyana kwindawo yemathematika.

	
•	nye
4. **Amalungu omzimba:** Thetha ngamalungu omzimba ahamba nganye, umzekelo, impumlo enye, umlomo omnye, intloko enye, ulwimi olunye.
5. **Ukuchonga into enye:** Beka izinto ezincinci ezahlukileyo ezanele ukuba umfundi ngamnye athathe ibe nye. Abafundi bayatshintshana ngokuthatha into ibe nye. Bachaza izinto baze baxele ukuba bangazisebenzisa njani. Khuthaza ukusetyenziswa kwegama elithi 'nye', umzekelo, 'Ndine bhrashi enye.' Ngoku beka izinto etafileni. Abafundi abahlanu babeka ikhadi lechokoza lenani u1 kunye nekhadi lesimboli yenani u1 ecaleni kwezinto ezintlanu ezisetafileni. Yiphinde le nkqubo namanye amaqela amabini anabafundi abahlanu.
6. **Imisebenzi yamaqela amancinci:** Bonisa abafundi izitishi zokusebenzela ezine. Babonise imisebenzi kwisitishi sokusebenzela ngasinye. Chaza inkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: ukuqoqosha izinto ngokwemifanekiso ziye kubekwa kwiishelufu, ezibhokisini nakwizikhongozeli ngokweeleyibheli zemifanekiso (ilitheresi esahlumayo); amalungu omzimba.



TIP

During routine times and lining up, use ordinal numbers such as: first, second, third.

Remember to do the calendar, days of the week, months of the year and birthday chart each day.

Day 2

What you need

- Song: *Hokey Pokey* (page 194)
- Number '1' symbol cards and number 'one' word cards
- Number frieze: Number 1

1. **Song:** Sing the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Learners pretend to be elephants and stamp their feet as they count to five.
3. **Number frieze:** Discuss the number frieze and the story from Day 1.

Guiding questions:

- ★ How many elephants live in the house?
- ★ How many trees are in the garden?
- ★ Why do you think the elephant lives alone?
- ★ Why do you think there is only one bench in the garden?
- ★ Which parts of the story did you enjoy? Why?

Give learners number '1' symbol cards and number 'one' word cards. They match these to '1' and 'one' on the number frieze.

4. **Body parts:** Play a game. Learners must only copy your action if it correctly matches your words:

- ★ I have one nose. (Touch both eyes.)
- ★ I have one mouth. (Touch both ears.)
- ★ I have one neck. (Touch your neck.)
- ★ I have one head. (Touch your toes.)

Learners point to the body parts they have one of. They repeat, 'one head, one nose, one mouth, one chin, one neck' as they point to these parts on their own bodies.

5. **Practising number '1':** Ask, 'Who can see something that there is only one of in the classroom?' Give a number '1' symbol card to each learner who responds. Learners place the card on the object. Show learners how to 'write' the number symbol '1' in the air. Learners 'write' '1' in the air, on their hands and legs, and on a friend's back.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Usuku 2


INGCEBISO

Ngethuba leenkqubo zesiqhelo nokuma emgceni, sebenzisa amanani olandelelwano anjengo: wokuqala, wesibini, wesithathu.

Khumbula ukwenza ikhalenda, iintsuku zeveki, iinyanga zonyaka kunye netshathi yentsuku zokuzalwa ngosuku ngalunye.

Okudingayo

- Ingoma: *uHokey Pokey* (iphepha 195)
- Amakhadi esimboli yenani u'1' kunye namakhadi amagama enani 'nye'
- Ifrizi yamanani: Inani 1

1. **Ingoma:** Culani ingoma ethi, *uHokey Pokey*, nenze neentshukumo.
2. **Ukubala ngomlomo 1–5:** Abafundi benza ngathi baziindlovu bangqisha ngeenyawo njengokuba bebala baye kutsho kuntlanu.
3. **Ifrizi yamanani:** Thethani ngefrizi yamanani kunye nebali loSuku 1.

Imibuzo ekhokelayo:

- ✦ Zingaphi iindlovu ezihlala kule ndlu?
- ✦ Mingaphi imithi esegadini?
- ✦ Nicinga ukuba kutheni indlovu ihlala yodwa?
- ✦ Nicinga ukuba kutheni kukho isitulo esinye egadini?
- ✦ Zeziphi iindawo enizithandileyo ebalini? Kutheni?

Nika abafundi amakhadi esimboli yenani '1' kunye namakhadi amagama enani 'nye'. Mabakutshatise oku nenani u'1' kunye nenani 'nye' kwifrizi yamanani.

4. **Amalungu omzimba:** Dlala umdlalo. Abafundi mabalinganise intshukumo yakho kuphela ukuba ingqinelana namazwi akho:
 - ✦ Ndinempumlo enye. (Bamba amehlo omabini.)
 - ✦ Ndinomlomo omnye. (Bamba iindlebe zombini.)
 - ✦ Ndinentamo enye. (Bamba intamo yakho.)
 - ✦ Ndinentloko enye. (Bamba iinzwane zakho.)

Abafundi balatha awabo amalungu omzimba anganye. Bayaphinda, 'intloko enye, impumlo enye, umlomo omnye, isilevu esinye, intamo enye' ngethuba besalatha la malungu emizimba yabo.
5. **Ukuziqhelisa inani '1':** Buza, 'Ngubani onokubona into enye kuphela apha eklasini?' Nika umfundi ngamnye ophenduleyo ikhadi lesimboli yenani '1'. Abafundi babeka ikhadi kwinto leyo.

Bonisa abafundi ukuba 'bayibhala' njani isimboli yenani '1' emoyeni. Abafundi 'babhala' '1' emoyeni, ezandleni nasemilenzeni yabo, nakwimiqolo yabahlobo babo.
6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwisitishi ngasinye sokusebenzela nangenkqubo yokuqoqosha.

Day 3

What you need

- Song: *Hokey Pokey* (page 194)
- Different objects grouped in 1s, 2s and 3s (for example, toy cars, blocks, socks, balls) and placed around the classroom. The groups of objects should be at learners' eye level and easily visible.

1. **Song:** Sing the song, *Hokey Pokey*. Add another verse in which learners use another part of their bodies, for example, a foot or finger.
2. **Oral counting 1–5:** Learners march on the spot while counting to five.
3. **Counting objects 1–3:** Learners look for objects around the classroom, for example, 1 ball, 2 blocks, and so on.

Play 'I spy', for example, 'I spy with my little eye, one thing that is round.' (one ball); 'I spy with my little eye, two things that you can drive.' (two cars); 'I spy with my little eye, three things that I can use to build a tower.' (three blocks). When a learner correctly identifies the object/s, they bring the objects to the front of the class. Touch and count them together.

4. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Bananas* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- 5 number '1' dot cards
- 2 soccer balls

1. **Rhyme:** Introduce the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners click their fingers and count to five.
3. **Counting objects 1–3:** Tell the Poster 4 story (Grade R Maths family story (page 194)).



Guiding questions:

- ★ What are the names of the people and the dog?
- ★ How many children can you see?
- ★ Why do you think Dad isn't in this picture?

Together count how many people there are and how many animals there are.

- ★ Are there more people or more animals in the picture?
- ★ What can you see in the picture that there is only one of?

Usuku 3

Okudingayo

- Ingoma: *uHokey Pokey* (iphepha 195)
- Izinto ezahlukileyo ezihlelwe ngezi1, izi2 nezi3 (umzekelo, iimoto zokudlala, iibhloko, iikawusi, iibhola) uze uzibeke eklasini. Amaqela ezinto kufuneka abe semehlweni abafundi kwaye kube lula ukuwabona.

1. **Ingoma:** Culani ingoma ethi, *uHokey Pokey*. Yongezani enye ivesi apho abafundi beza kusebenzisa elinye ilungu lemizimba yabo, umzekelo, unyawo okanye umnwe.
2. **Ukubala ngomlomo 1–5:** Abafundi bangqisha ndawonye ngeli xesha bebala ukuya kutsho kuntlanu.
3. **Ukubala izinto 1–3:** Abafundi bakhangela izinto eklasini, umzekelo, ibhola e1, iibhloko ezi2, njalo-njalo.
Dlala umdlalo othi 'Ndicupha ...', umzekelo, 'Ndicupha ngeliswa lam, into enye engqukuva.' (ibhola enye); 'Ndicupha ngeliswa lam, izinto ezimbini onokuziqhuba.' (iimoto ezimbini); 'Ndicupha ngeliswa lam, izinto ezintathu endinokuzisebenzisa ukwakha isakhiwo esiphakamileyo.' (iibhloko ezintathu). Xa umfundi ekwazi ukuchaza ngokuchanekileyo into/izinto, angazithatha eze nazo phambi kweklasi. Zibambeni nize nizibale kunye.
4. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yesitishi ngasinye nangenkqubo yokuqoqosha.

Usuku 4

Okudingayo

- Isicengcelezo: *libhanana* (iphepha 195)
- *INcwadi yeePowusta*, iPowusta 4
- Ibali losapho lika *Grade R Maths* (iphepha 195)
- Amakhadi anamachokoza ama5 enani u'1'
- Iibhola zesoka ezi2

1. **Isicengcelezo:** Fundisa isicengcelezo, *libhanana*.
2. **Ukubala ngomlomoukhwaza 1–5:** Abafundi banqakrazisa iminwe baze babale baye kutsho kuntlanu.
3. **Ukubala izinto 1–3:** Balisa ibali lePowusta 4 (ibali losapho lika *Grade R Maths* (iphepha 195)).

Imibuzo ekhokelayo:

- ★ Ngoobani amagama abantu kunye nenja?
- ★ Bangaphi abantwana obabonayo?
- ★ Ucinga ukuba kutheni uTata engekho emfanekisweni?

Nikunye balani ukuba bangaphi abantu abasemfanekisweni kwanokuba zingaphi izilwanyana.

- ★ Ingaba baninzi abantu okanye zininzi izilwanyana emfanekisweni?
- ★ Ubona ntoni emfanekisweni eyiyo yodwa kuphela?



- ★ What can you see that there are two of?
- ★ If we made a group of three things that belong together in this picture, what would they be?

Learners take turns to come and point to objects in the picture.
Learners place a number 1 dot card where there is only one object.

4. **Problem solving:** Talk about Poster 4.

Guiding questions:

- ★ Who do you think plays with this soccer ball?
- ★ If Laylah and Malusi both want a ball, how many more balls would Mom have to buy? (Use two learners and two soccer balls to demonstrate.)
- ★ How many cats can you see?
- ★ How many mugs are on the table?
- ★ Are there more people or more mugs?
- ★ How many more mugs do we need for all the people in the picture to have one?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Bananas* (page 194)
- Classroom objects
- Number '1' symbol cards, number '1' dot cards and number 'one' word cards

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners nod their heads and count to five. Repeat.
3. **Counting objects 1–3:** Do a movement sequence using three different actions, for example, one stamp, two nods of the head and three claps. Repeat a few times. Ask learners to suggest three different actions to create a new sequence.
4. **Reinforcing number '1':** Ask a few learners at a time to fetch an object from the classroom and place it on the maths table. Give other learners a '1' number symbol or a dot card to attach to the object on the table. Repeat.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: look for 'one' in stories and other activities.

- ★ Yintoni oyibonayo engambini?
- ★ Ukuba senza iqela lezinto ezintathu ezihamba zonke emfanekisweni, ingazeziphi?

Abafundi bayatshintshana ukuza kukhomba izinto emfanekisweni. Abafundi babeka ikhadi elinechokoza lenani u1 apho kukho into enye.

4. **Ukusombulula iingxaki:** Thethani ngePowusta 4.

Imibuzo ekhokelayo:

- ★ Ngubani enicinga ukuba udlala ngale bhola yesoka?
- ★ Ukuba uLaylah kunye noMalusi bobabini bafuna ibhola, zingaphi iibhola ekuza kufuneka azithenge uMama? (Sebenzisa abantwana aba2 kunye nebhola ukubonisa.)
- ★ Zingaphi iikati enizibonayo?
- ★ Zingaphi iimagi ezisetafileni?
- ★ Ingaba ngabantu abaninzi okanye ziimagi?
- ★ Zingaphi ezinye iimagi ezidingekayo ukuze umntu ngamnye abasemfanekisweni?

5. **Imisebenzi yamaqela amancinci:** Bakhumbuze abafundi ngemisebenzi kwisitishi ngasinye nangenkqubo yokuqoqosha.

Usuku 5

Okudingayo

- Isicengcelezo: *libhanana* (iphepha 195)
- Izinto eziseklasini
- Amakhadi esimboli yeNani u'1', amakhadi anechokoza lenani u1 kunye namakhadi amagama enani u'nye'

1. **Isicengcelezo:** Yenza isicengcelezo esithi, *libhanana*.
2. **Ukubala ngomlomo 1–5:** Abafundi banqwala iintloko zabo baze babale baye kutsho kuntlanu. Kuphinde oku.
3. **Ukubala izinto 1–3:** Yenza ulandelelwano lweentshukumo usebenzisa iintshukumo ezintathu ezahlukeyo, umzekelo, ukungqisha kanye, ukunqwala intloko kabini kunye nokuqhweba kathathu. Kuphinde oku amatyeli ambalwa. Cela abafundi ukuba beze nezinye iintshukumo ezintathu ezahlukeyo ukwenza ulandelelwano olutsha.
4. **Ukubethele inani u'1':** Cela abafundi abambalwa ngexesha ukuba beze nento enye baze bayibeke kwitafle yemathematika. Nika abanye abafundi isimboli yenani u'1' okanye ikhadi lechokoza lokuncamathelisa kwinto esetafileni. Kuphinde oku.
5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwisitishi ngasinye nangenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: khangela inani u'nye' emabalini nakweminye imisebenzi.

Small group activities

Teacher-guided activity

What you need

- Handful of counters for each learner
- For each learner, a tub with:
 - Number '1' dot and symbol cards
 - Picture card representing one object
 - 3 animal counters
- 8 objects to match the picture cards
- 3 plastic yoghurt lids for each learner
- Extra animal counters
- Playdough

1. **Counting objects – one-to-one correspondence:** Place a pile of different-coloured counters in front of each learner. Learners touch and count them.
2. **Sorting:** Learners sort their animal counters according to colour. They count how many of each colour they each have.
3. **Practising number '1':** Place the 8 objects that match the picture cards on the mat. Ask each learner to choose one object from the pile in the middle of the circle that matches their picture card. Learners match the number symbol card to their picture cards. Learners swap picture cards with each other and repeat.

Give each learner three plastic yoghurt tub lids. Ask learners to place one animal counter from their tubs on each lid. Learners place dot cards, number symbol and word cards next to each lid. Place a few extra animal counters on one of each learner's lids. Ask the learners to remove the counters to make each lid have 'one' again.

Form/write '1' in the air. Give each learner a small amount of playdough and ask them to make the shape of the number '1' symbol.



Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Izixhobo zokubala eziliqela zomfundi ngamnye
- Umfundi ngamnye makabe nesitya esinezi zinto zilandelayo:
 - Ikhadi lechokoza leNani u'1'
 - Ikhadi lomfanekiso obonisa into enye
 - Izixhobo zokubala ezizizilwanyana ezi3
- Izinto ezi8 ezingqinelana namakhadi emifanekiso
- Iziciko zeplastikhi zeyogathi ezi3 zomfundi ngamnye
- Ezinye izixhobo zokubala ezizizilwanyana
- Intlama yokudlala

1. **Ukubala izinto – uhambelwano enye-kwenye:** Beka phambi komfundi inqwaba yezixhobo zokubala ezimibalabala. Abafundi bayazichukumisa baze bazibale.
2. **Ukuhlela:** Abafundi bahlela izixhobo zokubala zabo ezizizilwanyana ngokwemibala. Babala ukuba zingaphi na ezombala omnye abanazo.
3. **Ukuziqhelisa inani u'1':** Beka izinto ezi8 ezihambelana namakhadi emethini. Cela abafundi ukuba bakhethe into ibe nye ehambelana nekhadi labo lemifanekiso kwinqwaba leyo ephakathi kwisangqa. Abafundi batshatisa ikhadi lesimboli yenani namakhadi abo emifanekiso. Abafundi batshintshiselana ngamakhadi emifanekiso baze bawuphinde lo msebenzi. Nika umfundi ngamnye iziciko zezikhongozeli zeplastiki zeyogathi zibe ntathu. Cela abafundi ukuba babeke isixhobo sokubala esizizilwanyana sibe sinye kwisiciko ngasinye. Abafundi baza kubala amakhadi anamachokoza, amakhadi esimboli yenani nawamagama amanani ecaleni kwesiciko ngasinye. Beka ezinye izixhobo zokubala ezizizilwanyana phezu kwesiciko somfundi ngamnye. Cela abafundi ukuba basuse izixhobo zokubala ukuze isiciko ngasinye sibe no 'nye' kwakhona. Yenza/bhala u'1' emoyeni. Nika umfundi ngamnye intwana yentlama lokudlala uze ubacele ukuba babumbe isimboli yenani u'1'.



TIP

Observe, support and ask questions of learners. It is important to know what the learners can already do so that you can build on their prior knowledge. Keep detailed notes on each learner in the group.



Check that learners are able to:

- sort the counters according to colour
- count a group of objects using one-to-one correspondence
- match one object to the picture symbol card and learner's symbol
- match the number '1' symbol to a picture card symbol for '1' and one object

Workstation 1

What you need

- 10 egg boxes marked with groups of dots from one to three in each egg cup
- A pile of fruit counters for each learner

Learners choose an egg box. They match the number of fruit counters to the number of dots in each egg cup. Learners repeat this using different egg boxes.



Workstation 2

What you need

- Playdough
- Paper
- Crayons

Learners use playdough to make one object. Learners draw a picture of that object.

INGCEBISO

Qwalasela, nika inxaso uze ubuze imibuzo kubafundi. Kubalulekile ukwazi ukuba yintoni abafundi abasele bekwazi ukuyenza ukuze wongezelele kolo lwazi basele benalo. Gcina iinkcukacha zomfundi ngamnye kwiqela.



Qwalasela ukuba abafundi bayakwazi uku-:

- ukuhlela izixhobo zokubala ngokombala
- ukubala iqela lezinto besebenzisa uhambelwano enye-kwenye
- ukutshatisa into enye kwikhadi lesimboli yenani kunye nesimboli yomfundi
- ukutshatisa isimboli yenani u'1' kwisimboli yekhadi lomfanekiso wenani u'1' kunye nento enye

Isitishi sokusebenzela 1

Okudingayo

- Iibhokisi ezi10 zamaqanda aphawulwe ngamaqela amachokoza ukusuka kunye ukuya kuntathu kwindawo nganye yokufaka iqanda
- Imfumba yezixhobo zokubala eziziziqhamo zomfundi ngamnye

Abafundi bakhetha ibhokisi yamaqanda. Batshatisa inani lezixhobo zokubala eziziziqhamo kunye nenani lamachokoza kwindawo nganye yokufaka iqanda. Abafundi baya kuphinda oku besebenzisa iibhokisi zamaqanda ezohlukileyo.



Isitishi sokusebenzela 2

Okudingayo

- Intlama yokudlala
- Iikhrayoni
- Iphepha

Abafundi basebenzisa intlama yokudlala ukwenza into enye. Abafundi bazoba umfanekiso wento leyo.

Workstation 3

What you need

- Playdough template: Number 1
- Playdough per learner (page 210)

Learners use playdough to form the number '1', to roll one ball of playdough to place on the tree, and to roll one ball of playdough to place in the grid.



Workstation 4

What you need

- Building blocks

Learners use building blocks to build anything of their choice.



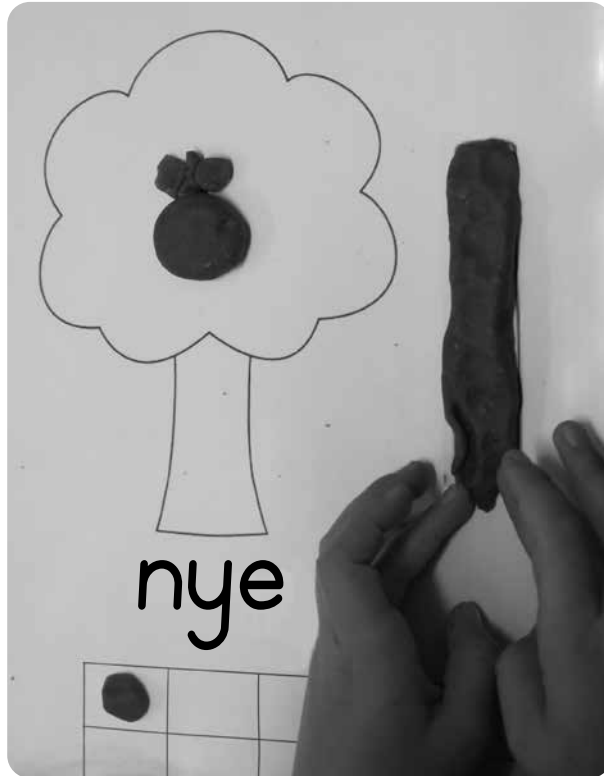
TIP Independent activities could include threading, peg boards, buttoning, zipping, drawing and painting.

Isitishi sokusebenzela 3

Okudingayo

- Ithempleyithi yentlama yokudlala: Inani 1 kumfundi ngamnye (iphepha 211)
- Intlama yokudlala

Abafundi basebenzisa intlama yokudlala ukwenza inani u'1', ukuqengqa ibholana enye yentlama yokudlala emthini, uze uqengqe enye ibholana yentlama yokudlala oza kuyibeka kwigradi.



Isitishi sokusebenzela 4

Okudingayo

- Iibhloko zokwakha

Abafundi basebenzisa iibhloko zokwakha ukwakha nantoni na abayithandayo.



INGCEBISO

Imisebenzi ezimeleyo ingaquka ukufaka umsonto, iibhodi zeephegi, ukuqhubosha, ukuzipha, ukuzoba kunye nokupeyinta.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 3-D objects
- Describe, sort and compare 3-D objects: balls and boxes
- Position, orientation and views: in and out

New knowledge

- Counting objects 1–5
- Properties of balls and boxes
- Objects that roll or slide
- Position: in and out
- Big and small
- Biggest and smallest

Practise

- Oral counting 1–5
- Reinforce 1
- Sorting by size

New maths vocabulary

roll
slide
big/biggest

small/smallest
in
out

side
corner
edge

straight
flat
round

Getting ready

For the activities this week, you will need to prepare the following:

- 5 A4-sized banana pictures
- 5 small cardboard fish
- 1 large cardboard fish, big enough to fit the 5 small cardboard fish into
- 2 medium-sized cardboard boxes, one with a 'big' picture label and one with a 'small' picture label
- a small ramp made from a hardcover book, a wooden board/plank, or a table top resting on a small stone or box
- newspaper
- 12 small cardboard boxes, for example, toothpaste, soap or spice boxes
- a collection of balls of different sizes.

Whole class activities

Day 1

What you need

- Rhyme: *Bananas* (page 194)
- 5 banana pictures
- A collection of boxes and balls of different sizes

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting:** The learners pat their knees and count from 1 to 5.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> Qwalasela, chonga uze unike amagama kwizinto ezingu3-D Chaza, hlela uze uthelekise izinto ezingu3-D: iibhola neebhokisi Indawo, ukuziqhelisa kunye neembono: phakathi naphandle 	<ul style="list-style-type: none"> Ukubala ukusuka ku1–5 Iimpawu zeebhola neebhokisi Izinto eziqengqelekayo nezitshebelezayo Indawo: phakathi kunye naphandle Ukhulu noncinci Eyona inkulu neyona incinci 	<ul style="list-style-type: none"> Ukubala ngomlomo 1–5 Bethelela u1 Ukuhlela ngokobungakanani

Isigama esitsha semathematika			
qengqa	ncinci/eyona incinci	caleni	nkqo
tshebeleza	phakathi	kona	mcaba
nkulu/eyona inkulu	phandle	ncam	ngqukuva

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- imifanekiso yeebhanana emi5 ebukhulu bunguA4
- iintlanzi ezinkulu ezi5 zekhadibhodi
- intlanzi e1 enkulwana yekhadibhodi, enokungena iintlanzi ezi5 zekhadibhodi
- iibhokisi ezi2 eziphakathi ngobukhulu, enye eneleyibheli yomfanekiso 'omkhulu' kunye nanye eneleyibheli yomfanekiso 'omncinci'
- indawo yokuhamba ethambekileyo eyenziwe ngeqweqwe lencwadi elilikhadibhodi, ibhodi yeplanga okanye umphezulu wetafle obekwe phezu kwelitye okanye kwebhokisi
- iphaphandaba
- iibhokisi ezili12 ezincinci zekhadibhodi, umzekelo, eyentlama yamazinyo, eyesepha okanye iibhokisi zezinongo zokutya
- ingqokelela yeebhola ezishyanayo ngobukhulu.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo	
<ul style="list-style-type: none"> Isicengcelezo: <i>libhanana</i> (iphapha 195) Imifanekiso emi5 yeebhanana 	<ul style="list-style-type: none"> Inggqokelela yeebhokisi kunye neebhola ezishyanayo ngobukhulu

- Isicengcelezo:** Yenzani isicengcelezo, *libhanana*.
- Ukubala ngomlomo:** Abafundi babetha emadolweni babale ukusuka ku1 ukuya ku5.

3. **Counting objects 1–5:** Six learners stand at the front. Give one learner the five banana pictures. All the learners say the *Bananas* rhyme while the learner holding the banana pictures gives one to each of the other five learners standing in the front. Discuss:

- ★ How many bananas is *each* learner holding? (Count one for each learner.)
- ★ How many bananas are there all together? (Count these.)

Two learners stay standing. The others give their banana pictures to them and then sit down. Ask the class who has more bananas and who has less. Count the bananas that each learner has.

4. **Discovering properties of boxes:** Place five different-sized boxes on the mat. Count the boxes. Hold up a box and discuss.

Guiding questions:

- ★ What can you tell me about this box?
- ★ Can anyone show me where you can see a corner in our classroom? (Ask one learner to stand in a corner.)
- ★ Can anyone show me a corner on this box?
- ★ Let's count all the corners on the box.
- ★ Can you show me one side of the box?
- ★ Can you show me another side of the box?
- ★ How many sides are there altogether?
- ★ Where is the edge of the box?
- ★ Can we count all the edges?

5. **Discovering properties of balls:** Hold up a ball for the class to see.

Guiding questions:

- ★ What can you tell me about this ball?

Ask the learners to sit in a circle and pass the ball around. As it is passed from learner to learner, they describe the shape of the ball. Prompt the learners to tell you that it is round and that it has no corners or edges.

- ★ What can you tell me about the surface of the ball?
- ★ Does the ball have corners or edges?

6. **Sliding and rolling:** Learners roll a ball to each other. Describe how the ball moves: we 'roll' it. Show the learners a box.

Guiding questions:

- ★ How does the ball move?
- ★ Can we roll the box?
- ★ What would be the best way to move the box across the floor? (Prompt learners to say slide.)

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



TIP

When referring to other objects in the classroom, for example, desks, books or blocks, use maths vocabulary such as: round, sides, corners, edges, straight, flat.

3. **Ukubala izinto 1–5:** Abafundi abathandathu bema ngaphambili. Nika umfundi omnye imifanekiso emihlanu yeebhanana. Bonke abafundi benza isicengcelezo esithi *libhanana* bephethe imifanekiso yeebhanana, banike omnye wabafundi abahlanu abeme ngaphambili. Thethani ngokuba:

- ★ Zingaphi iibhanana eziphethwe ngumfundi *ngamnye*? (Bala ibe nye kumfundi ngamnye.)
- ★ Zingaphi iibhanana xa zizonke? (Zibale.)

Abafundi ababini bashiyeka bemile. Abanye bagqithisela kubo imifanekiso yabo yeebhanana baze bahlale phantsi. Buza ikhosi ukuba ngubani oneebhanana ezininzi ingubani onezimbalwa. Bala iibhanana anazo umfundi ngamnye.

4. **Ukufumana iimpawu zeebhokisi:** Beka emethini iibhokisi ezintlanu ezishyanayo ngobungakanani. Bala iibhokisi. Phakamisa ibhokisi uze uthethe ngayo.

Imibuzo ekhokelayo:

- ★ Yintoni onokundixelela yona ngale bhokisi?
- ★ Ngubani onokundibonisa ukuba iphi ikona kule khosi yethu? (Cela umfundi abe mnye ukuba eme ekoneni.)
- ★ Ingaba ukhona onokundibonisa ikona kule bhokisi?
- ★ Masibale zonke ikona ebhokisini.
- ★ Ingaba ningandibonisa icala libe linye lebhokisi?
- ★ Ingaba ningandibonisa elinye icala lebhokisi?
- ★ Mangaphi amacala akhoyo xa ewonke?
- ★ Iphi incam yeebhokisi?
- ★ Ingaba singazibala zonke iincam?

5. **Ukufumana iimpawu zeebhola:** Phakamisa ibhola ibonwe yikhosi.

Imibuzo ekhokelayo:

- ★ Yintoni eninokundixelela yona ngale bhola?

Cela abafundi ukuba benze isangqa baze bagqithiselane ngebhola. Njengokuba igqithiswa ukusuka kumfundi ukuya komnye, bayayichaza ukuba imile njani na. Bacele abafundi bakuchazele ukuba ingqukuva nokuba ayinazikona okanye iincam.

- ★ Yintoni eninokundixelela yona ngobume bebhola?
- ★ Ingaba ibhola inekona okanye iincam?

6. **Ukutshebeleza (tshibilika) nokuqengqeleka:** Abafundi baqengqelana ngebhola. Chaza ukuba ibhola ihamba njani: 'Siyayiqengqa'. Bonisa abafundi ibhokisi.

Imibuzo ekhokelayo:

- ★ Ihamba njani ibhola?
- ★ Ingaba singayiqengqa ibhokisi?
- ★ Ingayeyiphi indlela engcono yokuhambisa ibhokisi phantsi? (Khuthaza abafundi bathi tshebeleza.)

7. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yezitishi zozine zokusebenzela. Khumbuza abafundi ngenkqubo yokuqoqosha.

INGCEBISO

Xa kuthethwa ngezinye izinto ekhosi, umzekelo, iidesika, iincwadi neebhloko, sebenzisa isigama semathematika esifana nesi: ngqukuva, amacala, ikhosi, iincam, ngqalileyo, mcaba.

Day 2

What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- An empty box to put the fish into
- A collection of different-sized balls and boxes
- A tambourine or shakers

1. **Rhyme and counting objects 1–5:** Hold up and count the five cardboard fish as learners say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. These five learners put the fish into a box as everyone says the rhyme together.
2. **Oral counting 1–5:** Count to the rhythm of a tambourine or shakers.
3. **Problem solving:** Use the five fish in the box to solve problems.

Guiding questions:

★ If I take out enough fish to hold one in each of my hands, how many fish will I be holding?

★ If I take out one more fish, how many fish will I be holding?

Count 1, 2, 3 fish with the class. Take another fish out and count 1, 2, 3, 4 together. Repeat this, counting to 5.

★ How many fish will I be holding if I put one fish back into the box?

4. **Sorting and comparing balls and boxes:** Put a collection of different-sized boxes and balls on the mat. Ask learners to show you something with corners, something that is round, something with edges, something that can roll. Sort the balls and boxes into two groups with the learners. Choose learners to take turns to fetch a box or ball from the collection.

Guiding questions:

★ Can you tell me about the box/the ball?

★ Which group will you put it in?

★ Why do you think it belongs in this group?

5. **Comparing sizes of boxes:** Learners identify which of the boxes are big and which are small. Compare a big box and a small box.
6. **Comparing sizes of balls:** Learners identify which of the balls are big and which are small. Compare a big ball with a small ball.
7. **Practising 'big' and 'small':** Ask questions about big and small objects.

Guiding questions:

★ Who can point to the biggest object in the pile?

★ Who can point to the biggest object in the classroom?

★ What makes it the biggest?

★ Who can point to the smallest object in the pile?

★ Is there anything smaller than this in the classroom?

★ Can anyone think of something else that is bigger?

★ Can anyone think of something else that is smaller?

8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Leave the balls and boxes in containers on or next to the maths table for the learners to further explore in their own time.

Usuku 2

Okudingayo

- Isicengcelezo: *Intlanzana enye* (iphepha 197)
- Iintlanzi ezi5 zekhadibhodi
- Ibhokisi engenanto yokufaka intlanzi
- Inggokelela yeebhola neebhokisi ezingalinganiyo ngobungakanani
- Ithamborini okanye iinkatshaza

1. **Isicengcelezo kunye nokubala izinto 1–5:** Phakamisa uze ubale iintlanzi ezintlanu zamakhadibhodi njengokuba abafundi besenza isicengcelezo, *Intlanzana enye*. Cela abafundi abahlanu ukuba beme ngeenyawo emnye kubo apha the intlanzi enye. Aba bafundi bahlanu bafaka intlanzi ebhokisini njengokuba abanye besenza kunye isicengcelezo.
2. **Ukubala ngomlomo 1–5:** Balani ngokwesingqi sethamborini okanye seenkatshaza.
3. **Ukusombulula iingxaki:** Sebenzisa iintlanzi ezintlanu ezisebhokisini ukusombulula iingxaki.

Imibuzo ekhokelayo:

- ★ Ukuba ndithatha iintlanzi ezaneleyo ukuze ndibambe ibenye kwisandla sam ngasinye, zingaphi intlanzi endiza kuziphatha?
- ★ Ukuba ndongeza enye intlanzi, zingaphi iintlanzi endiza kuziphatha? Bala neklasi uthi intlanzi i1, 2, 3. Khupha enye intlanzi nize nibale nonke nithi 1, 2, 3, 4. Kuphinde oku, ubale uye kutsho ku5.
- ★ Zingaphi iintlanzi endiza kushiyeka nazo esandleni ukuba ndibuyisela enye?

4. **Ukulela kunye nokuthelekisa iibhola neebhokisi:** Beka emethini ingqokelela yeebhola neebhokisi ezingalinganiyo ngobukhulu. Cela abafundi ukuba bakubonise izinto ezineekona, into engqukuva, into eneencam, into enokuqengqeleka. Hlela nabafundi iibhola neebhokisi zibe ngamaqela amabini. Khetha abafundi ukuze batshintshane ukulanda ibhokisi okanye ibhola kwingqokelela.

Imibuzo ekhokelayo:

- ★ Ingaba ningandichazela ngebhokisi/ibhola?
- ★ Leliphi iqela eniza kuyifaka kulo?
- ★ Kutheni nicinga ukuba kufanele ibe kwelo qela?

5. **Ukuthelekisa ubukhulu beebhokisi:** Abafundi balatha ukuba zeziphi kwezi bhokisi ezinkulu nezincinci. Thelekisa ibhokisi enkulu nebhokisi encinci.
6. **Ukuthelekisa ubukhulu beebhola:** Abafundi balatha ukuba zeziphi kwezi bhola ezinkulu nezincinci. Thelekisa ibhola enkulu nebhola encinci.
7. **Ukuziqhelisa igama 'khulu' no 'ncinci':** Buza imibuzo malunga nezinto ezinkulu nezincinci.

Imibuzo ekhokelayo:

- ★ Ngubani onokwalatha eyona ngqumba inkulu?
- ★ Ngubani onokwalatha eyona nto inkulu eklasini?
- ★ Yintoni eyenza ukuba ibe yeyona inkulu?
- ★ Ngubani onokwalatha eyona nto incinci kule ngqumba?
- ★ Ingaba ikhona into encinci kunale apha eklasini?
- ★ Ingaba ukhona onokucinga ngenye into enkulu kunayo?
- ★ Ingaba ukhona onokucinga ngenye into encinci kunayo?

8. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yesitishi ngasinye nangenkqubo yokuqoqosha.


INGCEBISO

Shiya iibhola neebhokisi kwizikhongozeli eziphezulu okanye ezisecaleni kwetafile yemathematika ukuze abafundi baqhube bezihlola ngelabo ixesha.

Day 3

What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- 1 large cardboard fish
- Prestik
- A collection of different-sized balls and boxes
- A small ramp
- A ball and a box for the maths table

1. **Rhyme:** Hold up the cardboard fish one at a time as you say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. The five learners put the fish into the box as they say the rhyme together.
2. **Oral counting:** Learners nod and count from 1 to 5.
3. **Reinforcing 'big' and 'small':** Put the big fish on the wall above the maths table. Say, 'This big fish wants to eat the small fish in the box.' Hand the five small cardboard fish to five different learners. Say together, 'It eats one fish.' 'It eats another fish.' as each learner attaches a small fish to the large fish. After each fish is added, ask the following question.

Guiding questions:

- ★ How many small fish has the big fish eaten?

Continue in this way until the learners have attached all five smaller fish. Ask the learners how many small fish the big fish ate altogether. Count the small fish.

4. **Comparing properties of boxes and balls:** Mix up a collection of boxes and balls. Learners sort the boxes and balls.

Guiding questions:

- ★ Why did you sort them like that?
- ★ What is the same about all the things in this group? (Point to the boxes.)
- ★ And in this group? (Point to the balls.)
- ★ Could you sort them another way?
- ★ Why have you put this in this group?
- ★ Where should this one go? Why?
- ★ If you choose an object with corners, which group should you put it in?
- ★ If you choose an object with flat sides, which group should it go into?

5. **Sliding and rolling:** Set up a ramp. Learners choose a ball or a box.

Guiding questions:

- ★ Which of these do you think will slide down the ramp?
- ★ Why do you think they will slide?
- ★ Which of these do you think will roll?
- ★ Why do you think they will roll?
- ★ Which one do you think will get to the bottom first? Why?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**TIP**

This ramp activity could be done outside. Give the learners time to experiment with sliding and rolling the boxes and balls.



Usuku 3

Okudingayo

- Isicengcelezo: *Intlanzana enye* (iphepha 197)
- Iintlanzi ezi5 zamakhadibhodi
- Intlanzi e1 enkulu yekhadibhodi
- Iprestikhi
- Inggokelela yeebhola neebhokisi ezingalinganiyo ngobungakanani
- Indawana elithambeka
- Ibhola nebhokisi yetafile yemathematika

1. **Isicengcelezo:** Bonisa ngentlanzi njengokuba usenza isicengcelezo, *Intlanzana enye*. Cela abafundi abahlanu beme ngeenyawo aze emnye kubo apha the intlanzi enye. Abafundi bobahlanu bafaka iintlanzi ebhokisini njengokuba niphinda isicengcelezo kunye.
2. **Ukubala ngomlomo:** Abafundi bayanqwalaba baze babale ukusuka ku1 ukuya ku5.
3. **Ukubethelela amagama 'nkulu' no'ncinci':** Beka intlanzi enkulu eludongeni entla kwetafile yemathematika. Yithi, 'Le ntlanzi inkulu ifuna ukutya intlanzi encinci ebhokisini.' Gqithisa iintlanzi ezincinci ezintlanu zekhadibhodi kubafundi abahlanu abohlukileyo. Ninonke yithani, 'Itya intlanzi enye.' 'Itya enye intlanzi.' njengokuba emnye kubo encamathelisa intlanzi encinci kwintlanzi enkulu. Emva kokuba intlanzi ifakiwe, buza le mibuzo ilandelayo.

Imibuzo ekhokelayo:

- ★ Zingaphi iintlanzi ezincinci ezityiwe yintlanzi enkulu?

Qhubekela ngale ndlela bade abafundi bazincamathelise zontlanu iintlanzi ezincinci. Buza abafundi ukuba zingaphi xa zizonke iintlanzi ezincinci ezityiwe yintlanzi enkulu. Bala iintlanzi ezincinci.

4. **Thelekisa iimpawu zeebhokisi nezeebhola:** Xuba inggokelela yeebhokisi neebhola. Abafundi bahlela iibhokisi neebhola.

Imibuzo ekhokelayo:

- ★ Kutheni nizihlele ngolo hlobo?
- ★ Yintoni efanayo ngazo zonke izinto ezikweli qela? (Yalatha kwiibhokisi.)
- ★ Kweli iqela lona? (Yalatha kwiibhola.)
- ★ Ingaba ningazihlela ngenye indlela?
- ★ Kutheni le niyifake kweli iqela?
- ★ Le kufanele ingene phi yona? Kuba kutheni?
- ★ Ukuba nikhetha into eneebholo, leliph i iqela ekufanele uyifake kulo?
- ★ Ukuba nikhetha into enamacala amcaba, leliph i iqela ekufanele niyifake kulo?

5. **Ukutshebeleza nokuqengqeleka:** Yenza indawana elithambeka. Abafundi bakhetha ibhola okanye ibhokisi.

Imibuzo ekhokelayo:

- ★ Yeyiphi kwezi enicinga ukuba iza kutshebeleza ukuhla ethambekeni?
- ★ Kutheni nicinga ukuba iza kutshebeleza?
- ★ Yeyiphi kwezi enicinga ukuba iza kuqengqeleka?
- ★ Kutheni nicinga ukuba iza kuqengqeleka?
- ★ Yeyiphi enicinga ukuba iza kufika kuqala ezantsi? Kutheni?

6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwisitishi ngasinye nangenqubo yokuqoqosha.


INGCEBISO

Lo misebenzi wethambeka usenokwenzelwa phandle. Nika abafundi ixesha lokuzenzela betshebelezisa baqengqeleka iibhokisi neebhola.



Day 4

What you need

- Rhyme: *One baby fish* (page 196)
- A collection of different-sized balls and boxes placed around the classroom

1. **Rhyme:** Say the rhyme, *One baby fish*. Add actions. Choose five learners to be the five fish. Repeat giving five other learners a turn.
2. **Oral counting:** Learners flick their fingers and count from 1 to 5 to the rhythm of the tambourine or shakers.
3. **Reinforcing 1, practising big and small:** Choose a few learners to fetch one large/small object in the classroom and return to the mat. They tell the group what their object is and whether it is big or small. Learners place their objects in groups of big objects and small objects.
4. **Reinforcing sliding and rolling:** Learners describe what happened on Day 3 with the boxes and balls on the ramp. A few learners fetch balls and boxes and roll or slide them to another learner in the circle. Discuss which objects roll and which objects slide.

Guiding questions:

- ★ Which things roll? Why do you think they roll?
 - ★ Which things slide? Why do you think they slide?
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Find the smoothest floor space for this activity as boxes are often difficult to slide on a mat.

Day 5

What you need

- Any rhyme or song from Weeks 1–3
- The big fish picture with 5 smaller fish pictures (from Day 3)
- Hula hoops for half the learners
- Big boxes for climbing into
- Beanbags
- Buckets or other large containers

1. **Rhyme:** Say or sing any of the rhymes or songs from Weeks 1 to 3.
2. **Oral counting:** Learners swing their arms and count from 1 to 5.
3. **Counting 1–5:** Take the pictures of the smaller fish off the big fish, and count them as you put them in the box on the maths table.
4. **Introducing 'in' and 'out':** Talk about where the fish are. This is a movement activity that requires space. Learners work in groups and follow instructions:
 - ★ Jump into a hula hoop and jump out.
 - ★ Stand with one leg in the hula hoop and one leg out.
 - ★ Climb into the box and climb out.
 - ★ Throw a beanbag into a bucket and take it out.
 Learners say where they are, or where the beanbag is.



TIP

Draw shapes with chalk if you do not have hula hoops or large boxes. Make balls out of newspaper if you do not have beanbags.

Usuku 4

Okudingayo

- Isicengcelezo: *Intlanzana enye* (iphepha 197)
- Inggokelela yeebhola neebhokisi ezingalinganiyo ngobungakanani zibekwe kwindawo ezithile eklasini

1. **Isicengcelezo:** Yenza isicengcelezo esithi, *Intlanzana enye*. Yenza neentshukumo. Khetha abafundi abahlanu babe ziintlanzi ezintlanu. Kuphinde oku ngokunika abanye abafundi abahlanu ithuba.
2. **Ukubala ngomlomo:** Abafundi baphakamisa iminwe yabo bebala ukusuka ku1 ukuya ku5 ngokwesingqi sethamborini okanye seenkatshaza.
3. **Ukubethelela u1, ukuziqhelisa amagama ukhulu noncinci:** Khetha abafundi abambalwa ukuba beze nento enkulu/encinci eklasini bayizise emethini. Mabachazele iqela ukuba le nto bayiphethayo yintoni nokuba ingaba inkulu okanye incinci kusini na. Abafundi babeka izinto zabo ngokwamaqela amakhulu namaqela amancinci.
4. **Ukubethelela amagama tshebeleza noqengqeleka:** Abafundi bachaza ukuba kwenzeka ntoni na kuSuku 3 ngeebhokisi neebhola ethambekeni. Abafundi abambalwa bathatha iibhola neebhokisi baze baziqengqe okanye bazitshebelezisele komnye umfundi ohleli esangqeni. Thethani ngokuba zeziphi izinto eziqengqelekayo nokuba zeziphi izinto ezitshebelezayo.

Imibuzo ekhokelayo:

 - ★ Zeziphi izinto eziqengqelekileyo? Ucinga ukuba kutheni ziqengqeleka?
 - ★ Zeziphi izinto ezitshebelezayo? Ucinga ukuba kutheni zitshebeleza?
5. **Imisebenzi yamaqela amancinci:** Bakhumbuze abafundi ngemisebenzi yesitishi ngasinye nangenkqubo yokuqoqosha.


INGCEBISO

Ukwenza lo msebenzi, fumana eyona ndawo igudileyo emgangathweni kuba iibhokisi zithanda ukutshebeleza nzima emethini.

Usuku 5

Okudingayo

- Nasiphi na isicengcelezo okanye ingoma eculwe kwiiVeki 1–3
- Umfanekiso weentlanzi ezinkulu onemifanekiso yeentlanzi ezincinci ezi5 (ukusuka kuSuku 3)
- Iihulahupu eziza konela isiqingatha sabafundi
- Iibhokisi ezinkulu abaza kukhwela kuzo abafundi
- Iingxowana zeembotyi
- Amabhakethi okanye ezinye izikhongozeli ezikhulu

1. **Isicengcelezo:** Yenza okanye cula izicengcelezo okanye iingoma ezenziwe kwiiVeki yoku1 ukuya kweye3.
2. **Ukubala ngomlomo:** Abafundi bajiwuzisa iingalo zabo baze babale ukusuka ku1 ukuya ku5.
3. **Ukubala 1–5:** Susa imifanekiso yeentlanzi ezincinci kwintlanzi enkulu, uze uzibale njengokuba uzifaka ebhokisini esetafileni yezibalo.
4. **Ukufundisa ngamagama 'phakathi' no'phandle':** Thetha ngokuba iphi na intlanzi. Lo ngumsebenzi wentshukumo ofuna indawo ephangalelelyo. Abafundi basebenza ngokwamaqela baze balandele imiyalelo:
 - ★ Xhumela ngaphakathi kwihulahupu uphinde utsibeke ngaphandle.
 - ★ Yima ngomlenze omnye kwihulahupu uze ume ngomnye umlenze ngaphandle.
 - ★ Ngena ebhokisini uphinde uphume.
 - ★ Phosa ingxowana yeembotyi ebhakethini uze uphinde uyikhuphe.
 Abafundi bachaza ukuba baphi na, okanye iphi na ingxowana yeembotyi.


INGCEBISO

Zoba iimilo ngetshokhwe ukuba akunazo iihulahupu okanye iibhokisi ezinkulu. Yenza iibhola ngamaphephandaba ukuba akunazo iingxowana zeembotyi.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: place a number of boxes outdoors for the learners to use to experiment with 'in' and 'out'.

Small group activities

Teacher-guided activity

What you need

- Selection of ball- and box-shaped everyday objects
- Small ramp
- Big and small building blocks
- 15 big and small objects

1. **Counting 1–5:** Learners hold up a hand and count from 1 to 5 on their fingers.
2. **'Big' and 'small' game:** Put a selection of 15 big and small objects in the centre of the group. Discuss which are big and which are small. Explain the game to learners:
Call out a learner's name and then say 'big' or 'small'. As quickly as possible the learner takes a big or small object. Each learner has a turn. At the end of the game, learners replace the objects in the centre of the mat. Ask learners if they had a big or a small object, and what the object was.
3. **Sorting objects into 'big' and 'small', counting:** Give each learner five different-sized blocks that can be sorted into big and small. Learners count their blocks. Learners show their biggest and smallest block to the group. Learners order their blocks from smallest to biggest. Learners order the blocks from biggest to smallest.
4. **Properties of balls and boxes game:** Put a selection of ball- and box-shaped objects on the mat. Call out a learner's name and one property of a box or a ball, for example, it has corners, it is round, it has edges, it has sides, it rolls, it slides. Learners identify the object with that property. Learners keep the object once identified. Compare the similarities and differences between their objects.

