

INkqubo yeMathematika
yokuPhucula yeBanga R

Grade R Mathematics
Improvement Programme

IsiKhokelo semiSebenzi: Ikota 2

Activity Guide: Term 2



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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IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi lilinge **leSebe leMfundo laseGauteng (Gauteng Department of Education)** kunye neqabane layo eliphambili, i**Gauteng Education Development Trust**.

Ukwenziwa nokuveliswa kwezixhobo zoqeqesho nezegumbi lokufundela kwenziwe kwayimpumelelo ngezibele zenkxasomali ye**United States Agency for International Development** kwakunye ne**Zenex Foundation**.

IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi ilawulwa yi**JET Education Services** ne**Schools Development Unit** yase**UCT** kunye no**Wordworks** njengamaqabane ezobugcisa.

Schools Development Unit (SDU) kwi**Yunivesithi yaseKapa (UCT)** liqabane lezobugcisa kwimathematika kwiProjekthi yeBanga R yokuPhucula yeMathematika noLwimi. ISDU yiyunithi ngaphakathi kwiSchool of Education kwiYunivesithi yaseKapa egxile kuphuhliso lobungcali bootitshala kwiMathematika, izifundo zeNzululwazi, iLitherasi/uLwimi kunye neZakhono zoBomi ukusuka kwiBanga R ukuya kwiBanga le-12. ISDU inikezela ngeziqinisekiso zootitshala kunye nezifundo ezifutshane ezivunyiweyo zeUCT, umsebenzi osekwe esikolweni, uphuhliso lwezixhobo kunye nophando lokuxhasa ukufundisa nokufunda kuzo zonke iimeko eMzantsi Afrika.

Olu hlelo lwezixhobo zolwimi luvele ngenxa yanxaxheba yabalingane bethu bakwaWordworks kwaye luphuculwe ngokunxulunyaniswa nezixhobo zeNkqubo yokuPhucula uLwimi. Luphuculwe ngakumbi ngumsebenzi wamagosa eSebe leMfundo laseGauteng ajongene ne-Early Childhood Development kunye neCandelo leKharithulam yesiGaba esisisiSeko kwiZithili nakwiPhondo. La magosa abe negalelo elingathethekiyo ekuvelisweni komxholo wezi zixhobo baze baziqwalasela ngononophelo ukuqinisekisa ukuba ezi zixhobo zihambelana kunye nemigaqo, indlela ekwenziwa ngayo kunye neenqobo ezisemgangathweni zephondo.

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Senza umbulelo ongazenzisiyo:

- ★ KwiCandelo leKharithulam kwiSebe leMfundo laseGauteng, Izifundo zooTitshala kunye namagosa eCandelo elikhethekileyo leMfundo ngenkxaso yabo ekuvelisweni kwale mathirieleli.
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- ★ Kumagosa eSebe leMfundo laseNtshona Koloni (WCED) kunye nootitshala ngegalelo 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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Le layisensi inika abasebenzisi bezi zixhobo ilungelo lokuba bangazihambisa kwabanye abantu, bangazixuba, bangazitshintsha baze bazandise kodwa oko bangakwenzeli inzuzo okubalulekileyo kukuba bafumane imvume. Xa ubani ethe wazixuba, wazitshintsha okanye wazandisa, kufuneka ke izixhobo ezitshintshiweyo zibe nelayisensi ehambelana noko.

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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 2* offers a structure for teaching maths in the second 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 2

The following features form part of *Activity Guide: Term 2*:

- 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.

Topics	New knowledge	Practise
<ul style="list-style-type: none">• Recognise and identify number symbols and number words• Describe, compare and order numbers	<ul style="list-style-type: none">• More than, fewer than, equal to• Number 4	<ul style="list-style-type: none">• Oral counting 1–10 and 5–1• Counting objects 1–5• Sequencing numbers 1–3• Number concept 1–3
New maths vocabulary		
more than	fewer than	equal to

- 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 2 sika*Grade R Maths* sinikela ngohlelo lokufundisa imathematika kwikota yesibini 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 yeklasu yonke, ekhokelwa ngutitshala kunye nomsebenzi wamaqela azimeleyo.

Iimpawu zesiKhokelo semiSebenzi: Ikota 2

Ezi mpawu zilandelayo ziyinxalenye *yesiKhokelo semiSebenzi: Ikota 2*:

- 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.