Guiding questions:

- ★ Which have corners?
- ★ Which are round?
- ★ Which have sides?

5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yesitishi sokusebenzela ngasinye nangenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: beka inani leebhokisi phandle ukuze zisetyenziswe ngabafundi xa beziqhelisa namagama u'phakathi' no'phandle'.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Ukukhethwa kwezinto ezimile okwebhola nebhokisi zemihla ngemihla
- Indawana elithambeka
- Iibhloko zokwakha ezinkulu nezincinci
- Izinto ezili15 ezinkulu nezincinci

1. **Ukubala 1–5:** Abafundi baphakamisa isandla baze babale ngeminwe ukusuka ku1 ukuya ku5.
2. **Umdlalo ka'khulu' no'ncinci':** Beka embindini wemethi yeqela uluhlu lwezinto ezincinci nezinkulu ezili15. Thethani ngokuba zeziphi ezinkulu nokuba zeziphi ezincinci. Cacisela abafundi ngomdlalo: Biza igama lomfundi kunye negama elithi 'khulu' okanye 'ncinci'. Ngokukhawuleza umfundi uthatha into enkulu okanye encinci. Umfundi gamnye ufumana ithuba lakhe lokukhetha. Ekupheleni komdlalo, abafundi babuyisela izinto emethini. Buza abafundi ukuba bebethathe into enkulu okanye encinci, nokuba into leyo ibiyintoni na.
3. **Ukulela izinto ngegama elithi 'khulu' okanye 'ncinci', ukubala:** Nika umfundi iibhloko ezahlukeneyo ngobungakanani ezinokuhlelwa ngokobukhulu nangokobuncinci. Abafundi babala iibhloko zabo. Abafundi babonisa iqela iibhloko zabo ezona zinkulu nezona zincinci. Abafundi bahlela iibhloko zabo ukususela kweyona incinci ukuya kweyona inkulu. Abafundi bahlela iibhloko ukusukela kweyona inkulu ukuya kweyona incinci.
4. **Iimpawu zemidlalo yeebhola neyeebhokisi:** Beka emethini izinto ezimile okwebhola nezo zifana neebhokisi. Khwaza igama lomfundi kunye nophawu lwebhokisi okanye olwebhola, umzekelo, ineekona, ingqukuva, ineencam, inamacala, iyaqengqeleka, iyatshebeleza. Abafundi balatha into leyo ngophawu. Abafundi bagcina izinto ezo zakube zalathiwe. Thelekisa izinto ezifana nezahluke ngazo izinto ezo.

Imibuzo ekhokelayo:

- ★ Zeziphi ezineekona?
- ★ Zeziphi ezingqukuva?
- ★ Zeziphi ezinamacala?

Sort objects that slide and roll. Choose five objects.

- ★ Which objects do you think will roll? Why?
- ★ Which objects do you think will slide? Why?

Learners use the ramp to explore whether the objects roll or slide. Learners make two piles of objects: those that slide and those that roll.

- ★ How many objects do we have that slide? How many that roll?
- ★ Which group has more? Which group has less?

Integration

Home Language and Life Skills (outdoor activities):

- Vocabulary development (opposites) and responding to instructions.
- Learners work in groups to explore which objects roll or slide down a ramp.
- To reinforce the concept of big and small, the learners roll up into a small ball shape and then stretch out to make themselves as big as they can.



Check that learners are able to:

- sort and compare balls and boxes
- identify the properties of balls and boxes
- identify objects that roll and that slide
- understand the positions 'in' and 'out' (Observe during the whole group activity on Day 5.)
- understand the concepts 'big' and 'small'

Workstation 1

What you need

- Boxes of various sizes
- Strips of newspaper
- Glue or stickers

Learners use the boxes, glue (or stickers) and strips of newspaper to construct objects of their choice.

Workstation 2

What you need

- Playdough
- 2 boxes, one with a 'big' picture label and one with a 'small' picture label

Learners make big and small playdough balls and then sort them by placing them in the boxes with 'big' and 'small' labels on them.

Bahlela izinto ezitshebelezayo neziqengqelekayo bakhethe izinto ezintlanu. Khethe izinto ezintlanu.

- ★ Zeziphi izinto ocinga ukuba ziyaqengqeleka? Kutheni?
- ★ Zeziphi izinto ocinga ukuba ziyatshebeleza? Kutheni?

Abafundi basebenzisa ithambeka ukujonga ukuba ingaba izinto ziyaqengqeleka na okanye ziyatshebeleza. Abafundi benza iingqumba ezimbini zezinto: ezi zitshebelezayo kunye nezo ziqengqelekayo.

- ★ Zingaphi izinto esinazo ezitshebelezayo? Zingaphi eziqengqelekayo?
- ★ Leliphi iqela elinezininzi? Leliphi iqela elinezimbalwa?

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi (imisebenzi yaphandle):

- Ukukhulisa isigama (izichasi) nokuphendula kwimiyalelo.
- Abafundi basebenza ngokwamaqela ukuhlola ukuba zeziphi izinto eziqengqelekayo okanye ezitshebelezayo ukwehla ethambekeni.
- Ukubethelela ingqikelelo yobukhulu nobuncinci, abafundi bayaziqoqha babe bancinci baze baphinde bazolule ukuze bazenze babe bakhulu kangangoko banako.



Qwalasela ukuba abafundi bayakwazi na uku-:

- hlela nokuthelekisa iibhola neebhokisi
- alatha iimpawu zeebhola nezeebhokisi
- alatha izinto eziqengqelekayo nezitshebelezayo
- qonda iindawo 'phakathi' na 'phandle' (Kuqwalasele oku ngexesha lomsebenzi weklasi kuSuku 5.)
- qonda iingqikelelo zika 'khulu' no 'ncinci'

Isitishi sokusebenzela 1

Okudingayo

- libhokisi ezinobungakanani obahlukileyo
- Iglu okanye izincamathelisi
- Imicu yemaphephandaba

Abafundi basebenzisa iibhokisi, iglu (okanye izincamathelisi) kunye nemicu yephephandaba ukuze benze izinto abazithandayo.

Isitishi sokusebenzela 2

Okudingayo

- Intlama yokudlala
- libhokisi ezi2, enye ibe neleyibheli yomfanekiso othi 'ncinci'
- 'khulu' ize enye ibe neleyibheli yomfanekiso othi 'ncinci'

Abafundi benza iibhola ezinkulu nezincinci ngentlamba yokudlala baze bazihlele ngokuzibeka ezibhokisini ezineleyibheli ethi 'khulu' nethi 'ncinci'.

Workstation 3



TIP

Keep a selection of these prints for display to be discussed in Week 5.

What you need

- Paint in trays
- Flat sponges (optional)
- Paper
- Different-sized wooden blocks or cardboard boxes

Pour a thin layer of paint into a tub or plastic tray. Learners dip one side of a block (or small cardboard box, for example, a toothpaste, soap or spice box) into the paint tray. They press the block down onto paper to make prints.



Workstation 4

What you need

- Building blocks of different sizes
- Plastic farm animals

Put out wooden blocks and plastic farm animals. Learners build animal shelters.



Isitishi sokusebenzela 3

INGCEBISO

Gcina imifanekiso ethile kwindawo yokubonisa ukuze kuxoxwe ngayo kwiVeki 5.

Okudingayo

- Ipeyinti esetreyini
- Iziphonji ezimcaba (azinyanzelekanga)
- Iphepha
- Iibhloko zeplanga ezingalinganiyo okanye iibhokisi zekhadibhodi

Galela intwana yepeyinti esityeni okanye kwitreyi yeplastiki. Abafundi mabathi nkxu icala elinye lebhloko (okanye ibhokisi encinci yekhadibhodi, umzekelo, eyentlama yamazinyo, eyesepha okanye ibhokisi yesinongo sokutya) etreyini yepeyinti. Cinezela ibhloko ephepheni ukuze ishiye imifanekiso.



Isitishi sokusebenzela 4

Okudingayo

- Iibhloko zokwakha ezingalinganiyo ngobungakanani
- Izilwanyana zasefama ezenziwe ngeplastiki

Beka iibhloko zeplanga kunye nezilwanyana zasefama ezenziwe ngeplastiki. Abafundi bakha izindlu zezilwanyana.



Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: circle
- Describe, sort and compare 3-D objects and 2-D shapes (circle)
- Symmetry

New knowledge

- Circle
- Number 2
- Symmetry

Practise

- Oral counting 1–5
- Number 1
- Counting objects 1–5
- Six-piece puzzles

New maths vocabulary

circle
same

curved line
shape

top
bottom

middle

Getting ready

For the activities this week, you will need to prepare the following:

- maths table for number '2'. Clear the objects and cards used for number '1'.
- a number frieze for number 2 using the house outline on page 36 and templates on page 206 (2, two, two dots, two zebras)
- a set of number '2' cards: symbol, word and dot
- a box containing a collection of 16 circular objects, for example, cup, plate, can, bucket, clock, bowl, cardboard toilet roll inner, lids
- 2 large labelled circles
- pictures of a fish and a frog
- 1 picture of a beetle (template on page 217)
- 10 pictures of circles – drawn or cut out of magazines or newspapers
- 8 photocopied 'number 2' templates (page 212) covered in plastic or in a plastic sleeve
- a circle outline drawn on A4 paper for each learner
- 6 six-piece puzzles (template on page 220)
- advertising pamphlets, magazines and newspapers
- 2 plastic yoghurt lids
- picture cards for 1 and 2.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko

- Qwalasela, yalatha uze unike amagama eemilo ezingu2-D: isangqa
- Chaza, hlela, uthlekise izinto ezingu3-D neemilo ezingu2-D (isangqa)
- Isimetri (ulingano-macala)

Ulwazi olutsha

- Isangqa
- Inani 2
- Isimetri

Ziqhelise

- Ukubala ngomlomo 1–5
- Inani 1
- Ukubala izinto 1–5
- Iphazili enamaqhekeza amathandathu

Isigama esitsha semathematika

isangqa efanayo

umgca oligophe imilo

phezu phantsi

phakathi

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- itafile yemathematika yenani u'2'. Susa zonke izinto namakhadi abasetyenziselwe inani u'1'.
- ifrizi yamanani yenani u'2' eyenziwe kusetyenziwa isakheko sendlu (kwiphepha 37) okanye iithempleyithi ezikwiphepha 207 (2, mbini, amachokoza amabini, amaqwarhashe amabini)
- isethi yamakhadi amabini enani u'2': isimboli, igama kunye nechokoza
- ibhokisi ephethe ingqokelela yezinto ezisisangqa zibe li16, umzekelo, ikomityi, ipleyiti, itoti, ibhakethi, iwotshi yodonga, isitya, ibhokisi yeroli yephepha langasese, iziciko
- izangqa ezi2 ezikhulu ezineeleyibhile
- imifanekiso yentlanzi nesele
- umfanekiso o1 kaqongqothwane (ithempleyithi ekwiphepha 217)
- imifanekiso e10 yezangqa – ezotyweyo okanye esikwe kwiimagazini okanye kumaphephandaba
- iithempleyithi ezifotokotshiweyo e8 'zenani u2' (iphepha 213) ezikhavarishwe ngeplastiki okanye ezifakwe kwisingxotyana seplastiki
- isakheko sesangqa esizotywe kwiphepha elinguA4 somfundi ngamnye
- iiphazili ezinamaqhekeza ama6 (ithempleyithi kwiphepha 220)
- amaphetshana ezibhengezo, iimagazini kunye namaphephandaba
- iziciko zeyogathi ezi2 zeplastiki
- amakhadi emifanekiso ka1 no2.

Whole class activities

Day 1



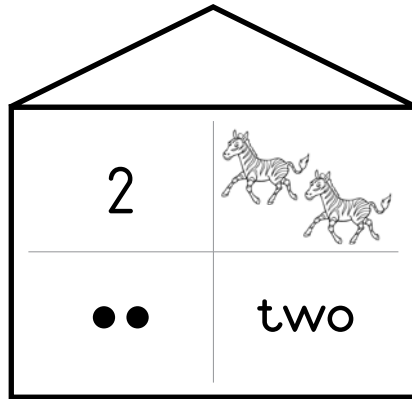
TIP

Remember to use the toilet routine to practise ordinal numbers (first, second, third) and position (in front of, behind, between, tallest, shortest).

What you need

- Rhyme: *One baby fish* (page 196)
- *Number 2 story* (page 196)
- Number frieze: Number 2
- Place 5 pairs of objects around the classroom
- 15 number '2' dot, word and symbol cards

1. **Rhyme:** Say the rhyme, *One baby fish*.
2. **Oral counting:** Learners count from 1 to 5 and tap their knees. Repeat while learners tap their shoulders.
3. **Introducing number '2':** Talk about the *Number 1 story*. Tell the *Number 2 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 2, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.



Guiding questions:

- ★ How many zebras live in this house?
 - ★ What else are there two of in the story?
 - ★ How many more zebras than elephants are there in the pictures?
 - ★ Can you think of two things you would like to add?
4. **Matching dots, pictures, number symbols and words for '2':** Ask learners to match a picture, a dot and a symbol to the Number 2 frieze. Show learners the number word and say the word 'two'. Ask a learner to match the number word to the frieze.
 5. **Finding 2 things:** Select learners to find two of the same objects in the classroom. Give other learners the number '2' cards to match to the objects. Place them on the maths table.
 6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Imisebenzi yeklasi yonke

Usuku 1

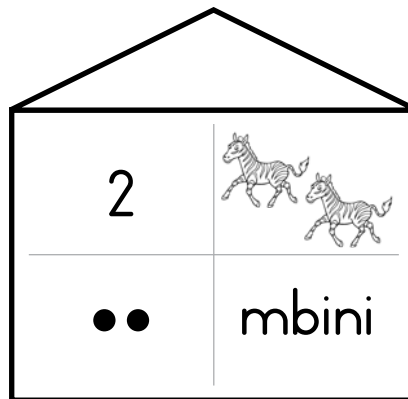
INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula ukubaqhelisa amanani olandelelwano (yokuqala, yesibini, yesithathu) kunye nendawo (ngaphambi, ngasemva, phakathi, oyena mde, oyena mfutshane).

Okudingayo

- Isicengcelezo: *Intlanzana enye* (iphepha 197)
- *Ibali lenani 2* (iphepha 197)
- Ifrizi yenani: Inani u2
- Beka izinto ezi5 ngambini eklasini
- Amakhadi ali15 anamachokoza enani u'2', amakhadi amagama kunye naweesimboli

1. **Isicengcelezo:** Yenza isicengcelezo, *Intlanzana enye*.
2. **Ukubala ngomlomo:** Abafundi babala ukusuka ku1 ukuya ku5 bezibetha emadolweni. Kuphinde oku ngeli xesha abafundi bezibetha emagxeni.
3. **Ukufundisa ngenani u'2':** Thetha nge*Bali lenani 1*. Balisa *Ibali lenani 2*. Indlu yezilwanyana yiyo ekugxininiswa kuyo ebalini. Bonisa ingxenye yemizobo yamanani ngokuye liyondelelana ibali lezilwanyana nemifanekiso yezindlu: iindlela ngeendlela zokuboniswa kwenani 2, umzekelo, ngomfanekiso, ngechokoza, ngesimboli nangezama. Beka eludongeni ingxenye yemizobo esendlwini yezilwanyana kwindawo yezibalo.



Imibuzo ekhokelayo:

- ★ Mangaphi amaqwarhashe ahlala kule ndlu?
 - ★ Zeziphi ezinye izinto ezihamba ngambini apha kweli bali?
 - ★ Amaqwarhashe angaphezu kweendlovu ngesingaphi apha emfanekisweni?
 - ★ Zeziphi ezinye izinto ezihamba ngambini onokucinga ngokuzongeza?
4. **Ukutshatisa amachokoza, imifanekiso, iisimboli zamanani kunye namanani angamagama ka'2':** Cela abafundi ukuba batshatise umfanekiso, ichokoza kunye nesimboli kumzobo wenani '2'. Bonisa igama lenani uze ubize igama 'mbini'. Cela umfundi ukuba atshatise igama lenani kwifrizi.
 5. **Ukufumana izinto ezi2:** Khetha abafundi abaza kukhangela izinto ezimbini ezifanayo eklasini. Nika abanye abafundi amakhadi enani u'2' ukuze bawathatise nezinto ezo. Zibeke kwitafle yemathematika.
 6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwizitishi zokusebenzela ezine. Khumbuza abafundi ngenkqubo yokuqoqosha.

Day 2

What you need

- Fish picture
- Frog picture
- Rhyme: *One, two, three, four, five* (page 196)
- Soccer ball
- 2 large sheets of paper and a koki
- 16 circular objects
- Shallow tray with paint
- Paper
- Circle attribute blocks (*Resource Kit*)
- 2 large labelled circles

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*, as you show the pictures of the fish and frog. Learners say the rhyme with you.
2. **Oral counting:** Learners jump like frogs and count from 1 to 5.
3. **Counting objects 1–5:** Learners hold up the correct number of fingers as they say the rhyme. Say the rhyme, clapping once for each number. Discuss the rhyme.

Guiding questions:

- ★ How many fish did the child catch? How many frogs?

4. **Comparing 2-D shapes and 3-D objects:** Discuss 'shape': everything has a shape. There are many different shapes, for example, your body has a shape, the windows in the classroom have a shape, the soccer ball has a shape, the picture has a shape.

Guiding questions:

- ★ What can you tell me about the shape of the windows?
- ★ What can you tell me about the shape of the soccer ball?
- ★ What other shapes can we see in our classroom?
- ★ What shapes can you remember from your bedrooms at home?

5. **Going from 3-D to 2-D:** Ask one learner to stand. Demonstrate that depending on where you are looking from, you can see a different view of the learner – from the front, back, side and above (use a chair to stand on). Demonstrate that it is possible to turn the learner around, hold him/her and hug him/her.

Let the learner lie on his/her back on a large sheet of paper. Trace around him/her. Draw learners' attention to the line as you draw: 'around his/her head', 'along his/her side'. When the learner stands up, ask what learners can see on the paper (a picture of the learner's body).



Usuku 2

Okudingayo

- Umfanekiso wentlanzi
- Umfanekiso wesele
- Isicengcelezo: *Nye, mbini, ntathu, ne, ntlanu* (iphepha 197)
- Ibholo yesoka
- Amaphepha ama2 amakhulu kunye neekhokhi
- Izinto ezili16 ezimile okwezangqa
- Itreyi emdibi enepeyinti
- Iphepha
- libhloko zeathribhyuthi ezinesangqa (*iKiti yeziXhobo*)
- Izangqa ezi2 ezikhulu ezineeleyibheli

1. **Isicengcelezo:** Yenza isicengcelezo, *Nye, mbini, ntathu, ne, ntlanu*, njengokuba ubonisa imifanekiso yentlanzi neyesele. Abafundi benza isicengcelezo kunye nawe.
2. **Ukubala ngomlomo:** Abafundi batsibatsiba okwamasele bebala ukusuka ku1 ukuya ku5.
3. **Ukubala izinto 1–5:** Abafundi baphakamisa inani elichanekileyo leminwe njengokuba besenza isicengcelezo. Yenzani isicengcelezo, niqhwabe kanye kwinani ngalinye. Xoxani ngesicengcelezo.

Imibuzo ekhokelayo:

- ★ Umntwana ubambise iintlanzi ezingaphi? Mangaphi amasele awabambileyo?
4. **Ukuthlekisa iimilo ezingu2-D nezinto ezingu3-D:** Thetha ngegama 'imilo': yonke into inemilo. Zininzi iimilo ezahlukehlukeneyo, umzekelo, umzimba wakho unemilo yawo, iifestile zeklasi nazo zinemilo yazo, ibholo yesoka inemilo yayo, imifanekiso inemilo yayo.

Imibuzo ekhokelayo:

- ★ Yintoni eninokundixelela yona ngemilo yeefestile?
 - ★ Yintoni eninokundixelela yona ngemilo yebholo yesoka?
 - ★ Zeziphi ezinye iimilo esizibonayo apha eklasini?
 - ★ Zeziphi iimilo enizikhumbulayo, ezikwigumbi lakho lokulala ekhaya?
5. **Ukusuka ku3-D ukuya ku2-D:** Cela umfundi abe mnye ukuba eme ngeenyawo. Babonise ukuba bangambona ngeendlela ezahlukeyileyo umfundi lowo ngokuxhomekeke kwindawo abeme kuyo – ngaphambili, ngasemva, ecaleni, ngasentla (yima phezu kwesitulo). Babonise ukuba basenokwazi ukumjikajika umfundi, bamfunqule kwaye bamange.

Umfundi makalale ngomqolo ephepheni. Treyisa emacaleni omfundi olele ngomqolo. Cela abafundi baqwalasele umgca njengokuba utreyisa: 'ujikela intloko yakhe', 'usihla ngamacala akhe'. Xa ephakama umfundi, buza abafundi ukuba babona ntoni na ephepheni (umfanekiso womzimba womfundi).





TIP

Put two labelled pictures of a circle on the wall above the maths table.



6. **Introducing the circle:** Learners sit in pairs. Place a box containing a collection of circle-shaped objects on the mat. One learner from each pair fetches an object. In pairs, they take turns to run a finger around the circular edges of the objects, for example, the rim of the cup, the edge of the plate.

Take one object, for example, a plate. Say, 'What will happen if we draw around the edge of the plate?'

Put a piece of paper on the mat. Trace around the plate with a koki. Ask learners if they know what this shape is called. Tell them it is a circle. Ask about the shape. Ask the learners to watch the line as you draw. Talk about how the line curves as it goes around the object.

Ask a learner to choose another object and help them to draw around it. Talk about how the line curves. Ask learners if they can see any other circles in the classroom.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 10 pictures of circles (drawn or cut out of magazines or newspapers)

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*.
2. **Oral counting:** Learners move their arms like fish fins as they count from 1 to 5.
3. **Counting objects 1–5:** Learners show their fingers as they count from 1 to 5.
4. **Reinforcing number '2':** Draw a large number '2' in the air. Learners copy you and draw a '2' on their hands and on a friend's back. Ask what parts of our bodies we have two of (hands, wrists, arms, legs, eyes, ears, feet, knees, ankles, elbows, hips, shoulders). Count body parts as they mention them: '1, 2 hands' and so on.
5. **Song:** Introduce the song, *Circles*. Add actions.
6. **Looking for circles:** Ask a few learners at a time to find two circles in the classroom and place them on the mat. Ask the other learners whether all the shapes are circles. Ask a few learners to put the circles into groups of twos.
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Use the opportunity to talk about whether everyone has two hands, wrists, arms, and so on.

INGCEBISO

Beka iileyibheli zesangqa ezimbini kudonga olungasentla kwetafile yemathematika.



6. **Ukwazisa isangqa:** Abafundi bahlala ngezibini. Beka emethini ibhokisi equlethe ingqokelela yezinto ezinemilo yesangqa. Umfundi omnye kwisibini ngasinye uthatha into ebhokisini. Bengababini, bayatshintshana ngokuhambisa iminwe yabo kwiincam zezinto ezizizangqa, kwimiphetho yeekomityi, kwiincam zepleyiti.

Beka into enye, umzekelo, ipleyiti. Yithi, 'Kuzakwenzeka ntoni ukuba sizoba sijikeleze imiphetho yepleyiti?'

Beka isiqwengana sephepha emethini. Treyisa ujikeleze ipleyiti ngekhoki. Buza abafundi ukuba bayazi na ukuba loo milo ibizwa ngokuba yintoni na. Bachazele ukuba sisangqa. Babuze ngemilo leyo. Cela abafundi ukuba bajonge umgca njengokuba uzoba. Thetha ngamagophe omgca njengokuba ujikeleza into leyo uyizobayo.

Cela abafundi ukuba bakhethe enye into uze ubancedise ukuba bayizobe ngokuyijikeleza. Thetha ngendlela ogobeka ngayo umgca. Buza abafundi ukuba ingaba bayazibona na ezinye izinto ezisisangqa apha eklasini.

7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 3

Okudingayo

- Isicengcelezo: *Nye, mbini, ntathu, ne, ntlanu* (iphepha 197)
- Imifanekiso eli10 yezangqa (ezotywayo okanye esikwe kwiimagazini okanye kumaphephandaba)
- Ingoma: *Izangqa* (iphepha 197)

1. **Isicengcelezo:** Yenza isicengcelezo, *Nye, mbini, ntathu, ne, ntlanu*.
2. **Ukubala ngomlomo:** Abafundi bashukumisa iingalo zabo njengeempikwana zeentlanzi njengokuba bebala ukusuka ku1 ukuya ku5.
3. **Ukubala izinto 1–5:** Abafundi baphakamisa iminwe yabo njengokuba bebala ukusuka ku1 ukuya ku5.
4. **Ukubethelela kwinqanaba u'2':** Bhala inani '2' elikhulu emoyeni. Abafundi mabakulinganise ngokubhala '2' ezandleni zabo, nasemiqolweni yabahlobo babo. Buza abafundi ukuba ngawaphi amalungu emizimba yabo ahamba ngambini (izandla, izihlahla, iingalo, imilenze, amehlo, iindlebe, iinyawo, amadolo, amaqatha, iinyonga, amagxa). Bala amalungu omzimba njengokuba bewachaza: '1, 2 izandla' njalo njalo.
5. **Ingoma:** Fundisa ingoma ethi, *Izangqa*. Yenza iintshukumo.
6. **Ukukhangela izangqa:** Cela abafundi ababini ngexesha ukuba bakhangele izangqa eklasini baze nazo bazibeke emethini. Buza abanye abafundi ukuba ingaba zonke ezo milo zizangqa na. Cela abafundi abambalwa ukuba babeke izangqa ngambini.
7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

INGCEBISO

Sebenzisa eli thuba uthethe ngokuba ingaba wonke umntu unezandla ezimbini, izihlahla, iingalo ezimbini na, njalo njalo.

Day 4

What you need

- Song: *Circles* (page 196)
- A large ball
- 5 counters (*Resource Kit*)
- Mirrors (optional)

1. **Song:** Sing the song, *Circles*.
2. **Oral counting:** Learners pass a large ball around, counting from 1 to 5. Repeat this until everyone has had a turn to pass the ball.
3. **Counting objects 1–5:** Show five counters and ask how many they think you are holding. Count the counters together.
4. **Reinforcing the circle:** Use chalk to trace around at least five large round objects (for example, a hula hoop, bucket, tyre) on the floor. Learners take turns in groups to walk on the drawn shapes.
5. **Symmetry:** Ask one learner to stand facing the other learners.

Guiding questions:

- ★ What does _____ have on this side of her body (point to the left side of the learner's body, for example, an ear, eye, arm, leg) that she also has on the other side of her body?
- ★ Does she have an arm on the other side? And an ear?

In pairs, learners face each other and identify the body parts they have that match on each side.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

If you have mirrors available, let learners look at themselves in the mirrors to explore symmetry in their own bodies by identifying the matching body parts on the left and right sides.

Day 5

What you need

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 5 large different-coloured circle attribute blocks (*Resource Kit*)
- *Poster Book*, Poster 8
- Beetle picture (page 217)
- Paint and paintbrush

1. **Rhyme and song:** Say the rhyme, *One, two, three, four, five*, and sing the song, *Circles*.
2. **Oral counting:** Learners tap both their hands on their shoulders and count from 1 to 5. Repeat tapping each shoulder with the opposite hand.
3. **Counting objects 1–5:** Give five learners each a different-coloured circle attribute block. Together count them. Ask how many are red, yellow, blue, and so on.
4. **Looking for circles:** Look at Poster 8. Learners look for the circles on the poster.



Usuku 4

Okudingayo

- Ingoma: *Izangqa* (iphepha 197)
- Izinto zokubala ezi5 (*iKiti yeziXhobo*)
- Ibhola enkulu
- Izipili (azinyanzelekanga)

1. **Ingoma:** Culani ingoma ethi, *Izangqa*.
2. **Ukubala ngomlomo:** Cela abafundi ukuba benze isangqa baze bagqithiselane ngebhola, bebala ukusuka ku1 ukuya ku5. Kuphinde oku ade wonke umfundi alifumane ithuba lokugqithisa ibhola.
3. **Ukubala izinto 1–5:** Bonisa abafundi izixhobo zokubala ezintlanu uze ubabuze ingaba bacinga ukuba uphethe ezingaphi. Balani izixhobo zokubala kunye.
4. **Ukubethelela isangqa:** Sebenzisa itshokhwe utreyise ujikeleza izinto ezinkulu ezintlanu ubuncinane (umzekelo, ihulahupu, ibhakethi, ivili) phantsi. Abafundi bayatshintshisana ngokuhambahamba kwezi milo zizotyweyo ngokwamaqela abo.
5. **Isimetri:** Cela umfundi eme ngeenyawo ajonge kwabanye abafundi.

Imibuzo ekhokelayo:

- ★ Yintoni u_____ anayo kweli cala lomzimba wakhe (yalatha kwicala elingasekhohlo lomzimba womfundi, umzekelo, indlebe, iliso, ingalo, umlenze) akwanayo nakwelinye icala lomzimba wakhe?
- ★ Ingaba unengalo enye kwelinye icala? Indlebe yona?

Ngezibini, abafundi mabajongane baze balathe amalungu omzimba afanayo nakwelinye icala.

6. **Imisebenzi yamaqela amancinci:** Bakhumbuze abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.


INGCEBISO

Ukuba unazo izezipili, cela abafundi ukuba bazijonge esipilini ukuze benze isimetri yemizimba yabo ngokuthi balathe amalungu omzimba afanayo kwicala lasekhohlo nelasekunene.

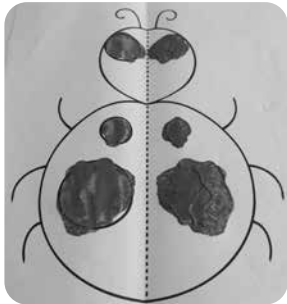
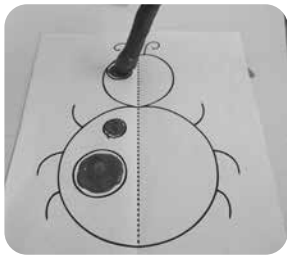
Usuku 5

Okudingayo

- Isicengcelezo: *Nye, mbini, ntathu, ne, ntlanu* (iphepha 197)
- *Incwadi yeePowusta, iPowusta 8*
- Ingoma: *Izangqa* (iphepha 197)
- Umfanekiso kaqongqothwane (iphepha 217)
- Iibhloko ezi5 ezineempawu ezinkulu ezimile okwesangqa (*iKiti yeziXhobo*)
- Ipeyinti nebhrashi yokupeyinta

1. **Isicengcelezo nengoma:** Yenza isicengcelezo, *Nye, mbini, ntathu, ne, ntlanu*, ucule nengoma ethi, *Izangqa*.
2. **Ukubala ngomlomo:** Abantwana babetha emagxeni ngezandla zabo zombini bebala ukusuka ku1 ukuya ku5. Bayakuphinda oku ngokubetha kwigxalaba elinye ngesandla selinye icala.
3. **Ukubala izinto 1–5:** Nika umfundi ngamnye iibhloko ezibimala eyahlukeneyo eneempawu zemilo esisangqa. Ninonke balani. Buza ukuba mingaphi ebomvu, etyheli, ezuba, njalo njalo.
4. **Ukukhangela izangqa:** Jongani kwiPowusta 8. Abafundi bakhangelela izangqa ezikwipowusta.





5. **Symmetry in circles:** Show the learners the beetle picture. Ask them how many circles they can see – the body, head, two spots and one eye. Count the circles together. Tell this Beetle story: ‘Beetle is worried that she doesn’t look like other beetles. Their bodies look exactly the same on each side. She also wants to have two dots on each side of her body.’

Guiding questions:

- ★ How do you think we can help this beetle solve her problem?

Put paint on each of the two spots and eye on the one side of the beetle picture. Fold the picture of the beetle in half along the midline, so that two dots and another eye are printed on the other half of the beetle. Discuss with learners whether they think the two sides of the beetle are the same.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Vocabulary development (same/different).
- Outdoor activity: Trace the outline of the learners’ bodies using chalk or a stick. Help the learners to draw a line down the middle of their body outlines.

Small group activities

Teacher-guided activity

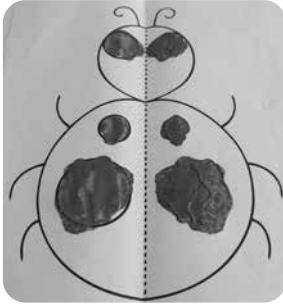
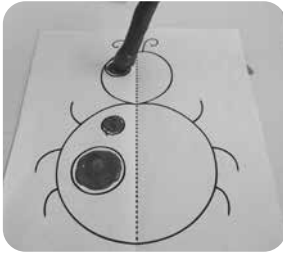
What you need

- 30 different-coloured counters
- Small chalkboards, whiteboards or A4 paper
- A tub with:
 - Number symbol, picture and dot cards: 1 and 2 (*Resource Kit*)
 - 5 colour counters (*Resource Kit*)
 - ‘Circle’ pictures (page 218)
- Chalk/whiteboard markers/ crayons
- 2 plastic yoghurt lids

1. **Practising number ‘2’:** Give each learner a tub. Talk about the contents. Learners take out and place each of their picture cards for ‘one’ and ‘two’ in front of them.

Guiding questions and instructions:

- ★ What do you see?
- ★ What is the same? What is the difference between them?
- ★ How many pictures are there on each of your picture cards?
- ★ Match each dot card to a picture card (1 and 2).
- ★ How many counters do you need to match to each of the picture cards?
- ★ Match your number ‘2’ card. (Point to the Number 2 frieze above the maths table.)



5. **Isimetri kwizangqa:** Bonisa abafundi umfanekiso kaqongqothwane. Babuze ukuba zingaphi izangqa abazibonayo – umzimba, intloko, amachokoza amabini neliso elinye. Balani izangqa. Balisa eli bali likaQongqothwane: 'UQongqothwane ukhathazekile kuba engafani nabanye oqongqothwane abaziyo. Imizimba yabo ifana twatse kwicala ngalinye. Naye ufuna ukuba namachokoza amabini kwicala ngalinye lomzimba wakhe.'

Imibuzo ekhokelayo:

- ★ Ucinga ukuba singamnceda njani lo qongqothwane asombulule ingxaki yakhe?

Chaphazela ipeyinti kwichokoza ngalinye kwicala elinye likaqongqothwane osemfanekisweni. Songa umfanekiso kaqongqothwane phakathi naphakathi, ukwenzela ukuba amachokoza amabini neliso elinye akhupheleleke kwelinye icala likaqongqothwane. Xoxa nabafundi ngokuba ingaba bacinga ukuba amacala amabini kaqongqothwane ayafana na.

6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi:

- Ukwakhiwa kwesigama (fana/ahluka).
- Umsebenzi owenzelwa phandle: Treyisa isakheko semizimba yabafundi usebenzisa itshokhwe okanye uswazi. Nceda abafundi ukuba bakrwele umgca emphakathini wezakheko zabo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Izixhobo ezingama30 zokubala ezimibalabala
- Nika umfundi ngamnye:
- Isitya esi:-
 - Namakhadi eesimboli zamanani: 1 no2 (*iKiti yeziXhobo*)
 - Nezixhobo zokubala ezi5 ezimibalabala (*iKiti yeziXhobo*)
- Nemifanekiso 'yesangqa' (iphepha 218)
- Iibhodi ezincinci zokubhala ngetshokhwe, iibhodi zokubhala ngekhekhi okanye iphepha elinguA4
- Itshokhwe/iikhokhi zokubhala ebhodini/iikhrayoni
- Iziciko zeyogathi ezi2 zeplastiki

1. **Ukuziqhelanisa nenani u'2':** Nika umfundi ngamnye isitya. Thethani ngezinto ezingaphakathi kuso. Abafundi bakhupha baze babeke phambi kwabo amakhadi abo anemifanekiso ka'nye' nomfanekiso ka'mbini'.

Imibuzo ekhokelayo nemiyalelo:

- ★ Nibona ntoni?
- ★ Zeziphi ezifanayo? Yintoni umahluko phakathi kwazo?
- ★ Mingaphi imifanekiso ekwikhadi ngalinye lemifanekiso yakho?
- ★ Tshatisa ikhadi ngalinye elinamachokoza nekhadi elinemifanekiso (1 no2).
- ★ Zingaphi izixhobo zokubala ezifunekayo ukuze utshatise nekhadi ngalinye elinemifanekiso?
- ★ Tshatisa ikhadi lakho lenanai '2'. (Yalatha kumzobo weNani 2 ongasentla kwetafile yezibalo.)



TIP

Learners who are not yet ready to write or draw can use playdough to make a '2' and two objects.



Write a large '2' on a chalkboard, whiteboard or paper. Learners copy this and draw two objects on their own chalkboards, whiteboards or paper.

2. **Reinforcing the circle:** Learners take the eight pictures from page 218 out of the tub. They place them on the mat in front of them.

Guiding questions:

- ★ What do you see in each of these pictures?
- ★ What can you tell me about the shapes in each of these pictures?
- ★ Point to a shape that is not a circle. Why is this not a circle?
- ★ How do we know if something is a circle?

Hold up a coloured disc counter.

Guiding questions and instructions:

- ★ What shape does this look like?

Place a pile of counters on the mat and give instructions. Ask learners to:

- ★ Pick up one blue counter.
- ★ Pick up one red counter.
- ★ Pick up one yellow counter.
- ★ _____, take a red counter and give it to _____.
- ★ _____, take any colour counter.
- ★ _____, find a counter exactly like the one _____ has.

Give each learner two plastic yoghurt lids.

- ★ Everyone take one counter and put it on a lid.
- ★ Have you all got one? Let's check.
- ★ Everyone take two counters and put them on your other plastic lid.
- ★ Have you all got two? Let's count.
- ★ Can you arrange your two counters differently on your lid?
- ★ Count again.

Learners match their dot cards 1 and 2 to the counters on the lids. Encourage the learners to arrange their counters to match yours.



Check that learners are able to:

- match number 2 pictures with two objects, dot cards and symbol cards
- recognise, identify and name a circle

INGCEBISO

Abafundi abangekakwazi ukubhala okanye ukuzoba basenokusebenzisa intlama yokudlala ukwenza inani u'2' kunye nezinto ezimbini.



Bhala u'2' omkhulu ebhodini, kwibhodi emhlophe okanye ephepheni. Abafundi bakhuphela oku ngokubhala izinto ezimbini ebhodini, kwibhodi emhlophe okanye ephepheni.

2. **Ukubethelela isangqa:** Abafundi bakhupha imifanekiso esi8 kwiphepha 218 esityeni. Bayibeka phambi kwabo emethini.

Imibuzo ekhokelayo:

- ★ Ingaba nibona ntoni kumfanekiso ngamnye kule?
- ★ Ningandichazela ntoni ngezi milo zikumfanekiso ngamnye?
- ★ Yalatha imilo engesosangqa. Kutheni ingesosangqa?
- ★ Sazi njani ukuba into isisangqa?

Phakamisa isixhobo sokubala esinombala.

Imibuzo ekhokelayo nemiyalelo:

- ★ Le milo ibonakala njengantoni?

Beka imfumba yezixhobo zokubala emethini uze unike imiyalelo. Cela abafundi ukuba benze oku:

- ★ Chola isixhobo sokubala esizuba.
- ★ Chola isixhobo sokubala esibomvu.
- ★ Chola isixhobo sokubala esimthubi.
- ★ _____, thatha isixhobo sokubala esibomvu usinike u_____.
- ★ _____, thatha isixhobo sokubala nokuba singowuphi na umbala.
- ★ _____, khangela isixhobo sokubala esifana twatse nesika _____.

Nika umfundi ngamnye iziciko zeyogathi zeplastiki ezimbini.

- ★ Nonke thathani isixhobo sokubala sibe sinye nisibeke esicikweni.
- ★ Ingaba nonke ninazo? Masibone.
- ★ Nonke thathani isixhobo sokubala sibe sinye nisibeke phezu kwesinye isiciko seplastiki.
- ★ Ingaba nonke ninezimbini? Masibale.
- ★ Ingaba ningazibeka ngolunye uhlobo izixhobo zokubala phezu kweziciko zenu ezimbini?
- ★ Balani kwakhona.

Abafundi batshatisa amakhadi abo anamachokoza u1 no2 nezixhobo zokubala eziphezu kweziciko. Khuthaza abafundi ukuba bazibeke njengezakho izixhobo zokubala.



Qwalasela ukuba abafundi bayakwazi uku:-

- tshatisa imifanekiso yenani u2 nezinto ezimbini, namakhadi anamachokoza naweesimboli
- qaphela, kwalatha baze babize isangqa

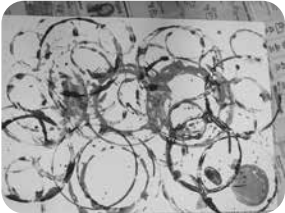
Workstation 1

What you need

- Playdough template: Number 2 per learner (page 212)
- Playdough

Learners use playdough to form the number '2', to roll two balls of playdough to place on the tree, and to roll two balls of playdough to place in the grid.

Workstation 2



What you need

- Paint in shallow trays
- Large sheets of paper for each learner
- Different-sized objects with circular surfaces (for example, yoghurt containers, tins, toilet roll inners, disposable cups, lids)

Learners print using circle-shaped objects. Press the object into the paint and then onto paper to create a circle print.


Workstation 3



What you need

- Pictures of food from advertising pamphlets, magazines and newspapers
- 1 large circle drawn on A4 paper per learner
- Scissors and glue

Learners cut out the circle to make a 'plate'. They cut out and glue pictures of food onto their plates.

 **TIP** Learners who struggle with cutting can tear pictures and can roll playdough into a 'sausage' shape to place on the 'plate' outline.

Workstation 4

What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

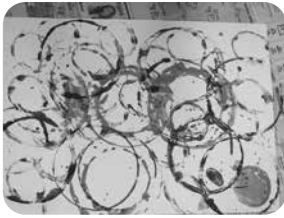
Isitishi sokusebenzela 1

Okudingayo

- Ithempleyithi yentlama yokudlala: Inani 2 kumfundi ngamnye (iphepha 213)
- Intlama yokudlala

Abafundi basebenzisa intlama yokudlala ukwenza inani u'2', ukubumba iibholana ezimbini ngentlama bazibeke emthini, baze babumbe ezinye iibholana ezimbini ngentlama yokudlala bazibeke kwigradi.

Isitishi sokusebenzela 2



Okudingayo

- Ipeyinti ekwiitreyi ezisidibi
- Amaphepha amakhulu omfundi ngamnye
- Izinto ezingalinganiyo ngobungakanani ezinomphantsi osisangqa (umzekelo, izikhongozeli zeyogathi, iitoti, iroli eyikhadibhodi engaphakathi kwiphepha lendlu yangasese, iikomityi ezenziwe ngephepha, iziciko)

Abafundi bayaprinta besebenzisa izinto ezimile okweezangqa. Bacinezela izinto epeyintini baze bazicinezelise ephepheni ukuze kwenzeke umfanekiso osisangqa.

Isitishi sokusebenzela 3



Okudingayo

- Imifanekiso yokutya efunyenwe kumaphetshana ezibhengezo, kwiimagazini nakumaphephandaba
- Isangqa esikhulu somfundi ngamnye esizotywe kwiphepha elinguA4
- Izikere neglu

Abafundi basika isangqa benze ngaso 'ipleyiti'. Basika baze bancamathelise ngeglu imifanekiso yokutya kwiipleyiti zabo.



INGCEBISO

Abafundi abafumana ubunzima ukusika bangakrazula imifanekiso baze baqengqe intlama yokudlala imile 'okwesoseji' abaza kuyibeka kwisakheko 'sepheyiti'.

Isitishi sokusebenzela 4

Okudingayo

- Iphazili ezinomxholo othi 'umzimba'

Umfundi ngamnye wakha iphazili.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: square
- Describe, sort and compare 3-D objects and 2-D shapes
- Direction: forwards, backwards
- Position: inside, outside

New knowledge

- 2-D shapes: square
- Direction: forwards and backwards
- Position: inside and outside

Practise

- Circle
- Number concepts 1 and 2
- Oral counting 1–5
- Counting objects 1–5
- Boxes and balls
- Six-piece puzzles

New maths vocabulary

square
corner

side
straight

flat
surface

forwards
backwards

Getting ready

For the activities this week, you will need to prepare the following:

- a large box that has at least two square faces
- a large cardboard square and circle
- square shapes of any size and colour
- 5 pages with a red square and 5 pages with a blue square
- colour squares for each learner
- square-shaped objects, for example, wooden blocks, small square notepad, square beanbag, dice, mosaic pieces, square attribute blocks
- circle-shaped objects, for example, plastic milk bottle caps, plastic lids, large buttons, circle attribute blocks
- make 6 sets of 2 dot cards with 1 and 2 dots, 2 picture cards with 1 and 2 pictures of animals for learners' tubs
- 7 pictures of squares
- dot and animal cards (*Resource Kit*).



TIP

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Qwalasela, yalatha uze ubize amagama eemilo ezingu2-D: isikwere • Chaza, hlela, uthlekise izinto ezingu3-D neemilo ezingu2-D • Isalathiso: phambili, ngasemva • Indawo: ngaphakathi, ngaphandle 	<ul style="list-style-type: none"> • Iimilo ezingu2-D: isikwere • Isalathiso: phambili, ngasemva • Indawo: ngaphakathi, ngaphandle 	<ul style="list-style-type: none"> • Isangqa • Ingqikelelo-manani ka1 no2 • Ukubala ngomlomo 1–5 • Ukubala izinto 1–5 • Iibhokisi neebhola • Iphazili enamaqhekeza amathandathu

Isigama esitsha semathematika			
isikwere ikona	icala ngqalileyo	mcaba umgangatho	phambili emva

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ibhokisi enkulu enamacala amabini obuso obuzizikwere
- isikwere nesangqa esikhulu esenziwe ngekhadibhodi
- iimilo ezizizikwere ezingalinganiyo nezinemibala eyahlukahlukeneyo
- amaphepha ama5 anezikwere ezibomvu kunye namaphepha ama5 anezikwere ezizuba
- faka imibala kwisikwere somfundi ngamnye
- izinto ezimile okwesikwere, umzekelo iibhloko zeplanga, incwadana yokubhalela esisikwere, ingxowana yeembotyi esisikwere, amasuntswana ezinto zemozeyikhi, iibhloko ezineempawu ezizizikwere
- izinto ezimile okwesangqa, umzekelo, iziciko zeebhottle zobisi, iziciko zeplastiki ezisisangqa, amaqhosha amakhulu, iibhloko zeathribhuthi ezineempawu zezangqa
- yenza iiseti ezi6 zamakhadi amachokoza eli nama2, amakhadi emifanekiso ama2 anomfanekiso om1 nemi2 yezilwanyana yezitya zabafundi
- imifanekiso esi7 yezikwere
- amakhadi amachokoza nawezilwanyana (*iKiti yeziXhobo*).

INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula njengendlela yokuziqhelisa amanani olandelelwano: eyokuqala, eyesibini, eyesithathu; indawo: ngaphambi, ngasemva, phakathi, oyena mde, oyena mfutshane.

Whole class activities

Day 1

What you need

- 3-D objects such as blocks, boxes of different sizes, square containers for the maths table
- 1 large box
- 1 large sheet of paper
- 1 large cardboard square
- A koki

1. **Rhyme:** Say any of the counting rhymes from the previous weeks.
2. **Oral counting:** Learners pat their tummies and count from 1 to 5.
3. **Counting objects 1–5:** Place the boxes and blocks on the mat. Ask learners to fetch one block and one box.

Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

Repeat until there are five objects. The learners count as they touch each object.

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

4. **Making squares:** Talk about one of the boxes in the classroom. Trace around a large square box to draw a square. Talk about how the line goes straight along, makes a sharp turn at a corner and then goes straight again, along all the edges.

Guiding questions:

- ★ Do you know what this shape is called?
- ★ How many straight lines does the square have?
- ★ How many corners does this square have?
- ★ Which other sides could I use on this box to make another square shape on the paper?
- ★ Will it be the same? Why?

Trace around the side learners identify, describing the lines as you do so.

5. **Properties of a square:** Show the cardboard square.

Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Is this shape the same as the one we have just drawn? Why?



As you trace around the box, focus on the lines being straight rather than curved (discussed when tracing around a circle in Week 4).

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Izinto ezingu3-D ezifana neebhloko, iibhokisi ezingalinganiyo ngobungakanani, izikhongozeli ezizizikwere eziza kubekwa kwitafle yemathematika
- Isikwere esi1 esikhulu sekhadibhodi
- Ibhokisi e1 enkulu
- Iphepha eli1 elikhulu
- Ikhokhi

1. **Isicengcelezo:** Yenzani naziphi kwizicengcelezo ezenziwe kwiiveki ezidlulileyo.
2. **Ukubala ngomlomo:** Abafundi bambambazela izisu zabo baze babale ukususela ku1 ukuya ku5.
3. **Ukubala izinto 1–5:** Beka iibhokisi neebhloko emethini. Cela abafundi baye kuthatha ibhloko enye nebhokisi enye.

Imibuzo ekhokelayo:

- ★ Zingaphi izinto esinazo?
Bacele baye kuthatha enye ibhloko.
- ★ Zingaphi izinto esinazo ngoku?
Phinda uye kutsho kuntlanu. Abafundi bayabala rhoqo bechukumisa into.
- ★ Ingaba sineebhokisi ezininzi okanye iibhloko ezininzi?
- ★ Zeziphi esinazo ezimbalwa?

4. **Ukwenza izikwere:** Thethani ngebhokisi enye kwiibhokisi eziseklasini. Treyisa ujikeleze ibhokisi enkulu esisikwere ukuzoba isikwere. Bacacisele ukuba umgca uhamba embindini, uze wenze igophe eliyikona wandule ukuhla ungqalile kwakhona, kuyo yonke imiphetho.

Imibuzo ekhokelayo:

- ★ Uyayazi ukuba ibizwa ngokuba yintoni le milo?
- ★ Mingaphi imigca engqalileyo ekhoyo kwisikwere?
- ★ Zingaphi iikona ezi kwesi sikwere?
- ★ Ngawaphi amanye amacala endinokuwasebenzisa kule bhokisi ukuze ndenze esinye isikwere ephepheni?
- ★ Ingaba ziza kufana? Kuba kutheni?

Treyisa icala elikhonjwa ngabafundi, uchaza imigca njengokuba usenza oku.

5. **Iimpawu zesikwere:** Bonisa isikwere sekhadibhodi.

Imibuzo ekhokelayo:

- ★ Ingaba ukhona oyaziyo le milo ukuba ibizwa ngokuba yintoni?
- ★ Ingaba le milo iyafana nale sisandula ukuyizoba? Kutheni?

INGCEBISO

Njengokuba utreyisa ujikeleza ibhokisi, gxininisa kwimigca ukuze ingqale endaweni yokuba ibe ngamagophe (bekuthethiwe ngoku xa bekutreyiswa kujikelezwa izangqa kwiVeki 4).





TIP

At the end of the day ask the learners to bring square-shaped objects from home for Day 2.

Pass the square attribute blocks around the class for learners to feel and explore the properties.

- ★ What do you feel around the edge of the objects?
- ★ What do the sides look like? And the corners?
- ★ What else can you see and feel on your square?
- ★ How is this different to the circle shapes we looked at last week?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Day 2

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Square-shaped objects brought from home
- 1 large square and 1 circle-shaped cardboard cut-out

1. **Rhyme:** Say the rhyme, *Five happy tortoises*.
2. **Oral counting:** Learners blink their eyes slowly and count from 1 to 5. Repeat, blinking faster.
3. **Counting objects 1–5:** Place square-shaped objects, for example, book, box, lid or block on the mat. Ask five learners each to fetch an object and stand in front. Count from 1 to 5 together. Learners describe their object and count the corners, the sides and the edges.

Guiding questions:

- ★ What makes these objects square?
- ★ _____ fetch another square-shaped object.
- ★ What is the same about the object _____ is holding and the one that _____ is holding?
- ★ Can you think of anything else you could have brought from home that is square-shaped?

4. **Compare squares and circles:** Place the large cardboard squares and circles on the wall. Ask the learners what the shapes are called. Ask learners to 'walk' a circle, then a square. Ask learners to draw a square and a circle in the air. Discuss the differences and similarities between the square and the circle.

Guiding questions:

- ★ What is different about these two shapes?
- ★ Which one has straight lines? (Count these.)
- ★ Which one has a curved line?
- ★ Which one has corners? (Count these.)

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Be prepared to provide extra square-shaped objects, for example, tiles, mosaics, lids, blocks, mirrors, Lego, Duplo and so on.

INGCEBISO

Ekupheleni kosuku cela abafundi ukuba beze nezinto ezimile okwesikwere emakhayeni abo eziza kusetyenziswa kuSuku 2.

Gqithisa iibhloko eziphawula isikwere eklasini ukuze abafundi bafumanise baze baqwalasele banzi ngeempawu zaso.

- ★ Yintoni oyivayo kwimiphetho yezi zinto?
- ★ Akhangeleka njani amacala? likona zona?
- ★ Yintoni oyibonayo noyivayo kwisikwere sakho?
- ★ Kwahluke njani oku kwiimilo zesangqa ebesizibone kwiveki ephelileyo?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwizitishi zokusebenzela zozine. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 2

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- Izinto ezimile okwesikwere abeze nazo emakhayeni abo
- Isikwere esi1 esikhulu kunye nesangqa sekhadibhodi esisikiweyo sakhutshwa

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo*.
2. **Ukubala ngomlomo:** Abafundi baqhwanayazisa amehlo kancinci baze babale ukusuka ku1 ukuya ku5. Kuphinde oku, uqhwanayaza ngokukhawuleza.
3. **Ukubala izinto 1–5:** Beka emethini izinto ezimile okwesikwere, umzekelo, incwadi, ibhokisi, isiciko okanye ibhloko esemethini. Cela abafundi abahlanu emnye ukuba eze nento ngaphambili. Balani ukusuka ku1 ukuya ku5. Abafundi bachaza izinto abanazo babale iikona, amacala kunye nomgangatho omcaba emacaleni.

Imibuzo ekhokelayo:

- ★ Yintoni eyenza ezi zinto zibe zizikwere?
- ★ ____ landa enye into emile okwesikwere.
- ★ Yintoni efanayo nale nto ayiphethayo u ____ kunye nale iphethwe ngu ____?
- ★ Ingaba ungacinga ngenye into ubunokuza nayo ekhaya emile okwesikwere?

4. **Thelekisa izikwere kunye nezangqa:** Beka iimilo ezinkulu ezizikwere nezizizangqa eludongeni. Buza abafundi ukuba zintoni amagama ezi milo. Cela abafundi ukuba 'bahambe' esangqeni, baphinde bahambe kwisikwere. Bacele abafundi ukuba bazobe isikwere nesangqa emoyeni. Thetha ngezinto ezahluke nezifana ngazo izikwere nezangqa.

Imibuzo ekhokelayo:

- ★ Yintoni oyibonayo ezahluke ngayo ezi milo zimbini?
- ★ Yeyiphi enemigca engqalileyo? (Zibale.)
- ★ Yeyiphi enomgca oligophe?
- ★ Yeyiphi enekona? (Zibale.)

5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yezitishi zokusebenzela nangenkqubo yokuqoqosha.

INGCEBISO

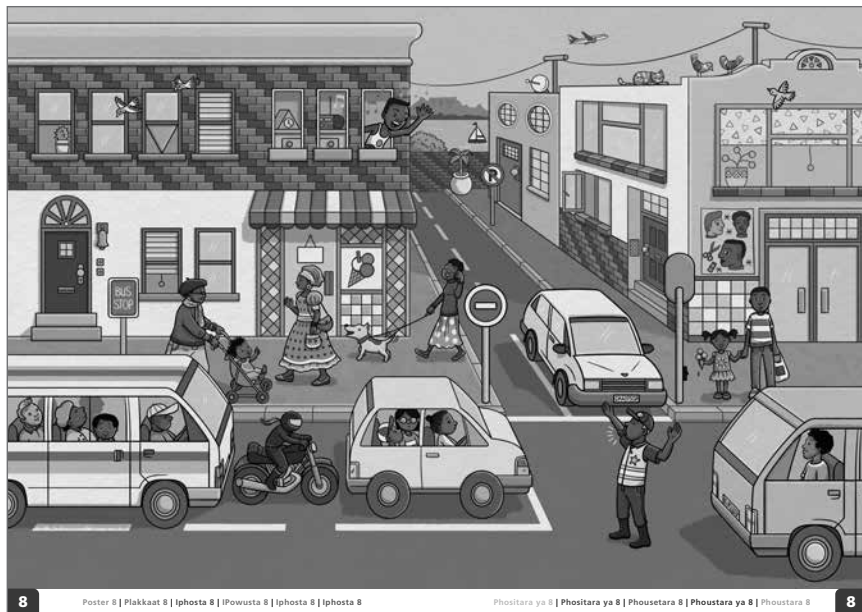
Zilungiselele ukuza nezinye izinto ezimile okwesikwere, umzekelo, iithayile, iimozeyikhi, iziciko, iibhloko, izipili, iLego, iDuplo, njalo njalo.

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- *Poster Book, Poster 8*
- 5 pictures of squares of any size and any colour

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, adding actions.
2. **Oral counting:** Learners move slowly and count from 1 to 5.
3. **Counting objects 1–5:** Put up five pictures of squares around the classroom. Learners take turns to find the pictures of squares. Learners discuss whether they agree that the pictures the learners have found are of squares, and they explain why.
4. **Problem solving:** Talk about Poster 8.



Guiding questions:

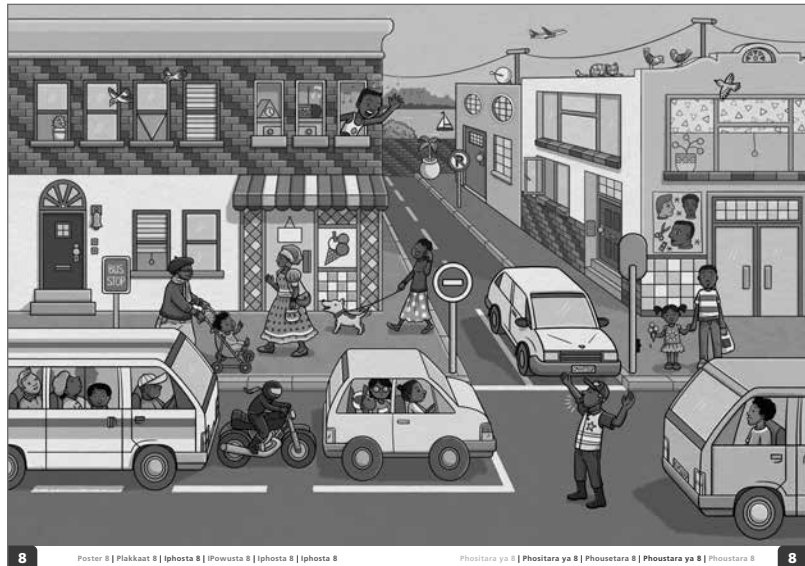
- ★ What do you see in this picture? What are the people doing?
 - ★ Can you see any squares? (Count these.)
 - ★ How do we know that these are squares?
 - ★ Can you see any circles?
 - ★ Are there more squares or more circles? How do you know? (Count them.)
 - ★ How many cars are waiting for the traffic officer to say they can go?
 - ★ How many motorbikes are there?
 - ★ If the white car drives away (cover this car in the picture), how many will be left? (Count the cars together.)
 - ★ How many people do you see inside the small yellow car?
 - ★ Which has more people in it: the small yellow car or the taxi?
 - ★ How many people do you see on the pavement?
 - ★ Can you see any people inside the buildings?
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Usuku 3

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- *INcwadi yeePowusta, iPowusta 8*
- Imifanekiso emi5 yezikwere nokuba zingakanani na kwaye zinawuphi umbala

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo*, nenze iintshukumo.
2. **Ukubala ngomlomo:** Abafundi bahamba kancinci baze babale ukusuka ku1 ukuya ku5.
3. **Ukubala izinto 1–5:** Beka imifanekiso emihlanu yezikwere ekhoyo eklasini. Abafundi bayatshintshana ukufumana imifanekiso yezikwere. Abanye abafundi bathetha ngokuba bayavumelana kusini na nokuba imifanekiso efunyenwe ngabanye yezikwere baze banike izizathu zoko.
4. **Ukusombulula iingxaki:** Thetha ngePowusta 8.



Imibuzo ekhokelayo:

- ★ Nibona ntoni kulo mfanekiso? Benza ntoni abantu?
 - ★ Ingaba zikhona izikwere enizibonayo? (Zibaleni.)
 - ★ Sazi njani ukuba ezi zizikwere?
 - ★ Ingaba zikhona izangqa enizibonayo?
 - ★ Ingaba izikwere zininzi ngaphezu kwezangqa? Nikwazi njani oko? (Zibaleni.)
 - ★ Zingaphi imoto ezilinde ukuba lithi ipolisa lendlela mazihambe?
 - ★ Zingaphi izithuthuthu ezilapho?
 - ★ Ukuba imoto emhlophe iyahamba (yogqume imoto leyo emfanekisweni), kuza kushiyeka ezingaphi? (Zibaleni ninonke iimoto.)
 - ★ Bangaphi abantu enibabonayo ngaphakathi emotweni encinci emthubi?
 - ★ Yeyiphi enabantu abaninzi kuyo: imoto encinci emthubi okanye iteksi?
 - ★ Bangaphi abantu enibabonayo epevementini?
 - ★ Ingaba bakhona abantu enibabonayo ngaphakathi kwezakhiwo?
5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Day 4



TIP

If space is limited, do these activities outdoors.

What you need

- Rhyme: *Five happy tortoises* (page 196)
- A big toy car

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners shrug their shoulders and count from 1 to 5.
3. **Counting objects 1–5:** Ask three learners to stand in front. Ask how many learners there will be if another one is added. Another learner stands in front. Count together. Repeat until there are five learners in front.
4. **Introducing 'forwards' and 'backwards':** Learners move slowly like a tortoise forwards and backwards in different ways, for example, they walk forwards and then crawl backwards, crawl forwards and then jump backwards. Point out the difference between 'walking backwards' and 'walking back towards'.
Move a big toy car forwards and backwards in different ways. Ask learners to explain whether you are moving the car forwards or backwards. Say the words 'forwards' and 'backwards' together as you do this. Give a few learners turns to move the car forwards and backwards and say how they are moving it.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Five happy tortoises* (page 196)
- 30 objects from around the classroom
- 5 pages with a red square
- 5 pages with a blue square

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners march forwards counting from 1 to 5. Repeat, with learners marching backwards.
3. **Counting objects 1–5:** Place the objects from around the classroom on the mat. Together count from 1 to 5 as a learner takes out five objects. Repeat as other learners make groups of five objects.
4. **Reinforcing the square using pattern:** Show learners a page with a red square.

Guiding questions:

- ★ What is the shape on this page called?
- ★ What colour is the shape?



TIP

If space is limited, do these activities outdoors.

Usuku 4



INGCEBISO

Ukuba akukho ndawo, le misebenzi yenzeleni phandle.

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- Imoto enkulu yokudlala

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo*, nenze neentshukumo.
2. **Ukubala ngomlomo:** Abafundi bashukumisa amagxa abo baze babale ukusuka ku1 ukuya ku5.
3. **Ukubala izinto 1–5:** Cela abafundi abathathu baze kuma ngaphambili. Buza ukuba bazakuba bangaphi abafundi ukuba kongezwa omnye. Omnye umfundi uya kuma ngaphambili. Balani nonke. Kuphinde oku bade babe bahlanu abafundi abeza kuma ngaphambili.
4. **Ukufundisa ngentshukumo 'ukuya phambili' nentshukumo 'ukubuya umva':** Abafundi baya phambili behamba kancinci okofudo baphinde babuye umva ngeendlela ngeendlela, umzekelo, bahamba baye phambili baze bakhase bebuya umva, bakhase ukuya phambili baze baxhume bebuya umva. Cacisa umahluko phakathi 'kokuhamba usiya phambili' kunye 'nokuhamba ubuya umva'.
Hambisa imoto yokudlala enkulu uyise phambili uphinde uyibuyise umva ngeendlela ngeendlela. Cela abafundi ukuba bacacise ukuba imoto uyisa phambili okanye uyibuyisa umva na. Biza amagama athi iya 'phambili' nelithi ibuya 'umva' njengokuba usenza oku. Nika abafundi abambalwa ithuba lokuhambisa imoto bayise phambili baphinde bayibuyise umva baze bachaze ukuba bayihambisa njani na.
5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yezitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 5



INGCEBISO

Ukuba akukho ndawo, yenzeleni phandle le misebenzi.

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- Izinto ezingama30 eziseklasini
- Amaphepha ama5 anesikwere esibomvu
- Amaphepha ama5 anesikwere esizuba

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo*, nenze neentshukumo.
2. **Ukubala ngomlomo:** Abafundi bayangqisha besiya phambili bebala ukusuka ku1 ukuya ku5. Kuphindeneni oku, abafundi bengqisha bebuya umva.
3. **Ukubala izinto 1–5:** Beka izinto ezilapha eklasini emethini. Ninonke balani ukusuka ku1 ukuya ku5 njengokuba umfundi ekhupha izinto ezintlanu. Kuphinde oku njengokuba abanye abafundi besenza amaqela ezinto ezintlanu.
4. **Ukubethelela kwisikwere usebenzisa ipateni:** Bonisa abafundi isikwere esibomvu.

Imibuzo ekhokelayo:

- ★ Ingaba ibizwa ngokuba yintoni le milo ikweli phepha?
- ★ Unjani umbala wale milo?

- ★ Can you see anything else in the classroom that reminds you of a square?
- ★ Can you see anything else that is the same colour?

Repeat with the blue square.

Give two learners a red square each, and two learners a blue square each. Arrange them into a red, blue, red, blue pattern so that others can see their shapes. Learners say the colours together as you point.

- ★ What can you tell me about the way the squares are arranged?
- ★ What comes after the first red square? What comes next?
- ★ Should I add a red square or a blue square to the end of this pattern?
- ★ Why do you think that?

Give six other learners pages with red or blue squares and ask them to stand so that they can make a longer pattern.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Discussing pictures, vocabulary development (shapes).
- Outside play: Provide a variety of large cardboard packaging boxes for the learners to play in and explore with. They can build with these as part of fantasy play.
- Outside play: Shape hopping – use masking tape or chalk to draw a square on the ground and play a hopping or musical squares game.

Small group activities

Teacher-guided activity

What you need

- For each learner, a tub with:
 - 3 animal counters (1 of one kind and 2 of another)
 - Number dot, word and symbol cards 1 and 2
 - 2 picture cards of animals that match the selected counters
- A feely bag with balls and boxes
- 1 large square cardboard box
- Large sheets of paper
- A koki

1. **Oral counting:** Learners tap the floor moving their hands forwards as they count from 1 to 5. Repeat, with learners moving their hands backwards.
2. **Counting objects 1–5:** Learners face each other in pairs and match one hand with their partner's. They touch each matching finger and thumb, counting from 1 to 5 as they do so. Learners repeat with the other hand.

- ★ Ingaba ikhona enye into oyibonayo eklasini ekukhumbuza ngesikwere?
- ★ Ingaba ikhona enye into oyibonayo enombala ofanayo?

Kuphinde oku ngesikwere esinombala ozuba.

Nika abafundi ababini isikwere esibomvu emnye kubo, unike abafundi ababini isikwere esizuba emnye. Bahlele ngokwepateni ebomvu, ezuba, ebomvu, nezuba ukuze abanye bazibone iimilo zabo. Abafundi bayibiza kunye imibala ngeli xesha wena usalatha.

- ★ Yintoni eninokundixelela yona ngendlela ezihlelwe ngayo izikwere?
- ★ Yintoni eza emva kwesikwere esibomvu? Yintoni elandelayo?
- ★ Ingaba ningakwazi ukongeza isikwere esibomvu okanye isikwere esizuba ekupheleni kwale pateni?
- ★ Kutheni nicinga kanjalo?

Nika abanye abafundi abathandathu amaphepha anezikwere ezibomvu nezizuba ubacele ukuba beme ukuze nenze ipateni endana.

5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi:

- Ukuxoxa ngemifanekiso, uphuhliso lwesigama (iimilo).
- Umdlalo waphandle: Nika iintlobontlobo zamakhadibhodi amakhulu okupakisha ukulungiselela abafundi ukuba badlale kuzo kwaye baphonononge ngazo. Basenokwakha ngazo ngenjxenxalenye yomdlalo welizwe lokuzakhela.
- Omdlalo waphandle: Ukungcileza kwiimilo – sebenzisa iteyiphu okanye itshokwe ukuzoba isikwere phantsi nize nidlale umdlalo wokungcileza okanye umdlalo wezikwere zomculo.

Imisebenzi yamaqela amancinci

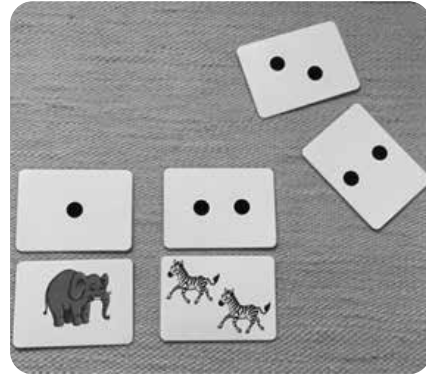
Umsebenzi okhokelwa ngutitshala

Okudingayo

- Nika umfundi ngamnye isitya:
 - Esinezixhobo zokubala ezizizilwanyana ezi3 (esi1 sohlobo olunye kunye nezi2 zolunye)
 - Esinamakhadi amachokoza amanani, amanani angamagama naneesimboli, ka1 naka2
- Esinamakhadi anemifanekiso ama2 ezilwanyana ehambelana nezixhobo zokubalisa ezikhethiweyo
- Ingxowana yokumpampatha eneebhola neebhokisi
- Bhokisi e1 enkulu yesikwere eyenziwe ngekhadibhodi
- Amaxwebhu amakhulu ephhepha
- Ikhokhi

1. **Ukubala ngomlomo:** Abafundi babetha phantsi behambisa izandla zabo bezisa phambili njengokuba bebala ukusuka ku1 ukuya ku5. Kuphinde oku abafundi behambisa izandla zabo bezibuyisa umva.
2. **Ukubala izinto 1–5:** Abafundi bayajongana ngababini baze batshatise isandla esinye neso sikagxa wakhe. Abafundi bachukumisa umnwe ohambelanayo nomnye kunye nobhontsi, bebala ukusuka ku1 ukuya ku5 njengokuba besenza oko. Abafundi baya kuphinda oku ngesinye isandla.

3. **Matching dot cards 1 and 2:** Show the 1 and 2 dot cards (from the *Resource Kit*) and place them on the mat. Show the elephant and zebra pictures. Learners match the elephant to the 1 dot card, and the zebras to the 2 dot card.



Guiding questions:

- ★ Can you match the zebras to another card?

Learners take out their dot cards and put them face down on the mat. They turn over any card and take turns to say what number their dot card represents. They match the correct number of animal counters to the card. Repeat with another dot card.

- ★ Which animal do you have one of?
- ★ Which animal do you have two of?
- ★ How many animals do you have altogether? (Count them.)

Learners match their picture cards to their dot cards. They match their number symbol and number word cards to their picture cards.

4. **Reinforcing boxes and balls:** Explain to the group how to use the feely bag. Without looking at it, a learner feels for an object inside the bag and describes what it feels like. The other learners says what they think it is. The learner takes the object out of the bag and learners look at it together, discussing all the properties. Encourage learners to use vocabulary such as: sides, smooth, round, sharp corners and straight sides.
5. **Exploring the properties of a box – 3-D activity:** Learners explore the inside and outside of a large cardboard box. They climb inside the box and then stand outside the box, walk around it tracing the edges with their hands, touch the corners and turn the box over. Count the sides of the box together.
6. **Exploring the square – 2-D activity:** On a large sheet of paper, trace around one of the faces of a big box.

Guiding questions:

- ★ What do you think this shape will look like?
- ★ How do you know it is a square?
- ★ Could we trace around another side of this box if we want to make another square?
- ★ How many lines does the square have? Tell me about them.

TIP

Draw a face on each side of the box to assist learners in counting the sides.

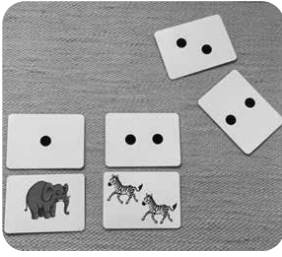
TIP

Observe the learners' progress across other Grade R Mathematics Content Areas that have been covered in previous weeks.



Check that learners are able to:

- recognise, name and describe a square
- identify properties of a box and a square shape
- follow instructions to move forwards and backwards
- follow instructions related to inside and outside
- match objects to dot, picture and number symbol cards



3. **Ukutshatisa amakhadi anamachokoza u1 no2:** Bonisa ikhadi lechokoza 1 nelinamachokoza ama2 (avela kwi*Kiti yeziXhobo*) uze uwabeke emethini. Bonisa ngomfanekiso wendlovu nowamaqwarhashe. Abafundi batshatisa indlovu nekhadi elinechokoza eli1 neqwarhashe kwikhadi elinamachokoza ama2.

Imibuzo ekhokelayo:

- ★ Ungakwazi ukutshatisa amaqwarhashe nelinye ikhadi?

Abafundi bakhupha amakhadi anamachokoza abo bawaqubude emethini. Batyhila naliphi na ikhadi baze batshintshane bechaza ukuba ikhadi labo elinamachokoza limele eliphi inani. Batshatisa inani elichanekileyo lezixhobo zokubala ezizizilwanyana nekhadi elo. Kuphinde oku ngelinye ikhadi elinamachokoza.

- ★ Sesiphi isilwanyana onaso esinganye?
- ★ Zeziphi izilwanyana anazo ezingambini?
- ★ Zingaphi izilwanyana onazo xa zizonke? (Zibale.)

Abafundi batshatisa amakhadi abo emifanekiso kunye namakhadi abo anamachokoza. Abafundi batshatisa isimboli yenani kunye namakhadi anamagama amanani namakhadi anemifanekiso abo.

4. **Ukubethelela kwiibhokisi nasezibholeni:** Cacisela iqela ukuba lizisebenzise njani iingxowa zabo. Bengayijonganga, abafundi bampampha into engaphakathi engxoweni baze bachaze ukuba ivakala ngathi yintoni na. Abanye abafundi bayachaza nabo ukuba bacinga ukuba yintoni na. Umfundi uyayikhupha engxoweni baze abafundi bayijonge bonke, bathethe ngeempawu-kwenza zayo. Khuthaza abafundi ukuba basebenzise isigama esifana nesi: amacala, igudile, sisangqa, ineekona ezitsolo nelithi amacala angqalileyo.

5. **Ukuphonononga iimpawu zebhokisi – umsebenzi ka3-D:**

Abafundi baphonononga umphakathi nomphandle webhokisi. Bangena ngaphakathi kwebhokisi baphinde beme ngaphandle kwayo, bayijikeleze betreyisa imiphetho yayo ngezandla zabo, babambe iikona ngezandla zabo baze bayiguqule ibhokisi. Balani amacala ebhokisi nikunye.

6. **Ukuphonononga isikwere – umsebenzi ka2-D:** Kuxwebhu elikhulu, treyisa ujikeleze obunye ubuso bebhokisi enkulu.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba le milo iza kuba njani?
- ★ Wazi njani ukuba sisikwere?
- ★ Singakwazi ukutreyisa elinye icala lale bhokisi ukuba sifuna ukwenza esinye isikwere?
- ★ Ingaba mingaphi imigca yesikwere? Khanindixelele ngayo.

INGCEBISO

Zoba umfanekiso kwicala ngalinye lebhokisi ukuncedisa abafundi ukuba bakwazi ukubala amacala ayo.

INGCEBISO

Qwalasela inkqubela yabafundi kwezinye iinkalo zomXholo zeMathematika yeBanga R ekuthethwe ngayo kwezi veki zidlulileyo.



Qwalasela ukuba abafundi bayakwazi uku:-

- bona, ukubiza nokuchaza isikwere
- bona iimpawu-kwenza iimpawu zebhokisi nezemilo esisikwere
- landela imiyalelo yokuya phambili nokubuya umva
- landela imiyalelo ephathelene nongaphakathi kunye nongaphandle
- tshatisa izinto namakhadi anamachokoza, anemifanekiso kunye naneesimboli zamanani



Workstation 1

What you need

- Playdough
- Playdough boards for each learner
- Rollers and dough cutters (square and circle)

Learners make playdough shapes using circle- and square-shaped dough cutters. They use these shapes to make models of their choice.

Workstation 2

What you need

- Coloured paper
- Scissors and glue
- Plain paper for each learner
- Cubes or blocks

Learners trace around cubes or blocks to draw a square. They cut out the squares of different sizes and colours. They paste them onto plain paper to make a picture.



TIP

Prepare squares for those learners who struggle with tracing.

Workstation 3 (This is a group activity.)

What you need

- For each learner: square- and circle-shaped everyday objects
- A large piece of paper with a square drawn on it
- A large piece of paper with a circle drawn on it

Learners sort the objects into two groups – square objects and circular objects. They place the objects on the piece of paper with the matching shape.



Workstation 4

What you need

- A six-piece puzzle for each learner (see page 220)

Learners build puzzles with a minimum of six puzzle pieces.



TIP

Choose puzzles based on the learners' abilities.



Isitishi sokubenzela 1

Okudingayo

- Intlama yokudlala
- Ilibhodi zentlama yokudlala zomfundi ngamnye
- Amaphini kunye nezinto zokusika intlama (isikwere nesangqa)

Abafundi benza iimilo ngentlama yokudlala besebenzisa izinto zokusika intlama ezisisangqa nezisisikwere. Basebenzisa ezi milo ukwenza iimodeli abazifunayo.

Isitishi sokubenzela 2

Okudingayo

- Iphepha elinombala
- Isikere neglu
- Iphepha elingabhalwanga nto lomfundi ngamnye
- Iityhubhu okanye iibhloko

Abafundi batreyisa bajikeleze iityhubhu okanye iibhloko ukuzoba isikwere. Basika bakhuphe izikwere ezingalinganiyo nemibala eyahlukileyo. Bancamathelisa izikwere ephepheni elingabhalwanga nto ukuze benze umfanekiso.

INGCEBISO

Lungisa izikwere ukunceda abafundi abasokolayo ukutreyisa.

Isitishi sokubenzela 3 (Lo ngumsebenzi weqela.)

Okudingayo

- Nika umfundi ngamnye: izinto zemihla ngemihla ezimile okwesikwere nanjengesangqa
- Iphepha elikhulu elizotywe isangqa
- Iphepha elikhulu elizotywe isikwere

Abafundi bahlela izinto zibe kumaqela amabini – izinto ezisisikwere kunye nezinto ezibusangqa. Babeka izinto kwisijungqe sephepha esinemilo efanayo.



Isitishi sokusebenzela 4

Okudingayo

- Iphazili enamaqhekeza amathandathu kumfundi ngamnye (jonga kwiphepha 220)

Abafundi bakha iiphazili besebenzisa amaqhekeza amathandathu ubuncinane.

INGCEBISO

Khetha iiphazili ezilungelene noko abafundi abasele bekwazi ukukwenza.

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns

New knowledge

- Identify patterns
- Copy patterns
- Number 3
- Sequencing numbers 1–3

Practise

- Oral counting 1–5
- Counting objects 1–5
- Reinforce number concepts 1 and 2
- Problem solving using objects

New maths vocabulary

same as	different	copy	next	end
not the same as	pattern	repeat	beginning	

Getting ready

For the activities this week, you will need to prepare the following:

- a number frieze for number 3 (page 208)
- a set of number symbol, word and dot cards 1–3
- 3 big red paper circles, 3 big blue paper circles and 3 small blue paper circles
- collection of everyday objects – to be used to make groups, for example, buttons, matchboxes, same-sized candles, crayons, bottle tops, plastic cups, spoons
- picture cards, dot cards and number symbol cards for 3 (1 set per learner in a group)
- set of 3 circle-shaped and 3 square-shaped stamps made out of sponge, wood or cork (1 set per learner in a group)
- 10 pattern strips made with the stamps
- sheets of paper with space for the learners to fingerprint a worm's body (see page 116)
- 10 pattern cards using sticks and counters from the *Resource Kit* (the items can be repeated in 1–3 number range)
- playdough template: Number 3 (page 214).



TIP

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

INkalo yomXholo ekuGxininiswa kuyo: IiPateni, iiFanshini neAljibhra

Izihloko

- Iipateni zejyometri

Ulwazi olutsha

- Yalatha iipateni
- Khuphela iipateni
- Inani 3
- Ulandelelaniso lwamanani 1–3

Ziqhelise

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–5
- Ukubethelela iingqikelelo-zamanani u1 no2
- Ukusombulula iingxaki usebenzisa izinto

Isigama esitsha semathematika

ifana ne-
ayifani ne-

yahlukile
ipateni

khuphela
phindaphinda

elandelayo
ekuqaleni

ekugqibeleni

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ifrizi yamanani yenani u3 (iphepha 209)
- iseti yamakhadi eesimboli, awamanani angamagama nawamachokoza ka1–3
- izangqa ezikhulu ezi3 zephepha ezibomvu, izangqa ezikhulu ezi3 zephepha ezizuba kunye nezangqa ezincinci ezi3 zephepha ezizuba
- ingqokelela yezinto zemihla ngemihla – eziza kusetyenziswa kumaqela, umzekelo, amaqhosha, iibhokisi zematshisi, amakhandlela alinganayo ngobungakanani, iikhrayoni, iziciko zeebhotile, iikomityi zeplastiki, amacephe
- amakhadi anemifanekiso, amakhadi anamachokoza kunye namakhadi anesimboli yenani u3 (iseti e1 kumfundi ngamnye eqeleni)
- iseti yezitampu ezi3 ezimile okwesangqa nezitampu ezi3 ezimile okwesikwere ezenziwe ngesiponji, iplanga okanye isivingco (iseti e1 kumfundi ngamnye kwiqela)
- imicu eli10 eyipateni eyenziwe ngezitampu
- amaxwebhu ephepha anendawo yokuba abafundi benze umzobo womsundululu besebenzisa iminwe yabo (iphepha 117)
- amakhadi ali10 epateni usebenzisa izinti kunye nezixhobo zokubala ezithathwe kwi*Kiti yeziXhobo* (izinto zisenokuphindwa kuluhlu lwamanani u1–3)
- ithempleyithi yentlama yokudlala: Inani 3 (iphepha 215).



INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula njengendlela yokuziqhelanisa namanani olandelelwano: eyokuqala, eyesibini, eyesithathu; indawo: phambi kwe-, ngasemva, phakathi, oyena mde, oyena mfutshane.

Whole class activities

Day 1

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number friezes 1–3
- Numbers 1, 2 and 3 symbol, word and dot cards
- *Number 3 story* (page 198)
- 3 paper plates or paper circles of the same size (on the maths table)

1. **Rhyme:** Say the rhyme, *Five happy tortoises* from Week 5.
2. **Oral counting:** Learners clap hands as they count from 1 to 5. Drum a beat on a box or table top. Tap alternate soft and loud beats. Learners count softly and loudly.

Guiding questions:

- ★ What pattern do you hear?

3. **Counting objects 1–5:** Ask learners to show one, two or three objects in the class. All count as they point.
4. **Introducing number '3':** Point to 'Number 1' and 'Number 2' friezes.

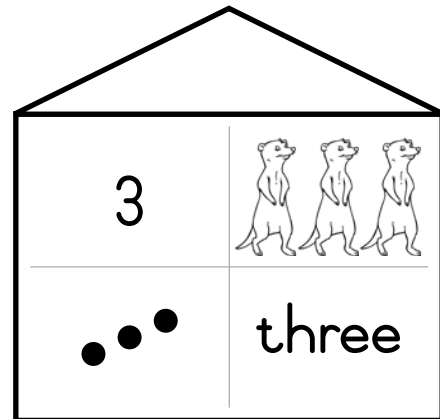
Guiding questions:

- ★ Who lives in the first house? (Point to this.)
- ★ How many elephants live there? Who lives in the next house?
- ★ How many zebras live there?
- ★ Are there more zebras or more elephants? How many more?
- ★ How many animals do you think will live in the next house?
- ★ Will there be more or less than two?

5. **Introducing number '3':** Tell the *Number 3 story* and talk about the 'Number 3' frieze.

Guiding questions:

- ★ Who has seen a meerkat before? Where do meerkats live?
 - ★ How many more meerkats are there than zebras?
 - ★ What is the difference between the elephant's house and the meerkats' house?
 - ★ How many fewer animals are there in the elephant's house than in the meerkats' house?
 - ★ If one meerkat went to the zebras' house, how many animals would be in the zebras' house? And in the meerkats' house?
6. **Matching number cards to frieze number 3:** Give learners one number symbol, dot and word card for 1, 2 and 3. Learners take turns to match their cards to each frieze.



Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- Iifrizi zamanani 1–3
- Amakhadi aneesimboli, amanani angamagama, nanamachokoza ka1, 2 no3
- *Ibali lenani 3* (iphepha 199)
- Iipleyiti ezi3 zephepha okanye izangqa zephepha ezilinganayo ngobungakanani (phezu kwetafile yemathematika)

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo* ebenisenze kwiVeki 5.
2. **Ukubala ngomlomo:** Abafundi bayaqhwaba njengokuba bebala ukusuka ku1 ukuya ku5. Betha igubu eliyibhokisi okanye umphezulu wetafile. Betha ezinye izandi ezitsholo phantsi nezo zitsho kakhulu. Abafundi bathethela phantsi ngeli xesha bebala baphinde bakhwaze.

Imibuzo ekhokelayo:

- ★ Yeyiphi ipateni oyivayo?

3. **Ukubala izinto 1–5:** Cela abafundi bakubonise into enye, ezimbini okanye ezintathu eziseklasini. Balani nonke njengokuba besalatha.
4. **Ukufundisa nganani '3':** Yalatha ifrizi 'yeNani u1' kunye 'neyeNani u2'.

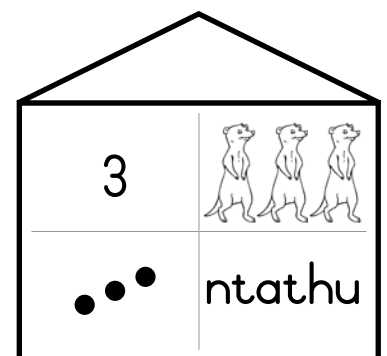
Imibuzo ekhokelayo:

- ★ Ngubani ohlala kwindlu yokuqala? (Yalathe.)
- ★ Zingaphi iindlovu ezihlala phaya? Ngubani ohlala kwindlu elandelayo?
- ★ Mangaphi amaqwarhashe ahlala phaya?
- ★ Ingaba ngamaqwarhashe amaninzi okanye ziindlovu? Maninzi kanganani?
- ★ Ucinga ukuba zingaphi izilwanyana eziza kuhlala kule ndlu ilandelayo?
- ★ Ingaba ziza kubaninzi okanye nganeno kwesibini?

5. **Ukwazisa inani u'3':** Balisa *Ibali lenani 3* uze uthethe ngefrizi 'yeNani 3'.

Imibuzo ekhokelayo:

- ★ Ngubani owakhe walibona igala? Ahlala phi amagala?
- ★ Amagala maninzi kumanaqwarhashe ngaliphi inani?
- ★ Yintoni umahluko phakathi kwendlu yendlovu kunye nendlu yamagala?
- ★ Izilwanyana ezisendlwini yendlovu zibalwa kangakanani kunezo zisendlwini yamagala?
- ★ Ukuba igala elinye liye endlwini yamaqwarhashe, ziza kuba ngaphi izilwanyana endlwini yamaqwarhashe? Zibe ngaphi ezisendlwini yamagala?



6. **Ukutshatisa amakhadi amanani nefrizi yenani u3:** Nika abafundi ikhadi lesimboli elinye, elamachokoza nalegama lika1, 2 no3. Abafundi bayatshintshana ukutshatisa amakhadi abo nefrizi yenani ngalinye.

Guiding questions:

- ★ What does _____ have in her hand?
- ★ Which house does it match? Why?
- ★ Who is holding the dot card with the most dots? And the least dots?

Tell learners that the one with the least dots should go first.

- ★ Which learner should put their card up first?
- ★ Who should be next? Why?

7. **Look for 3 objects:** Learners get into groups of three. They go outside and look for three things to bring inside. Back in the classroom each group shows what they have found.

Guiding questions:

- ★ Who also found _____? Let us count them.

Learners put groups of three objects on the maths table and match number symbol and word cards.

8. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

**TIP**

Remind learners that they can explore the maths table and change objects later in the day.

Day 2**What you need**

- Song: *I have a little wheelbarrow* (page 198)
- 1 additional small blue paper circle and 3 big blue paper circles
- 3 big red paper circles and 2 small blue paper circles

1. **Song:** Sing the song, *I have a little wheelbarrow*. Ask learners to listen for how many spades of sand are put into the wheelbarrow. Sing the song together with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Count from 1 to 5 together as five learners come to the front and take a shape. Learners hold the shape facing the class.

Guiding questions:

- ★ How many shapes can we see?
- ★ How many shapes is each learner holding?
- ★ What is the same about the shapes?
- ★ What is the difference between them?
- ★ Can you make a group of blue circles and a group of red circles?
- ★ Which group has more circles? And fewer circles?
- ★ What do we need to do so that each group has the same number of circles?

Imibuzo ekhokelayo:

- ★ Uphethe ntoni u_____ esandleni sakhe?
- ★ Ihambelana nayiphi indlu? Kutheni usitsho?
- ★ Ngubani ophethe ikhadi elinamachokoza amaninzi? Ingubani ophethe elinamachokoza ambalwa?

Chazela abafundi ukuba lo unelinamachokoza ambalwa mayibe nguyez oza kuqala.

- ★ Ngowuphi umfundi ofanele aphakamise ikhadi lakhe kuqala?
- ★ Ngubani omakalandele? Kutheni usitsho?

7. **Khangela izinto ezi3:** Abafundi bahlala ngokwamaqela amathathu. Baphuma phandle bakhangele izinto ezintathu bangene nazo. Bakuba seklasini iqela ngalinye libonisa ngento eliyifumeneyo.

Imibuzo ekhokelayo:

- ★ Ngubani okwafumene i_____? Masizibaleni.

Abafundi babeka izinto ngokwamaqela amathathu kwitafle yemathematika batshatise iisimboli zamanani namakhadi amagama.

8. **Imisebenzi yamaqela amancinci:** Thetha ngemisebenzi kwizitishi ezine zokusebenzela. Khumbuza abafundi ngenkqubo yokuqoqosha.

 **INGCEBISO**

Khumbuza abafundi ukuba ekuhambeni kwemini basenokuphonononga kwitafle yemathematika baze batshintshe izinto.

Usuku 2**Okudingayo**

- Ingoma: *Ndinekirivana encinci* (iphepha 199)
- Izangqa ezi3 ezikhulu zephepha ezibomvu kunye nezangqa ezi2 ezincinci ezizuba zephepha
- Iphepha eli1 elisisangqa esongeziweyo esincinci esizuba kunye nezangqa ezi3 ezikhulu ezizuba zephepha

1. **Ingoma:** Cula ingoma ethi, *Ndinekirivana encinci*. Cela abafundi ukuba bamamele ukuba mingaphi imihlakulo yesanti egalelwa ekiriveni. Phindani nicule ingoma ninonke nenze neentshukumo.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuba bafuna ukusebenzisa awaphi amalungu omzimba njengokuba bebala ukusuka ku1 ukuya ku5, njengakuSuku 1. Cela abafundi abambalwa ukuba bachaze ukuba ngawaphi amalungu omzimba amakasetyenziswe.
3. **Ukubala izinto 1–5:** Balani nonke ukusuka ku1 ukuya ku5 njengokuba abafundi abahlanu besiza ngaphambili, baze bathathe imilo. Abafundi babamba imilo bayijongise eklasini.

Imibuzo ekhokelayo:

- ★ Zingaphi iimilo esizibonayo?
- ★ Zingaphi iimilo eziphethwe ngumfundi ngamnye?
- ★ Yintoni ezifana ngayo ezi milo?
- ★ Yintoni ezahluke ngayo?
- ★ Ningawenza amaqela ezangqa ezizuba kunye neqela lezangqa ezibomvu?
- ★ Leliphi iqela elinezangqa ezininzi? Elinezangqa ezimbalwa lona?
- ★ Singenza ntoni ukuze iqela ngalinye libe nenani elifanayo lezangqa?

 TIP

Keep the sequences short and simple and focus on either the sizes or colours of the circles.

4. **Exploring pattern:** Give another learner the remaining small blue circle. Ask learners with blue circles to remain standing and those with red circles to place them on the mat. Give three learners the three big blue circles. Arrange the learners in a line with their circles so that they make a pattern: small, big, small, big. Ask the class what size circle should come next. Repeat until all the learners are standing in the line with their circle.



Guiding questions:

- ★ Can you see a pattern? Tell me about it.
- ★ Where does the pattern start?
- ★ What size circle is at the beginning? What size circle comes next?
- ★ If we added another circle to the end of the pattern, what size would it have to be? And next?

5. **Identifying patterns in the classroom:** Ask learners to look for patterns on their clothing and/or in the classroom and to describe the patterns.

Guiding questions:

- ★ What pattern do you see? Why do you think it is a pattern?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Song: *I have a little wheelbarrow* (page 198)
- *Poster Book, Poster 7*
- 3 red paper circles and 3 blue paper circles all the same size

1. **Song:** Sing the song, *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Count from 1 to 5. Clap, stamp, clap, stamp, clap.
3. **Counting objects 1–5:** Identify patterns in Poster 7. Identify and count objects 1–5.

INGCEBISO

Gcina ulandelelwano
lube lufutshane kwaye
lugxininise
kubungakananai
okanye imibala
yezangqa.

4. **Ukuphonononga ipateni:** Nika omnye umfundi isangqa esincinci esizuba esishiyekileyo. Cela abafundi abanezangqa ezizuba ukuba bahlale bemile baze abo banezangqa ezibomvu bazibuyisele emethini. Nika abafundi abathathu izangqa ezintathu ezinkulu ezizuba. Hlela abafundi abane beme ngomgca bephethe izangqa zabo ukwenzela ukuba benze iipateni zezangqa ezingalinganiyo: esincinci, esikhulu, esincinci, esikhulu. Buza iklasi ukuba sesiphi isangqa emasilandele. Kuphinde oku bade babe bonke abafundi balifumene ithuba lokuma emgcezi nezangqa zabo.



Imibuzo ekhokelayo:

- ★ Ingaba niyayibona ipateni? Khanindichazele ngayo.
 - ★ Iqala phi ipateni?
 - ★ Esi sangqa sisekugqibeleni singakanani? Singakanani isangqa esilandelelayo?
 - ★ Ukuba songeza esinye isangqa ekugqibeleni kwale pateni, kuza kufuneka sibe ngakanani? Esilandelayo?
5. **Ukwalatha iipateni eklasini:** Cela abafundi ukuba bakhangele ezinye iipateni ezimpahleni zabo kunye/okanye eklasini baze bazichaze iipateni ezo.

Imibuzo ekhokelayo:

- ★ Yeyiphi ipateni eniyibonayo? Kutheni nicinga ukuba yipateni?
6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Usuku 3

Okudingayo

- Ingoma: *Ndinekirivana encinci* (iphepha 199)
- *INcwadi yeePowsta, iPowusta 7*
- Izangqa ezi3 zephepha ezibomvu nezangqa ezi3 zephepha ezizuba zilingane zonke ngobungakanani

1. **Ingoma:** Cula ingoma ethi, *Ndinekirivana encinci*, wenze neentshukumo.
2. **Ukubala ngomlomo:** Babala ukusuka ku1 ukuya ku5. Bayaqhwaba, bangqishe, baqhwabe, bangqishe, baqhwabe.
3. **Ukubala izinto 1–5:** Yalatha iipateni kwiPowusta 7. Yalatha izixhobo zokubala ukususela ku1–5.

4. **Problem solving 1–3:** Talk about Poster 7.

Guiding questions:

- ★ What time of day do you think it is? Why?
- ★ What do you think Dad will buy next? How many?
- ★ How many pineapples are there? How many would be left if we bought one?

5. **Reinforcing pattern:** Three learners hold the three red circles. Ask how many learners you need to hold the blue circles. Learners make two groups, one holding red and one holding blue circles. Arrange learners so that they are holding circles as follows: blue, red, blue, red, and say the colour names.

Guiding questions:

- ★ Tell me about the pattern.
- ★ What colour did we start with? What came next?

Ask learners if it is possible to hear patterns or whether they can only be seen. Make a body sound pattern, making each sound twice, for example, clap, clap, stamp, stamp, clap, clap, stamp, stamp. Repeat this pattern a few times.