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none">• Nakana uze uchonge iisimboli zamanani namanani angamagama• Chaza, uthelekise uze ucwangcise amanani ngokulandelelana	<ul style="list-style-type: none">• Ngaphezulu kune-, mbalwa kune-, lingana ne-• Inani 4	<ul style="list-style-type: none">• Ukubala ngomlomo 1-10 no5-1• Ukubala izinto 1-5• Ukulandelelanisa amanani 1-3• Inqikelelo-manani 1-3
Isigama esitsha semathematika		
ngaphezulu kwe-	mbalwa kune-	lingana ne-

- Uluhlu loko kuza kwenziwa kwiveki nganye lunikiwe.
- Iibhokisi zeengcebiso zinika iibono 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 lohlolo oluqhubekayo lisekelwe kwimisebenzi yekota.
- Izixhobo kwaneethempleyithi (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.

U*Grade 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

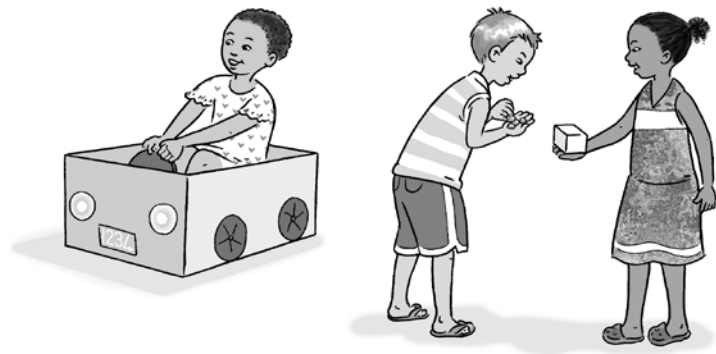
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

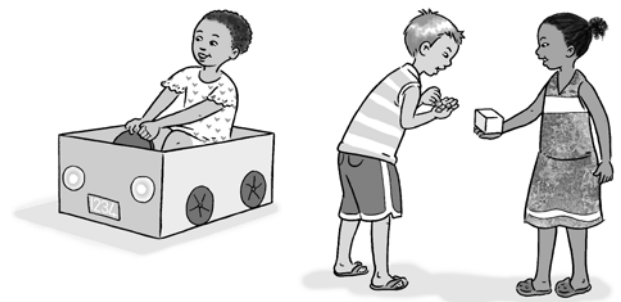
Abafundi kufuneka bazi ukuba izinto zibekwa phi na. Ukuzibeka eshelufini okanye etafileni elungiselelwe izixhobo zemathematika kuza kunceda abafundi bakwazi ukubeka kakuhle izinto. Khuthaza abafundi ukuba bancedisane ngexesha lokuqoqosha. Ekuqaleni abafundi baza kudinga uncedo kwaye kuza kufuneka ubakhumbuze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



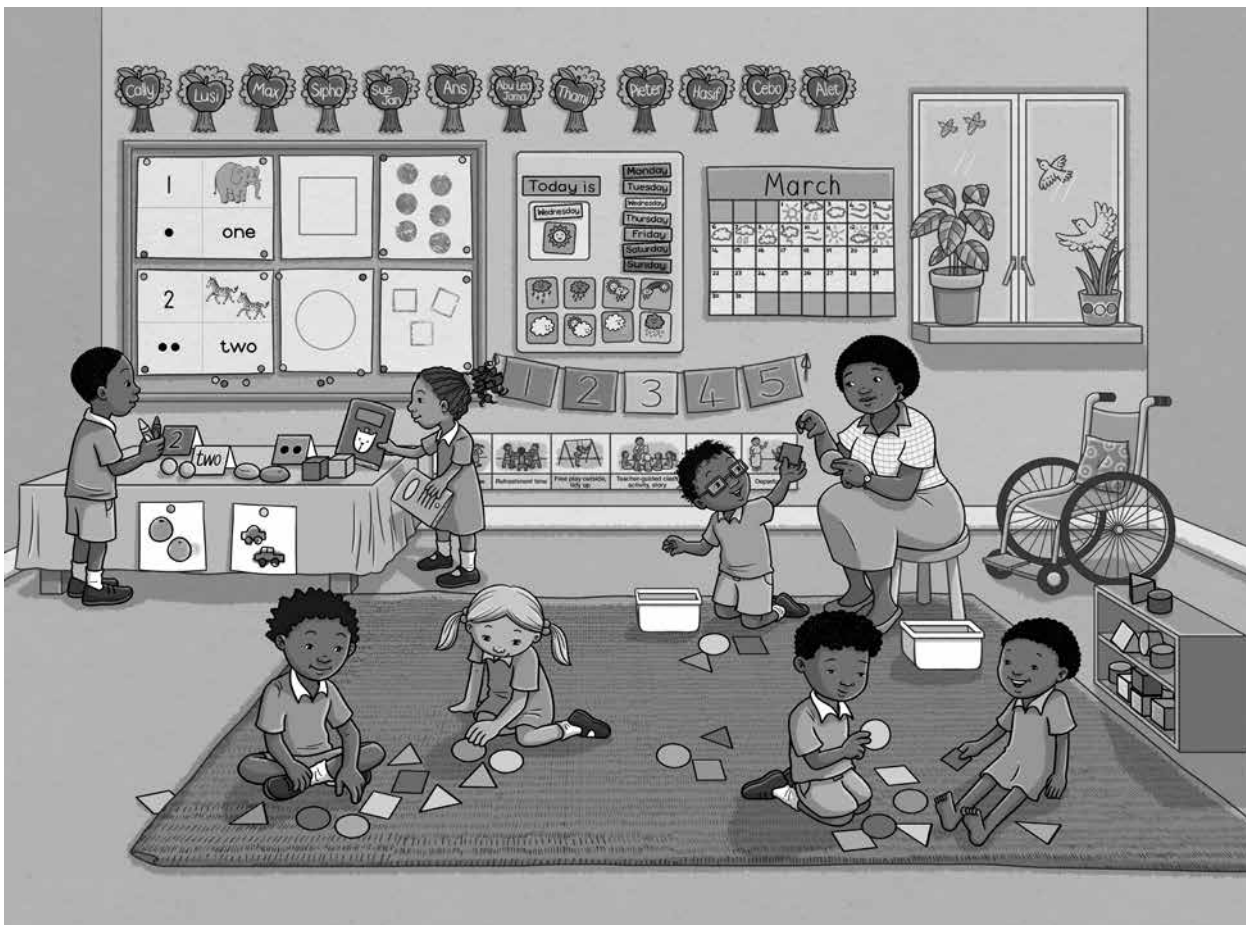
Assessment

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 2. 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.