Guiding questions:

- ★ What did you hear?
- ★ How many times did I clap? (Clap and count together.)
- ★ How many times did I stamp? (Stamp and count together.)
- ★ What did I do next?
- ★ What were the first two sounds?
- ★ What came after that?
- ★ What were the two sounds that we repeated?
- ★ What pattern did I make?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Let some learners make a short body sound pattern that other learners can copy. They may need guidance. For example, ask, 'Which sound do you want at the beginning?', 'Which sound do you want to make next?' and so on.

Day 4

What you need

- Song: *I have a little wheelbarrow* (page 198)
- Animal counters
- 1–5 numbers on the washing line

1. **Song:** Sing *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Learners choose five duck and five chicken counters and count them.

4. **Ukusombulula iingxaki 1–3:** Thetha ngePowusta 7.**Imibuzo ekhokelayo:**

- ★ Nicinga ukuba leliphi ixesha lemini? Kuba kutheni?
- ★ Nicinga ukuba uza kuthenga ntoni elandelayo uTata? Ezingaphi?
- ★ Ingaba mangaphi amapayina akhoyo? Kuya kushiyeke amangaphi xa ndithenge lalinye?

5. **Ukubethelela ipateni:** Abafundi abathathu baphakamisa izangqa ezibomvu ezintathu. Buza ukuba bangaphi abafundi obafunayo ukuze baphakamise izangqa ezizuba. Abafundi benza amaqela amabini, elinye liphakamise izangqa ezibomvu elinye liphakamise izangqa ezizuba. Beka abafundi ngendlela eza kwenza ukuba izangqa baziphakamise ngale ndlela ilandelayo: zuba, bomvu, zuba, bomvu, baze bachaze amagama emibala.**Imibuzo ekhokelayo:**

- ★ Ndichazeleni ngale pateni.
- ★ Ngowuphi umbala esiqale ngawo? Kulandele owuphi?

Buza abafundi ukuba ingaba ziyaviwa na iipateni okanye ziyabonwa nje kuphela. Yenza ipateni yesandi ngomzimba, wenze isandi ngasinye kabini, umzekelo, qhwa, qhwa, ngqishi, ngqishi, qhwa, qhwa, ngqishi, ngqishi. Yiphinde le pateni amatyeli ambalwa.

Imibuzo ekhokelayo:

- ★ Nive ntoni?
- ★ Ndiqhwabe kangaphi? (Qhwaba nize nibale kunye.)
- ★ Ndingqishe kangaphi? (Ngqisha nize nibale kunye.)
- ★ Yintoni elandelayo endiyenzileyo?
- ★ Bezisithini izandi zokuqala endizenzileyo?
- ★ Yintoni elandeleyo emva koko?
- ★ Zeziphi izandi ezimbini eziye zaphindwa?
- ★ Yeyiphi ipateni endiyenzileyo?

6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.
 **INGCEBISO**

Yithi abanye abafundi mabenze ipateni yesandi eyenziwa ngomzimba enokulinganiswa ngabanye abafundi. Basenokudinga ukukhokelwa. Umzekelo, buza ukuba, 'Sesiphi isandi osifunayo ekuqaleni?', 'Sesiphi isandi ofuna ukuba sibe sesilandelayo?' njalo njalo.

Usuku 4**Okudingayo**

- Ingoma: *Ndinekirivana encinci* (iphepha 199)
- Amanani 1–5 elucingweni lokwaneka amanani
- Izixhobo zokubala ezizizilwanyana

1. **Ingoma:** Culani ingoma ethi, *Ndinekirivana encinci*, nenze neentshukumo.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuba ngawaphi amalungu omzimba abafuna ukuwasebenzisa njengokuba bebala ukusuka ku1 ukuya ku5, njengakuSuku 1. Cela abafundi abambalwa ukuba bacebise ukuba ngawaphi amalungu omzimba amakasetyenziswe.
3. **Ukubala izinto 1–5:** Abafundi bakhetha izixhobo zokubala ezingamadada ezintlanu nezizinkukhu ezintlanu.

4. **Reinforcing pattern:** Ten learners stand at the front, each holding a duck or chicken counter. Each learner says what kind of farm animal they have. Ask them to arrange themselves into two groups: one with chickens and the other with ducks. Ask what is the same about the animals the learners are holding in their groups, and what is different. Ask how you can arrange the learners to make a pattern using the animals. Together with the class, arrange learners to stand in a line to create a pattern. Ask the class who to call next. Say the name of the animals in the pattern, for example, duck, chicken, duck, chicken, duck, chicken.

Guiding questions:

- ★ What animal do we put next to carry on this pattern?
- ★ Can we make a different pattern using the animals the learners are holding? (for example, duck, duck, chicken, duck, duck, chicken)

Complete the pattern together.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Song: *I have a little wheelbarrow* (page 198)
- Counters (*Resource Kit*)
- 2 hula hoops
- 2 number '3' dot and number symbol cards

1. **Song:** Sing *I have a little wheelbarrow*.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5. Ask different learners for their suggestions of which body parts to use.
3. **Counting 1–5:** Together count a group of five learners to stand at the front to do the actions for the song. Sing the song a few times, with the learners in the front doing the actions.
4. **Problem solving 1–3:** Put two hula hoops next to each other in the middle of the mat. Ask two learners to stand in each hula hoop.

Guiding questions:

- ★ How many learners are in the hula hoops?
- ★ What do I need to do to make one group more than the other?

Add another learner to one of the hula hoop groups.

- ★ Are the groups the same or are they different? How are they different?
- ★ How many more does this group have? (Point to the group with three learners.)

4. **Ukubethelela ipateni:** Abafundi abalishumi bema ngaphambili, emnye kubo ephethe isixhobo sokubala esilidada okanye esiyinkukhu. Umfundi ngamnye uyachaza ukuba isilwanyana sasekhaya asiphethayo siyintoni na. Bacele ukuba bazahlule babe ngamaqela amabini: elinye libe neenkukhu lize elinye libe namadada. Buza ukuba ezi zilwanyana ziphethwe ngabafundi zifana ngantoni nokuba zahluke ngantoni. Buza ukuba ungabamisa njani na abafundi ukuze benze ipateni. Ninonke eklasini, ncedisani abafundi ukuba beme emgceeni benze ipateni. Buza ikhosi ukuba ngubani olandelayo. Biza igama lezilwanyana ezikwipateni umzekelo: idada, inkukhu, idada, inkukhu, idada, inkukhu.

Imibuzo ekhokelayo:

- ★ Sesiphi isilwanyana esiza kusibeka ukwandisa le pateni?
- ★ Ingaba singakwazi ukwenza ipateni eyahlukileyo sisebenzisa izilwanyana eziphethwe ngabafundi? (umzekelo: idada, idada, inkukhu, idada, idada inkukhu)

Gqibezelani ipateni ninonke.

5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 5

Okudingayo

- Ingoma: *Ndinekirivana encinci* (iphapha 199)
- Izixhobo zokubala (*iKiti yeziXhobo*)
- Iihulahupu ezi2
- Amakhadi ama2 anamachokoza enani u'3' kunye nawesimboli yenani

1. **Ingoma:** Culani ingoma ethi, *Ndinekirivana encinci*.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuba ngawaphi amalungu omzimba abafuna ukuwasebenzisa njengokuba bebala ukusuka ku1 ukuya ku5. Cela abafundi abambalwa ukuba bacebise ukuba ngawaphi amalungu omzimba amakasetyenziswe.
3. **Ukubala 1–5:** Ninonke balani iqela labafundi abahlanu abaza kuma ngaphambili benze iintshukumo zengoma. Culani ingoma amatyeli ambalwa, babe aba bafundi bangaphambili besenza iintshukumo.
4. **Ukusombulula iingxaki 1–3:** Beka iihulahupu ezimbini enye ecaleni kwenye embindini wemethi. Cela abafundi ababini ukuba emnye eme phakathi kwehulahupu.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abakwihulahupu?
- ★ Kufuneka ndenze ntoni ukwenza elinye iqela libe lininzi kunelinye? Yongeza omnye umfundi kwiqela elikwihulahupu nganye.
- ★ Ingaba la maqela ayafana okanye ohlukile? Ohluke ngantoni?
- ★ Eli iqela lingaphezulu ngenani elingakanani? (Yalatha iqela elinabafundi abathathu.)

Count how many learners there are in each group.

- ★ What do we need to do to make the group of two the same as the group of three?

Add another learner to the group of two. Count each group. Two learners fetch the dot cards from the maths table that match each group. Two learners fetch the number symbol cards that match the groups.

Two learners from the one group and one from the other group sit with the rest of the class. Count the number of learners left in each group.

- ★ Do these number cards still match the groups?
- ★ What must we do to match the cards?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Focus on practising 1, 2 and 3 by placing objects in the hula hoop that fall within this range.

Small group activities

Teacher-guided activity

What you need

- For each learner, a tub with:
 - Number symbol cards 1–3
 - Dot cards 1–3
 - 10 fruit counters (*Resource Kit*)
 - 6 coloured sticks
 - Dot cards (*Resource Kit*)
- Paper plates or small plastic yoghurt containers – 2 per learner (OR A4 sheets of paper with 2 circles on each – 1 per learner)
- A length of string

1. **Counting 5 objects:** Give each learner a tub. Learners each count out five fruit counters.
2. **Dot cards 1–3:** Show dot cards for 1 and 2. Show one '3' dot card and ask, 'How many dots?' Ask learners to place counters in the same arrangement. Ask if they can arrange the counters another way. Repeat for different '3' dot card arrangements.

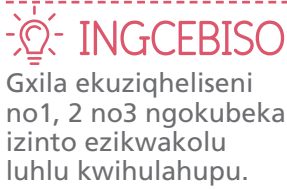
3. **Matching dot cards and counters 1–3:** Learners use the fruit counters to count and match to each of the dot cards.

Guiding questions:

- ★ How many fruit counters do you need to match the first dot card?
- ★ How many more will you need for the next dot card?

4. **Matching dot cards and number symbol cards 1–3:** Learners keep their fruit counters and dot cards in order in front of them. Place a set of number symbol cards 1, 2 and 3 in front of them. Ask them if they can remember which animals from the number stories go with each number card. Point to each card and ask learners to say the numbers.





Bala ukuba bangaphi abafundi abakwiqela ngalinye.

- ★ Kufuneka senze ntoni ukuze iqela labangababini lifane neqela labangabathathu?

Yongeza omnye umfundi kwiqela labangababini. Bala iqela ngalinye. Abafundi ababini bathatha kwitafle yemathematika amakhadi anamachokoza ahambelana namaqela. Abafundi ababini bathatha amakhadi aneesimboli zamanani ahambelana namaqela abo.

Abafundi ababini abasuka kwiqela elinye abe mnye osuka kwelinye baphindela ezidesikeni zabo. Bala ukuba kushiyeke abafundi abangaphi kwiqela ngalinye.

- ★ Ingaba la makhadi amanani asahambelana namaqela?
- ★ Kufuneka senze ntoni ukutshatisa namakhadi?

5. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Umfundi ngamnye uza kudinga isitya esi-:
 - Namakhadi eesimboli zamanani 1–3
 - Namakhadi anamachokoza 1–3
 - Nezixhobo zokubala eziziziqhamo ezili10 (*iKiti yeziXhobo*)
 - Nezinti ezi6 ezimibalabala
- Amakhadi anamachokoza (*iKiti yeziXhobo*)
- Iipleyiti ezenziwe ngephepha okanye izikhongozeli zeyogathi ezincinci zeplastiki – zibe2 kumfundi ngamnye (okanye amaphepha anguA4 anezangqa ezi2 iphepha ngalinye – zibe2 kumfundi ngamnye)
- Umsonto omde

1. **Ukubala izinto ezi5:** Nika umfundi ngamnye isitya sakhe. Umfundi ngamnye ubala izixhobo zokubala eziziziqhamo ezintlanu.
2. **Amakhadi anamachokoza 1–3:** Bonisa amakhadi anamachokoza ka1 no2. Bonisa ikhadi elinye lika '3' ubuze ukuba, 'Ingaba mangaphi anamachokoza?' Cela abafundi ukuba babeke izixhobo zokubala ngokwendlela ezihlelwe ngayo. Bacele ukuba bahlele izixhobo zokubala ngenye indlela. Kuphinde ukuhlelwa kwamakhadi anamachokoza ka'3' ngeendlela ezahlukeyo.
3. **Ukutshatisa amakhadi anamachokoza kunye nezixhobo zokubala 1–3:** Abafundi basebenzisa izixhobo zokubala eziziziqhamo ukubala nokutshatisa nekhadi ngalinye elinamachokoza.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala eziziziqhamo ozifunayo ukuze uzozitshatisa namakhadi anamachokoza?
 - ★ Zingaphi oza kuzidinga kwikhadi elinamachokoza elilandelayo?
4. **Ukutshatisa amakhadi anamachokoza namakhadi aneesimboli yamanani 1–3:** Abafundi bagcina izixhobo zabo zokubala kunye namakhadi anamachokoza ngokulandelelana phambi kwabo. Beka iseti yamakhadi aneesimboli zamanani u1, 2 no3 phambi kwabo. Babuze ukuba basakhumbula na ukuba zeziphi izilwanyana ebezikumabali amanani ezihambelana nekhadi ngalinye. Yalatha kwikhadi ngalinye uze ucele abafundi ukuba babize amanani.



Learners discuss which number symbol and word cards match their dot cards. They match the number symbol cards from their tubs to their counters and dot cards.

5. **Reinforcing pattern:** Make a simple pattern with fruit counters, for example, banana, berries, banana, berries. The learners say the names of the fruit in the order in which they appear.

Guiding questions:

- ★ How do you know if this is a pattern?
- ★ Which fruit do you see at the beginning of the pattern?
- ★ Which fruit do you see next?

6. **Copying a pattern:** Make another pattern using the fruit. Ask learners to copy the pattern with their counters.

7. **Making groups the same 1–3:** Put a piece of string down the middle of the mat. Ask one learner to stand on each side.

Guiding questions:

- ★ How many learners are on this side? And on the other side?
- ★ How are both sides the same?

Add another learner to one side. Discuss the difference between the two sides.

- ★ What do we need to do to make both sides the same?

Add two learners to one of the sides.

- ★ Tell me what to do to make both sides the same.

8. **Problem solving using objects:** Give each learner two small yoghurt containers and six sticks. Ask them to place the sticks in the containers so that both containers have the same number of sticks. Ask what 'the same' means. Give each learner a turn to count the objects in each container to check if they are the same.



TIP

Learners can group their fruit counters 1, 2 and 3 in any way. The focus is on having the correct number of counters. Learners will see that three objects can be grouped in any way and they remain three objects.

Integration

Home Language and Life Skills: visual literacy (patterns in pictures); patterns in songs and rhythms.



Check that learners are able to:

- recognise, match and name number symbols, number words and dot cards 1–3
- match objects with dot cards 1–3
- identify patterns
- copy patterns

Abafundi bathetha ngokuba ngawaphi amakhadi esimboli yenani kunye nawamagama ahambelana namakhadi anamachokoza. Batshatisa amakhadi aneesimboli zamanani aseziyeni zabo kunye namakhadi anamachokoza.

5. **Ukubethelela ipateni:** Yenza ipateni elula yezixhobo zokubala eziziziqhamo, umzekelo, ibhanana, amaqunube, ibhanana, amaqunube. Abafundi babiza amagama eziqhamo ngokwendlela ezilandelelaniswe ngayo.

Imibuzo ekhokelayo:

- ★ Wazi njani ukuba le yipateni?
- ★ Sesiphi isiqhamo osibonayo ekuqaleni kwepateni?
- ★ Sesiphi isiqhamo esilandelayo osibonayo?

6. **Ukukhuphela ipateni:** Yenza enye ipateni usebenzisa iziqhamo. Cela abafundi ukuba bakhuphele ipateni besebenzisa izixhobo zokubala zabo.

7. **Ukwenza amaqela afane 1–3:** Beka isijungqana somsondo embindini wemethi. Cela abafundi ukuba beme kwicala ngalinye.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abakweli cala? Bangaphi kwelinye icala?
- ★ La macala omabini afana ngantoni?

Yongeza umfundi kwicala elinye. Thetha ngokwahluka kwala macala mabini.

- ★ Kufuneka senze ntoni ukwenza la macala afane?

Yongeza abafundi ababini kwelinye lala macala.

- ★ Khanindixelele ukuba kufuneka ndenze ntoni ukuze la macala afane omabini.

8. **Ukusombulula iingxaki usebenzisa izinto:** Nika umfundi ngamnye izikhongozeli zeyogathi zeplastiki ezimbini kunye nezinti ezintandathu. Bacele ukuba bafake izinti kwizikhongozeli ukuze izikhongozeli zombini zibe nenani elifanayo lezinti. Buza ukuba ukuthi 'fana' kuthetha ukuthini na. Nika umfundi ngamnye ithuba lokubala izinto ezikwisikhongozeli ngasinye ukuze babone ukuba ziyafana na.

INGCEBISO

Abafundi basenokuhlela izixhobo zabo zokubala ngokwamaqela u1, 2 no3 nangayo nayiphi na indlela. Into ekugxininiswa kuyo kukuba nenani elichanekileyo lezixhobo zokubala. Abafundi baza kubona ukuba nakuba izinto ezintathu zisenokubekwa nangayiphi na indlela ziya kuhlala zizizinto ezintathu.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: ilitheresi yokubonwayo (iipateni kwimifanekiso); iipateni kwiingoma kunye nezingqi.

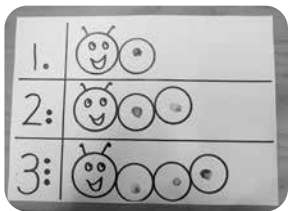


Qwalasela ukuba abafundi bayakwazi uku-:

- bona, ukutshatisa nokuchaza amagama eesimboli zamanani, amagama amanani kunye namakhadi anamachokoza 1–3
- tshatisa izinto ezinamakhadi anamachokoza 1–3
- bona iipateni
- khuphela iipateni

TIP

Use two pattern strips if the group is large so that they can all see. Once the pattern strip paint has dried, paste the drawings on the pages with the borders.



Workstation 1

What you need

- Pattern strips
- Sponge, wood or cork stamps
- 1 piece of A5 paper per learner
- Paint in polystyrene trays
- 1 piece of A4 paper per learner
- Crayons

Learners use the stamps to copy a pattern to make a border on the A4 paper. Place a pattern strip in the middle of the table for them to copy. On the A5 paper, they draw a picture with any three objects they like.

Workstation 2

What you need

- Paint
- 1 worm counting page per learner
- 1 piece of A4 paper per learner
- A basin with water
- A towel

Learners dip their finger into the paint and make the correct number of fingerprints – 1, 2 or 3 – to form the body of each worm on their worm counting page.

When they have finished the worm, they use finger paint to make their own images representing three things.

Workstation 3

What you need

- Paper and crayons
- Pattern cards (representing counters and stick patterns)
- Counters and sticks from the *Resource Kit* – enough for each learner to copy the pattern cards

Learners choose a pattern card. They copy the pattern using the counters and sticks.

Workstation 4

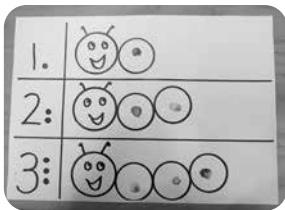
What you need

- Playdough
- Playdough template: Number 3 per learner (page 214)

Learners form the playdough and place it in the correct positions on the playdough template. They should use playdough to form the number '3', to roll three balls of playdough to place on the tree, and to roll three balls of playdough to place in the grid.

INGCEBISO

Sebenzisa imisonto yepateni emibini ukuba iqela lakho likhulu ukuze bonke babone. Emva kokuba ipeyinti yepateni yomile, ncamathelisa imizobo emaphepheni anemida.



Isitishi sokusebenzela 1

Okudingayo

- Imisonto yepateni
- Isiponji, iplanga okanye izitampu ezenziwe ngeplanga
- Iphepha eli1 elinguA4 lomfundi ngamnye
- Iphepha eli1 elinguA5 lomfundi ngamnye
- Ipeyinti egalelwe kwiitreyi eziyipolistirini
- Iikhrayoni

Abafundi basebenzisa izitampu ukukopa ipateni ukuze benze umda kwiphepha labo elinguA4. Beka umisonto wepateni embindini wetafile ukuze bawukhuphele.

Kwiphepha elinguA5, bazoba umfanekiso ngezinto ezintathu abazithandayo.

Isitishi sokubenzela 2

Okudingayo

- Ipeyinti
- Iphepha elinomsundululu wokubala lomfundi ngamnye
- Isiqwengana esi1 sephepha elinguA4 lomfundi ngamnye
- Isitya esinamanzi
- Itawuli

Abafundi bankxuzwa iminwe yabo epeyintini baze benze imizobo yeminwe elinani elichanekileyo – u1, 2 okanye u3 – ukwenza umzimba womsundululu ngamnye okwiphepha labo elinomsundululu wokubala.

Bakube begqibile ukwenza umsundululu, basebenzisa ipeyinti ukwenza eyabo imifanekiso emele izinto ezintathu.

Isitishi sokubenzela 3

Okudingayo

- Iphepha neekhrayoni
- Amakhadi epateni (amele izixhobo zokubala kunye neepateni zezinti)
- Izixhobo zokubala kunye nezinti ezikwi*Kiti yeziXhobo* – ezanele umfundi ngamnye ukuze bakhuphele amakhadi epateni

Abafundi bakhetha ikhadi lepateni. Bakhuphela ipateni besebenzisa izixhobo zokubala kunye nezinti.

Isitishi sokubenzela 4

Okudingayo

- Intlama yokudlala
- Ithempleyithi yentlama yokudlala: Inani 3 lomfundi ngamnye (iphepha 215)

Abafundi benza intlama yokudlala baze bayibeke ngokweendawo ezichanekileyo kwithempleyithi yentlama yokudlala. Kufuneka basebenzise intlama yokudlala ukuze benze inani u'3', ukuqengqa iibholana ezintathu zentlama yokudlala abaza kuyibeka emethini neebholana ezintathu zentlama yokudlala abaza kuzibeka kwigridi.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: triangle
- Compare 3-D objects and 2-D shapes
- Sort 2-D shapes
- Figure ground
- Symmetry

New knowledge

- Oral counting 1–10
- 2-D shapes: triangle
- Figure ground
- Position: in front of and behind

Practise

- Circle, square
- Counting objects 1–5
- Reinforce number concepts 1–3
- Sequencing numbers 1–3
- Symmetry
- Big, small
- Sorting by shape
- Six-piece puzzles

New maths vocabulary

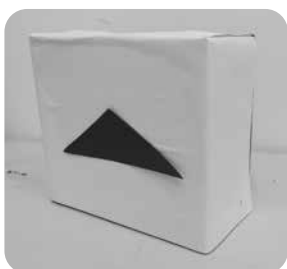
triangle
corner points

smooth
in front of

behind
smaller

bigger

Getting ready



For the activities this week, you will need to prepare the following:

- 3 different-sized paper bag puppets (make sure the sizes are clearly differentiated: big, bigger, biggest)
- 3 tins as stands for the puppets
- make 1 big and 1 small post box
- small (all same size) and big (all same size) paper triangles made from newspaper, magazines or plain paper
- triangle, circle, square and rectangle cardboard cut-outs of different sizes and colours
- a copy of the A4 page with triangles (page 219) per learner in a group
- small circle, square and triangle cut-outs of coloured paper for each learner
- make six-piece puzzles if you don't have any (page 220)
- paint a number track 1–10 outdoors.



INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko

- Qwalasela, yalatha uze unike amagama eemilo ezingu2-D: unxantathu
- Thelekisa izinto ezingu3-D neemilo ezingu2-D
- Hlela iimilo ezingu2-D
- Ukuqondwa komgangatho
- Isimetri

Ulwazi olutsha

- Ukubala ngomlomo 1–10
- Iimilo ezingu2-D: unxantathu
- Ukuqondwa komgangatho
- Indawo: phakambi kwe-, kunye nasemva

Ziqhelise

- Isangqa, isikwere
- Ukubala izinto 1–5
- Ukubethelela iikhonsepthe zamanani 1–3
- Ulandelelaniso lwamanani 1–3
- Isimetri
- Nkulu, ncinci
- Ukuhlela ngokwemilo
- Iphazili enamaqhekeza amathandathu

Isigama esitsha semathematika

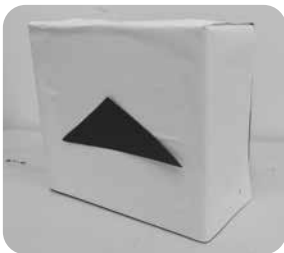
unxantathu
incam yekona

igudile
phambi kwe-

emva
ncinci kune-

nkulu kune-

Ukulungela



Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- oonopopi aba3 abenziwe ngengxowa yephepha (qinisekisa ukuba bahlulwe ngobungakanani: omkhulu, omkhulu kunomnye, oyena mkhulu)
- iitoti ezi3 zokuxhasa oonopopi
- yenza ibhokisi yeposi e1 enkulu kunye nenye encinci
- oonxantathu abancinci (abalinganayo bonke) nabakhulu (abalinganayo bonke) abasikwe kumaphephandaba, iimagazini okanye amapheha angenanto
- oonxantathu, izangqa, izikwere kunye namaxande ekhadibhodi asikiweyo angalinganiyo ngobukhulu nanemibala eyahlukileyo
- ikopi yephepha elinguA4 elinoonxantathu (iphepha 219) lomfundi ngamnye kwiqela
- isangqa, isikwere nonxantathu omncinci osikwe ephepheni elinombala lomfundi ngamnye
- yenza iphazili enamaqhekeza amathandathu ukuba akunayo (iphepha 220)
- peyinta umzobo wamanani ukusuka ku1–10 phandle.



Whole class activities

Day 1

What you need

- Song: *This is a triangle* (page 198)
- Number friezes 1–3
- 3 square, 4 circle and 5 triangle attribute blocks (*Resource Kit*)
- Large cardboard circle, square and triangle
- A large piece of paper
- A koki

1. **Song:** Introduce the song, *This is a triangle*. Show a picture of a triangle and point to the corners and sides as learners sing. Learners raise their arms above their heads and join their fingertips to form a triangle shape.
2. **Oral counting 1–10:** Learners hop or jump along the number track outside while counting from 1 to 10.
3. **Practising 1–3 with the number friezes:** Point to the number friezes.

Guiding questions:

- ★ Which animal is there only one of?
 - ★ Which house has the most animals?
 - ★ Are there more zebras or more meerkats?
 - ★ If a zebra friend came to visit the two zebras, how many zebras would there be in their house?
 - ★ If one meerkat moved in with the elephant, how many meerkats would be left in the meerkats' house?
4. **Counting objects 1–5:** Place the square, circle and triangle attribute blocks on the mat. Together count the squares and place these in a group. Do the same for the circles and triangles.

Guiding questions:

- ★ Which group has the most shapes?
 - ★ Which group has the least shapes?
 - ★ How can we make sure?
5. **Introducing triangles:** Point to the circle and square attribute blocks. Ask if learners remember the names of these shapes. Hold up a triangle.

Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Can anyone see a shape like this anywhere else in the classroom?

Hold up the large cardboard triangle.

- ★ How many sides does this shape have? (Count these.)
- ★ How many corners does it have? (Count these.)

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Lo ngunxantathu* (iphepha 199)
- Ifrizi yamanani 1–3
- Izikwere ezi3, izangqa ezi4 kunye noonxantathu aba5 abaneebhloko zeathribhuthi (*iKiti yeziXhobo*)
- Isangqa, isikwere nonxantathu omkhulu ezenziwe ngekhadibhodi
- Iphepha elikhulu
- Ikhokhi

1. **Ingoma:** Fundisa ingoma, *Lo ngunxantathu*. Babonise umfanekiso kanxantathu uze ukhombe iikona namacala ngeli xesha baculayo abafundi. Abafundi baphakamisa iingalo zabo badibanise iincam zeminwe ukwenza unxantathu.

2. **Ukubala ngomlomo 1–10:** Abafundi bayaqakatha kumzobo opeyintiweyo wamanani phandle ngeli xesha bebala ukusuka ku1 ukuya ku10.

3. **Ukuziqhelisa 1–3 ngefrizi yamanani:** Yalatha kwifrizi yamanani.

Imibuzo ekhokelayo:

- ★ Sesiphi isilwanyana esisodwa kuphela?
- ★ Yeyiphi indlu enezona zilwanyana zininzi?
- ★ Ingaba kukho amaqwarhashe amaninzi okanye amagala amaninzi?
- ★ Ukuba umhlobo oliqwarhashe uze kundwendwela amaqwarhashe amabini, angamangaphi amaqwarhashe akhoyo endlwini yawo?
- ★ Ukuba igala elinye lingeza kuhlala nendlovu, kungashiyeka amagala amangaphi endlwini yamagala?

4. **Ukubala izinto 1–5:** Beka iibhloko zeathribhuthi ezinesikwere, ezinesangqa nezinoxantathu emethini. Nikunye balani ezi zinto nizibeke eqeleni. Yenza ngokufanayo ngezangqa nangoonxantathu.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elineemilo ezininzi?
- ★ Leliphi iqela elineemilo ezimbalwa?
- ★ Singakuqinisekisa njani oko?

5. **Ukufundisa ngoonxantathu:** Yalatha iibhloko zeathribhuthi ezinesangqa nezinesikwere. Buza abafundi ukuba bayawakhumbula na amagama ezi milo. Phakamisa unxantathu.

Imibuzo ekhokelayo:

- ★ Ukhona owaziyo ukuba le milo ibizwa ngokuba yintoni?
- ★ Ingaba ukhona oyibonayo imilo efana nale apha eklasini? Phakamisa unxantathu omkhulu owenziwe ngekhadibhodi.
- ★ Le milo inamacala amangaphi? (Wabale.)
- ★ Ineekona ezingaphi? (Zibale.)

6. **Exploring triangles:** Trace around the cardboard triangle onto a large piece of paper.

Guiding questions:

- ★ What is the shape on the paper called?
- ★ Is this shape the same as the ones on the mat?

Tell me about the triangle we have drawn.

- ★ How many lines does it have?
- ★ What can you tell me about the lines?

Hand out triangles from the *Resource Kit*. In pairs, learners explore the triangle, feeling the straight sides and touching the points.

- ★ How many sides are there? How many corners?
- ★ What do they feel like?

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



Day 2

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- 10 triangle attribute blocks (*Resource Kit*)
- Song: *This is a triangle* (page 198)
- A large cardboard circle, square and triangle attached to the wall behind the maths table
- Plate
- *Poster Book, Poster 8*

1. **Rhyme:** Introduce the rhyme, *Hear me count*.
2. **Oral counting 1–10:** Learners stamp and count to the beat from 1 to 10 as you play the tambourine.
3. **Counting objects 1–5:** Put 10 triangle attribute blocks on the maths table. Together count five learners to come to the front. Ask how many triangles you will need for each learner to hold one. Ask another learner to give each learner who is in the front one triangle.

Guiding questions:

- ★ How many learners gave out the triangles?
- ★ How many learners are holding a triangle?
- ★ If one learner gives me their triangle (one learner sits down), how many triangles are left? (Count together.)

Repeat until all the learners are sitting down. Each time ask how many learners/triangles are left.



Encourage learners to jump on the number ladder from 1 to 10 during outside play.

6. **Ukuphonononga**

oonxantathu: Treyisela unxantathu wekhadibhodi ephepheni elikhulu.

Imibuzo ekhokelayo:

- ★ Ibizwa ngokuba yintoni imilo ekweli phepha?
- ★ Le milo ingaba iyafana nezisemethini?

Khawundixelele ngonxantathu esimzobileyo.

- ★ Unemigca emingaphi?
- ★ Ungandixelela ntoni ngemigca?

Gqithisa oonxantathu abathathwe *kwiKiti yeziXhobo*.

Ngababini, abafundi baphonononga unxantathu, beve amacala angqalileyo baze baphathe iincam.

- ★ Mangaphi amacala akhoyo? Zingaphi iikona ezikhoyo?
- ★ Zivakala njani?

7. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwizitishi zozine zokusebenzela. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 2

Okudingayo

- Isicengcelezo: *Ndive ndibala* (iphepha 199)
- Ithamborini
- Iibhloko zeathribhuthi ezili-10 ezinonxantathu (*iKiti yeziXhobo*)
- Ingoma: *Lo ngunxantathu* (iphepha 199)
- Isangqa esikhulu esenziwe ngekhadibhodi, isikwere nonxantathu ezincamathiselwe emva kwetafile yemathematika
- Ipleyiti
- *INcwadi yeePowusta, iPowusta 8*

INGCEBISO

Khuthaza abafundi ukuba batsibe kwileli yamanani ukusuka ku1 ukuya ku10 ngexesha lokudlala phandle.

1. **Isicengcelezo:** Fundisa isicengcelezo esithi, *Ndive ndibala*.
2. **Ukubala ngomlomo 1–10:** Abafundi bayangqisha bebala ukususela ku1 ukuya ku10 ngokwesingqi sethamborini.
3. **Ukubala izinto 1–5:** Beka iibhloko zeathribhuthi kanxantathu ezi10 kwitafle yemathematika. Ninonke balani abafundi abahlanu baze beze ngaphambili. Buza ukuba bangaphi oonxantathu oza kubadinga ukuze umfundi ngamnye aphakamise ube mnye. Cela omnye umfundi ukuba anike umfundi ngamnye ongaphambili unxantathu omnye.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abanikise ngoonxantathu?
- ★ Bangaphi abafundi abaphethe unxantathu?
- ★ Ukuba umfundi omnye undinika unxantathu (umfundi omnye uhlala phantsi), kushiyeke oonxantathu abangaphi? (Balani kunye.)

Kuphinde oku de babe bonke abafundi bahleli phantsi. Buza rhoqo ukuba bangaphi abafundi/oonxantathu abashiyekileyo.

4. **Identifying triangles:** Point to the large triangle on the wall.
Guiding questions:
- ★ What do you remember about the triangle? What makes it a triangle?
 - ★ How many corners does it have? How many sides? How many lines?
- Sing *This is a triangle*.
5. **Comparing shapes:** Point to the large circle, square and triangle.
Guiding questions:
- ★ Which shape has straight lines like the triangle?
 - ★ How many sides does the triangle have? And the square?
 - ★ Which shape has more sides, the square or the triangle?
 - ★ How is the circle different to the square? And the triangle?
6. **Solving problems 1–5:** Talk about Poster 8. Learners look for triangle shapes in the picture.
Guiding questions:
- ★ Can you see any triangles? Show me where they are.
 - ★ What other shapes can you see?
 - ★ (Point to a square or circle shape.) Is this shape a triangle? Why/why not?
 - ★ How many scoops of ice cream does the girl have?
 - ★ How many scoops will she have left if she eats one scoop?
 - ★ What time of the day do you think it is? How do you know?
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- Number 1–3 dot, animal and symbol cards
- Skipping rope

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Jump slowly while counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Count five learners to say the rhyme, *Hear me count*, together. Repeat with five other learners.
4. **Practising numbers 1–3:** Show number 1–3 dot, animal and symbol cards. Ask learners to fetch the number of objects represented on the card from the maths table.

4. **Ukwalatha oonxantathu:** Yalatha kunxantathu omkhulu oseludongeni.
Imibuzo ekhokelayo:
- ★ Yintoni oyikhumbulayo ngonxantathu? Yintoni eyenza ukuba ibe ngunxantathu?
 - ★ Uneekona ezingaphi? Mangaphi amacala? Mingaphi imigca? Culani ingoma ethi, *Lo ngunxantathu*.
5. **Ukuthelokisa iimilo:** Yalatha isangqa esikhulu, isikwere nonxantathu.
Imibuzo ekhokelayo:
- ★ Zeziphi iimilo ezinemigca engqalileyo njengonxantathu?
 - ★ Unamacala amangaphi unxantathui? Mangaphi awesikwere?
 - ★ Yeyiphi imilo enamacala amaninzi, sisikwere okanye ngunxantathu?
 - ★ Sahluke njani isangqa kwisikwere? Kunxantathu yena?
6. **Ukusombulula iingxaki 1–5:** Thetha ngePowusta 8. Abafundi bakhangela iimilo ezingunxantathu emfanekisweni.
Imibuzo ekhokelayo:
- ★ Ingaba zikhona iimilo ozibonayo? Khawundibonise ukuba zindawoni.
 - ★ Zeziphi ezinye iimilo ozibonayo?
 - ★ (Yalatha imilo esisikwere okanye isangqa.) Ingaba le milo ingunxantathu? Kutheni usitsho?
 - ★ Zingaphi izikuphu zeayiskhrimu ezifumeneyo intombazana?
 - ★ Ziya kuba ngaphi izikuphu zeayiskhrimu eziya kushiyeka xa etye isikuphu esinye?
 - ★ Ucinga ukuba ngubani ixesha ngoku? Wazi njani?
7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 3

Okudingayo

- Isicengcelezo: *Ndive ndibala* (iphepha 199)
- Ithamborini
- Amakhadi anemifanekiso, amachokoza, izilwanyana nanesimboli zamanani 1–3
- Intambo kagqaphu

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ndive ndibala*, nenze neentshukumo.
2. **Ukubala ngomlomo 1–10:** Tsibatsibani ngokucutha nibala ukususela ku1 ukuya ku10 ngesingqi sethamborini.
3. **Ukubala izinto 1–5:** Bala abafundi abahlanu abaza kwenza isicengcelezo esithi, *Ndive ndibala*, bekunye. Kuphinde oku nabanye abafundi abahlanu.
4. **Ukuziqhelanisa namanani 1–3:** Bonisa amakhadi amachokoza, ezilwanyana nawesimboli emanani 1–3. Cela abafundi ukuba bathathe inani lezinto ezihambelana nekhadi etafileni yemathematika.



TIP

Explain the body parts that you have two of that are found on both sides of the body.

5. **Exploring position:** Put learners into twos. Give each learner a number 'one' or 'two'.

Guiding instructions:

- ★ One stand behind two.
- ★ One stand next to two.
- ★ Two stand in front of one.

6. **Exploring symmetry:** A learner stands facing the class. Hold the skipping rope so that it hangs in front of the learner, down their midline.

Guiding questions:

- ★ How many eyes/ears/feet does _____ have on one side of her/his body? And the other side?
- ★ Where on her/his body do you see only one body part?
- ★ What happens to her/his nose when the skipping rope hangs down the middle of the front of her/his body?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners swing their hips counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Together count five different learners from Day 3 to say the rhyme, *Hear me count*. Repeat with five other learners.
4. **Exploring big and small:** Display the puppets on the tin stands.

Guiding questions:

- ★ Which one is the biggest/smallest? How do you know?
- ★ Is this one bigger than this one?
- ★ What makes it bigger/smaller?

Give three learners each a puppet. Ask them to stand in front holding the puppets from biggest to smallest. Repeat with three different learners. Muddle the order of the puppets and ask them to arrange themselves from smallest to biggest. Ask the class to point to the smallest, biggest, and so on.


INGCEBISO

Cacisa ukuba
amalungu omzimba
ahamba ngambini
afumaneka macala
omabini omzimba.

5. **Ukuphonononga indawo:** Beka abafundi ngababini. Nika umfundi ngamnye amanani u'nye' okanye u'mbini'.
Imiyalelo ekhokelayo:
 - ★ Unye uma emva kombini.
 - ★ Unye uma ecaleni kombini.
 - ★ Umbini uma phambi konye.
6. **Ukuphonononga isimetri:** Umfundi uma ajonge iklasi. Bamba intambo kaggaphu uyihlise phambi komfundi, ukuze imahlule embindini umfundi.
Imibuzo ekhokelayo:
 - ★ Mangaphi amehlo/iindlebe/iinyawo anazo u_____ kwelinye icala lomzimba wakhe? Kwelinye icala?
 - ★ Kundawoni apha emzimbeni wakhe apho ubona into enye?
 - ★ Kwenzekani kwimpumlo yakhe xa intambo ijinga embindini womzimba wakhe?
7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 4

Okudingayo

- Isicengcelezo: *Ndive ndibala* (iphepha 199)
- Ithamborini
- Inggokelela yezinto ezi3 zaseklasini
- Amakhadi anemifanekiso, anamachokoza naneesimboli zamanani 1–3
- Oonopopi aba3 abangalinganiyo ngobungakanani
- Iitoti ezi3 zokuxhasa oonopopi
- Oonxantathu bephepha abakhulu nabancinci bomfundi ngamnye
- Ibhokisi yeposi enkulu nencinci

1. **Isicengcelezo:** Yenza isicengcelezo, *Ndive ndibala*, nenze neentshukumo.
2. **Ukubala ngomlomo 1–10:** Abafundi bashukumisa amahleza abo bebala ukususela ku1 ukuya ku10 ngesingqi sethamborini.
3. **Ukubala izinto 1–5:** Ninonke balani abanye abafundi abahlanu ingengabo abo basetyenziswe kuSuku 3 ukuba benze isicengcelezo esithi, *Ndive ndibala*. Kuphinde oku usebenzisa abanye abafundi abahlanu.
4. **Ukuphonononga ukhulu nancinci:** Bonisa ngoonopopi ubabeke phezu kweetoti.

Imibuzo ekhokelayo:

- ★ Yeyiphi eyona inkulu/incinci? Nikwazi njani oko?
- ★ Ingaba le inkulu kunale?
- ★ Yenziwa yintoni ukuba ibe nkulu kunayo/ncinci kunayo?

Nika abafundi abathathu unopopi emnye. Bacele ukuba beme phambi kweklasi bephethe oonopopi babo ukusuka koyena mkhulu ukuya koyena mncinci. Kuphinde oku usebenzisa abanye abafundi abathathu. Baxube oonopopi uze ucele abafundi ukuba babahlele ukusuka koyona mncinci ukuya koyona mkhulu. Cela iklasi ukuba yalathe koyona mncinci, koyona mkhulu, njalo njalo.



TIP

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

Guiding questions:

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Hear me count* (page 198)
- 5 classroom objects
- Number 1–3 picture, dot and symbol cards
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

Guiding instructions:

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.



5. **Ukuhlela – ukhulu noncinci:** Bonisa abafundi iibhokisi zeposi.

Imibuzo ekhokelayo:

★ Yeyiphi ibhokisi enkulu kunenye? Yeyiphi ibhokisi encinci kunenye? Nika umfundi unxantathu omkhulu okanye omncinci. Mabapose oonxantathu abakhulu kwibhokisi enkulu baze abancinci babapose kwibhokisi encinci.

6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Usuku 5

Okudingayo

- Isicengcelezo: *Ndive ndibala* (iphepha 199)
- Izinto ezi5 zaseklasini
- Amakhadi anemifanekiso, anamachokoza naneesimboli zamanani 1–3
- Iingxowana zeembotyi

1. **Isicengcelezo; ukubala 1–10:** Yenzani isicengcelezo, *Ndive ndibala*, nenze neentshukumo.
2. **Ukubala ngomlomo 1–10:** Abafundi bema esangqeni babale ukusuka ku1 ukuya ku10. Baxhuma baye phambili baphinde babuye umva bebala xa bexhuma baphinde baxhume kakhulu xa befika ku10.
3. **Ukubala izinto 1–5:** Abafundi babonisa inani leminwe njengokuba usithi, 'Akwaba bendineelekeke ezimbini, iileke ezine,' njalo njalo, ukusuka kwenye ukuya kwezintlanu.
4. **Ukuphonononga isimetri:** Abafundi bema esangqeni. Yithi, 'Bamba iindlebe, amehlo, amagxa, amadolo akho.' Buza, 'Zingaphi iinyawo, izandla, izilevu, iimpumlo, izisu onazo?'
5. **Ukuziqhelanisa nendawo:** Nika umfundi ngamnye ingxowana yeembotyi okanye into aza kuyiphatha. Yima ujonge kweli cala bajonge ngakulo abafundi xa usenza iintshukumo nabo.

Imiyalelo ekhokelayo:

- ★ Beka iingxowana zeembotyi kweli icala lomzimba. Nakwelinye icala. (Yenzani iintshukumo.)
 - ★ Beka ingxowana yeembotyi ngaphambili komzimba wakho. Nasemva kwakho.
 - ★ Beka ingxowana yeembotyi ecaleni kweenyawo zakho. Naphezu kweenyawo zakho.
6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.



Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi:

- Uphuhliso lwesigama (izalathandawo).
- Balisa amabali ukubethelela uncinci, ncinci kuno-, ncinci kunabo bonke, khulu, khulu kuno-, khulu kunabo bonke.
- Abafundi bahamba phakathi umzila wemiqobo. Gxila kwizalathisi, umzekelo, ngaphaya, ngaphantsi, emva, ngaphezu kwe-.

Small group activities

Teacher-guided activity

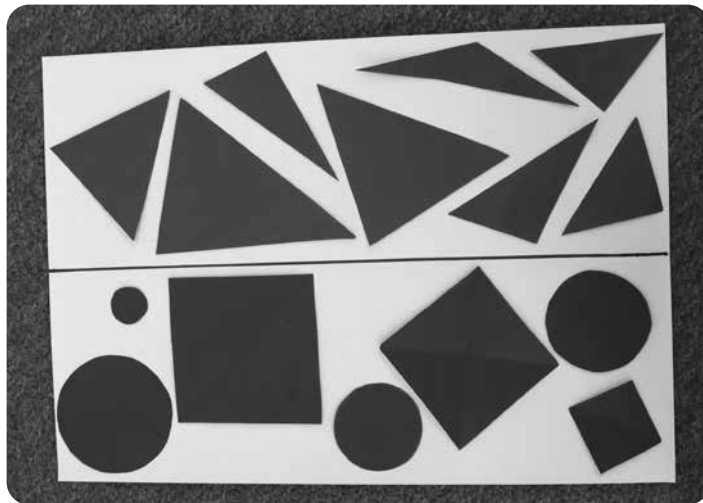
What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
 - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

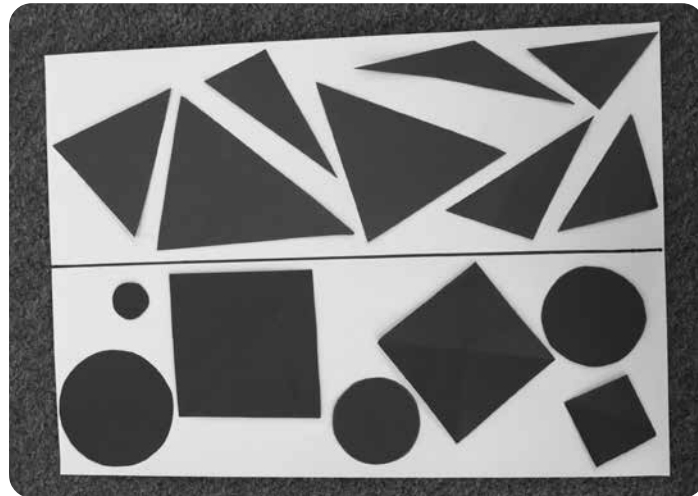
Okudingayo

- Imfumba yeebhloko ze*Unifix* zomfundi ngamnye
- libhloko zeathribhuthi yesangqa, isikwere nonxantathu (oonxantathu babe baninzi ngaphezu kwezinye iimilo)
- Iziqwenga zoonxantathu, izikwere, uxande

1. **Ukubala 1–10:** Abafundi babonisa izandla zabo njengokuba bebala ukusuka ku1 ukuya ku10.
2. **Izixhobo zokubala1–5:** Nika abafundi iibhloko ze*Unifix*. Bacele bakhe isakhiwo esiphakamileyo seebhloko ezintlanu.
3. **Ukubethelela kunxantathu:** Cela abafundi bakubonise isangqa, isikwere nonxantathu.

Imibuzo ekhokelayo:

- ★ Yeyiphi le milo? (isangqa, isikwere, unxantathu) Wazi njani?
 - ★ Ungandixelela ntoni ngale milo?
4. **Ukuhlela iimilo:** Abafundi benza amaqela amabini eemilo zeebhloko zeathribhuthi: unxantathu nezinye iimilo.



Imibuzo ekhokelayo:

- ★ Kutheni le uyibeke kweli qela?
- ★ Sibona njani ukuba ngunxantathu lo?
- ★ Leliphi iqela elineemilo ezininzi/ezimbalwa kunezinye?
- ★ Leliphi iqela elinezona milo zininzi kunawo onke/zimbalwa kunawo onke?



Qwalasela ukuba abafundi bayakwazi uku-:

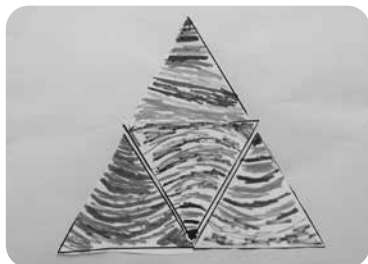
- bala ngomlomo 1–10
- bala izinto ezi5
- bona nokuchaza oonxantathu kunye nokuchaza iimpawu zabo
- hlela iimilo ezingu2-D ngokoonxantathu kunye nezinye iimilo

Workstation 1

What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

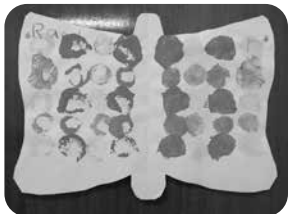
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



Workstation 2

What you need

- A4 paper folded in half
- Paint



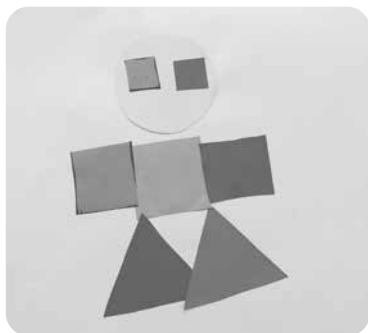
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

Workstation 3

What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



TIP

You will need to demonstrate this before learners begin the activity.

Workstation 4

What you need

- Shape puzzles, minimum six pieces, for each learner

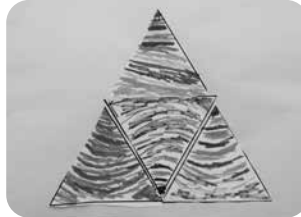
Learners complete shape puzzles.

Isitishi sokusebenzela 1

Okudingayo

- Ikopi yephepha elinguA4 elinooxantathu lomfundi ngamnye (iphepha 219)
- Iphepha eli1 elingenanto elinguA4 lomfundi ngamnye
- Izikere, iikhrayoni neglu

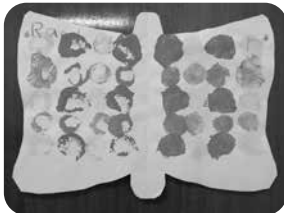
Abafundi basika emigceni ukuze benze oonxantatu abane. Bayabahombisa oonxantathu babo baze babancamathelise ephepheni ngendlela eza kwenza ukuba babe nonxanthathu omnye omkhulu, ngokufanayo nowokuqala.



Isitishi sokusebenzela 2

Okudingayo

- Iphepha elinguA4 elisongwe phakathi
- Ipeyinti



Abafundi babeka amachokoza epeyinti embindini omnye wecala lephepha. Balisonge embindini iphepha ukuze ipeyinti ikhupheleleke nakwelinye icala.

Isitishi sokusebenzela 3

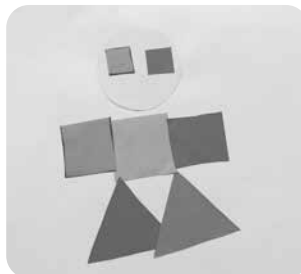
Okudingayo

- Iphepha neglu
- Izangqa, izikwere, oonxantathu abancinci bamaphepha abamibalabala
- Iphepha eli1 elingenanto elinguA4 lomfundi ngamnye

INGCEBISO

Kuza kufuneka ukubonise oku ngaphambi kokuba abafundi baqalise ukwenza umsebenzi.

Abafundi bancamathelisa iimilo ephepheni ukuze benze umntu.



Isitishi sokusebenzela 4

Okudingayo

- Iiphazili zeemilo, ubuncinane zibe namaqhekeza ama6, kumfundi ngamnye

Abafundi benza iiphazili.

Content Area Focus:

Measurement

Topics

- Time: day and night
- Height
- Compare and order objects to describe length

New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

New maths vocabulary

on top	under	between	morning	dark	tallest
below	underneath	day	evening	taller	shortest
on	next to	night	light	shorter	

Getting ready



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

For the activities this week, you will need to prepare the following:

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

INkalo yomXholo ekuGxininiswa kuyo: Umlinganiselo

Izihloko

- Ixesha: imini nobusuku
- Ukuphakama
- Thelekisa uze uhlele izinto ukuze kuchazwe ubude

Ulwazi olutsha

- Ulandelelwaniso
Iwexesha: imini nobusuku, ukukhanya nobumnyama
- Ubude: itshathi yobude
- Indawo: phezu, phantsi kwe-, ngaphezu kwe-, ezantsi, ecaleni kwe-, phakathi
- Ukubala ubuya umva 5-1

Ziqhelanise

- Ukubala ngomlomo 1-10
- Ukulandelelanisa amanani 1-3
- Ukubala izinto 1-5
- Ukugxininisa ku1-3

Isigama esitsha semathematika

phezu kwe-
ezantsi
kwi
phantsi kwe-

ngaphantsi kwe-
ecaleni kwe-
phakathi
imini

ubusuku
kusasa
ngokuhlwa

ukukhanya
ubumnyama
nde kune-

mfutshane kune-
eyona inde
eyona imfutshane

Ukulungela

INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula njengendlela yokuziqhelanisa namanani olandelelwano nendawo.

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ilanga eli1 elikhulu kunye nenyanga e1 esikiweyo
- amaphepha ama5 amakhulu (anguA4 ubukhulu) ilifu, inkwenkwezi, inyanga nelanga elisikiweyo
- izibane ezi3 kunye namakhandlela ama2 asikiweyo
- izinto ngezinto ezisetyenziswa ekhaya eziza kumela imisebenzi yasemini neyasebusuku, umzekelo, ibrashu yamazinyo, ibrashu yeenwele, isitya sesidudu sakusasa necephe, incwadi yamabali enemifanekiso, ithotshi, ikhandlela, iswitshi yokukhanyisa, umqamelo
- amakhadi anemifanekiso yezi zinto
- itafile kunye neengubo ezilingene ukuyogquma yonke
- imifanekiso emi5 yobusuku kunye nemifanekiso emi5 yemini (umzekelo, ukukhangela iinkwenkwezi, ukulayita ikhandlela, ukulala ebhedini, isibane sasesitratweni, ukunxiba iipijama; ukudlala isoka, ukufika esikolweni, ukuqubha ngosuku ekutshisayo ngalo, ukoja phandle, ukunika isilo-qabane ukutya)
- iimpokoto zemini nobusuku ezinokufaka imifanekiso yamabali (iphepha 151)
- iphepha lemini nobusuku lomfundi ngamnye kwiqela (iphepha 153)
- iphepha eli1 elinguA4 lomfundi ngamnye libe nezangqa ezingalinganiyo ngobukhulu nemibala engafaniyo
- iiseti ezi5 zemifanekiso efanayo yephezili yemini/yobusuku (esikwe kwiimagazini okanye ezotyweyo).

Whole class activities

Day 1

What you need

- Song: *The sun is in the sky* (page 198)
- 1 sun and 1 moon cut-out
- A length of string per learner

1. **Song:** Introduce the song, *The sun is in the sky*. Use the sun and moon cut-outs.
2. **Oral counting 1–10:** Learners count from 1 to 10 as they jump. They clap and count backwards from 5 to 1 as you point to the number washing line.
3. **Day and night:** Discuss day and night.

Guiding questions:

- ★ What did you do last night?
 - ★ Could you have done this in the day? Why not?
 - ★ What do you do in the morning when you wake up?
 - ★ What do you do in the evening before it gets dark?
 - ★ Have you ever seen the moon?
 - ★ What do you do during the day?
 - ★ What do you do at night?
4. **Measuring:** Guide learners to discuss different ways of measuring things.

Guiding questions:

- ★ If we wanted to know who was the tallest between _____ and _____, what could we do?
 - ★ What could we do to measure people and/or things?
 - ★ Have you ever seen anybody measuring anything before? How did they do it?
5. **Measurement:** Call a group of learners to stand one next to the other in front of the class.

Guiding questions:

- ★ Who is the tallest in this group? How do you know?
- ★ Who is the shortest in this group? How do you know?
- ★ Is anyone the same height? How do you know?
- ★ How can we find out?

Learners stand back to back to compare height.

- ★ Is there another way we could measure the height of each learner?
- The group of learners stand with their backs against the wall. Draw a line with chalk above their heads.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Ilanga lisesibhakabhakeni* (iphepha 199)
- Umsonto omde womfundi ngamnye
- Ilanga eli1 kunye nenyanga e1 esikiweyo yakhutshwa

1. **Ingoma:** Fundisa ingoma, *Ilanga lisesibhakabhakeni*. Sebenzisa ilanga nenyanga esikiweyo.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukusuka ku1 ukuya ku10. Baqhweba izandla baze babale bebuyela umva ukusuka ku5 ukuya ku-1 elucingweni lokoneka amanani.
3. **Imini nobusuku:** Xoxani ngemini nobusuku.

Imibuzo ekhokelayo:

- ★ Nenze ntoni ngokuhlwa izolo?
- ★ Ingaba beningakwenza oku emini? Kutheni nisitsho?
- ★ Yintoni eyokuqala eniyenza kusasa xa nibona ilanga?
- ★ Yintoni eniyenza ngokuhlwa ngaphambi kokuba litshone ilanga?
- ★ Ingaba nikhe nayibona inyanga?
- ★ Yintoni eniyenza emini?
- ★ Yintoni eniyenza ebusuku?

4. **Ukwenza umlinganiselo:** Khokela abafundi ukuba baxoxe ngeendlela ezahlukileyo zokwenza umlinganiselo wezinto.

Imibuzo ekhokelayo:

- ★ Ukuba sifuna ukwazi ukuba ngubani oyena mde phakathi kuka____, no____, singenza ntoni?
- ★ Yintoni esinokuyenza ukuthatha imilinganiselo yabantu kunye/ okanye eyezinto?
- ★ Wawukhe wambona umntu esenza umlinganiselo wento ngaphambili? Wayewenze njani?

5. **Umlinganiselo:** Biza iqela labafundi ukuba lime ecaleni kwelinye phambi kwekasi.

Imibuzo ekhokelayo:

- ★ Ngubani oyena mde kweli qela? Nikwazi njani oko?
- ★ Ngubani oyena mfutshane kweli qela? Nikwazi njani oko?
- ★ Bakhona abalinganayo ngobude? Nikwazi njani oko?
- ★ Singakufumanisa njani oku?

Abafundi bema bafulathelane kukhangelwa ukulingana.

- ★ Ingaba ikhona enye indlela esingawuthatha ngayo umlinganiselo wobude bomfundi?

Iqela labafundi lima loyame ngodonga. Krwela umgca ngetshokhwe ngasentla kweentloko zabo.

Write each learner's name on the line. Cut individual lengths of string for each learner according to their height. Attach the string to each learner's name as they are measured. Ask one learner to come and point to the name of the shortest person in the group, and one to point to the name of the tallest person in the group. Discuss whether learners think that someone else in the class will be taller than/shorter than the learners in this group.



6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Day 2

What you need

- Song: *The sun is in the sky* (page 198)
- Number 1, 2 and 3 symbol, word, dot and picture cards
- Tambourine
- 5 large star cut-outs and 5 large cloud cut-outs
- 1 moon and 1 sun cut-out
- String lengths for one group for the height chart

1. **Song:** Sing the song, *The sun is in the sky*, with actions.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Point to the number washing line as learners count backwards from 5 to 1 to the beat of a tambourine.
3. **Counting objects 1–5:** Place five clouds and five star cut-outs on the walls around the classroom. Ask learners to find the clouds and put them on the wall in the maths area. Ask other learners to find the stars and put them on the wall. Together, count the clouds and stars as the learners find them.

Guiding questions:

- ★ Do we see clouds in the sky in the daytime or the night-time?
 - ★ Do we see stars in the sky in the daytime or the night-time?
 - ★ How many stars have been collected so far? And clouds?
4. **Practising numbers 1–3:** Put number symbol cards 1, 2 and 3 on the wall below the number friezes. Place dot cards, picture cards and number word cards for 1, 2 and 3 in a box. Learners take turns to reach into the box without looking and take one card. They attach the card to the wall next to either 1, 2 or 3.

Guiding questions:

- ★ Is this card in the right place? How do we know?

Ask three learners to put one moon or sun next to number symbol 1, two stars next to number symbol 2 and three clouds next to number symbol 3.

Bhala igama lomfundi ngamnye emgceni. Sika imisonto yobude yomfundi ngamnye ngokobude babo. Ncamathisela umkonto ngamnye ecaleni kwegama lomfundi njengokuba kuthathwa imilinganiselo yobude babo. Cela umfundi abe mnye ukuba aze kwalatha igama loyena mfundi mfutshane kunabo bonke kwiqela, nakoyena mfundi umde kunabo bonke kwiqela. Xoxa malunga nokuba ingaba ukhona omnye umfundi ongoyena mde/mfutshane kunaba bakweli qela.



6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yezitishi zokusebenzela zozine. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 2

Okudingayo

- Ingoma: *Ilanga lisesibhakabhakeni* (iphepha 199)
- Amakhadi esimboli, amagama, amachokoza nawemifanekiso amanani 1, 2 no 3
- Ithamborini
- Iinkwenkwezi ezi5 ezinkulu kunye namaфу ama5 amakhulu asikiweyo aze akhutshwa
- Ilanga eli1 elisikiweyo kunye nenyanga e1 esikiweyo
- Umsonto omde weqela oza kubekwa kwitshathi yobude

1. **Ingoma:** Culani ingoma, *Ilanga lisesibhakabhakeni*, nenze neentshukumo.
2. **Ukubala ngomlolo 1–10:** Abafundi babala besiya phambili ukusuka ku1 ukuya ku10. Yalatha kwini elisecingweni lokoneka amanani ngeli xesha abafundi bebala bebuya umva ukusuka ku5 ukuya ku1 ngesingqi sethamborini.
3. **Ukubala izinto 1–5:** Beka amafu amahlanu kunye neenkwenkwezi ezintlanu ezisikiweyo kumadonga eklasi. Cela abafundi kuba bakhangele amafu bawabeke eludongeni kwitafile ekuloo ndawo. Cela abanye abahlanu ukuba bakhangele iinkwenkwezi baze bazibeke eludongeni. Ninonke balani amafu neenkwenkwezi njengokuba abafumana bemana ukuzifumana.

Imibuzo ekhokelayo:

- ★ Ingaba amafu siwabona esibhakabhakeni emini okanye ebusuku?
- ★ Ingaba iinkwenkwezi sizibona esibhakabhakeni emini okanye ebusuku?
- ★ Zingaphi iinkwenkwezi eziqokelelweyo ngoku? Amafua wona?

4. **Ukuziqhelanisa namanani 1–3:** Beka amakhadi amanani 1, 2 no3 eludongeni ngaphantsi kwefrizi yamanani. Faka ebhokisini amakhadi anamachokoza, amakhadi anemifanekiso kunye namakhadi amanani angamagama ka1 ukuya ku3. Abafundi batshintshisana ukuya ebhokisini bengajonganga bathathe ikhadi elinye. Bancamathelisa ikhadi eludongeni ecaleni kuka1, 2 okanye u3.

Imibuzo ekhokelayo:

- ★ Ingaba eli khadi lisendaweni eyiyo? Siyazi njani loo nto?

Cela abafundi abathathu ukuba babeke inyanga okanye ilanga ecaleni kwesimboli yenani 1, iinkwenkwezi ezimbini ecaleni kuka3 kunye namaфу amathathu ecaleni kuka3.

5. **Day and night:** Discuss day and night with learners.

Guiding questions:

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

Guiding questions:

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is _____ taller or shorter than _____?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.



TIP

Link sequencing daily events to the activities in the daily programme.



TIP

Do oral counting activities in a new and exciting way every day.

5. **Imini nobusuku:** Xoxani ngemini nobusuku nabafundi.

Imibuzo ekhokelayo:

- ★ Ingaba bekukhanya okanye bekumnyama xa benivuka kusasa?
- ★ Yintoni eniqala niyenze xa nivuka kusasa: ukutya, ukuhlamba, ukunxiba?
- ★ Yintoni elandelayo eniyenzayo?
- ★ Ingaba bekusakhanya okanye bekumnyama ukubuya kwenu esikolweni phezolo?
- ★ Nifike nenza ntoni emakhaya?
- ★ Nenza ntoni emva koko?
- ★ Ingaba nithanda ixesha lasemini okanye elasebusuku? Kutheni?
- ★ Yintoni enithanda ukuyenza kakhulu ebusuku?
- ★ Ingaba yinto enithanda ukuyenza kakhulu emini?
- ★ Yintoni eniza kuyenza namhlanje ukuphuma kwesikolo?

 **INGCEBISO**

Nxulumanisa ulandelelaniso lweziganeko zemihla ngemihla nenkqubo yemihla ngemihla.

6. **Umlinganiselo:** Jonga kwitshathi yobude. Linganisa elinye iqela labafundi. Iklasi iqikelela ukuba ngubani oyena ozakuba mfutshanana okanye oyena uzakuba mde kunabafundi abenze umlinganiso wobude ngephezolo.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba ngubani oza kuba ngoyena mde namhlanje?
- ★ Nicinga ukuba ngubani oza kuba ngoyena mfutshane namhlanje?
- ★ Kutheni nisitsho?

Misa abafundi bafulathelane ukubona ubude.

- ★ Ingaba u_____ mde okanye mfutshane kuno_____?

7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela ngasinye nangenkqubo yokuqoqosha.

Usuku 3

Okudingayo

- Isicengcelezo: *Amafudo amahlanu onwabileyo* (iphepha 197)
- Amakhadi anesimboli, anemifanekiso, anamachokoza amaNani 1, 2 no3 (*iKiti yeziXhobo*)
- Izixhobo zokubala ezizizilwanyana ezi5 kwisikhongozeli esibonisayo
- Iimbotyi ezi5 namaqhosha kwisikhongozeli esibonisayo
- Imisonto emide kwiqela ngalinye eza kusetyenziswa kwitshathi yobude

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Amafudo amahlanu onwabileyo*, eyenziwe kwiVeki 5. Buza abafundi ukuba bacinga ukuba amafudo enza ntoni emini nasebusuku. Yenzani iintshukumo ezifana nezofudo lutshona eqokobheni lwalo.
2. **Ukubala ngomlomo 1–10:** Abafundi babala besiya phambili ukusuka ku1 ukuya ku10 baze babale bebuya umva ukusuka ku5 ukuya ku1. Tsibani niye phambili nasemva phandle elelini yamanani.

 **INGCEBISO**

Yenza imisebenzi yokubala ngomlomo ngendlela entsha nenika umdla yonke imihla.

3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.

Guiding questions:

- ★ Whose answer was the closest?
- ★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

- ★ Are there the same number of objects in each container?
4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.

Guiding questions:

- ★ Are there more stars or more candles?
- ★ If one star falls from the sky, how many stars are left?
- ★ Which groups have the same number of objects?
- ★ I want to have the same number of lamps and candles as the stars. What must I do?



TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

3. **Ukubala izinto 1–5:** Bonisa ngezikhongozeli ezimbini, esinezixhobo zokubala ezizilwanyana kunye nesi neemboty okanye amaqhosha. Cela abafundi ukuba babale ukuba zingaphi abacinga ukuba zikwisikhongozeli ngasinye. Bala kunye nabo.

Imibuzo ekhokelayo:

- ★ Yekabani eyona mpendulo isondeleyo?
- ★ Ingaba ziyalingana ngenani izinto ezikwisikhongozeli ngasinye? Thethani ngezixhobo zokubala ezizilwanyana ukuba zigqiba indawo enkulu kuneemboty/namaqhosha kodwa zilinani elilinganayo kwisikhongozeli.
- ★ Ingaba ziyalingana ngenani izinto ezikwisikhongozeli ngasinye?

4. **Ukuziqhelanisa namanani 1–3:** Hluhla amakhadi anamachokoza, anezilwanyana naneesimboli ubonise abafundi. Bonisa abafundi oku. Dlalani umdlalo ukubona ukuba bakhawuleza kangakanani na ukuchaza ukuba leliphi na inani elisekhadini.
5. **Umlinganiselo:** Iklasi iqikelela ukuba ngubani olandelayo eqeleni oya kuba ngomfutshane okanye omde kunabanye abafundi kumlinganiselo wayizolo. Yenza umlinganiselo weqela elilandelayo labafundi ubhale amagama abo eludongeni. Abafundi bema bafulathelane ukuze kujongwe ubude.
6. **Imisebenzi yamaqela amancinci:** Bakhumbuze abafundi ngemisebenzi yesitishi ngasinye nangenkqubo yokuqoqosha.

Usuku 4

Okudingayo

- Ingoma: *Ilanga lisesibhakabhakeni* (iphepha 199)
- Isimboli yenani '3', nekhadi elinamachokoza (*iKiti yeziXhobo*)
- Izinto ngezinto zasendlwini ezimele imisebenzi yasemini nasebusuku
- Izijungqu zamakhandlela ama 3, izibane ezi3 neenkwenkwezi ezi3
- *INcwadi yeePowusta*, iPowusta 1 nePowusta 4
- Imisonto emide elingene itshathi yobude zeqela elinye

1. **Ingoma:** Culani ingoma, *Ilanga lisesibhakabhakeni*.
2. **Ukubala ngomlomo 1–10:** Balani, ngqishani niqhwabe ukusuka ku1 ukuya ku10.
3. **Ukubala izinto 1–5:** Faka izinto ezininzi ezahlukeneyo ngobungakanani kwizikhongozeli ezibonisayo. Abafundi bayaqikelela ukuba zingaphi izinto ezikwisikhongozeli baze babale bejonga ukuba baqikelele bachana kakuhle na.
4. **Ukuziqhelisa 1–3:** Beka emethini ikhandlela, isibane kunye neenkwenkwezi ezisikiweyo. Abafundi bayatshintshisana ngokuthatha amakhandlela amathathu, iinkwenkwezi ezintathu kunye nezibane ezithathu. Bazibeka ndawonye baze bazincamathelisa eludongeni. Tshatisa amakhadi aneesimboli, anamachokoza nanegama lenani u3 kwiqela elinezinto ezintathu. Bala neklasi iqela ngalinye lezinto.

Imibuzo ekhokelayo:

- ★ Ingaba kukho iinkwenkwezi ezininzi okanye amakhandlela amaninzi?
- ★ Inkwenkwezi enye iyawa esibhakabhakeni, kushiyeke iinkwenkwezi ezingaphi?
- ★ Ngawaphi amaqela anezinto ezilinganayo?
- ★ Ndifuna ukwenza ukuba inani lamakhandlela lilingane neenkwenkwezi. Kufuneka ndenze ntoni?

INGCEBISO

Sebenzisa izinto ezikwifayile yemathematika (ezimele imini nobusuku) okanye izinto ezihambelana nomxholo ezisetyenziselwa imisebenzi yokubala.

- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

Guiding questions:

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?



Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?



6. **Position:** Talk about Poster 4.

Guiding questions:

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

- ★ Ukuba abantu ababini bacima izibane zabo kuza kushiyeke kukhanyise ezingaphi? (Susa ezimbini.)
- ★ Ingaba kukho amakhandlela ambalwa okanye izibane ezimbalwa?

5. **Imini nobusuku:** Thetha ngePowusta 1.

Imibuzo ekhokelayo:

- ★ Nibona bani kulo mfanekiso?
- ★ Ingaba benza ntoni?
- ★ Nicinga ukuba ubonisa imini okanye ixesha lasebusuku? Nikwazi njani oko?
- ★ Ingaba iikhethini kufuneka zivulwe emini? Ngoba kutheni?
- ★ Ingaba yintoni eniyenza kusasa?
- ★ Beluza kwenza ntoni usana olunguThami ukuba bekusebusuku?
- ★ Yintoni ebiza kwenziwa ngumntu wonke ukuba bekusebusuku?



Thetha ngePowusta 4.

- ★ Nibona bani kulo mfanekiso?
- ★ Ingaba benza ntoni?
- ★ Nicinga ukuba uMama usuka phi? Nikwazi njani oko?
- ★ Ngubani umntu oya emsebenzini emini kowenu?
- ★ Nicinga ukuba kusekuseni okanye kusemva kwemini?
- ★ Nicinga ukuba baza kwenza ntoni elandelayo?
- ★ Ingaba yintoni eniyenzayo emva kwemini?
- ★ Ingaba yintoni eniyenza ngokuhlwa?
- ★ Ingaba kutheni uMalusi ezimela phantsi kwetafile?



6. **Indawo:** Thetha ngePowusta 4.

Imibuzo ekhokelayo:

- ★ Uphi uMakhulu?
- ★ Uphi uPepper?
- ★ Uphi uMalusi?
- ★ Ingaba ukhona omnye umntu apha ekhaya onokungena azimele phantsi kwetafile? Kuba kutheni?
- ★ Nibona ntoni phezu kwetafile?
- ★ Uzimele phi yena uLaylah?
- ★ Kukho umfanekiso oxhonywe eludongeni. Ngubani osemfanekisweni?
- ★ Ikhona enye into eseludongeni ezantsi komfanekiso?
- ★ Ubona ntoni ecaleni kwesitulo?
- ★ Ingaba ngubani ophandle?
- ★ Ingaba uMama uphandle okanye ungaphakathi endlini?

7. **Ukubethelela kumlinganiselo – ukuphakama:** Iklasi iqikelela ukuba ngubani kwiqela labafundi oza kuba ngoyena mfutshane okanye oyena mde kunabafundi bayizolo. Thatha ubude abafundi beqela elilandelayo uze ubhale amagama abo eludongeni. Abafundi bayafulathelana ukuze balinganise ubude babo.

8. **Imisebenzi yamaqela amancinci:** Kumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Day 5

What you need

- Song: *The sun is in the sky* (page 198)
- 5 large star, moon and sun pictures
- Sun, moon, star, cloud, lamp and candle cut-outs
- Number 1, 2 and 3 dot, symbol, word and picture cards
- 6 chairs
- Tambourine
- Story: *Malik gets it wrong* (page 200)
- 5 night pictures and 5 day pictures

1. **Song:** Sing the song, *The sun is in the sky*. Use a sun and a moon picture to show the sun coming up and going down, and the sun and moon in the sky.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Learners count backwards from 5 to 1 and jump once on each count as you point to the number washing line.
3. **Counting objects 1–5:** Count the five stars. Count five other things on the maths table that shine at night, for example, moon, candles, lamps (use cut-outs).
4. **Practising numbers 1–3:** Hand out the number dot, picture, symbol and word cards to some learners to match with the number friezes on the wall.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.

Guiding questions:

- ★ Who is the tallest in the class?
 - ★ Who is the shortest in the class?
 - ★ Is there anyone you live with who is very tall? Tell us about him/her.
 - ★ Is there anyone at home who is shorter than you? Tell us about him/her.
 - ★ Who is the tallest person you know?
6. **Position:** Place six chairs in front of the class. Place these pictures on the mat behind the chairs: three moons, one sun and three stars. Select learners to follow instructions.

Guiding instructions:

- ★ Put two moons on a chair.
- ★ Put one sun next to a chair.
- ★ Put one moon under a chair.
- ★ Fetch one star. Where do you want to put the star?
- ★ Fetch two stars and tell us where you are going to put them.
- ★ What do tortoises do at night when they sleep? Learners lie down and go into their tortoise shells.



TIP

Highlight ways in which learners may be discriminated against as this relates to physical appearance and height.

Usuku 5

Okudingayo

- Ingoma: *Ilanga lisesibhakabhakeni* (iphepha 199)
- Imifanekiso emi5 emikhulu yeenkwenkwezi, yenyanga neyelanga
- Ilanga, inyanga, inkwenkwezi, ilifu, isibane nekhandlela ezisikiweyo
- Amakhadi aneesimboli, anamagama, anamachokoza nanemifanekiso yamanani 1, 2 no 3
- Izitulo ezi6
- Ithamborini
- Ibali: *UMalik uphazamile* (iphepha 201)
- Imifanekiso emi5 yobusuku nemi5 yemini

1. **Ingoma:** Cula ingoma, *Ilanga lisesibhakabhakeni*. Sebenzisa imifanekiso yelanga nyenyanga nenze neentshukumo. Yalatha ubonisa ilanga xa liphuma naxa litshona.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukuya phambili ukusuka ku1 ukuya ku10. Abafundi babala bebuya umva usuka ku5 ukuya ku1 baze baxhume kanye qho bebala njengokuba usalatha inani elucingweni lokoneka amanani.
3. **Ukubala izinto 1–5:** Bala iinkwenkwezi ezintlanu. Bala nezinye izinto ezintlanu ezikhanyayo ebusuku ezikwimethi yezibalo, umzekelo inyanga, amakhandela, izibane (sebenzisa ezisikiweyo).
4. **Ukuziqhelanisa namanani 1–3:** Gqithisela kubafundi abathile amakhadi anamachokoza, anemifanekiso, aneesimboli kunye nanamanani ukuze bawathatise nomzobo wamanani oseludongeni.
5. **Umlinganiselo:** Iklasi iqikelela ukuba leliph i iqela elilandelayo labafundi eliya kuba bafutshanana okanye abadana kunabanye kubafundi ebebesenza umlinganiselo izolo. Yenza umlinganiselo kwelinye iqela ubhale amagama abo eludongeni. Abafundi bema bafulathelane ukwenza umlinganiselo womphakamo.

Imibuzo ekhokelayo

- ★ Ngubani oyena mde eklasini?
- ★ Ngubani oyena mfutshane eklasini?
- ★ Ingaba ukhona ohlala naye omde kakhulu? Khawusixelele ngaye.
- ★ Ingaba ukhona ohlala naye omfutshane kakhulu? Khawusixelele ngaye.
- ★ Ngubani oyena mntu mde umaziyo?

6. **Indawo:** Beka izitulo ezithandathu phambi kweklasi. Beka le mifanekiso emethini emva kwezitulo: iinyanga ezintathu; ilanga elinye; iinkwenkwezi ezintathu. Khetha abafundi abaza kulandela imiyalelo.

Imiyalelo ekhokelayo:

- ★ Beka iinyanga ezimbini phezu kwesitulo.
- ★ Beka inkwenkwezi enye ecaleni kwesitulo.
- ★ Beka inyanga eye phantsi kwesitulo.
- ★ Thatha inkwenkwezi enye. Ufuna ukuyibeka phi inkwenkwezi?
- ★ Thatha iinkwenkwezi ezimbini uze usixelele ukuba uza kuzibeka phi.
- ★ Ingaba enza ntoni amafudo ebusuku xa elele? Abafundi balala phantsi bangene kumaqokobhe abo 'amafudo'.


INGCEBISO

Gxininisa kwiindlela abafundi abanokucalulwa ngazo ngokuphathelele kwiimpawu zomzimba kwanomphakamo.

7. **Day and night:** Tell the story, *Malik gets it wrong*.

Guiding questions:

- ★ What was the story about?
 - ★ Did the daytime or the night-time come first in the story?
 - ★ How do we know? What happened at the beginning of the story?
 - ★ What happened during the night/day? Why?
 - ★ What would happen if we went to school at night?
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: Talk about which activity learners did first in the day and which will follow. Ask learners how long different activities will take to complete. The daily weather chart, days of the week and weather calendar are linked to the concept of time.

Small group activities

Teacher-guided activity

What you need

- 5 candle, 5 lamp, 5 star and 5 moon cut-outs
- 3 blankets
- Day and night pockets and pictures
- 5 different animal counters in each learner's tub (the same animals for each learner)
- 10 blocks

1. **Oral counting:** Learners count from 1 to 10. They 'walk' their fingers forwards on the floor to show 1–5, and then backwards to show 6–10.
2. **Counting objects 1–5:** Learners count the moon, lamp, candle and star cut-outs.

Guiding questions:

- ★ How many stars are there? If I take one away how many will be left?
 - ★ If I only have three candles, but I want five candles, how many more candles do I need?
 - ★ Are there more stars or more candles? How do we know?
3. **Exploring dark and light:** Learners sit underneath the blankets.

Guiding questions:

- ★ What does it feel like underneath the blanket?
- ★ What can you see underneath the blanket?
- ★ Why is it so dark?



TIP

Don't force learners to sit underneath the blankets as some may be afraid of the dark.

7. **Imini nobusuku:** Balisa ibali, *UMalik uphazamile*.

Imibuzo ekhokelayo:

- ★ Belingantoni ibali lakho?
- ★ Ingaba imini okanye ubusuku buza kuqala ebalini?
- ★ Sikwazi njani oko? Kwenzeke ntoni ekuqaleni kwebali?
- ★ Kwenzeke ntoni ebusuku/emini? Kutheni?
- ★ Bekuza kwenzeka ntoni ukuba besisiya esikolweni ebusuku?

8. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi yezitishi zokusebenzela nangenkqubo yokuqoqosha.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Thetha ngokuba ngowuphi umsebenzi abafundi abawenze ekuqaleni kosuku kwaye ngowuphi oza kulandela. Buza abafundi ukuba iya kuthatha ixesha elingakanani imisebenzi eyahlukeneyo ukugqitywa. Itshathi yemozulu yemihla ngemihla, iintsuku zeveki nekhalela yemozulu eqhagamshelwe kwingqikelelo yexesha.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Amakhandlela ama5, izibane ezi5, iinkwenkwezi ezi5 kunye neenyanga ezi5 ezisikiweyo
- Iingubo ezi3
- Iimpokotho zemini nobusuku nemifanekiso
- Izixhobo okubala ezizilwanyana ezi5 zinikwe umfundi ngamnye (izilwanyana ezifanayo kumfundi ngamnye)
- Iibhloko ezili10

1. **Ukubala ngomlomo:** Abafundi babala ukusuka ku1 ukuya kwi10. 'Bahambisa' iminwe emgangatweni bebonisa u1–5 baze baphinde bayihambise bebuyela umva bebonisa u6–10.
2. **Ukubala izinto 1–5:** Abafundi babala inyanga, isibane, ikhandlela kunye nenkwenkwezi ezisikwe ephepheni.

Imibuzo ekhokelayo:

- ★ Zingaphi iinkwenkwezi ezikhoyo? Ukuba ndithathe yanye ziya kushiyeka zingaphi?
- ★ Ukuba ndinamakhandlela amathathu, kodwa ndifuna amakhandlela amahlanu ndiza kongeza amakhandlela abe mangaphi?
- ★ Ingaba kukho iinkwenkwezi ezininzi okanye amakhandlela amaninzi? Nazi njani?

3. **Ukuphonononga ubumnyama nokukhanya:** Abafundi mabahlale phantsi kweengubo.

Imibuzo ekhokelayo:

- ★ Kunjani ukuba phantsi kwengubo?
- ★ Nibona ntoni phantsi kwengubo?
- ★ Kutheni kumnyama?

INGCEBISO

Ungabanyanzeli abafundi ukuba bahlale phantsi kweengubo njengoko abanye besenokuboyika ubumnyama.



TIP

Remember to give learners time to think and respond when you ask questions. Be sensitive to quieter learners who may find it difficult to speak in a group.

Ask learners to sit on top of the blankets.

- ★ How do you feel when it's dark at night?
- ★ What do you do at night when it gets dark?
- ★ Why does it feel different to be out in the light again?
- ★ What do you do in the light during the daytime that you can't do in the dark at night?

Show the day and night pictures to the group and talk about them. Spread the pictures on the mat. Learners take turns to find a day or night picture and put it in the correct pocket.



4. **Position:** Give each learner five animal counters and two blocks.

Guiding instructions:

- ★ Put the cow on the mat in front of you.
 - ★ Put the sheep next to the cow.
 - ★ Put the cow between the duck and the sheep.
 - ★ Put the horse on top of the block.
 - ★ Put the chicken under the block.
 - ★ Put all your animals underneath a blanket.
 - ★ Put all your animals in your tub.
5. **Height chart:** Ask learners to stand in a line from tallest to shortest. Ask the tallest learner to stand next to their name on the wall. Ask the shortest learner to stand next to their name on the wall. Ask the learner standing between _____ and _____ to go to their name. Repeat, asking for taller or shorter learners, until each learner is standing against the height chart.



Check that learners are able to:

- sort pictures into day or night
- position themselves against the height chart
- follow instructions about positions: on, under, on top of, below, next to, between

INGCEBISO

Khumbula ukunika abafundi ithuba lokucinga nokuphendula imibuzo yakho. Banikele ingqalelo nabo bafundi basenokuba neentloni zokuthetha kwiqela.

Cela abafundi ukuba bahlale phezu kwengubo.

- ★ Niziva njani xa kumnyama ebusuku?
- ★ Nenza ntoni ebusuku xa kumnyama?
- ★ Kutheni kuvakala ngenye indlela xa kukhanya?
- ★ Yintoni eniyenzayo emini xa kukhanya eningenakuyenza ebusuku ebumnyameni?

Bonisa iqela imifanekiso yemini nobusuku nize nithethe ngayo. Yondlala imifanekiso emethini. Abafundi bayatshintshana ngokufumana umfanekiso wemini okanye wobusuku baze bawufake kwimpokotho echanekileyo.



4. **Indawo:** Nika umfundi ngamnye izixhobo zokubala ezizizilwanyana zibe ntlanu neebhloko ezimbini.

Imiyalelo ekhokelayo:

- ★ Bekani inkomo emethini ephambi kwenu.
 - ★ Bekani igusha ecaleni kwenkomo.
 - ★ Bekani inkomo phakathi kwedada negusha.
 - ★ Bekani ihashe phezu kwebhloko.
 - ★ Bekani inkukhu phantsi kwebhloko.
 - ★ Fakani zonke izilwanyana phantsi kwengubo.
 - ★ Fakani zonke izilwanyana ezityeni zenu.
5. **Itshathi yobude:** Cela abafundi ukuba beme ngomgca ukusuka koyena mde ukuya koyena mfutshane. Cela umfundi ongoyena mde ukuba eme ecaleni kwegama lakhe eludongeni. Cela umfundi ongoyena mfutshane uze uthi eme ecaleni kwegama lakhe eludongeni. Cela umfundo ome phakathi kuka_____ no_____ ukuba baye kumagama abo. Kuphide oku ucele omdana okanye omfutshanana bade babe bame ecaleni kodonga bonke abafundi besiya nganye nganye kwitshathi yomlinganiselo wobude.



Qwalasela ukuba abafundi bayakwazi uku:-

- hlela imifanekiso yemini nobusuku
- zimisa eludongeni boyame kwitshathi yobude
- landela imiyalelo engeendawo: uphezulu, ngaphantsi, phezu kwe-, ngaphantsi kwe-, ecaleni kwe- nophakathi

Workstation 1

What you need

- Scissors, glue, crayons
- Magazines, newspapers, advertising pamphlets
- A day and night page for each learner

Learners draw or cut out day- and night-themed pictures. They glue them to the correct side of the page.



Workstation 2

What you need

- Crayons
- Paper for each learner



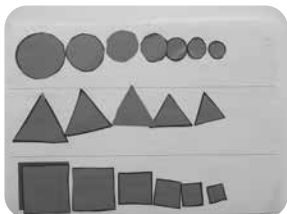
Learners draw a picture of their family members from the tallest to the shortest.

Workstation 3

What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue

TIP
Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

Workstation 4

What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.

Isitishi sokusebenzela 1

Okudingayo

- Izikere, iglu, iikhrayoni
- Iphapha lemini nelobusuku lomfundi ngamnye
- Iimagazini, amaphephandaba, amaphetshana ezibhengezo

Abafundi bazoba okanye basika imifanekiso enemixholo yemini nobusuku. Bayayincamathelisa kwicala elifanelekileyo lephepha.



Isitishi sokusebenzela 2



Okudingayo

- Iikhrayoni
- Iphapha lomfundi ngamnye

Abafundi bazoba umfanekiso wamalungu osapho lwabo ukusuka koyena mde ukuya koyena mfutshane.

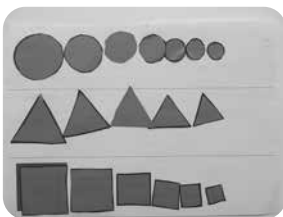
Isitishi sokusebenzela 3



Okudingayo

- Imifanekiso yesangqa, yesikwere kunye nekanxantathu engalinganiyo ngobungakanani nengafaniyo ngemibala
- Isikere neglu

Abafundi basika iimilo ezingalinganiyo ngobungakanani baze bazincamathelise ukusuka kweyona inkulu ukuya kweyona incinci.



Isitishi sokusebenzela 4

Okudingayo

- Iseti ezi5 zemifanekiso emi5 ehambelanayo yemini/yobusuku – isibini ngasinye sabafundi

Ngababini, abafundi batshatisa imifanekiso ekwiiseti zabo. Bathatha iseti esebhokisini baze bathathe enye iseti de zibe ziphelele zontlanu iiseti.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Numbers in familiar contexts
- Describe, compare and order numbers
- Problem solving
- Direction

New knowledge

- Zero
- Estimation
- Direction: up and down
- Problem solving
- Numbers in familiar contexts

Practise

- Counting forwards 1–10
- Counting backwards 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Circle, square and triangle
- Six-piece puzzles

New maths vocabulary

before
after
guess

estimate
more
less

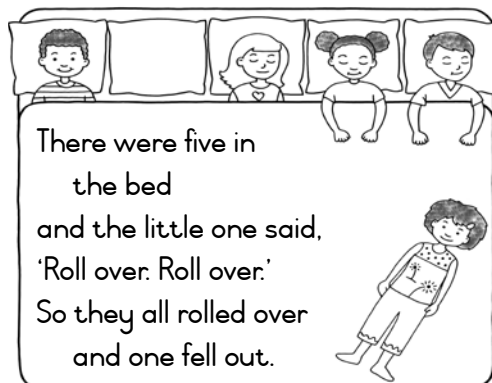
one more
one less
up

down
zero

Getting ready

For the activities this week, you will need to prepare the following:

- group symbol cards
- 5 pegs, each with a number 1–5 written on it
- 5 boxes: box 1 has any 10 small objects in it; box 2 has number symbol cards 1–3; box 3 has number word cards one, two and three; box 4 has dot cards 1–3; box 5 has number picture cards 1–3
- a poster with *Five in a bed* lyrics written on the bed 'cover', number symbol cards that can be removed and 5 cut-out pictures of children



- 3 see-through containers with 5, 3 and 1 objects respectively
- 2 large arrow cut-outs
- tambourine or other musical instrument
- percussion instruments for about 21 learners, for example, sticks, blocks, cans, buckets, plastic bottles filled with rice, beans, stones
- 3 hula hoops.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Amanani kwiimeko zesiqhelo
- Ukuchaza, ukuthelekisa nokulandelelanisa amanani
- Usombulula iingxaki
- Isalathiso

Ulwazi olutsha

- Uziro
- Uqikelelo
- Isalathiso: phezulu naphantsi
- Ukusombulula iingxaki
- Amanani kwiimeko zesiqhelo

Ziqhelise

- Ukubala usiya phambili 1–10
- Ukubala ubuya umva 5–1
- Ukubala izinto 1–5
- Ulandelelwaniso lwamanani 1–3
- Iikhonsepthe zamanani 1–3
- Isangqa, isikwere nonxantathu
- Iiphazili ezinamaqhekeza amathandathu

Isigama esitsha semathematika

ngaphambi
emva
qashela

qikelela
ngaphezu
ngaphantsi

ibe nye ngaphezu
ibe nye ngaphantsi
phezulu

phantsi
uziro

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- amakhadi anesimboli yeqela
- iiphegi ezi5, inye ibe nenamani 1–5 abhalwe kuyo
- iibhokisi ezi5: ibhokisi e1 ibe nezinto ezincinci ezili10; ibhokisi yesi2 inamakhadi eesimboli zamanani 1–3; ibhokisi ezi3 ezinamakhadi amanani angamagama kanye, mbini nontathu; ibhokisi 4 inamakhadi anamachokoza 1–3; ibhokisi ka5 enamakhadi anemifanekiso yamanani 1–3
- ipowusta yamazwi abhaliweyo engoma ethi *Bahlanu ebhedini* akwilaphu 'lokogquma' ibhedi, amakhadi amanani nawemifanekiso asenokususwa kunye nemifanekiso emi5 yabantwana esikiweyo yakhutshwa
- izikhongozeli ezi3 ezibonisa okungaphakathi ezinezinto ezi5, ezi3 ne1
- iintolo ezi2 ezinkulu ezisikiweyo
- ithamborini okanye esinye isixhobo somculo
- iiphekheshini ezilingene abafundi abangama21, umzekelo, izinti, iibhloko, iitoti, amabhakethi, iibhotile zeplastikhi ezigcwaliswe ngerayisi, iimbotyi, amatye
- iihulahupu ezi3.



Whole class activities

Day 1



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

What you need

- Group symbol cards
- 3 numbered pegs
- 5 boxes of items (see 'Getting ready')
- Tambourine or other musical instrument
- Percussion instruments for 21 learners
- 3 hula hoops

1. **Oral counting:** Ask groups of five learners to stand and count from 1 to 10 as you show them their group symbol cards. Learners count backwards from 5 to 1 and sit as you touch them individually on the shoulder.
2. **Counting numbers 1–5:** Learners sit in a circle. Show learners the box that has ten objects in it. Count five objects together as you take them out of the box. Count the remaining objects to make a second group of five objects.
3. **Ordering and matching groups of 1–3:** Ask one learner to fetch one object, one to fetch two objects and one to fetch three objects. Ask these three learners to arrange their groups of objects in order from 1 to 3 on the mat.

Three other learners fetch dot cards and match the groups. Another three fetch number symbol cards and match the correct group. Another three learners fetch number word cards and match them to groups of objects.

Guiding questions:

- ★ Are there more objects in this group or in this group? How do we know?
- ★ Which group has the most objects? Which has the fewest?

Ask three learners to put the numbered pegs 1, 2 and 3 in order onto the three empty boxes on the maths table. Ask another learner to collect all the things belonging to the number 1 group and to put them into the correct box. Repeat with 2 and 3.

4. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Imisebenzi yeklasi yonke

Usuku 1

INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula njengendlela yokuziqhelanisa namanani olandelelwano nendawo.

Okudingayo

- Amakhadi anesimboli yeqela
- liphegi ezi3 ezineenombolo
- libhokisi ezi5 zezihlangu ezingalinganiyo ngobukhulu (khangela, 'Ukulungela')
- Ithamborini okanye esinye isixhobo somculo
- Iphekhashini eziza kulingana abafundi abangama21
- lihulahupu ezi3

1. **Ukubala ngomlomo:** Cela abafundi abahlanu ukuba beme babale ukusuka ku1 ukuya ku10 njengokuba ubabonisa amakhadi abo aneesimboli. Abafundi babala bebuya umva ukusuka ku5 ukuya ku1 baze bahlale phantsi njengokuba umana ukubamba umfundi ngamnye egxalabeni.
2. **Ukubala amanani 1–5:** Abafundi bahlala ngokwesangqa. Babonise ibhokisi ephethe izinto ezilishumi. Balani izinto ezintlanu njengokuba uzikhupha ebhokisini. Bala izinto ezishiyekileyo ukuze wenze iqela lesibini lezinto ezintlanu.
3. **Ukulandelelanisa nokutshatisa amaqela ka1–3:** Cela umfundi abe mnye aye kuthatha into enye, omnye umfundi aye kuthatha izinto ezimbini omnye aye kuthatha izinto ezintathu. Cela aba bafundi bathathu ukuba bahlele izinto zabo ngokwamaqela azo ukusuka ku1 ukuya ku3 emetheni.

Abanye abathathu bathatha amakhadi anamachokoza ba batshatise amaqela. Abanye abathathu bathathe amakhadi anesimboli yamanani bawatshatise neqela elichanekileyo. Abanye abathathu bathatha amakhadi anamagama amanani bawatshatise namaqela ezinto ezihleliweyo.

Imibuzo ekhokelayo:

- ★ Ingaba kukho izinto ezininzi kweli iqela okanye kweli? Sikwazi njani oko?
- ★ Leliphi iqela elinezinto ezininzi? Leliphi iqela elinezinto ezimbalwa? Cela abafundi abathathu ukuba babeke iiphegi ezineenombolo 1, 2 no3 ngokulandelelana kwazo kwiibhokisi ezingenanto ezikwitafule yemathematika. Cela omnye umfundi ukuba aqokelele zonke izinto ekufuneka zibe kwiqela lenani u1 azifake kwiibhokisi efanelekileyo. Kuphinde oku ngamanani u2 no3.

4. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yezitishi zokusebenzela ezine. Khumbuza abafundi ngenkqubo yokuqoqosha.

Day 2

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- 2 sets of number 1–3 number word, symbol and dot cards
- Set of dot and number symbol cards (*Resource Kit*)
- 2 clear containers, one with 3 fruit counters and the other with 5 fruit counters
- Tambourine

1. **Song:** Introduce the song, *Five in a bed*.
2. **Oral counting:** Learners stand in a circle and count from 1 to 10 as they skip together. They stop and face the front of the class. They count backwards from 5 to 1, sitting on 1.
3. **Counting objects 1–5:** Show learners the *Five in a bed* poster. Count the five empty beds on the poster. Ask learners to count the cut-outs of children as you put them into bed.

Guiding questions:

- ★ How many children can you see in the bed?
- ★ How many children are there if I put one more in? And then another one?

Take one cut-out child out of the bed as you count backwards.

- ★ How many children would be left in the bed if one fell out?
- ★ If two children fell out of the bed, how many would be left?

4. **Matching numbers 1–3 game:** Choose nine learners. The others stand in a circle around them. Keep a set of number 1–3 cards and hand the other set out to nine learners. Place three hula hoops on the mat with a number symbol 1, 2 or 3 inside each one. Beat the tambourine. When the music stops, hold up any card. Learners check their cards and jump into the hula hoop if their card corresponds to the number you are holding up. Continue in this way for all the numbers. Repeat with other learners.
5. **Estimate and count 1–5:** Show the two containers with fruit counters.

Guiding questions:

- ★ How many fruit counters do you think there are in this container?
- ★ And in this container?
- ★ Which container do you think has the most fruit counters in it?
- ★ How do you know?

Show the container with five fruit counters in it.

- ★ How many fruit counters do you think are in this container?
- ★ Do you think there are more/fewer than three fruit? Let's count.
- ★ Did anyone guess this number correctly?

Usuku 2

Okudingayo

- Ingoma: *Bahlanu ebhedini* (iphepha 201)
- Ipowusta yengoma *Bahlanu ebhedini* enemifanekiso yabantwana esikiweyo
- Iseti ezi2 zamanani ka1–3 zamakhadi amagama amanani, aweesimboli zamanani kunye namachokoza enani
- Iseti yamakhadi amachokoza kunye namakhadi esimboli yamanani (*iKiti yeziXhobo*)
- Izikhongozeli ezi2, esinye sibe nezixhobo zokubala eziziziqhamo ezi3 ize esinye sibe nezixhobo zokubala eziziziqhamo ezi5
- Ithamborini

1. **Ingoma:** Fundisa ingoma ethi, *Bahlanu ebhedini*.
2. **Ukubala ngomlomo:** Abafundi bema ngokwesangqa bebala basuke ku1 baye kwi10 njengokuba bexhuma kunye. Bayayeka ukuxhuma baze bajonge phambili eklasini. Babala bebuya umva besusela ku5, baze bahlale phantsi ku1.
3. **Ukubala izinto 1–5:** Bonisa abafundi ipowusta ka*Bahlanu ebhedini*. Bala iibhedi ezintlanu ezikwiipowusta ezingenanto nezikwitafile yemathematika. Cela abafundi ukuba babale imifanekiso yabantwana esikiweyo njengokuba uyibeka ebhedini.

Imibuzo ekhokelayo:

- ★ Bangaphi abantwana enibabonayo ebhedini?
- ★ Baza kuba bangaphi xa ndinokongeza omnye? Xa ndisongeza omnye kwakhona?

Susa umfanekiso osikiweyo ebhedini njengokuba ubala ubuya umva.

- ★ Bangaphi abantwana abaza kushiyeka ebhedini ukuba omnye usukile?
- ★ Ukuba abantwana ababini basukile ebhedini, kuza kushiyeka abangaphi?

4. **Umdlalo wokutshatisa amanani 1–3:** Khetha abafundi abalithoba. Abanye abafundi bema ngokwesangqa babangqonge. Phatha iseti yamakhadi amanani 1–3 uze unike abafundi abalithoba enye iseti. Beka iihulahupu ezintathu emethini neesimboli zamanani 1, 2 okanye 3 ngaphakathi kwehulahupu nganye. Betha ithamborini. Xa umculo uphela, phakamisa naliphi na ikhadi. Abafundi bajonga amakhadi abo baze baxhume ngaphakathi kwihulahupu ukuba ikhadi labo lihambelana nelo uliphakamisileyo. Qhubeka ngale ndlela ade aphele onke amanani. Kuphinde oku nabanye abafundi.
5. **Qikelela uze ubale 1–5:** Babonise izikhongozeli zeziziziqhamo ezinezixhobo zokubala kwitafile yemathematika.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala eziziziqhamo ocinga ukuba zikwesi sikhongozeli?
- ★ Kwesi sona isikhongozeli?
- ★ Sesiphi isikhongozeli ocinga ukuba sineziqhamo ezininzi?
- ★ Ukwazi njani oko?

Babonise isikhongozeli esinezixhobo zokubala eziziziqhamo.

- ★ Ucinga ukuba zingaphi iziqhamo ezikwesi sikhongozeli?
- ★ Ucinga ukuba kukho iziqhamo ezingaphezu/ezingaphantsi kwezithathu? Masibale.
- ★ Ingaba ukhona okwazileyo ukuqashela eli nani ngokuchanekileyo?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

Guiding questions:

- ★ How many objects do you think are here? (Count together.)
 - ★ If I take one away, how many will be left? (Count together.)
 - ★ If I take two away, how many are left? (Count together.)
 - ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)
5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other arrow down and ask which way it is pointing. Point the arrows to show the direction (up or down) that the birds are flying. Put the arrows on the wall to show the birds' direction. When you point the arrow up, learners stand up. When you point the arrow down, learners sit down.

Babonise isikhongozeli esinezixhobo zokubala eziziqhamo ezithathu.

★ Ucinga ukuba zingaphi iziqhamo ezilapha? Masibale.

Khupha izixhobo zokubala eziziqhamo kwizikhongozeli. Zibeke ngokwamaqela ebezingawo kwizikhongozeli.

★ Leliphi iqela elineziquhamo ezininzi?

6. **Imisebenzi yamaqela amancinci:** Bakhumbuze abafundi ngemisebenzi yesitishi ngasinye nangenkqubo yokuqoqosha.

Usuku 3

Okudingayo

- Ingoma: *Bahlanu ebhedini* (iphepha 201)
- Ipowusta ka*Bahlanu ebhedini* enemifanekiso esikiweyo yabantwana
- Ingubo/ishithi
- Iiphegi ezinamanani 1–5
- Amakhadi anezilwanyana 1–3 (*iKiti yeziXhobo*)
- Izinto ezi5 ezinomxholo ozalanayo
- Iintolo ezi2 ezinkulu ezisikiweyo zakhutshwa
- Amaphepha ama2 anguA4 anomzobo wentaka kwiphepha ngalinye

1. **Ingoma:** Cula ingoma ethi, *Bahlanu ebhedini*.
2. **Ukubala ngomlomo:** Phakama ubale usiya phambili ukusuka ku1 ukuya ku10. Goba ubale ubuya umva ukusuka ku5 ukuya ku1, utsibe ku1.
3. **Ukubala izinto 1–5:** Bala abantwana abasebhedini. Thatha abafundi abahlanu balinganise ingoma. Abafundi bacambalala phantsi ngomgca. Bogqume ngengubo okanye ishithi. Cula ingoma njengokokuba beqegqekeka bephuma ngabanye phantsi kwengubo. Iklasi ibala ukusuka ku 1–5 njengokokuba abafundi beqegqekeka.
4. **Ukusombulula iingxaki ngezinto 1–5:** Beka izinto ozikhethileyo emethini.

Imibuzo ekhokelayo:

- ★ Zingaphi izinto ocinga ukuba zilapha? (Balani nonke.)
 - ★ Ukuba ndisusa ibe nye, kuza kushiyeka ezingaphi? (Balani nonke.)
 - ★ Ukuba ndiphinda ndithathe ezimbini, kuza kushiyeka ezingaphi? (Balani nonke.)
 - ★ Kufuneka ndibuyisele ezingaphi ukuze kubekho izinto ezintlanu kwakhona emethini? (Balani nonke njengokokuba nibuyisele izinto.)
5. **Isalathisi – phezulu, phantsi:** Xa usithi ‘phezulu’, abafundi balatha phezulu esilingini xa usithi ‘phantsi’, bakhomba phantsi. Khetha umfundi aze kuma ngaphambili. Xa bephakamisa izandla, izandla abafundi bakhomba phantsi. Xa bethoba izandla, abafundi bahlala phantsi. Kuphinde oku usebenzisa abafundi ababini.

Beka umfanekiso wentaka kumphakamo onokumela entloko enye ijonge phantsi ibe sezantsi eludongeni. Bonisa abafundi iintolo ezikhombe phezulu naphantsi. Yalatha phezulu ngotolo uze ubabuze ukuba lwalathe phi utolo. Yalatha olunye utolo uze ubabuze ukuba lwalathe phi na. Khombisa ngeentolo ukubonisa icala (uphezulu okanye uphantsi) eya kubhabhela ngakulo intaka. Beka iintolo eludongeni ukubonisa icala eya kulo intaka. Xa uphakamisa utolo olwalathe phezulu abafundi bema ngeenyawo. Xa uphakamisa utolo olwalathe phantsi abafundi bahlala phantsi.

6. **Practising 1–3:** Show the animal cards 1–3. Hold them ‘up’ or ‘down’ and learners say ‘one elephant up’, ‘two zebras down’, and so on.
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket
- Number 1–3 symbol and dot cards
- *Poster Book, Poster 1*
- Tambourine

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Girls count forwards from 1 to 5. Boys count from 6 to 10. All learners count backwards from 5 to 1 and clap on 1.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Learners move to the beat of the tambourine. When the music stops, show a number 1, 2, or 3 number symbol or dot card. Learners make groups according to the card that has been shown.
5. **Problem solving – more and less:** Talk about Poster 1. Learners use their fingers to show the correct number to answer your questions.



TIP

It is important to include parents/ caregivers in their children’s development. Encourage parents to be involved and support their children’s mathematical learning at home and in the community.



- ★ How many people are in the kitchen?
 - ★ If one goes outside, how many would we see?
 - ★ How many animals are there?
 - ★ How many chairs are there? How many bowls? How many spoons?
 - ★ How many mugs can you see in the picture?
 - ★ How many mugs are on the table?
 - ★ How many other mugs can you see?
 - ★ How many plates do you see?
 - ★ How many blocks do we need for each person in this picture to have one?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

6. **Ukuziqhelisa 1–3:** Babonise amakhadi anezilwanyana angu 1–3. Waphakamisele 'phezulu' okanye 'phantsi' baze abafundi bathi 'indlovu enye phezulu', 'amaqwarhashe amabini phantsi', njalo njalo.
7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Usuku 4

Okudingayo

- Ingoma: *Bahlanu ebhedini* (iphepha 201)
- Ipowusta ka*Bahlanu ebhedini* enemifanekiso esikiweyo yabantwana
- Ingubo
- Amakhadi aneesimboli kunye nanamachokoza amanani 1–3
- *INcwadi yeePowusta*, i*Powusta 1*
- Ithamborini

1. **Ingoma:** Culani ingoma ethi, *Bahlanu ebhedini*.
2. **Ukubala ngomlomo:** Amantombazana abala esiya phambili ukusuka ku1 ukuya ku5. Amakhwenkwe abala ukusuka ku6 ukuya ku10. Abafundi babala bonke bebuya umva ukusuka ku5 ukuya ku1.
3. **Ukubala izinto 1–5:** Thatha abafundi abahlanu balinganisa ingoma njengoko kwenziwe kuSuku 3.
4. **Ukuziqhelisa amanani 1–3:** Abafundi benza intshukumo ehambelana nesandi sethamborini. Xa uphela umculo, babonise amakhadi eesimboli okanye anamachokoza eenani 1, 2, okanye 3. Abafundi benza amaqela ngokwamakhadi abawabonisiweyo.
5. **Ukusombulula iingxaki – ngaphezu kunye nongaphantsi:** Thethani ngePowusta 1. Abafundi basebenzisa iminwe yabo ukubonisa inani elichanekileyo ukuphendula umbuzo wakho.

INGCEBISO

Kubalulekile ukubandakanya abazali/abagcini babantwana ngokwemfundo nasekubakhuliseni. Khuthaza abazali ukuba bazibandakanye kwaye babanike inkxaso abantwana babo ekufundeni imathematika ekhaya nasekuhlaleni.



- ★ Bangaphi abantu abasekhitshini?
 - ★ Ukuba kuphume wamnye, siya kubona abangaphi?
 - ★ Zingaphi izilwanyana ezikhoyo?
 - ★ Zingaphi izitulo? Zingaphi izitya? Mangaphi amacephe?
 - ★ Zingaphi iimagi ozibonayo emfanekisweni?
 - ★ Zingaphi iimagi ezisetafileni?
 - ★ Zingaphi ezinye iimagi ozibonayo?
 - ★ Zingaphi iipleyiti ozibonayo?
 - ★ Zingaphi iibhloko esizifunayo ukuze umntu ngamnye kulo mfanekiso abe nokufumana enye?
6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

Day 5

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A collection of 10 everyday objects
- Number 1–3 symbol, dot and word cards

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1. Then all sit down.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Give each learner a number symbol, word or dot card. They don't show their cards to each other. They move around until they find the other learners with matching numbers.
5. **Using numbers in familiar contexts:** Look for numbers in the classroom. Learners point to the number.

Guiding questions:

- ★ What numbers can you see in the classroom?

Look at the birthday chart and discuss learners' birthdays.

- ★ How old are you?
- ★ When is your birthday? What date is your birthday?
- ★ Can you show me that number on the calendar?

Learners point to their picture and say their birth date.

6. **Practising position and direction:** Play 'Sizwe says'. Learners follow the 'Sizwe says' actions. If you don't say 'Sizwe says' then learners must keep still and not do the action.

Guiding instructions:

- ★ Put your hands behind your back.
- ★ Put your hands on your head.
- ★ Put this hand in front of this shoulder.
- ★ Stretch up and turn.
- ★ Bend down and touch your toes.

**TIP**

Identifying numbers in familiar contexts can be done during routine times, between activities and in games, for example, when using the register, playing card games, and doing weather and calendar activities.

**TIP**

Use actions that encourage midline crossing. Focus on positional words such as: this side, that side, up, down, on, under, on top, below, next to, between, in, out, inside, forwards, backwards, in front of, behind.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Usuku 5

Okudingayo

- Ingoma: *Bahlanu ebhedini* (iphepha 201)
- Ipowusta ka*Bahlanu ebhedini* kunye nemifanekiso esikiweyo yakhutshwa yabantwana
- Inggokelela yezinto zemihla ngemihla ezili10
- Amakhadi aneesimboli, amachokoza kunye namagama amanani 1–3

1. **Ingoma:** Cula ingoma ethi, *Bahlanu ebhedini*.
2. **Ukubala ngomlomo:** Phakama ubale usiya phambili ukusuka ku1 ukuya ku10 nokubala ubuya umva ukusuka ku5 ukuya ku1. Goba ubale ubuya umva ukusuka ku5 ukuya ku1, utsibe ku1. Bahlale phantsi bonke.
3. **Ukubala izinto 1–5:** Thatha abafundi abahlanu balinganise ingoma njengoko kwenziwe kuSuku 3.
4. **Ukuziqhelisa amanani 1–3:** Nika umfundi ngamnye amakhadi aneesimboli, anamagama amanani okanye anamachokoza. Mabangabonisi amakhadi abo. Baya hambahamba bade bafumane abafundi abaphethe amanani afanayo nawabo.
5. **Ukusebenzisa amanani kwiimeko zesiqhelo:** Khangela amanani eklasini. Abafundi bakhomba amanani.

Imibuzo ekhokelayo:

- ★ Ngawaphi amanani owabonayo eklasini?

Khangela kwitshathi yemihla yokuzalwa nize nithethe ngokuba inini na imihla yokuzalwa yabafundi.

- ★ Mingaphi iminyaka yakho?
- ★ Unini umhla wakho wokuzalwa? Uyawazi umhla wakho wokuzalwa?
- ★ Ingaba ungandibonisa inani ekhalendeni?

Cela abafundi ukuba balathe ifoto yabo kwitshathi yemihla yokuzalwa baze bachaze ukuba unini na umhla wabo wokuzalwa.

6. **Ukuziqhelisa indawo nesalathisi:** Dlala umdlalo othi 'uSizwe uthi'. Abafundi balinganisa iintshukumo zomdlalo othi 'uSizwe uthi'. Ukuba awuthi 'uSizwe uthi' abafundi baza kuma bhunxe bangenzi zintshukumo.

Imiyalelo ekhokelayo:

- ★ Beka izandla sakho ngasemva.
- ★ Beka izandla zakho entloko.
- ★ Beka esi isandla ngaphambi kweli gxalaba.
- ★ Zolule uze ujikajike.
- ★ Goba uze ubambe iinzwane zakho.


INGCEBISO

Ukwalatha amanani kwiimeko zesiqhelo kungenziwa ngamaxesha okwenziwa kwezinto zesiqhelo, phakathi kwemisebenzi nakwimidlalo, umzekelo xa usebenzisa irejista, udlala umdlalo wamakhasi, naxa nisenza imisebenzi yemozulu neyekhalenda.


INGCEBISO

Sebenzisa iintshukumo ukukhuthaza ukutsiba umgca osembindini. Gxila kumagama ebonakalisa indawo afana no: kweli cala, kwelo cala, phezulu, phantsi, kwi-, ngaphantsi, phezu kwe-, ezantsi, ecaleni kwe-, phakathi kwe-, ngaphakathi, ngaphandle, phakathi, phambili, emva, phambi kwe-, ngasemva.

7. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Small group activities

Teacher-guided activity

What you need

- 6 small toy cars
- 3 cardboard boxes with openings cut out for cars to 'drive' into
- Number 1–3 word, dot and symbol cards
- A tub for each learner with number 1–3 symbol, word and dot cards, and 6 fruit counters (from the *Resource Kit*)
- A clear container with no more than 5 fruit counters
- 2 large round plastic lids for each learner

1. **Oral counting 1–10:** Learners clap as they count from 1 to 10. Learners tap the mat as they count backwards from 5 to 1.
2. **Matching number symbols to cars:** Make garages by placing three cardboard boxes in a row with the openings facing the learners. Display a 1, 2 or 3 number symbol card on top of each box. Give three learners number 1–3 dot cards. They choose the correct number of cars to match their dot cards and park their cars in the correct garage.

Guiding questions:

- ★ Where are you going to park your car/s? Why?
 - ★ How many cars should you park in this garage?
 - ★ Which garage has more/fewer cars?
 - ★ Which garage has two cars in it?
3. **Matching numbers and fruit counters:** Give each learner a tub. They pack out the counters in order from 1 to 3. Then they match the number symbol, word and dot cards.

Guiding questions:

- ★ How many fruit counters do you have in each group?
 - ★ Can you show me the group that has two fruits in it?
 - ★ What number comes after 2? Show me the group with that number.
- Focus on the group with three counters:
- ★ Give me one fruit. How many fruit do you have now?
 - ★ Does the group of fruit still match the number cards?
 - ★ How many fruit do I need to give you to make that number again?
4. **Estimating:** Place fruit counters (not more than five) in a clear container. Ask learners to estimate how many there are. Then count the items.
 5. **Shake and break:** Show the learners the three fruit counters in your hands. Count them. Play 'Shake and break' with the fruit counters.



Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

Guiding questions:

- ★ How many fruit counters do I have in this hand? And in this hand?
- ★ When I put them together how many do I have?

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Iimoto zokudlala ezincinci ezi6
- Iibhokisi ezi3 zeekhadibhodi ezivuliweyo ukuze iimoto 'ziquhutyelwe' ngaphakathi
- Amakhadi anamagama, anamachokoza naweesimboli amanani 1–3
- Isitya kumfundi ngamnye esinamakhadi anamagama, anamachokoza naweesimboli zeenombolo 1–3 nezixhobo zokubala eziziziqhamo ezi6 (*iKiti yeziXhobo*)
- Isikhongozeli ezinezixhobo zokubala eziziziqhamo ezingadlulanga ku5
- Iziciko ezi2 ezikhulu zeplastiki ezisisangqa zomfundi ngamnye

1. **Ukubala ngomlomo 1–10:** Abafundi baqhwaba ukusuka ku1 ukuya ku10. Abafundi babuya emva ukusuka ku5 ukuya ku1.
2. **Ukutshatisa iisimboli zamanani kunye neemoto:** Yenza igaraji ngokubeka iibhokisi zeekhadibhodi ngomgca aze la macala avuliweyo ejongise ngakubafundi. Babonise ikhadi elinesimboli u1, 2 okanye u3 phezu kwebhokisi nganye. Nika abafundi abathathu amakhadi anamachokoza amanani 1–3. Abafundi bakhetha inani elichanekileyo leemoto ezingqinelana namakhadi anamachokoza, baze bamise iimoto zabo kwiigaraji ezifanelekileyo.

Imibuzo ekhokelayo:

- ★ Uza kuyimisa phi iimoto zakho? Ngoba?
- ★ Zingaphi iimoto ongazimisa kule garaji?
- ★ Yeyiphi igaraji eneemoto ezininzi/ezimbalwa kunezinye?
- ★ Yeyiphi igaraji eneemoto ezimbini kuyo?

3. **Ukutshatisa amakhadi amanani nezixhobo zokubala eziziziqhamo:**

Nika umfundi ngamnye isitya. Bakhupha izixhobo zokubala ngokulandelelana ukusuka ku1 ukuya ku3. Emva koko batshatisa amakhadi amanani, eesimboli, awamagama nawamachokoza.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala eziziziqhamo onazo kwiqela ngalinye?
- ★ Ningandibonisa iqela elineziziqhamo ezimbini kulo?
- ★ Leliphi inani eliza emva kuka2? Ndiboniseni iqela elinelo nani.

Gxila kwiqela elinezixhobo zokubala ezintathu:

- ★ Ndinike isiqhamo sibe sinye. Ngoku uneziqhamo ezingaphi?
- ★ Ingaba iqela leziqhamo liyangqinelana nenani lamakhadi?
- ★ Kufuneka ndikunike iziqhamo ezingaphi ukuze ube nelo nani kwakhona?

4. **Ukuthekelela:** Beka izixhobo zokubala eziziziqhamo (zingabi ngaphezu kwesihlanu) kwisikhongozeli esibonisa okungaphakathi. Cela abafundi ukuba bathekelele ukuba kukho ezingaphi. Emva koko balani izinto.

5. **Hlukuhla uchithe:** Bonisa abafundi izixhobo zokubala eziziziqhamo ezithathu. Zibaleni. Chazela abafundi ukuba niza kudlala umdlalo obizwa ngokuba nguba 'Hlukuhla uchithe' besebenzisa izixhobo zokubala eziziziqhamo.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala eziziziqhamo endiziphetheyo kwesi sandla? Kwesi isandla sona?
- ★ Xa ndizidibanisa zonke ndiza kuba nezingaphi?



INGCEBISO

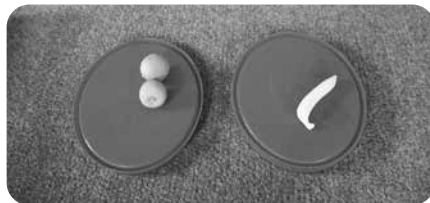
Ukuqikelela kukuzama ukuqashela ukuba lelipheli elona nani lichanekileyo. Ukuqashisela nje nakanjani ayikokuqikelela.



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



6. **Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
7. **Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



Check that learners are able to:

- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3



Abafundi babala izixhobo zokubala eziziqhamo ezintathu ezisezityeni zabo baze bazibeke emethini ephambi kwabo. Nika umfundi ngamnye iziciko. Dlalani umdlalo ka 'Hlukunghla uchithe': Abafundi babeka izixhobo zabo zokubala phezu kweziciko ezibini eziphambi kwabo njengokuba besithi 'chithekile' baze batshintshane ekuchazeni ukuba zingaphi ezikhoyo phezu kwesiciko ngasinye.

- ★ Uzichithe njani izixhobo zakho zokubala?
- ★ Zingaphi onazo kwisiciko ngasinye?
- ★ Zezobani ezifanayo? Ngubani owenze into eyahlukileyo? Kutheni zifana/zahlukile?

Phinda, ucela abafundi ukuba bazichithe izixhobo zokubala ngendlela eyahlukileyo kweli ityeli.



6. **Ukufundisa inani uziro:** Ukuba umfundi akanazo izixhobo zokubala esicikweni esinye aze abe nezintlanu kwesinye, thethani ngesiciko esingenanto. Thethani ngokungabinanto okanye uziro ngesinye isiciko nontlanu kwesinye.
7. **Isalathiso:** Dlala umdlalo usebenzisa iintolo zamakhadi. Abafundi balandela izikhokelo zikaphezulu naphantsi besebenzisa iminwe, iingalo, imilenze kunye nemizimba yabo.



Qwalasela ukuba abafundi bayakwazi uku:-

- qikelela inani lezinto
- sebenzisa iindlela zokusombulula iingxaki: ukubala konke
- alatha enye engaphezulu okanye enye engaphantsi kwingqokelela yezinto
- landela isalathiso sokuya phezulu naphantsi
- alatha kunye nokulandelelanisa iingqokelela 1, 2 no3

Workstation 1



What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

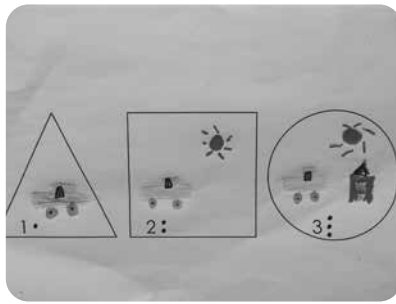
Learners make playdough objects of their choice and place them next to each number.

Workstation 2

What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



Workstation 3



What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

Workstation 4

What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

Integration

Home Language and Life Skills: While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.



TIP

Provide puzzles that are developmentally appropriate.

Isitishi sokusebenzela 1

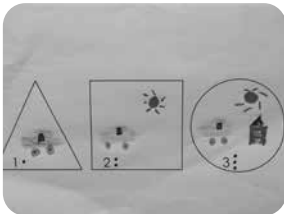


Okudingayo

- Iphepha eli1 elilungiselelweyo (njengoko kubonisiwe emfanekisweni) lomfundi ngamnye
- Intlama yokudlala

Abafundi benza izinto abazithandayo ngentlamba yokudlala baze bazibeke enye ecaleni kwenye.

Isitishi sokusebenzela 2



Okudingayo

- Iphepha eli1 elilungiselelweyo (njengoko kubonisiwe emfanekisweni) lomfundi ngamnye
- Iikhrayoni

Abafundi babhala inani lazo naziphi na izinto ezihambelana namanani akwiimilo ezisemapheni abo.

Isitishi sokusebenzela 3



Okudingayo

- Iphepha eli1 elilungiselelweyo (njengoko kubonisiwe emfanekisweni) lomfundi ngamnye
- Imithi emi2 esikiweyo yakhutshwa, inyanga e1 kunye neenkwenkwezi ezi3, konke oku kufakwe esityeni somfundi ngamnye
- Iglu neekhrayoni

Abafundi benza umfanekiso ngokuncamathelisa iinkwenkwezi ezi3, imithi emi2 kunye nenyanga e1. Bayachaza ukuba yeyiphi efanele ukuba sesibhakabhakeni nokuba yeyiphi into efanele ibe semhlabeni baze bazobe nezinye izinto abazifunayo.

Isitishi sokusebenzela 4



INGCEBISO

Nika abafundi iiphazili ezingqinelanayo nomgangatho wokukhula abakuwo.

Okudingayo

- Iphazili e1 (enamaqhekeza ama6 ubuncinane) kumfundi ngamnye

Abafundi bakha iiphazili.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Ngeli lixa abafundi badlala phandle, sebenzisa isigama sesalathiso, umzekelo, ukunyuka ngeleli, ukhula emthibilizini. Abafundi badlala umdlalo wokuxhumela ngaphakathi nangaphandle. Sebenzisa intambo nize nenze ngokungathi ngumlambo kwelinye icala lentambo lize elinye icala libe lunxweme lomlambo. Abafundi baxhumela emlanjeni baze bakhawuleze baxhumele ngaphandle ngaphambi kokuba 'ingwenya' ibafumane.

Content Area Focus: Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

New maths vocabulary

collect
collection
group

sort
compare
match

always
sometimes
never

column
row
all

some
altogether
calendar

Getting ready

For the activities this week, you will need to prepare the following:

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

INkalo yomXholo ekuGxininiswa kuyo: ULwazi oluQokelelweyo

Izihloko

- Qokelela uze uhlele izinto
- Bonisa abafundi ingqokelela yezinto ozikhethileyo
- Xoxa uze unike ingxelo yengqokelela yezinto ezihleliweyo

Ulwazi olutsha

- Qokelela, uhlele uze ulungiselele ingqokelela yezinto
- Xoxa uze unike ingxelo ngengqokelela yezinto ozikhethileyo

Ziqhelise

- Ukubala ngomlomo 1–10
- Ukubala izinto 1–5
- Ukulandelelanisa amanani 1–3
- Amanani 1–3
- Uphambi nongasemva
- Khuphela iipateni
- Ukusombulula iingxaki

Isigama esitsha semathematika

qokelela	thelekisa	soze	ezinye/amanye
ingqokelela	tshatisa	ikholamu	zizonke/ewonke
iqela	qho	umgca	khalenda
hlela	ngamanye amaxesha	onke	

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- umfanekiso weteksi
- imifanekiso eli10 yobuso obuncumileyo, obuzotywe kwiziqwengana zekhadi ezimele abantwana abaseteksini
- iindidi zezixhobo ebezikhe zasebenza ezicocekileyo: iibhotile zeplastikhi zobisi, iibhegi zeplastikhi, izikhongozeli zeplastikhi, iibhotile zobisi ezenziwe ngeekhadibhodi, iibhokisi zeekhadibhodi, iziciko
- iileyibheli ezibonisa imozulu yeentsuku ezinelanga, ezinayo, ezisibekeleyo nezinomoya
- ikhalenda yale nyanga apho abafundi babhala imozulu yosuku. Yenza iileyibheli ezaneleyo ezilinganayo ngobungakanani zohlobo lwemozulu ngalunye oluboniswe kwikhalenda: kukho ilanga, kusina, kusibekele, kukho umoya
- iphepha elikhulu lokwenza umfanekiso weendidi zemozulu. Zoba iisimboli ezine zemozulu emazantsi ephepha.
- ingqokelela yeempahla: izikhafu, iminqwazi, iibhegi, iiglavu, iikawusi, amabhanti, amaqhina
- isitya esineengqokelela ezahlukeneyo zezi4, 3, 2 zamaqela ezixhobo zokubala ezizizilwanyana ezithathwe kwi*Kiti yeziXhobo*
- iphepha elinguA4 elineekholamu ezi3 nemiqolo emi4 lomfundi ngamnye.

INGCEBISO

Khumbula ukusebenzisa ixesha lokuya kuzikhulula njengendlela yokuziqhelisa amanani olandelelwano nendawo.

Whole class activities

Day 1

What you need

- Number friezes 1–3
- Number 1–3 dot, word, symbol and picture cards (*Resource Kit*)
- A rubbish bag filled with clean recycled objects
- Cards with learners' names and symbols

1. **Song/rhyme:** Practise a song or rhyme taught this term.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** Place the recycled objects on the mat. Talk about what these objects are used for. Together count a group of five objects.
4. **Practising numbers 1–3:** Give learners dot, word, symbol and picture cards for numbers 1–3. Other learners count out groups of three recycled objects. Learners match the cards to the groups.
5. **Sorting and classifying:** Put all the recycled objects together in one pile.

Guiding questions:

- ★ How do you think we should sort these objects?
- ★ Why do you think we should sort them like that?
- ★ Can we sort them another way?
- ★ Which of these objects are the same? Why? (Collect them and put them together into a group.)
- ★ What can we call this group? (for example, objects made out of plastic, objects we use to keep food in)

Put the objects together in a different group.

- ★ What can we call this group?

Repeat so that you have three groups, for example, milk containers, plastic bags and boxes.

- ★ Are the materials used to make any of the objects in any of the groups the same?

Put the objects all together in one big group again.

- ★ Can you think of any other groups we could make using these objects?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Day 2

What you need

- Rhyme: *Taxi, taxi* (page 200)
- Picture of a taxi and 10 smiling faces
- Number 1–3 symbol cards
- A box with a collection of clothes, for example, scarves, hats, bags, gloves, socks, belts, ties

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Imizobo yamanani 1–3
- Amakhandi anamachokoza, anamagama, anesimboli nanemifanekiso amanani 1–3 (*iKiti yeziXhobo*)
- Ingxowa yenkunkuma egcwele izinto ebezikhe zasebenza ezicocekileyo ezahlukileyo
- Amakhadi anamagama neesimboli zabafundi

1. **Ingoma/isicengcelezo:** Ziqheliseni ingoma okanye isicengcelezo esifundiswe kule kota.
2. **Ukubala ngomlomo:** Ukubala usiya phambili ukusuka ku1 ukuya ku10 nokubala ubuya umva ukususela ku5 ukuya ku1.
3. **Ukubala izinto 1–5:** Beka izinto ebezikhe zasetyenziswa emethini. Chazani ukuba zisetyenziswa phi ezi zinto. Ninonke balani iqela lezinto ezintlanu.
4. **Ukuziqhelisa amanani 1–3:** Nika abafundi amakhadi anamachokoza, aneesimboli, anamagama nanemifanekiso yamanani 1–3. Abanye abafundi babala amaqela ezinto ezintathu ebezikhe zasetyenziswa. Abafundi batshatisa amakhadi namaqela.
5. **Ukwahlula nokuhlela izinto:** Beka izinto ebezikhe zasetyenziswa kunye kwimfumba enye.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba singazihlela njani ezi zinto?
- ★ Kutheni ucinga ukuba singazihlela ngolo hlobo?
- ★ Ingaba singazihlela ngenye indlela?
- ★ Zeziphi ezifanayo kwezi? Kutheni? (Ziqokelele uze uzibeke ndawonye ngokwamaqela.)
- ★ Singalibiza sithini eli qela? (umzekelo, izinto ezenziwe ngeplastiki, izinto esizisebenzisa ukugcina ukutya)

Zidibanise izinto kwelinye iqela, elahlukileyo.

- ★ Singalibiza sithini eli qela?

Kuphinde oku ukuze ube namaqela amathathu, umzekelo, izikhongozeli zobisi, iingxowa zeplastiki kunye neebhokisi.

- ★ Ingaba zikhona izinto ezifanayo kula maqela?

Dibanisa izinto zonke zibe liqela elinye elikhulu kwakhona.

- ★ Ingaba akhona amanye amaqela owacingayo esinokuwenza sisebenzisa ezi zinto?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yezitishi zokusebenzela ezine. Khumbuza abafundi ngenkqubo yokuqoqosha.

Usuku 2

Okudingayo

- Isicengcelezo sokubala: *Iteksi, iteksi* (iphepha 201)
- Umfanekiso weteksi kunye nemifanekiso eli10 yobuso obuncumileyo
- Amakhadi esimboli yamanani 1–3
- Ibhokisi enengqokelela yeempahla, umzekelo, izikhafu, iminqwazi, iibhegi, iiglavu, iikawusi, amabhanti, amaqhina

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

Guiding questions:

- ★ If we make a line with these learners, who should stand first? Second? Third?
- ★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

- ★ Does _____ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



Guiding questions:

- ★ How can we group these items?
 - ★ Which of these items are the same? Why? (Collect them and put them together into a group.)
 - ★ What can we call this group? (for example, socks, scarves, belts, hats)
 - ★ Can we group them into clothes we wear when it is hot or cold?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

1. **Isicengcelezo:** Fundisa isicengcelezo esithi, *Iteksi, iteksi*. Beka imifanekiso yobuso obuncumileyo obuseteksini eludongeni njengokuba usenza isicengcelezo.
2. **Ukubala ngomlomo:** Bala usiya phambili ukusuka ku1 uye ku10, ubale ubuya umva ukusuka ku5 uye ku1, ukhomba imifanekiso yeteksi.
3. **Ukubala izinto 1–5:** Ninonke balani ubuso obuncumileyo 1–5. Nize nibale obunye 1–5.
4. **Ukuziqhelisa amanani 1–3:** Nika abafundi abathathu amakhadi eesimboli 1, 2 okanye 3 nangaluphi na uhlobo. Mababonise iklasi amakhadi abo. Xelela iklasi ukuba aba bafundi balinde iteksi.

Imibuzo ekhokelayo:

★ Ukuba senza umgca ngaba bafundi ngubani omele abe ngowokuqala? Owesibini nowesithathu yena?

★ Leliphi inani lokugqibela emgceeni?

Cela umfundi onenani u2 ukuba akhethe umhlobo ukuze babe babini.

★ Ingaba u_____ ophethe ikhadi 1 kufuneka ekhethe abahlobo beze kwiqela lakhe? Kuba kutheni?

Cela umfundi onenani u3 ukuba akhethe abahlobo ababini ukuze babe athathu.

5. **Ukuqokelelwa kweenkcukacha nokuhlela:** Chithachitha iimpahla.



Imibuzo ekhokelayo:

★ Singazibeka njani ngokwamaqela ezi zinto?

★ Zeziphi ezifanayo kula maqela? Kutheni usitsho? (Ziqokelele uzibeke ndawonye kwiqela.)

★ Singalibiza sithini eli qela? (umzekelo, iikawusi, izikhafu, amabhanti, iminqwazi)

★ Singakwazi ukuzihlela njengeempahla zokunxiba xa kushushu okanye xa kubanda?

6. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Day 3

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Picture of a taxi and 10 smiling faces
- 5 hats
- Number 1–3 symbol, dot and word cards
- A bag filled with clean recycled objects of different types

1. **Rhyme:** Say *Taxi, taxi*, pointing to the faces in the taxi as you say it.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi picture.
3. **Counting objects 1–5:** Count out five chairs and place them in a row. Count another five chairs and make a second row next to these, as in a taxi. Ask how many learners you will need to fill each of the two rows. Together count five learners for one row. Repeat for the next row. Ask five learners to stand next to the 'taxi'. Together count five hats for each of the learners.



TIP

Use this opportunity to reinforce behind, in front of and next to.

Guiding questions:

- ★ How many learners wearing hats are waiting for the taxi?
 - ★ How many seats are there in this row?
 - ★ Will there be enough seats in this row for the learners wearing hats?
 - ★ Will there be enough seats in this row for those without hats?
 - ★ How do we know if there are enough seats for all these learners who are waiting?
4. **Counting backwards 5–1:** Count as learners from each row go back to their places.
 5. **Practising numbers 1–3:** Sort the clean recycled objects into groups of three with the learners. Learners match number word, symbol and dot cards 1–3 to the groups of recycled objects.
 6. **Collecting and sorting data:** Say, 'I wonder how many learners are wearing socks.' Learners stand in a circle. Call out different attributes, and the learners who match these, step into the centre.

Guiding instructions:

- ★ Learners who are wearing socks stand together.
- ★ Learners who are wearing sandals stand together.
- ★ Learners who are not wearing shoes stand together. (Make sure to say the shoe type to include all learners.)

Guiding questions:

- ★ Is it easy to see how many learners are wearing socks?
 - ★ How can we arrange ourselves so that we can easily see this?
7. **Represent the data:** Learners suggest ways of arranging themselves. Guide them to sit in rows to represent learners wearing socks, sandals, and so on.

Usuku 3

Okudingayo

- Isicengcelezo: *Iteksi, iteksi* (iphepha 201)
- Izitulo ezili10 ezilingene abafundi ngobungakanani
- Umfanekiso weteksi nemifanekiso eli10 yobuso obuncumileyo
- Iminqwazi emi5
- Amakhadi anamanani, aneesimboli nanamachokoza amanani 1–3
- Ingxowa egcwele zizinto ebezikhhe zasetyenziswa ezicocekileyo ezizinto ezahlukeyo

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Iteksi, iteksi*, nisalatha ubuso obuncumileyo eteksini njengokuba nisenza isicengcelezo.
2. **Ukubala ngomlomo:** Ukubala nisiya phambili ukusuka ku1 ukuya ku10 nokubala nibuya umva ukusuka ku-5 ukuya ku-1, nisalatha imifanekiso yeteksi.
3. **Ukubala izinto 1–5:** Balani izitulo ezintlanu nizibeke zenze umqolo. Balani ezinye izitulo ezintlanu kwakhona nenze umqolo wesibini ecaleni kwezi, ngokungathi kungaphakathi eteksini. Buza ukuba bangaphi abafundi oza kubadinga ukugcwalisa loo miqolo mibini. Ninonke balani abafundi abahlanu abaza kuhlala kumqolo wokuqala. Kuphendeni oku nilungiselela umqolo olandelayo. Cela abafundi abahlanu ukuba bame ecaleni 'kweteksi'. Ninonke balani iminqwazi emihlanu yomfundi ngamnye.

Imibuzo ekhokelayo:

- ✦ Bangaphi abafundi abathwele iminqwazi abalinde iteksi?
- ✦ Zingaphi izitulo ezikulo mqolo?
- ✦ Ingaba izitulo ezikulo mqolo ziza kubanela bonke abafundi abathwele iminqwazi?
- ✦ Ingaba izitulo ezikulo mqolo ziza kubanela abangathwalanga minqwazi?
- ✦ Ingaba izitulo ziza kubonela bonke abafundi abalindileyo?

4. **Ukubala ubuya umva 5–1:** Bala abafundi abakumqolo ngamnye njengokuba bebuyela kwiindawo zabo.
5. **Ukuziqhelisa amanani 1–3:** Hlelani izinto eziyinkunkuma yezinto ezinokusetyenziswa kwakhona ibe ngamaqela amathathu. Abafundi batshatisa amakhadi anamagama, iisimboli namachokoza amanani 1–3 kunye namaqela enkunkuma.
6. **Ukuqokelelwa nokuhlelwa kolwazi:** Yithi, 'Inokuba bangaphi bethu abafundi abanxibe iikawusi.' Abafundi bema kwisangqa. Biza iimpawu ezahlukeyo, baze abafundi abanezifana nazo bangene esizikithini.

Imiyalelo ekhokelayo:

- ✦ Abafundi abanxibe iikawusi mabame kunye.
- ✦ Abafundi abanxibe iimbadada mabame kunye.
- ✦ Abafundi abanganxibanga zihlangu bame kunye. (Ungalibali ukuchaza uhlobo lwesihlangu ukuze kubandakanywe bonke abafundi.)

Imibuzo ekhokelayo:

- ✦ Kulula ukubona ukuba bangaphi abafundi abanxibe iikawusi?
- ✦ Singazihlela njani sikwazi ukukubona lula oku?

7. **Ukumela iinkcukacha:** Abafundi bacebisa ngeendlela zokuzihlela. Babonise indlela yokuhlala ngokwemiqolo ukuze ibe yemele abafundi abanxibe iikawusi, iimbadada, njalo njalo.


INGCEBISO

Sebenzisa eli thuba ukubethelela amagama athi ngasemva, ngaphambi, ecaleni.

8. **Analyse and report on the data:** Discuss the groups of learners.

Guiding questions:

- ★ Which group has more/fewer/the same number of learners?
- ★ How many learners are wearing socks?

9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

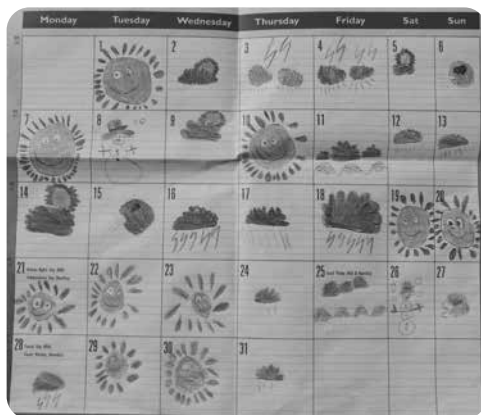
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

Guiding questions:

- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month’s calendar on which learners have recorded the daily weather.



Guiding questions:

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?

8. **Ukuhlalutywa nokuchaza iincukacha:** Thethani ngamaqela abafundi.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elinabafundi abambalwa/abaninzi?
- ★ Bangaphi abafundi abanxibe iikawusi?

9. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Usuku 4

Okudingayo

- Isicengcelezo: *Iteksi, iteksi* (iphepha 201)
- Izitulo ezili10 ezilingene abafundi ngobungakanani
- Iphepha elinegrafu yemifanekiso
- Amakhadi anamanani, aneesimboli nanamachokoza amanani 1–3
- Ikhalenda yenyanga emiyo, enemozulu esele ichaziwe yabhalwa phantsi
- Imifanekiso ebonisa imozulu yosuku ngalunye enyangueni

1. **Isicengcelezo:** Yenza isicengcelezo esithi, *Iteksi, iteksi*. Phinda umsebenzi wezitulo zeteksi woSuku 3 usebenzisa elinye iqela labafundi.
2. **Ukubala ngomlomo:** Bonisa iminwe njengokuba ubala usiya phambili ukusuka ku1 ukuya ku10 nokubala ubuya umva ukusuka ku5 ukuya ku1.
3. **Ukubala izinto 1–5:** Abafundi babala imifanekiso yelanga emi5, eyemvula emi5, eyomoya emi5 kunye neyamafu emi5. Yibeke emethini ngokwamaqela njengokuba uyibala.
4. **Ukuziqhelisa amanani 1–3:** Sebenzisa umzobo wamanani 1–3. Yalatha inani ngalinye njengokuba abafundi bebala.

Imibuzo ekhokelayo:

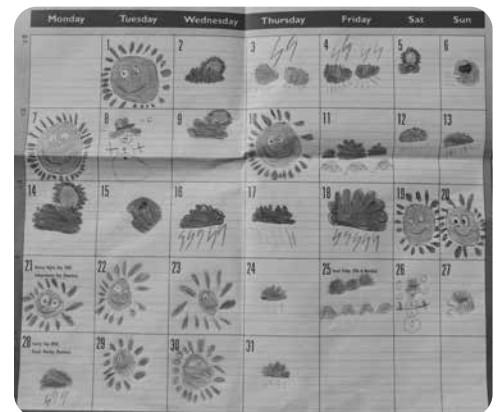
- ★ Yeyiphi indlu eza ngaphambi kuka2?
- ★ Yeyiphi indlu ephakathi kuka1 no3?
- ★ Yeyiphi inombolo yendlu engaphezu ngesinye ku2?
- ★ Yeyiphi inombolo yendlu engaphantsi ngesinye ku3?

Abafundi abathathu bancamathelisa imifanekiso yamafu, yelanga okanye eyemvula 1, 2 okanye 3 ngaphantsi kwefrizi yamanani efanelekileyo.

5. **Ukuqokelela iincukacha:** Khangela kwikhalenda yale nyanga abasele befake kuyo imozulu yosuku abafundi.

Imibuzo ekhokelayo:

- ★ Isibonisa ntoni le khalenda?
- ★ Kufuneka senze ntoni ukuze sibone ukuba besineentsuku ezininzi ezinelanga kule inyanga?



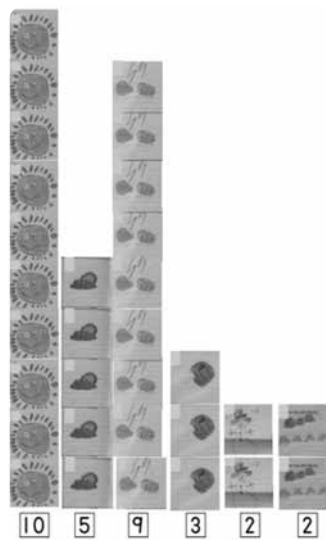
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

Guiding questions:

★ Which weather did we have the most/least/same number of? How do you know?

★ Did we have more rainy, cloudy, windy or sunny days?

9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.

2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.



TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

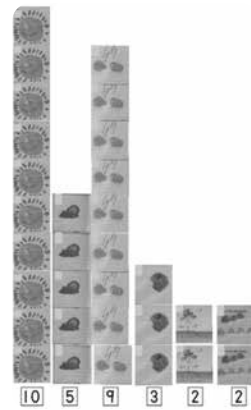
Zama ukuzibala nganye nganye, ubonise ngokuyenza indlela ekunzima ngayo ukukhumbula into ebalwayo ngokokulandelelana kwayo. Cela abafundi bacebise isisombululo. Tshatisa imifanekiso yemozulu nekhalenda ezotyweyo njengokuba bebala abafundi. Yibeke nje emethini imifanekiso ungayicwangcisi.

★ Singayihlela njani ngokwamaqela le mifanekiso?

6. **Ukuhlela iinkcukacha:** Buza abafundi ukuba singayihlela njani imifanekiso. Beka imifanekiso ngokwamaqela: kukho amafu, kukho ilanga, kuyana, kukho umoya.

★ Singalibiza sithini iqela ngalinye?

7. **Ukubonisa iinkcukacha:** Buza abafundi ukuba singayicwangcisa njani imifanekiso ukuze sibone ngokulula ukuba zibe ninzi na iintsuku ezinelanga kule nyanga. Khokela abafundi babeke imifanekiso ngokweekholamu. Beka ikhadi elinenani ukubonisa imozulu ngasezantsi kweekholamu nganye. Abafundi abambalwa babeka imifanekiso kwiikholam ezichanekileyo.



8. **Ukuhlalutya nokuchaza iinkcukacha:** Jonga ephepheni elinemifanekiso yemozulu.

Imibuzo ekhokelayo:

- ★ Yeyiphi imozulu eye yasixhaphakela/yasinqabela/sayifumana iintsuku ezilinganayo? Ukwazi njani oko?
- ★ Ingaba sibe neentsuku ezininzi ezinethayo, ezinamafu, ezinomoya okanye ezinelanga?

9. **Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenqubo yokuqoqosha.

INGCEBISO

Iziqwengana zamakhadibhodi ekuzotywe kuzo imifanekiso yemozulu kufuneka zilingane ngobungakanani. Zibeke esinye ngasentla kwesinye kwikholam kungabikho sikhewu phakathi kwazo ukwenzela ukuba abafundi babone lula ukuba yeyiphi ikholamu enezininzi, enezimbalwa okanye enezilinganayo.

Usuku 5

Okudingayo

- Isicengcelezo: *Iteksi, iteksi* (iphepha 201)
- Iseti ezi2 zamakhadi aneesimboli, amagama kunye namachokoza amanani 1–3
- Izitulo ezilingene abafundi abali10
- Igrafu yemifanekiso yemozulu

INGCEBISO

Beka 'iteksi' kwindawo elungiselwe ukudlala ukuze abafundi bayisebenzise ngexesha labo lokudlala.

1. **Isicengcelezo:** Yenza isicengcelezo esithi, *Iteksi, iteksi*. Phinda umsebenzi wezitulo zeteksi woSuku 3 usebenzisa elinye iqela labafundi.

2. **Ukubala ngomlomo:** Ukubala usiya phambili ukusuka ku1 ukuya ku10 nokubala ubuya umva ukusuka ku5 ukuya ku1 ehamba nesingqisho sokumatsha.

3. **Practising numbers 1–3:** Give nine learners one number symbol, word or dot card each. Rearrange the 'taxi' chairs into three rows of three. Place number cards on the back of each chair. Learners sit in the chair that matches their card when you call out their number.
4. **Practising data collection and representation:** Look at the weather pictograph from Day 4.

Guiding questions:

- ★ Which picture can we add for today's weather? Which column?
- ★ What weather have we had the most/least/same number of days? Is this different from what we said yesterday? How do you know?

Count the weather cards for each type of weather on the pictograph. Change the number below the column that has today's picture added.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with varying collections of 4, 3 and 2 groups of animal counters (from the *Resource Kit*)
- A page for each learner with 3 columns and 4 rows

1. **Counting 1–10:** Learners sit in pairs and face each other. They slowly clap their hands against each other as they count to 10. Repeat.
2. **Counting objects 1–5:** Place animal counters on the mat. Learners take turns to count from 1 to 5.
3. **Sorting and classifying:** Ask learners to arrange the animal counters in another way and check that there are still five. Ask learners to take the animal counters out of their tubs and sort them.

Guiding questions:

- ★ How did you sort the animals? Tell me why you sorted them like that.
- ★ Can you sort them another way?
- ★ Are any of the groups the same? (colour, animal type)

Place a pile of 3 ducks, 2 chickens and 1 horse in the middle of the circle.

- ★ How can we see if there are more ducks than chickens in the group?
4. **Sorting data:** Organise the animals into groups.

Guiding questions:

- ★ Can we see if there are more ducks than chickens now?
- ★ How can we check?

- Ukuziqhelisa amanani 1–3:** Nika abafundi abalithoba emnye ikhadi elinye elinesimboli, igama okanye amachokoza. Misa izitulo 'zeteksi' ngezithathu kumqolo ngamnye kwemithathu. Beka amakhadi anamanani ngasemva kwisitulo ngasinye. Abafundi bahlala kwisitulo esingqinelana nekhadi abaliphetheyo xa ubiza inani labo.
- Ukuziqhelisa nokuqokelela iinkcukacha kunye nokuzibonakalisa:** Khangela ephepheni lemifanekiso yemozulu yoSuku 4.

Imibuzo ekhokelayo:

- ★ Ngowuphi umfanekiso esinokuwongeza kwimozulu namhlanje? Kweyiphi ikholam?
- ★ Yeyiphi imozulu eye yasixhaphakela/yasinqabela/sayifumana iintsuku ezilinganayo? Ingaba oku kwahlukile koko besikuthethe phezolo? Ukwazi njani oko?

Bala amakhadi emozulu yohlobo ngalunye lwemozulu kwipikthografu. Tshintsha inani ngasezantsi kwekholam ofakwe kuyo umfanekiso wanamhlanje.

- Imisebenzi yamaqela amancinci:** Khumbuza abafundi ngemisebenzi kwizitishi zokusebenzela nangenkqubo yokuqoqosha.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya somfundi ngamnye esinengqokelela eyahlukileyo yamaqela ama4, izixhobo ezi3 nezixhobo zokubala ezizizilwanyana ezi2 (*iKiti yeziXhobo*)
- Iphepha lomfundi ngamnye elineekholam ezi3 nemiqolo emi4

- Ukubala 1–10:** Abafundi bahlala ngababini bajongane. Babethana izandla njengokuba bebala ukuya ku10. Kuphinde oku.
- Ukubala izinto 1–5:** Beka izixhobo zokubala ezizilwanyana emethini. Abafundi bayatshintshana ukubala ukususela ku1 ukuya ku5.
- Ukwahlula nokuhlela:** Bacele bahlele ezi zinto ngenye indlela bajonge ukuba zisentlanu na. Bacele bakhuphe izixhobo zokubala ezizizilwanyana ezityeni zabo bazihlele.

Imibuzo ekhokelayo:

- ★ Uzihlele njani izilwanyana? Ndichazele ukuba kutheni uzihlele ngolo hlobo.
 - ★ Ingaba ungalihlela iqela ukuze libe nezilwanyana ezahlukileyo?
 - ★ Ingaba kukho iqela elifanayo? (umbala nohlobo lwesilwanyana)
- Beka imfumba yamadada ama3, iinkukhu ezi2 nehashe eli1 embindini wesangqa.
- ★ Singakwazi njani ukubona ukuba amadada maninzi ngaphezu kweenkuku?

- Ukuhlela iinkcukacha:** Hlela izilwanyana ngokwamaqela.

Imibuzo ekhokelayo:

- ★ Singakwazi ukubona ukuba amadada amaninzi kuneenkuku ngoku?
- ★ Singakwenza njani oko?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.
6. **Interpreting and reporting on data:** Look at the columns.

Guiding questions:

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



Check that learners are able to:

- collect, sort and represent collections of objects
- count 1–5 objects

Workstation 1

What you need

- A collection of recycled objects
- 5 boxes for each pair of learners

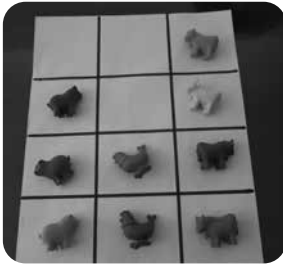
This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



5. **Ukubonisa iinkcukacha:** Beka iphepha elineekholamu ezintathu emethini. Beka isilwanyana ngasinye emazantsi ekholamu. Abafundi babeka izilwanyana kwiikholamu ephepheni labo.
6. **Ukuhlalutya iinkcukacha:** Jongani iikholam.

Imibuzo ekhokelayo:

- ★ Ingaba kukho amadada amaninzi okanye iinkuku ezininzi? Sikwazi njani oko?
- ★ Yeyiphi ikholam enezilwanyana ezimbalwa/ezininzi?
- ★ Ingaba zikho iikholam ezifanayo?



Nika umfundi ngamnye izilwanyana ezi4, 3, 2. Cacisa ukuba emnye kubo unengqokelela yezilwanyana eyahlukileyo. Buza umfundi ngamnye umbuzo ngenani lezilwanyana ezikwingqokelela yakhe, umzekelo:

- ★ Ingaba uneegusha ezininzi okanye amahashe amaninzi?
- ★ Uza kwazi njani?
- ★ Uza kuyihlela njani le ngqokelela ukuze ufumane impendulo?
- ★ Uza kwenza ntoni wakube uyihlele ngokwamaqela ingqokelela yakho?

Bakhokele ukuze baqalise ngokubeka isilwanyana ngasinye kwikholamu nganye esemazantsi amaphepha abo. Hlalutyani iinkcukacha ninonke nithelekisa indlela ahluke ngayo amaqela. Cela umfundi ngamnye ukuba acacise ukuba bazi njani ukuba loluphi uhlobo lwesilwanyana esininzi kunezinye.



Qwalasela ukuba abafundi bayakwazi uku:-

- qokelela, ukuhlela nokubonakalisa iingqokelela zezinto
- bala izinto 1–5

Isitishi sokusebenzela 1

Okudingayo

- Inggqokelela yezinto ebezikhe zasetyenziswa
- Iibhokisi ezi5 ezinikwa isibini ngasinye sabafundi

Lo msebenzi wenziwa emethini kuba abafundi baza kudinga indawo enkulu. Bengababini, abafundi bahlela ingqokelela yezinto ebezikhe zasetyenziswa bayifake ezibhokisini.



Workstation 2

What you need

- Red, blue, green and yellow items for sorting
- Containers for colour sorting with a label indicating the colour

Learners sort the items into the correct colour containers.

Workstation 3

What you need

- Sorting trays or boxes
- Natural items for sorting: leaves, twigs, petals, pebbles, seed pods, shells, feathers

Learners sort the items into boxes or trays.



Workstation 4



What you need

- String or masking tape
- Blocks
- Prepare the block corner – create one pattern per pair of learners

Learners work in pairs to copy patterns in the block area. They move to a different pattern as they complete one. They can create their own patterns once all four patterns have been completed.

Integration

Home Language and Life Skills:

- Using symbols to represent something (emergent literacy).
- Interpreting symbols.
- Play games where the learners are sorted according to certain criteria, for example, those who had juice that morning, those who are going to play sport after school, those who walked to school.

Isitishi sokusebenzela 2

Okudingayo

- Izinto zokuhlela ezinemibala ebomvu, eluhlaza nemthubi
- Izikhongozeli zokuhlela ngokwemibala ezineleyibheli ebonisa umbala

Abafundi bahlela izinto ngokwemibala echanekileyo.

Isitishi sokusebenzela 3

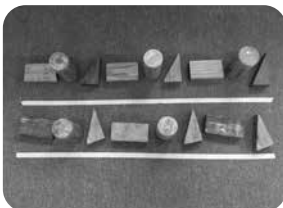
Okudingayo

- Iitreyi okanye iibhokisi zokuhlela
- Izinto zendalo zokuhlela, umzekelo, amagqabi, iintswazi, amahlalutye, iintanga, amaqokobhe, iintsiba

Abafundi bahlela izinto baze babeke izinto ezifanayo ndawonye ezibhokisini okanye kwiitreyi.



Isitishi sokusebenzela 4



Okudingayo

- Umsonto okanye itheyiphu yokuncamathelisa
- libhloko
- Yenza ikona yeebhloko – yenza iipateni enye kwisibini sabafundi ngasinye

Abafundi basebenza ngababini bekhuphela iipateni ezikwindawo yeebhloko. Bagqithela kwipateni eyahlukileyo bakugqiba enye. Bangenza ezabo iipateni zakube zigqityiwe zone iipateni.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi:

- Ukusebenzisa iisimboli ukubonakalisa into (ilitheresi esakhulayo).
- Ukutolika iisimboli.
- Dlalani imidlalo apho abafundi bahlelwa ngokwendlela ethile, umzekelo, abo basele ijusi kusasa, abo baza kudlala imidlalo ukuphuma kwesikolo, nabo beza esikolweni ngeenyawo.

Assessment

Term 1: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	PATTERNS, FUNCTIONS AND ALGEBRA	COMMENTS	Final coding						
✓ = competent ● = partially competent X = not yet competent	Counts forwards to 10	Counts forwards to 10	Identifies patterns in environment Recognises the 'repeat' in patterns Copies and completes patterns Copies patterns using body percussion Copies, completes and creates own patterns Explains own pattern (repeating rule)							
	Estimates and counts objects: 1–5	Estimates and counts objects: 1–5								
	Counts backwards: 5–1	Counts backwards: 5–1								
	Recognises numbers in familiar contexts	Recognises numbers in familiar contexts								
	Understands ordinal numbers, e.g. lining up	Understands ordinal numbers, e.g. lining up								
	Identifies dot/picture cards: 1–3	Identifies dot/picture cards: 1–3								
	Identifies number symbols: 1	Identifies number words: one								
	Orders numbers: 1–3	Orders numbers: 1–3								
	Understands one-to-one correspondence	Understands one-to-one correspondence								
	Distinguishes between many and few	Distinguishes between many and few								
	Solves problems with concrete objects	Solves problems with concrete objects								
	Solves problems using fingers or counters	Solves problems using fingers or counters								
	Learners' names									
Date										

Uhlolo

IKota 1: Umzekelo werekhodi yohlolo oluqhubekayo

Uphawu	AMANANI, IIPAREYSHINI NOLWALAMANO	IIPATANI, IIFANSHINI NEALJIBHRA	IZIMVO
✓ = uqhuba kakuhle ● = uyazama ✗ = akaqhubi kakuhle	Ubala esiya phambili ukuya kutsho ku10 Uthkelela abale izinto: 1-5 Ubala ebuya umva: 5-1 Ubona amanani kwimixholo yesiqhelo Uqonda amanani olandelelwano, umz. ukuma emgcezi Ubona amakhadi anamachokoza/anemifanekiso: 1-3 Ubona iisimboli zenani: 1 Ubona amagama amanani: nye Ulandanisa amanani: 1-3 Uqonda ukuhambelana kwenye nenye Wahula phakathi kukaninzi nombalwa Usombulula iingxaki esebenzisa izinto eziphathekayo Usombulula iingxaki esebenzisa iminwe okanye izixhobo zokubala	Ubona 'uphindaphindo' kwiiipateni Ukhuphela agqibezele iipateni Ukhuphela iipateni esebenzisa izandi ngomzimba Ukhuphela, agqibezele aze enze ezakhe iipateni Ucacisa iipateni zakhe (umthetho wokuphindaphinda)	Iinkcukacha zokugqibela
Amagama abafundi Umhla			

Uphawu	ISITHUBA NEMILO (JIYOMETRI)	UMLINGANISELO	ULWAZI OLUQOKELELWEYO				IZIMVO											
			Uqokelela izinto ngokweathribhyuthi enye	Uhlela izinto ngokweathribhyuthi enye	Ubeke emela enye ngokweathribhyuthi enye	Uphendula imibuzo malunga nokumela enye												
Amagama abafundi Umhla	Uchaza indawo, umz. ngaphambi kwe-, ngasemva, ngaphazulu, phezu kwe-, phantsi, ngaphantsi, phakathi phandle, ecaleni kwe-, phakathi	Ulandela izalathiso, umz. ukuya phambili, ukubuya umva, phezu, ezantsi	Ulandela izalathiso ezisuka kwimiyalelo	Walatha abize amagama ezinto ezingu3-D: iibhola nebhokisi	Uhlela, uthlekisa aze achaze izinto ezingu3-D ezitshibebezayo nezinqengqekayo	Walatha abize amagama eemilo ezingu2-D: isangqa	Walatha abize amagama eemilo ezingu2-D: unxantathu	Uhlela, uthlekisa aze achaze iimilo ezingu2-D ngokweempawu zazo	Ukwazi ukubona umgca wesimetri emzimbeni	Uqonda ixesha lakusasa, imva kwemini kunye nelangokuhlwa/ubusuku	Uzbenzisa amagama afana nomini nobusuku, ukukhanya nobumnyama, intsasa nemva kwemini	Ulandelelanisa iziganeko eziziphindayo kwinkqubo yemihla ngemihla	Walatha imisebenzi kwinkqubo yemihla ngemihla	Ubonisa ukuba ukwazi iintsuku zeveki, amaxesha onyaka kunye nemozulu	Walula phakathi kuka-de, de kuno-, oyena mde, kunye nofutshane, futshane kuno-, oyena mfutshane (itsathi yobude)			

Resources

Songs, rhymes and stories

Week 1

Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sshh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?
Here I am, here I am, we have 1.

Father finger, Father finger, where are you?
Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?
Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?
Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?
Here I am, here I am, now we have 5.

Week 2

Counting song: *Hokey Pokey*

You put your one arm in,
You put your one arm out,
You put your one arm in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around.
That's what it's all about!

(Repeat using the other arm and then different body parts.)

Counting rhyme: *Bananas*

One banana, two bananas,
three bananas and four.
Five bananas in a bunch,
let us eat them all.

Izixhobo

Iingoma, izicengcelezo namabali

Iveki 1

Ibali: Ukwazisa ngosapho IweBanga R Maths ndawonye nePowusta 4

Olu lusapho lweNcwadi yeePowusta. UMakhulu nabantwana balinde uMama abuye emsebenzini kwigumbi lokuhlala, uMakhulu uhleli esitulweni uyafunda abe ngaxeshanye emamele ukuze amve uThami oleleyo kwigumbi lakhe. UTata akakafiki naye ekhaya, kodwa usenokumbona yena noThami kumfaneskiso oxhonywe eludongeni. Uyababona?

ULaylah noMalusi bazimele. Balindele ukothusa uMama wabo xa angena endlini.

'Sshh, Malusi, thula kuba uza kusibhaqisa,' kutsho uLaylah.

UPepper ikati naye ubabukele abantwana nangona esenza ingathi ulele nje abe uDash yena edlala egadini. Ngesiquphe nanko uDash ekhonkotha, ebaleka epitshojisa umsila.

'Inoba uMama sefefikile ekhaya,' kusebeza uMalusi. 'Zola uthi cwaka.'

UMama uvula ucango abone umakhulu kuphela.

'Molweni,' uyakhwaza. UMakhulu uyabulisa, kodwa akachazi ukuba bazimele phi na abantwana.

UMama uthi, 'Akusathanga cwaka nje apha. Baphi abantwana?'

'Andazi,' utsho uMakhulu encumel'ecaleni eqoba neliso.

'Whaaaa!' bkwaza batsho uMalusi noLaylah bephuma kwiindawo abebezimele kuzo.

UPepper uyatsiba ngumothuko ephuma kwibhokisi yakhe abe uDash onwabe ede etsiba-tsiba. UMama uyothuka batsho bahleke bonke nabantwana.

'Whaaa!' uyakhwaza uThami.

'Yhoo!' batsho bonke.

Isicengcelezo sokubala: Sibahlanu kusapho lwam

Mam'umnwe, Mam'umnwe, uphi na?
Ndim lo, ndim lo, ngoku sino1.

Tat'umnwe, Tat'umnwe, uphi na?
Ndim lo, ndim lo, ngoku sino2.

Mnw'uLaylah, mnw'uLaylah, uphi na?
Ndim lo, ndim lo, ngoku sino3.

Mnw'uMalusi, mnw'uMalusi, uphi na?
Ndim lo, ndim lo, ngoku sino4.

Mnw'uThami, mnw'uThami, uphi na?
Ndim lo, ndim lo, ngoku sino5.

Iveki 2

Ingoma yokubala: uHokey Pokey

Ufak'ingalo yakho phakathi.

Ukhuph'ingalo yakho ngaphandle,

Ufak'ingalo yakho phakathi,

Uze uyishukushukimise.

Wenze iHokey-Pokey,

Uze ujikeleze.

Konke kungale nto!

(Phinda usebenzisa enye ingalo emva koko usebenzise amalungu ahlukileyo omzimba.)

Isicengcelezo sokubala: libhanana

Ibhanana enye, iibhanana ezimbini,

libhanana ezintathu nezine.

Isipha seebhanana ezintlanu,

Masizitye zonke.

Story: **Number 1 story (with Number 1 frieze template)**

Some of the animals wanted to live together. 'Let's build houses next door to each other,' they said. 'That would be fun!'

And so the animals began to build their houses.

The first house belonged to Elephant. He was big and lived all alone in his house. He painted a big number 1 on the roof of his house. His house had one door and one window. In Elephant's garden, there was one flower, one banana tree and one bench. Elephant loved to sit on the bench under the tree every day and smell the flower. He also loved to look up at the sky and look for things that could fly. What do you think he saw?

Week 3

Counting rhyme: **One baby fish**

One baby fish alone and new,
She finds a friend, and then there are two.
Two baby fish swim in the sea,
They find another one, and then there are three.
Three baby fish swimming near the shore,
They find another one, and then there are four.
Four baby fish go for a dive,
Up swims another one, and then there are five.

Week 4

Story: **Number 2 story (with Number 2 frieze template)**

Do you remember that some of the animals wanted to live together and have fun building their own houses next door to one another? Who remembers who the first house belonged to? That's right – Elephant!

A family called the Zebras built their house next to Elephant's house. The Zebras painted a big number 2 on the roof of their house because there were two of them.

Elephant was very happy when they built their house because he wasn't alone anymore.

The Zebras' house had two doors and two windows. In the garden they had two flowers, two apple trees and two benches.

After they had eaten grass under the trees, the Zebras liked to play with their two soccer balls and watch Elephant while he looked up at the sky and flapped his two big ears.

Counting rhyme: **One, two, three, four, five**

One, two, three, four, five
Once I caught a fish alive.
'Why did you let it go?'
Because it bit my finger so.
One, two, three, four, five
Then I caught a frog alive.
'What did you do with that?'
I said hello and put it back.

Song: **Circles**

Start at the top
Loop around to the floor
Swing back around ...
Let's make more!

Week 5

Counting rhyme: **Five happy tortoises**

One slow tortoise walks down the road,
Two slow tortoises carry a heavy load.
Three slow tortoises take a rest,
Four slow tortoises do their best.
Five slow tortoises hurry along,
Happy little tortoises sing a song.
(Clap hands on each word.)

Ibali: *Ibali lenani 1* (kwithempleyithi yeFrizi yenani 1)

Ezinye zezilwanyana zazifuna ukuhlala ndawonye.
'Masakheni izindlu ezimeleneyo,' zatsho.
'Kungamnandi oko!'

Zaze zaqalisa izilwanyana ukuzakhela izindlu.
Indlu yokuqala yaba yekaNdlovu. Wayemkhulu
kwaye ezihlalela yedwa endlwini yakhe.
Wapeyinta inani u1 elikhulu kuphahla lwendlu
yakhe. Indlu yakhe yayinomnyango omnye
nefestile enye. Egadini kaNdlovu kwakukho
intyantyambo enye, umthi weebhanana omnye
kunye nesitulo esinye. UNdlovu wayekuthanda
ukuzihlalela phantsi komthi esitulweni yonke
imihla aze arhogole ivumba leentyantyambo.
Wayekuthanda nokubuk'isibhakabhaka
ekhangela izinto ezibhabhayo. Ucinga ukuba
wabona ntoni?

Iveki 3

Isicengcelezo sokubala: *Intlanzana enye*

Intlanzana enye entsha,
Izifumanele umhlobo, zize zibe mbini.
Intlanzana ezimbini ziyadada elwandle,
Zidibana nenye, zize zibe ntathu.
Intlanzana ezintathu ziyadada
ngaselunxwemeni,
Zidibana nenye, zize zibe ne.
Intlanzana ezine ziyahamba ziyontywila,
Kufika enye, zize zibe ntlanu.

Iveki 4

Ibali: *Ibali lenani 2* (kwithempleyithi yeFrizi yenani 2)

Ingaba uyakhumbula ukuba ezinye izilwanyana
zazifuna ukuhlala ndawonye nokonwabela
ukuzakhela izindlu zazo enye ecaleni kwenye?
Ngubani okhumbulayo ukuba yaba yekabani
indlu yokuqala? Ninyanisile – yekaNdlovu!
Usapho olubizwa ngokuba ngamaQwarhashe
lwakha indlu yalo ecaleni kwendlu kaNdlovu.
AmaQwarhashe azoba inani elikhulu elingu2
phezu kwendlu yawo kuba nawo ayemabini.
UNdlovu wayonwabe kakhulu emva kokuba
bakhe indlu yakhe kuba wayengasayi kuba
lilolo kwakhona.

Indlu yamaQwarhashe yayinomnyango emibini
nefestile ezimbini. Egadini ayeneentyatyambo
ezimbini, imithi emibini yama-apile kunye
nezitulo ezimbini.

Emva kokuba etye ingca phantsi komthi,
amaQwarhashe ayethanda ukudlala ngeebhola
zawo ezimbini zesoka nokubukela uNdlovu xa
eqwalasele esibhakabhakeni ebhakuzelisa ezo
ndlebe zakhe zinkulu.

Isicengcelezo sokubala: *Nye, mbini, ntathu, ne, ntlanu*

Nye, mbini, ntathu, ne, ntlanu,
Ndandikhe ndabambisa intlanzi ephilayo.
'Wayiyekelani?'
Kuba yandiluma eminweni kabulungu.
Nye, mbini, ntathu, ne, ntlanu,
Ndaze ndanqakula isele eliphilayo.
'Wenzani ngalo?'
Ndathi molo ndaze ndalibuyisela.

Ingoma: *Izangqa*

Qala phezulu,
Wenze unojikeleza ukuya kutsho phantsi.
Jikelezela kwelinye icala ubuyela phezulu ...
Masenze kwakhona!

Iveki 5

Isicengcelezo sokubala: *Amafudo amahlanu onwabileyo*

Nalo ufundo olucothayo lusihla ngendlela,
Amafundo amabini ethwel'umthwalo osindayo.
Amafudo amathathu ayaphumla,
Amafudo amane ayazimisela.
Amafudo amahlanu acothayo ayakhawuleza,
Ufudwana olonwabileyo lucula ingoma.
(*Qhwabani izandla kwigama ngalinye.*)

Week 6

Story: *Number 3 story (with Number 3 frieze template)*

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,
wheelbarrow
I have a little wheelbarrow, I fill it up with sand.
I fill it up with one spade, one spade, one spade
I fill it up with two spades, I fill it up with sand.
I fill it up with three spades, three spades,
three spades
I fill it up with four spades, I fill it up with sand.
Last I put in five spades, five spades, five spades
Last I put in five spades, and off I go again.

Week 7

Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,
Look and you will see.
With three corners and three sides.
Count them one, two, three!

Counting rhyme: *Hear me count*

I can count, want to see?
Here are my fingers – one, two, three.
Four and five, this hand is done,
Now I'll count the other one.
Six, seven, eight and nine,
Just one more, I'm doing fine.
The last little finger is number ten,
Now I'll count them all again.

Week 8

Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,
Hot and bright it gives us light,
The sun is in the sky.
The moon is in the sky, the moon is in the sky,
It's late and dark, we tuck up tight,
The moon is in the sky.

Iveki 6

Ibali: Ibali lenani 3 (kwithempleyithi yeFrizi yenani 3)

Ingaba uyakhumbula ukuba ezinye izilwanyana zazifuna ukuhlala kwilizwe lamaNani ndawonye kwaye zonwabele nokuzakhela izindlu zazo ezimeleneyo, enye ecaleni kwenye?

Abamelwane bakaNdlovu ngamaQwarhashe kwelinye icala. UNdlovu akanabo abamelwanae kwelinye icala.

Imibuzo:

- Ingaba kwakutheni ukuze amaQwarhashe azobe inani elikhulu elingu2 eluphahleni lwendlu yawo?
- Ngubani onokundikhumbuza ukuba yintoni umahluko phakathi kwendlu kaNdlovu nendlu yamaQwarhashe?
- Ucinga ukuba ngubani ofanele ukuba azakhele indlu yakhe ecaleni kweyamaQwarhashe? Kwaye ucinga ukuba zingaphi izilwanyana ekufanele ukuba zihlale kuloo ndlu?

Usapho loo bhuti abathathu ababizwa ngokuba ngamaGala lulo olwaluza kulandela ekwakheni indlu Kwilizwe lamaNani. AmaGala akha indlu yawo ecaleni kweyamaQwarhashe.

Yayingeyondlu yokuqala le eyakhiwe ngamaGala. Ukulishiya kwabo ikhaya lawo kuba ayesele ekhulile, azakhela izindlu zawo. Kodwa ngelishwa, izindlu zawo zokuqala zazingomelelanga ngokwaneleyo. Elokuqala iGala lazakhela indlu ngengca laze elesibini iGala lazakhela indlu ngezinti. Nangona iGala lesithathu lalizakhele indlu ngezitena, lalingazi ukuba kufuneka lifake isamente phakathi kwezitena ngoko ke akufika udyakalasho, zontathu izindlu zabo zavuthuzwa zaya kuwa zivuthelwa ngudyakalasho.

AmaGala agqiba kwelokuba azakhele indlu eluqilima ecaleni kweyamaQwarhashe ukwenzela ukuba abe nabamelwane abaza kuwenza azive ekhuselekile. Kwakhona ayekhumbulana kakhulu xa ehlala kude elinye kwamanye ngoku baya konwabela ukuba neebhedo zawo ezintathu ezidweliswe ndawonye kwakhona. Ayekuvuyela nokuba neetonela ezintathu eziphantsi komhlaba, amatye amathathu kunye nezihlahla ezintathu ezisegadini. Ngoku azisebenzisa kakhulu xa edlala undize. Ayakuthanda nokugcakamela ilanga ematyenini xa egodola.

Ingoma yokubala: Ndinekirivana encinci

(Ngesingqisho sengoma esikhethwe ngutitshala.)
Ndinekirivana, kirivana, kirivana,
Ndinekirivana, ndiyigcwalisa ngesanti.
Ndigalela umhlakulo omnye, umhlakulo omnye,
umhlakulo omnye.
Ndigalela imihlakulo emibini, imihlakulo emibini,
ndiyigcwalise ngesanti.
Ndigalela imihlakulo emithathu, imihlakulo
emithathu, imihlakulo emithathu.
Ndigalela imihlakulo emine, imihlakulo emine,
ndiyigcwalise ngesanti.
Okokugqibela ngigalela imihlakulo emihlanu,
imihlakulo emihlanu, imihlakulo emihlanu.
Okokugqibela ndigalela imihlakulo emihlanu,
ndihambe emva koko.

Iveki 7

Isicengcelezo sikaNxantathu: Lo ngunxantathu

(Ngesingqisho sengoma esikhethwe ngutitshala.)
Lo ngunxantathu,
Khangela uze ubone.
Ngeekona ezintathu kunye namacala amathathu.
Zibalenini nye, mbini, ntathu!

Isicengcelezo sokubala: Ndiva ndibala

Ndiya kwazi ukubala, uyafuna ukubona?
Nantsi iminwe yam – nye, mbini, ntathu.
Ne nontlanu, ndisigqibile esi sandla,
Ngoku ndiza kubala esinye esi.
Ntandathu, sixhenxe, sibhozo nethoba,
Kushiyeke omnye, ndiqhuba kakuhle.
Ucikicane wokugqibela linani leshumi.
Ngoku ndiza kuyibala yonke kwakhona.

Iveki 8

Ingoma yemini nobusuku: Ilanga lisesibhakabhakeni

(Ngesingqisho sengoma esikhethwe ngutitshala.)
Ilanga lisesibhakabhakeni, ilanga lisesibhakabhakeni,
Liyatshisa kwaye liyakhazimla lisikhanyisela,
Ilanga lisesibhakabhakeni.
Inyanga isesibhakabhakeni, inyanga
isesibhakabhakeni,
Kuhlwile kwaye kumnyama, siyazombathisa,
Inyanga isesibhakabhakeni.

Day and night story: *Malik gets it wrong*

Malik was fast asleep in his bed. He was having such a happy dream, but suddenly he woke up and jumped out of bed.

'I'm going to be late for school,' worried Malik. 'I'd better hurry.'

So he brushed his teeth, put on his clothes and ran to the kitchen to find his breakfast.

But when he got to the kitchen, all was quiet. There was no breakfast and the family wasn't there either.

'What's going on?' wondered Malik. 'Where are Mom and Dad? Where is everyone else? And, where is my breakfast?'

Malik stopped. He looked around. Everything was dark. He reached for the wall to switch the light on.

Malik looked around. What was going on? He opened the curtains and looked outside. He saw a beautiful shiny moon and a sprinkle of stars.

'That's not right,' thought Malik. 'If it is school time, why is it still so dark outside?'

Malik listened to the sounds of the house. It was so quiet. But then he heard something that he knew well – Dad was snoring! He went to the bedroom and saw Dad fast asleep.

Mom woke up. 'What's going on, Malik? Why are you in your school clothes? It's still the middle of the night. Go on, back to bed you go. Sleep tight until morning,' she said and gave him a big hug.

Malik went back to bed. He didn't bother to put his pyjamas back on. Soon he fell fast asleep and when he woke up, it was morning.

Malik hurried to the kitchen and this time everything was normal. He could see the sun just coming up, his breakfast was on the table and his family were already eating.

Soon Dad called out, 'Hurry everyone, the school taxi will leave without us.'

The children hurried to the door with their father. Malik smiled. Everything was back to normal.

Week 9

Counting song: *Five in a bed*

There were five in the bed
and the little one said,
'Roll over. Roll over.'

So they all rolled over and one fell out.
(Repeat for four, three, two)

There was one in the bed
and the little one said,
'Good night. Sleep tight.'

Week 10

Counting rhyme: *Taxi, taxi*

Taxi driver stop for us,
We want to catch your taxi bus.
We get in 1, 2, 3, 4, 5.
Taxi driver now you can drive.
Taxi driver stop for them.
We get in 6, 7, 8, 9 and 10.
Thank you driver, we're all in.

Ibali lemini nobusuku: UMalik uphazamile

UMalik wayelele cum ebhedini yakhe. Wayephupha kamnandi, waze ngesiquphe wothuka watsiba wehla ebhedini.

'Liyandishiya ixesha lesikolo,' watsho enekhala uMalik. 'Kungcono ndikhawulezise.'

Waya kuxukuxa, wanxiba waya kufumana isidlo sakusasa ekhitshini.

Kodwa akufika ekhitshini, kwakuthe cwaka. Kwakungekho sidlo sakusasa kwanamalungu osapho lwakhe engekho nawo.

'Kwenzeka ntoni?' wazibuza uMalik. 'Uphi uMama noTata? Baphi abanye abantu? Khona, siphi isidlo sam sakusasa?'

UMalik wema. Wabhekabheka. Kwakumnyama yonke into. Wacofa eludongeni wakhanyisa.

UMalik wabhekabheka. Kwenzeka ntoni kanti? Wavula ikhethini wajonga phandle. Wabona inyanga entle ekhazimlayo kunye neenkwenkwezi zithe saa.

'Ikhona into engahambi kakuhle,' wacinga uMalik. 'Ukuba lixesha lokuya esikolweni, kutheni kusemnyama kangaka phandle?'

UMalik wamamela izandi ezikhoyo endlini. Kwakuthe cwaka. Kodwa waye weva into awayeyazi ukusuka nokuhlala – ukurhona kukaTata! Waya ekamereni wafika uTata elele cum.

UMama wavuka. 'Kwenzeka ntoni Malik? Kutheni unxibe iimpahla zesikolo? Kusesezinzulwini zobusuku. Hamba, buyela ebhedini. Ulale kude kuse,' watsho waze wamanga ixeshana.

UMalik wabuyela ebhedini. Akazange azidube ngakunxiba zipijama. Waphinda walala obentlombe, wathi xa avukayo kwakhona, kwabe sekusile ngenene.

UMalik wakhawuleza ukuya ekhitshini waze wafika konke kumi ngokwesiqhelo. Walibona ilanga liphuma, isidlo sakhe sakusasa siphezu kwetafile namanye amalungu osapho sele esitya kakade.

Kungekudala uTata wakhwaza, 'Khawulezisani, singashiywa yitekisi yesikolo.'

Abantwana bakhawuleza bephuma emnyango notata wabo. UMalik wancuma. Yonke into yayibuyele esiqhelweni.

Iveki 9

Ingoma yokubala: Bahlanu ebhedini

Babebahlanu ebhedini,

Waze omncinci wathi,

'Bhekela. Bhekela.'

Bonke babhekela wade waya kuwa phantsi omnye.

(Kuphinde ngo-ne, ntathu, mbini)

Wayemnye ebhedini,

Waze omncinci wathi,

'Busuku benzolo. Ulale kamnandi.'

Iveki 10

Isicengcelezo sokubala:

Itekisi, itekisi

Mqhubi wetekisi sicela usimisele,

Sifuna ukukhwela itekisi yakho.

Siyangena 1, 2, 3, 4, 5.

Mqhubi wetekisi unгахamba ngoku.

Umqhubi wetekisi uyabamisela,

Bayangena 6, 7, 8, 9 no10.

Enkosi mqhubi wetekisi, singenile sonke.

one

1

•

mbini

2

••

Playdough template: Number 1

one

Templates • Ithempleyithi

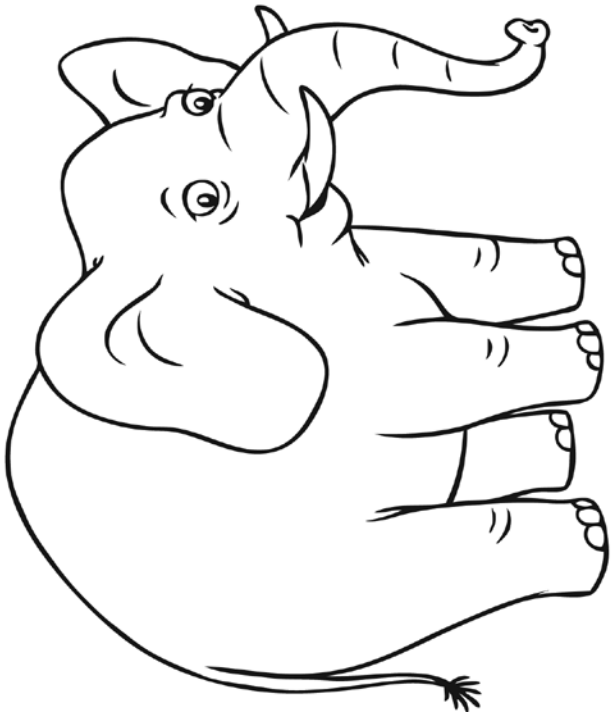
Ithempleyithi yentlami yokudlala: Inani 3

ntathu

3

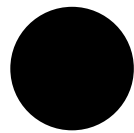
A beetle (Week 4) • Uqongqothwane (Iveki 4)

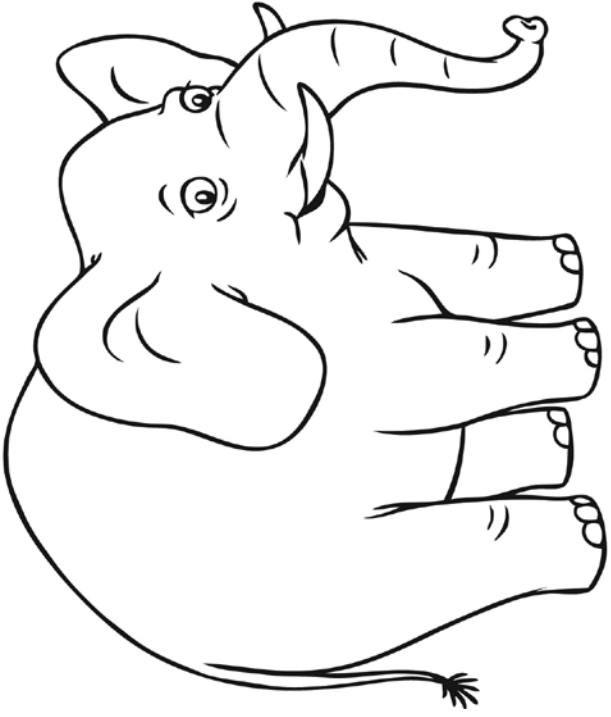
Six-piece puzzle • Iphazili enamaqhekeza amathandathu



one

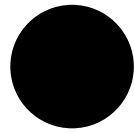
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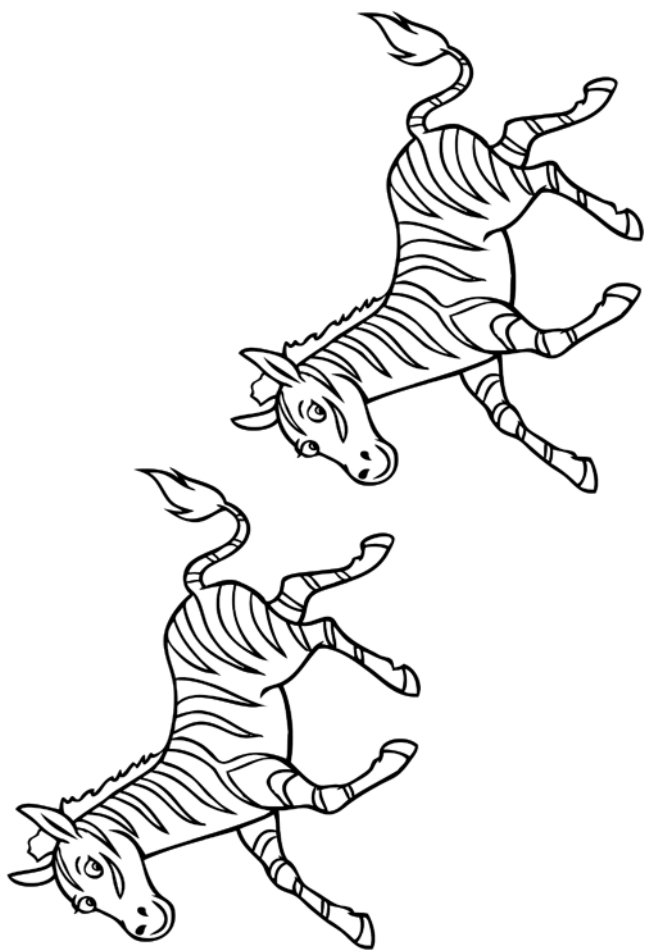




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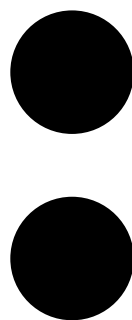
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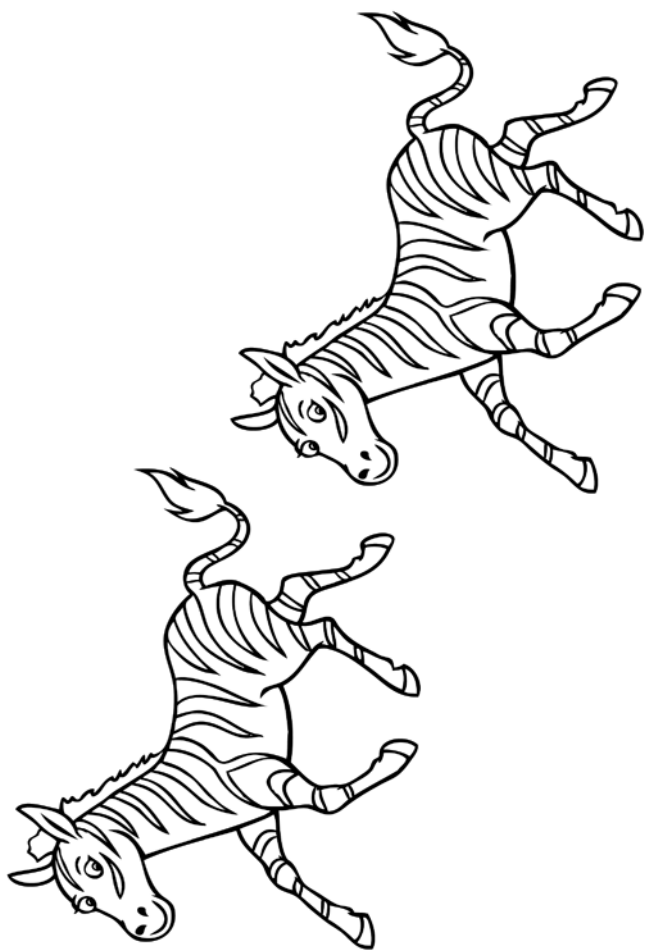




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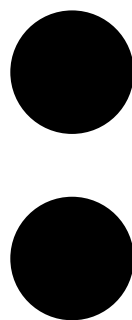
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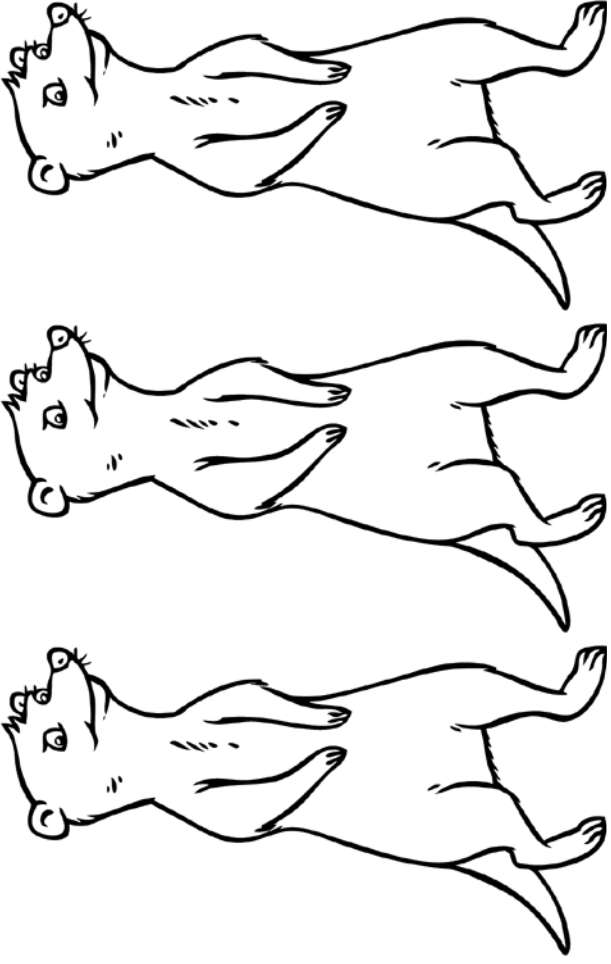




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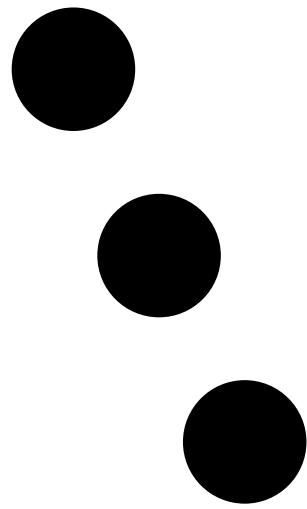
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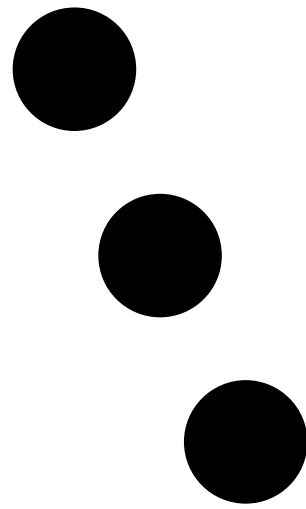
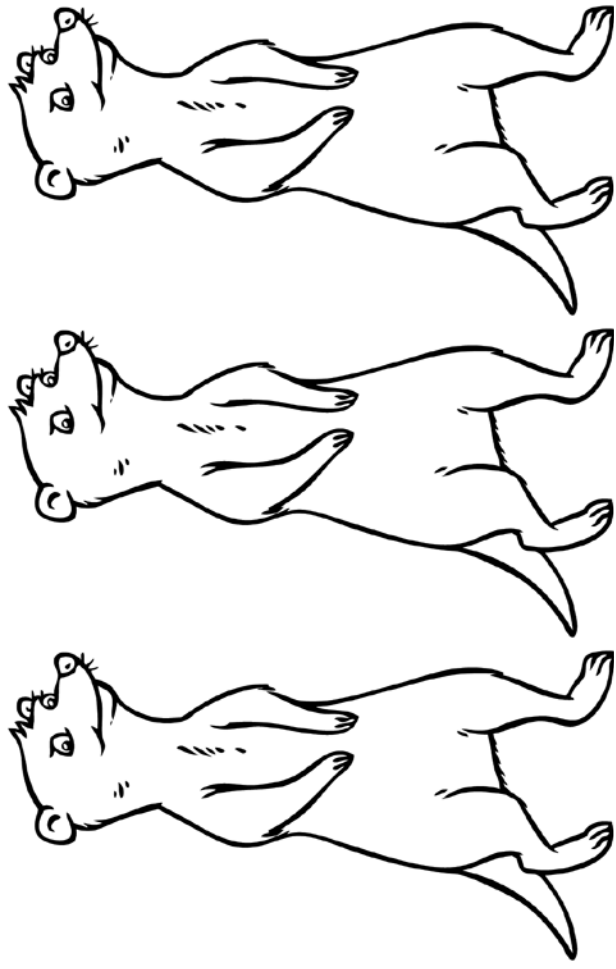


3

three

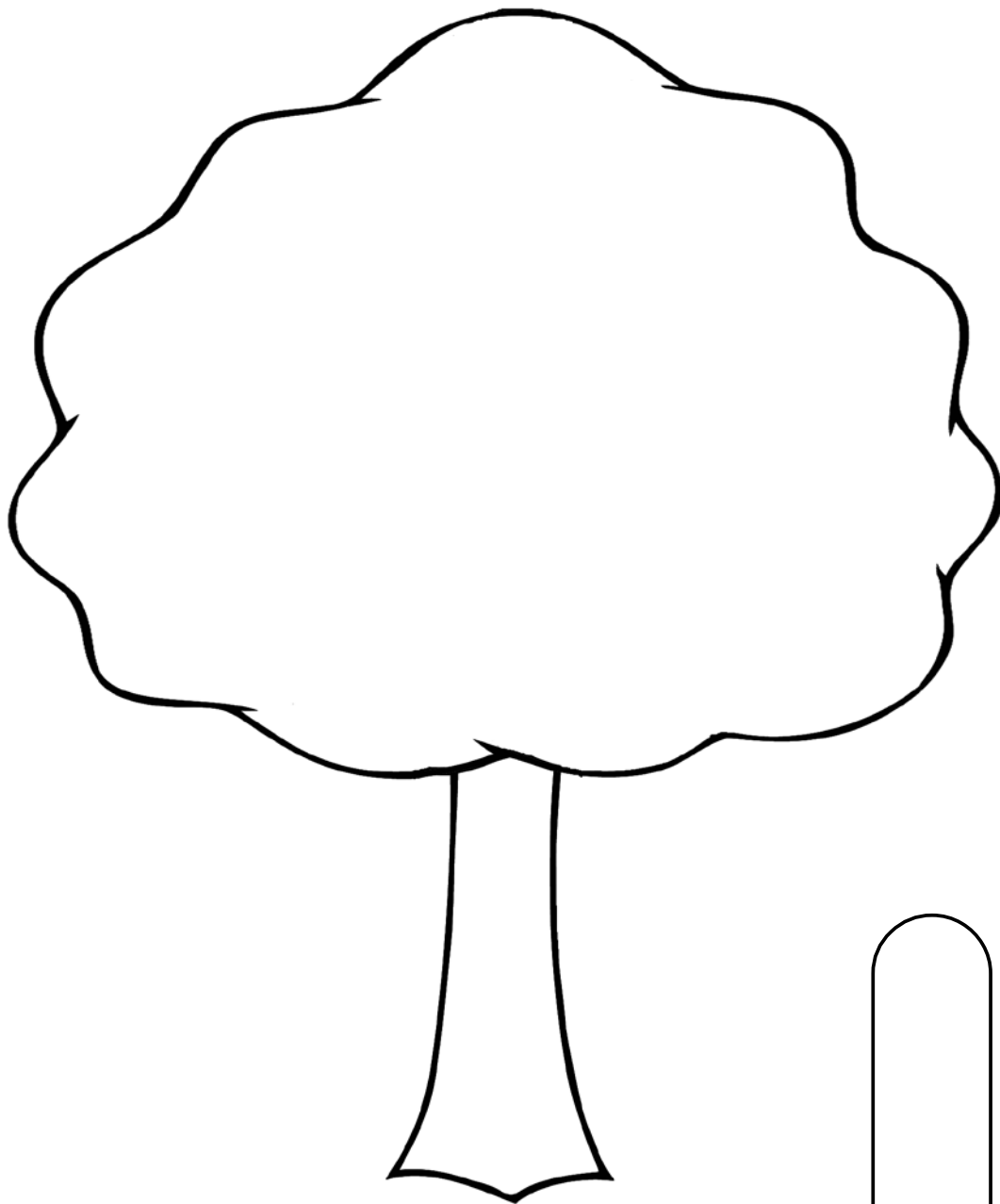


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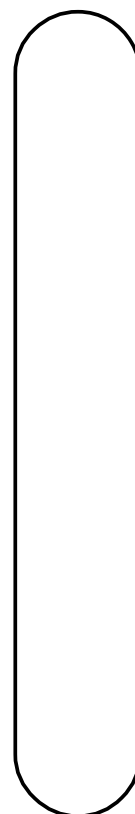
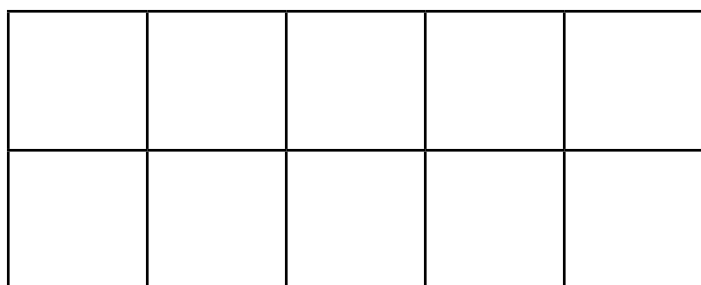


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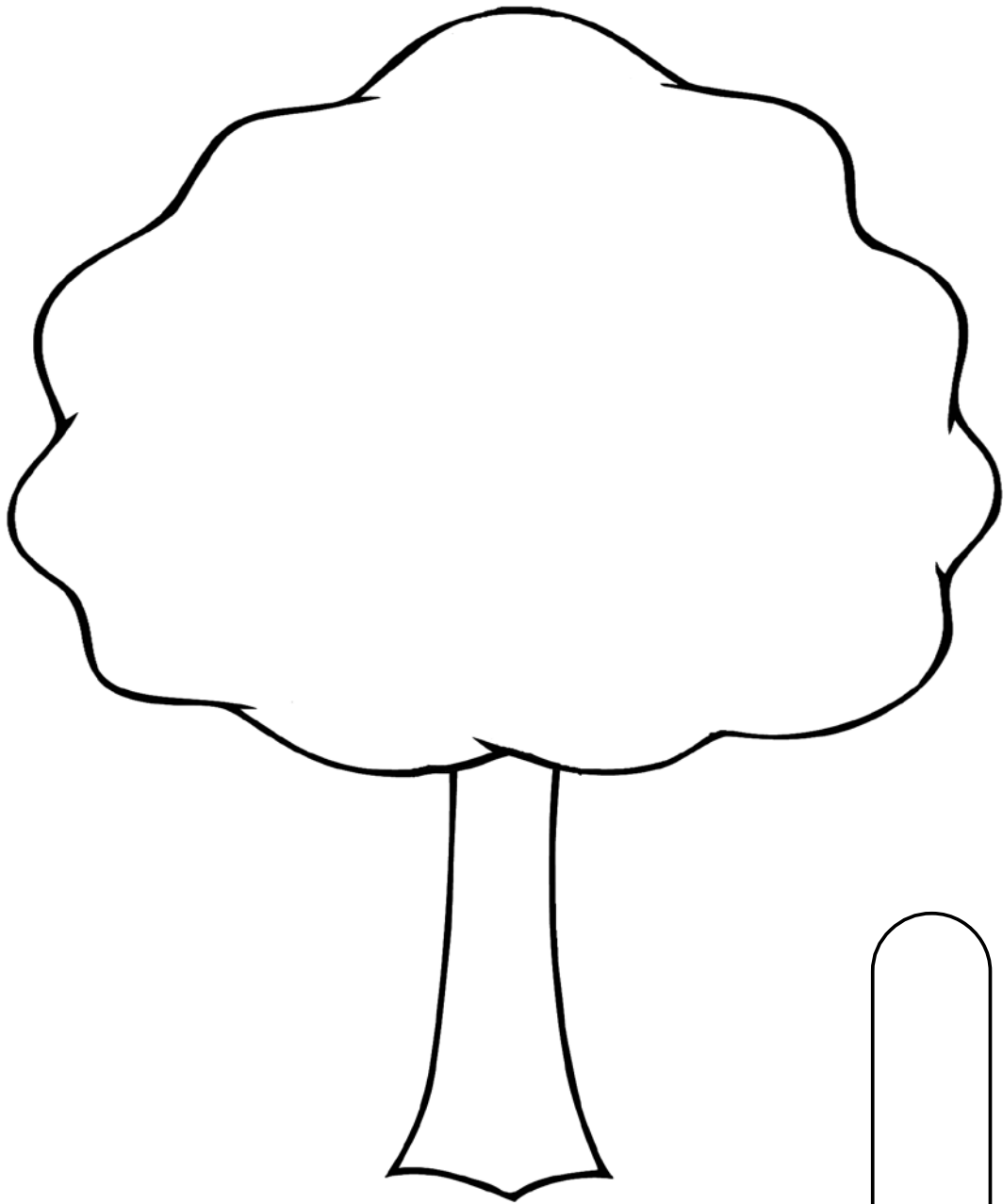
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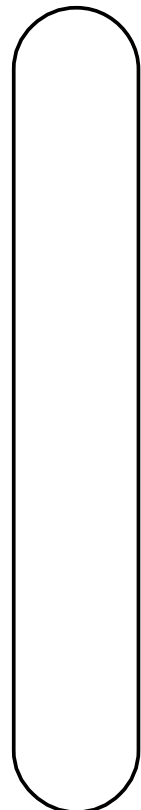
one



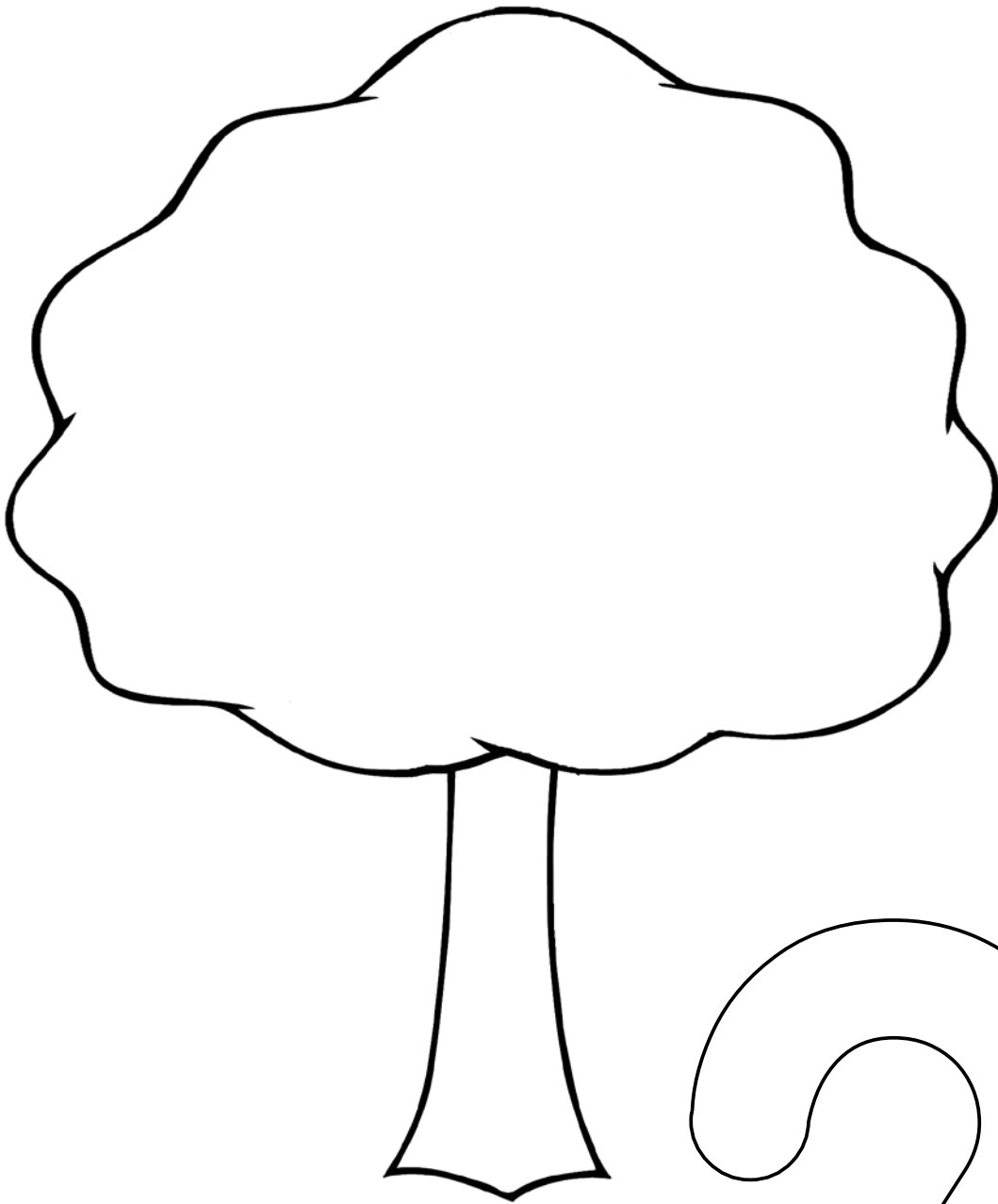
Ithempleyithi yentlamba yokudlala: Inani 1



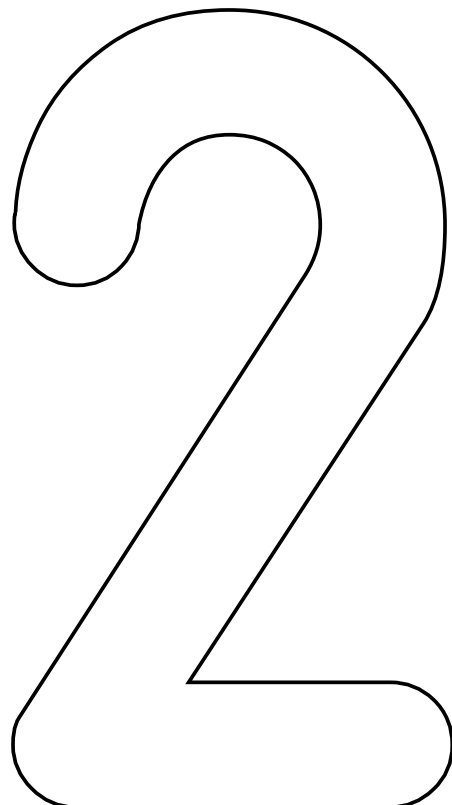
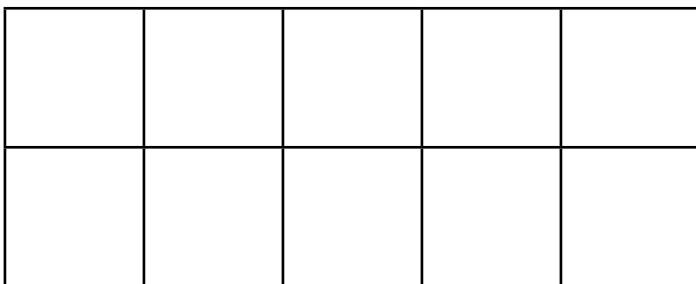
nye



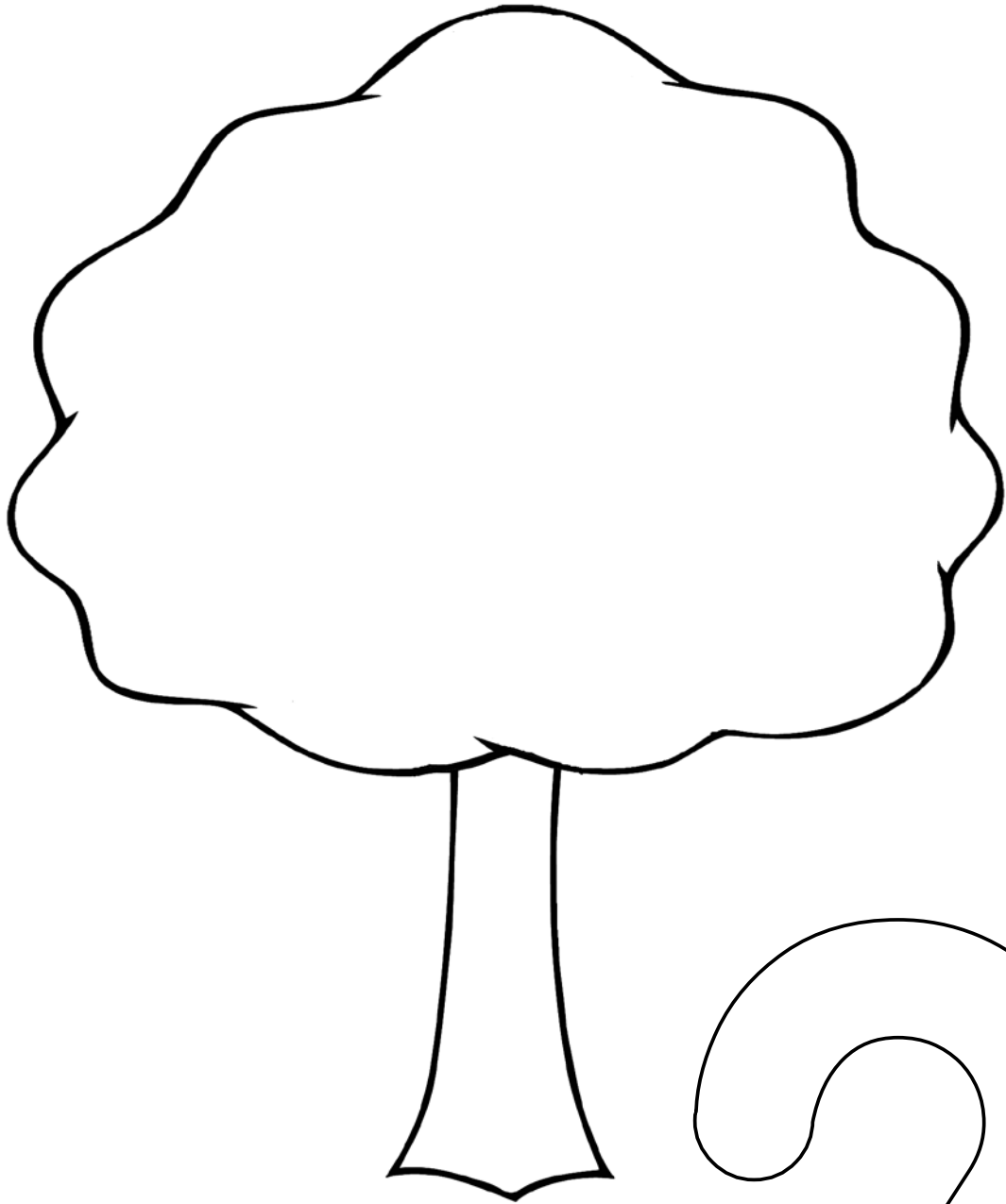
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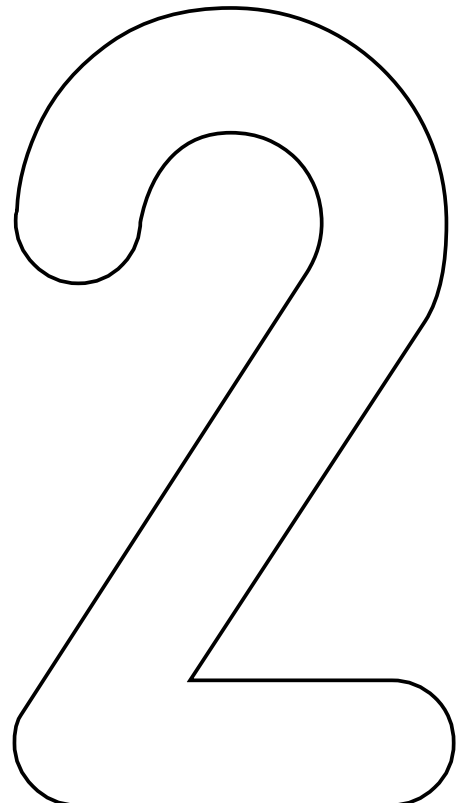
two



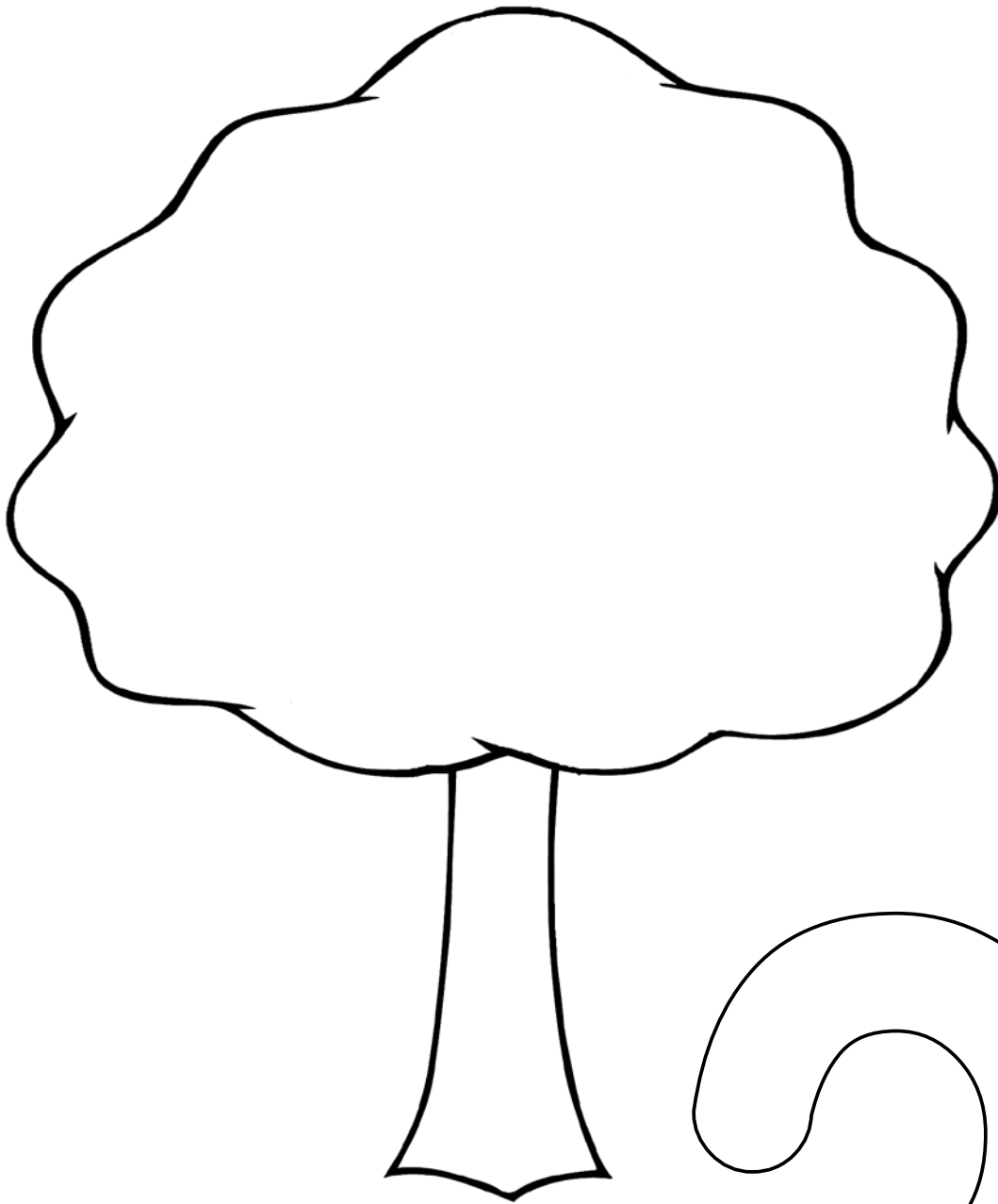
Ithempleyithi yentlamba yokudlala: Inani 2



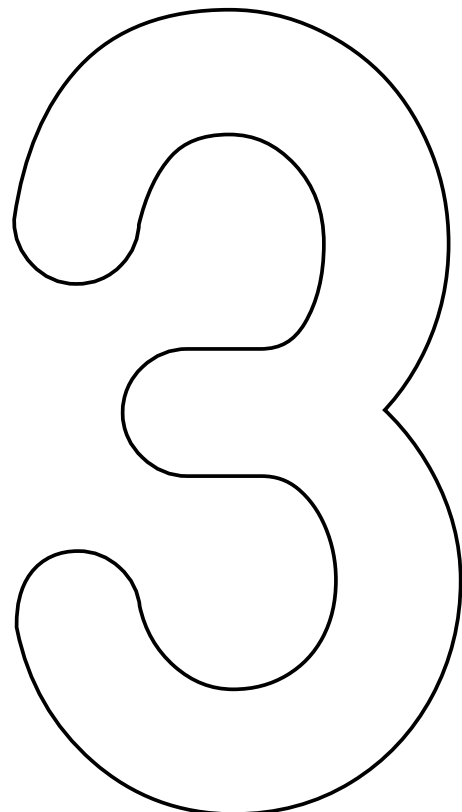
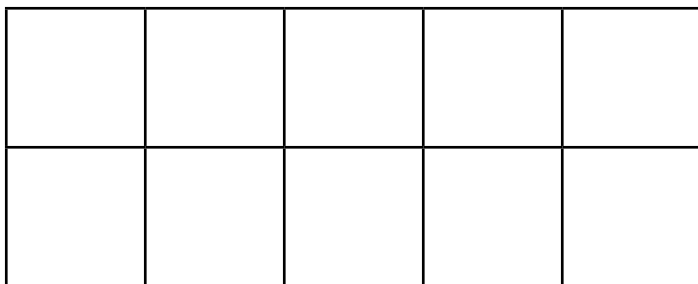
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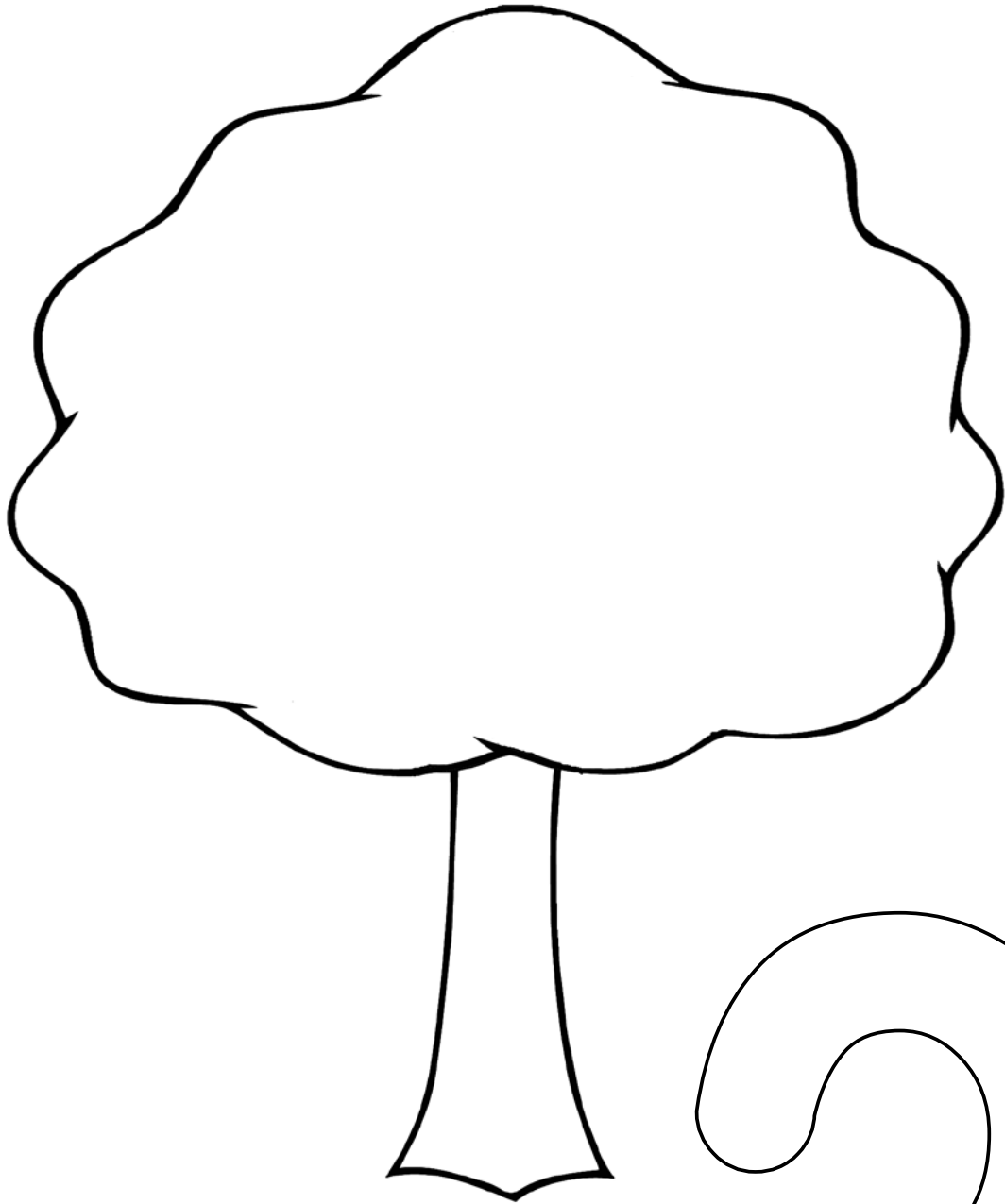
Playdough template: Number 3



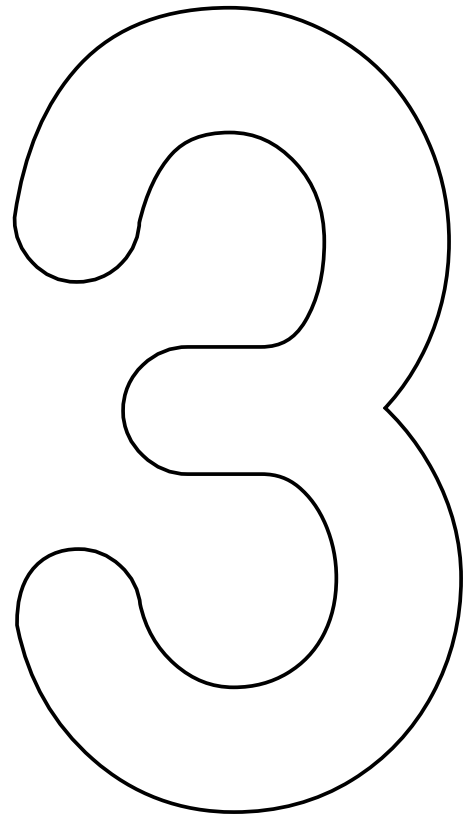
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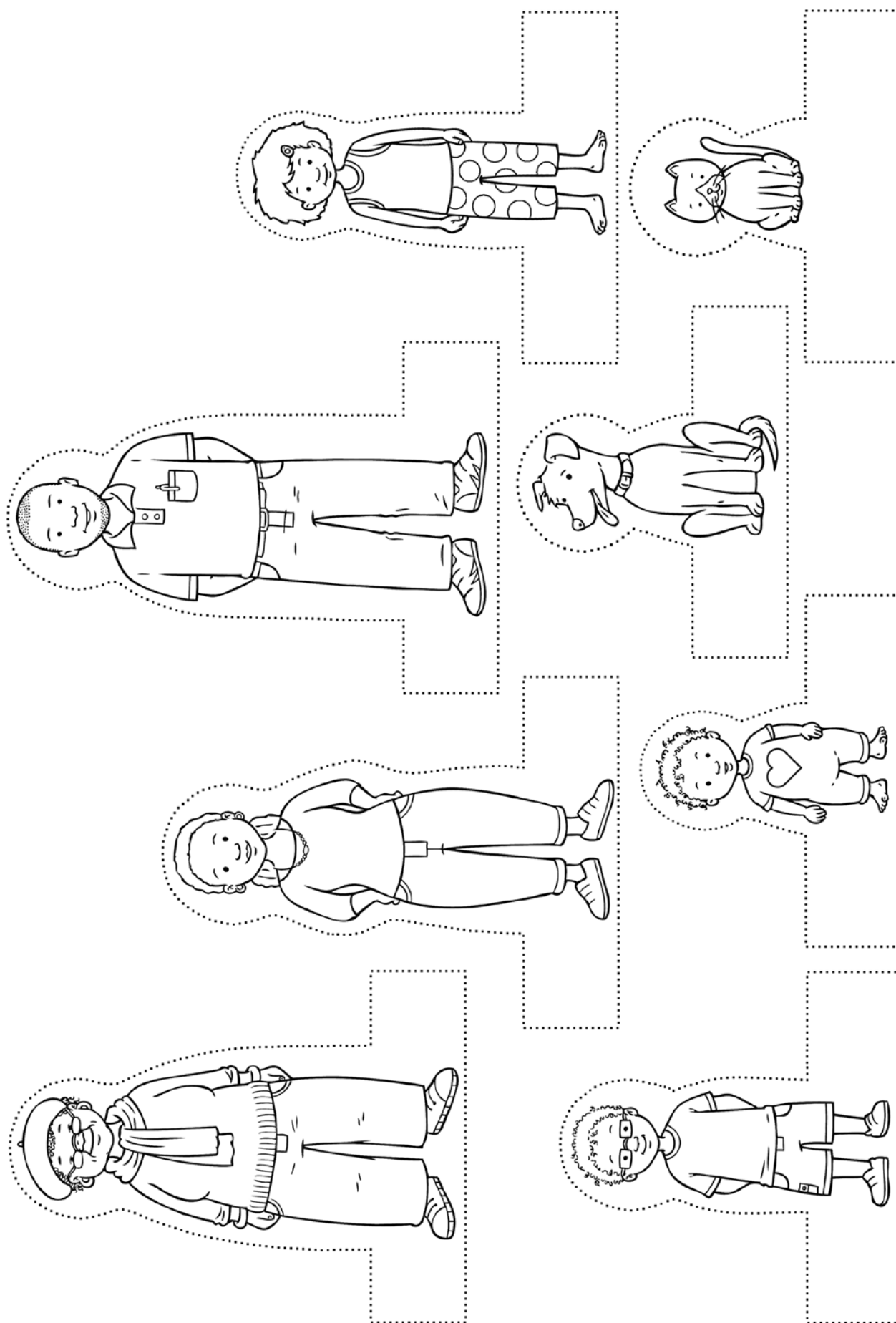
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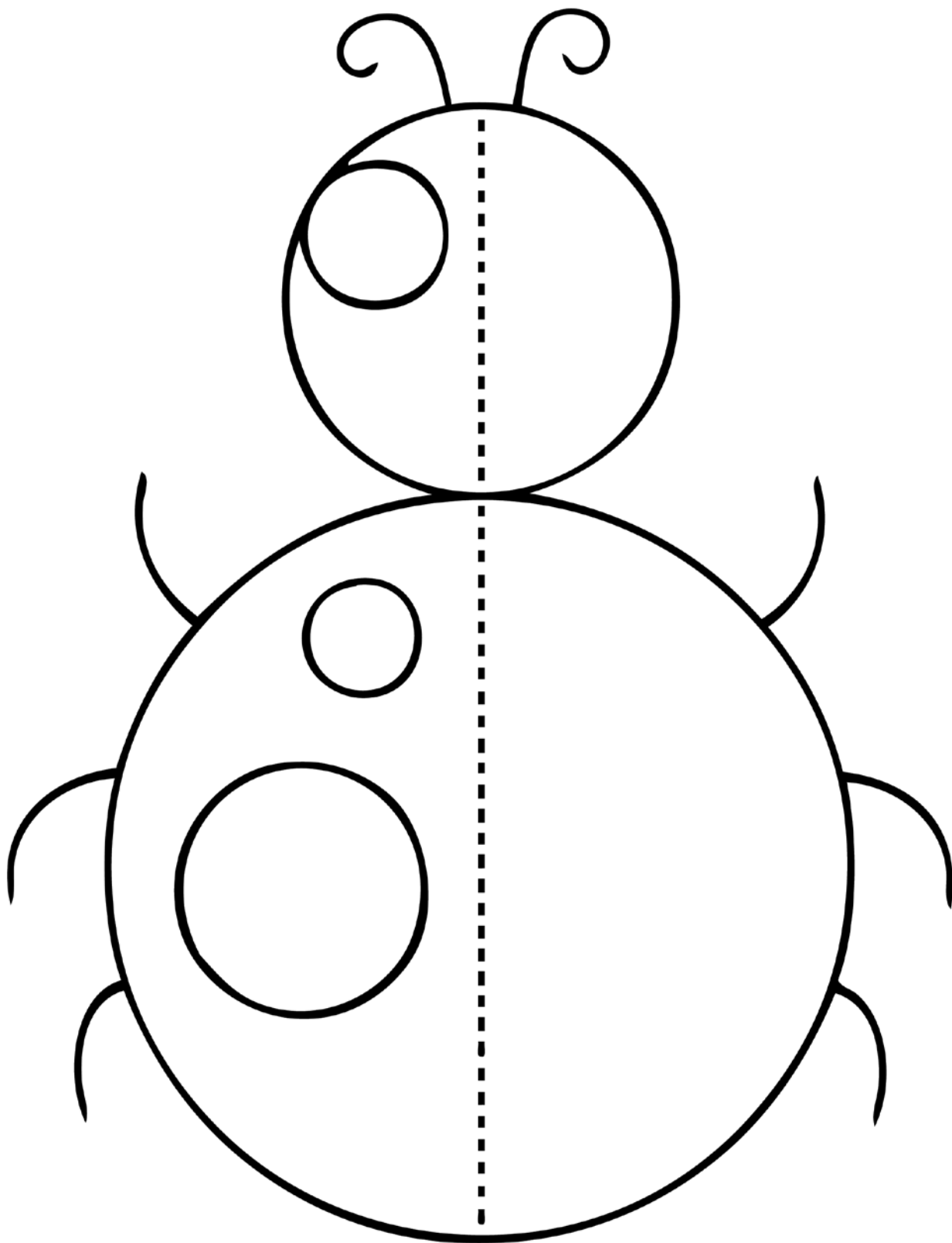
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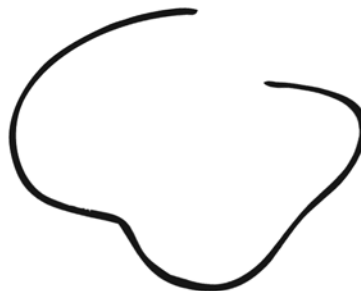
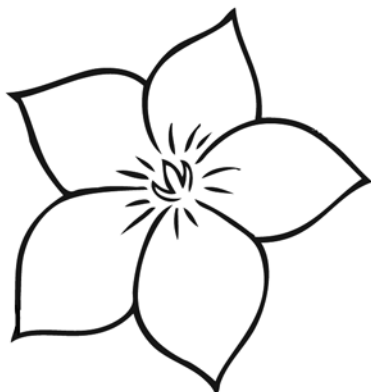
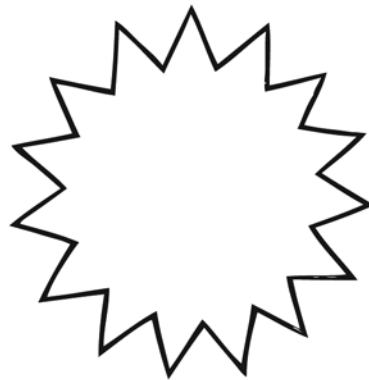
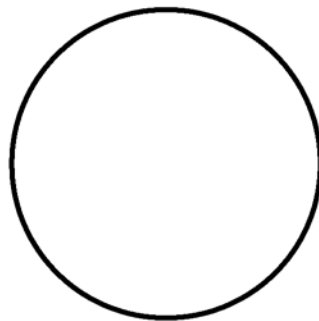
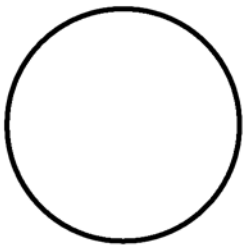
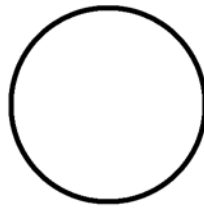
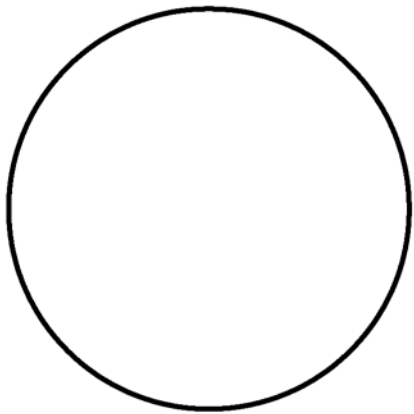
Finger puppets (Week 1) • Oonopopi beminwe (Iveki 1)



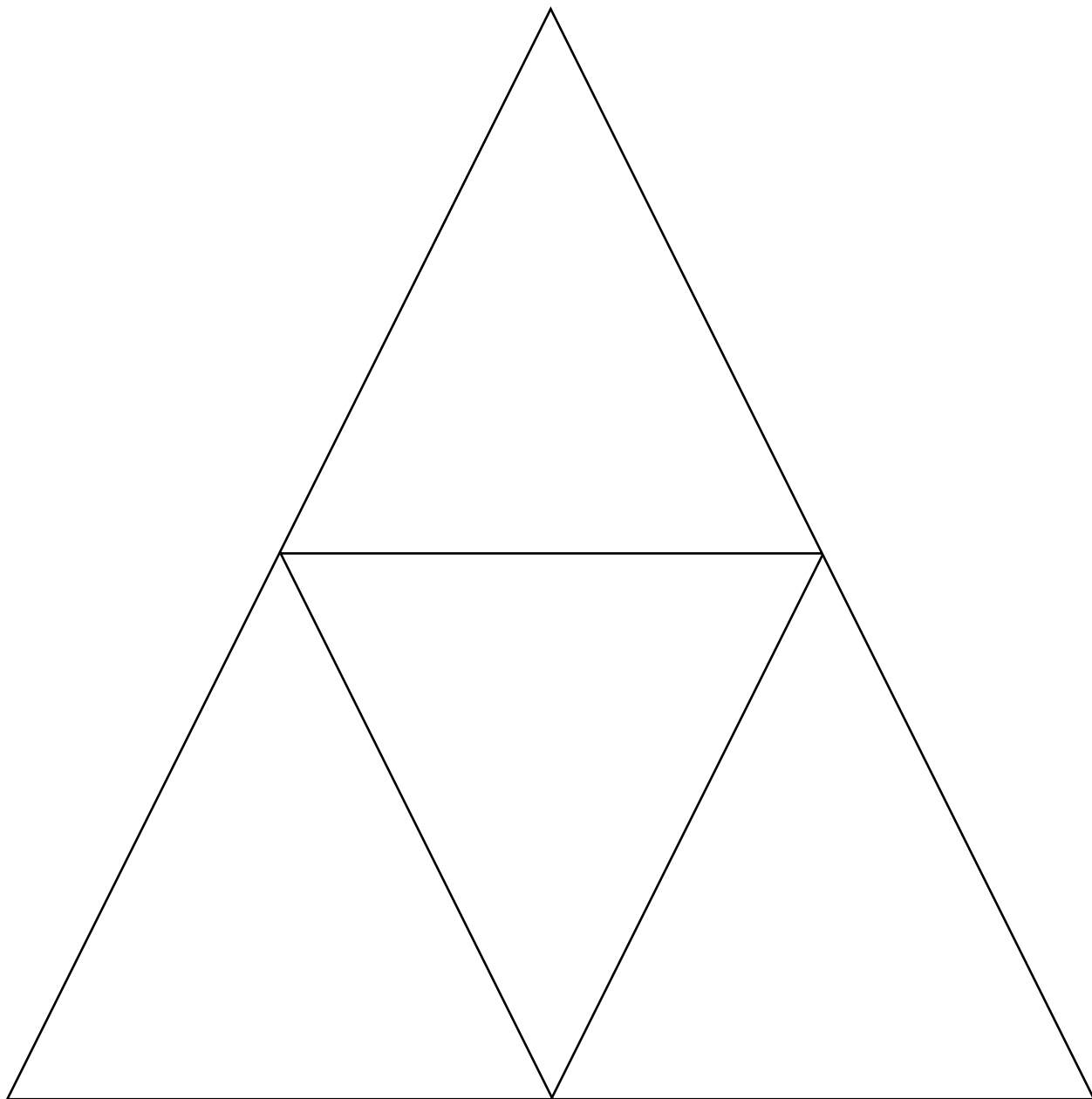
A beetle (Week 4) • Uqongqothwane (Iveki 4)



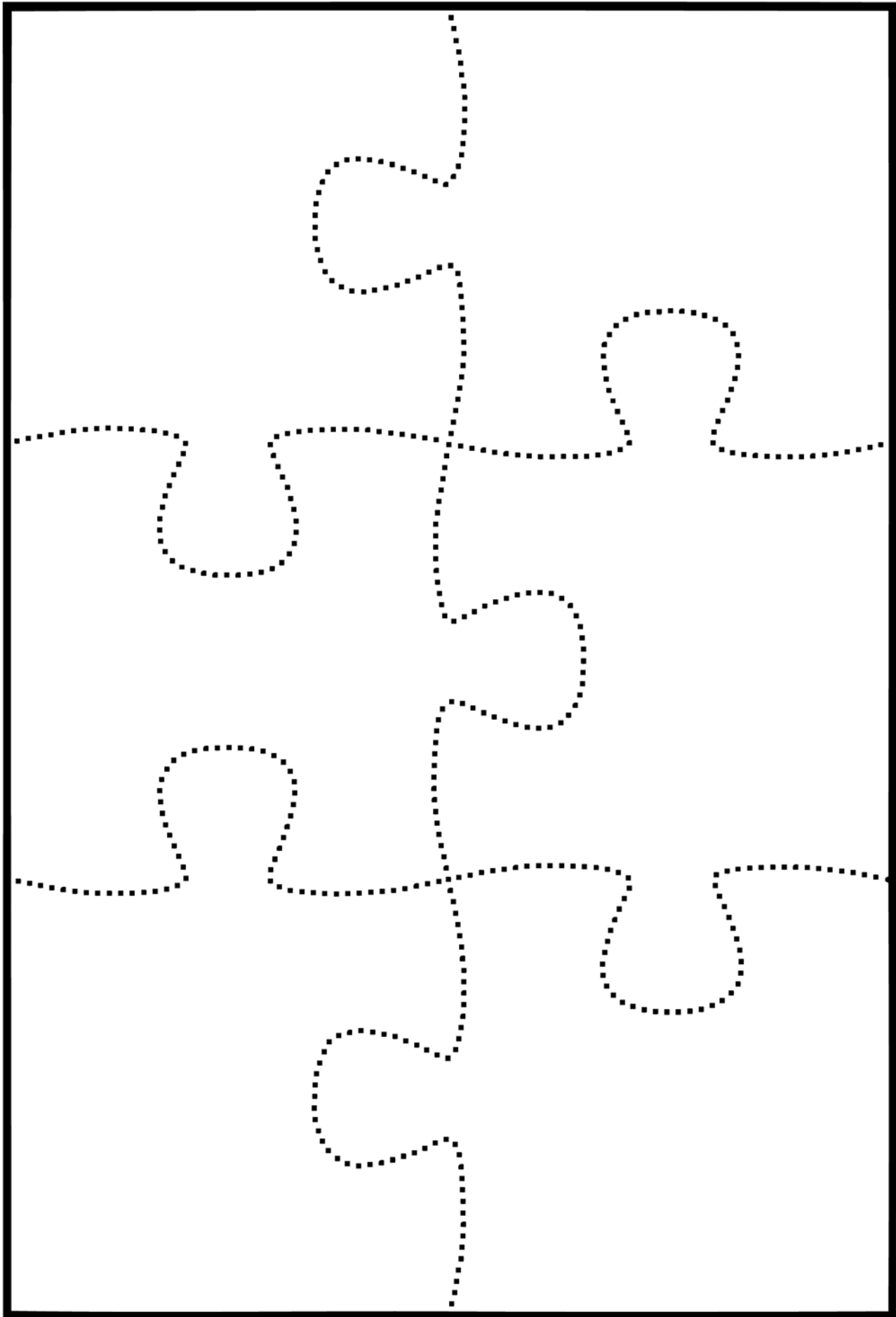
Circles (Week 4) • Izangqa (Iveki 4)



Triangles (Week 7) • Oonxantathu (Iveki 7)



Six-piece puzzle • Iphazili enamaqhekeza amathandathu



Notes • Amagqabantshintshi

A series of horizontal dashed lines for writing notes.



Notes • Amagqabantshintshi

A series of horizontal dashed lines for writing notes.