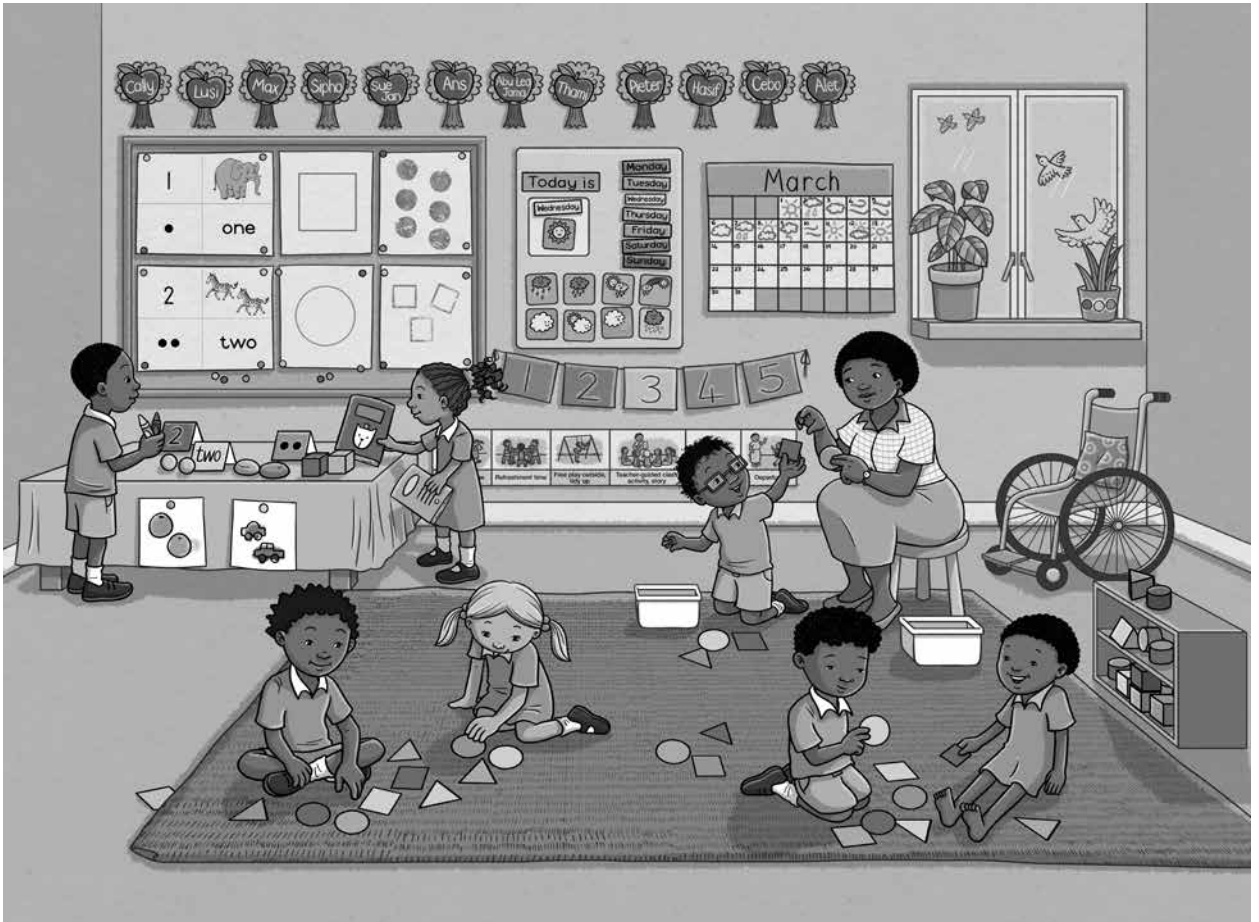
Uhlolo

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 2. Le thempleyithi isenokusetyenziselwa ukurekhoda inkqubela yomfundi ngamnye yaloo kota.

UGrade R Maths eklasini

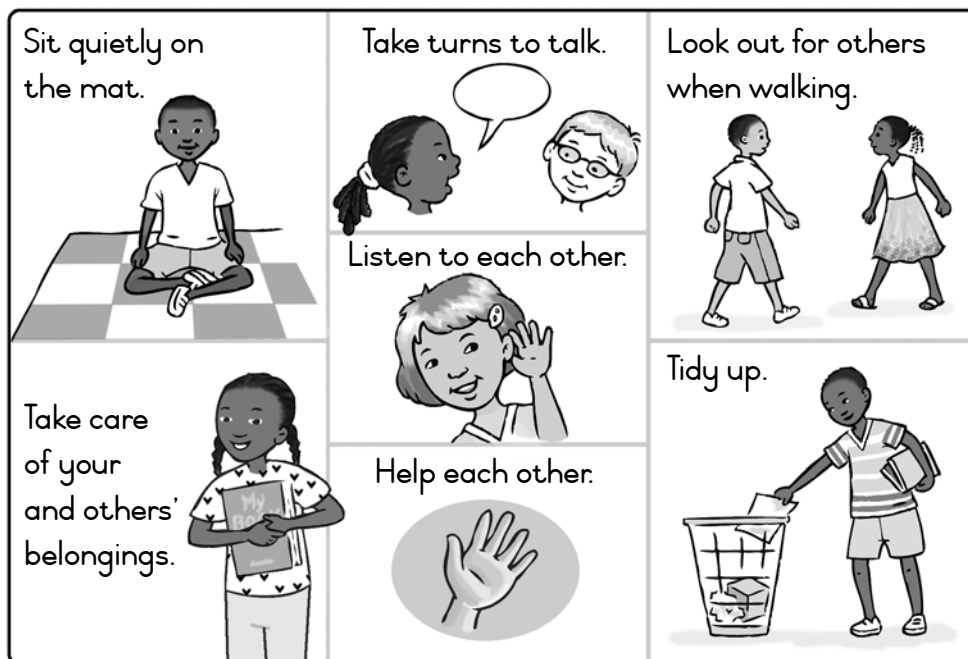
Yenza indawo eklasini ekuza kuba yeyemathematika kuphela nekufutshane nemethi. Le yindawo yomntu wonke apho abafundi bafaka igalelo baze bathethe ngesihloko abafunda ngaso. Le ndawo yeMathematika isenokuquka:

- 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

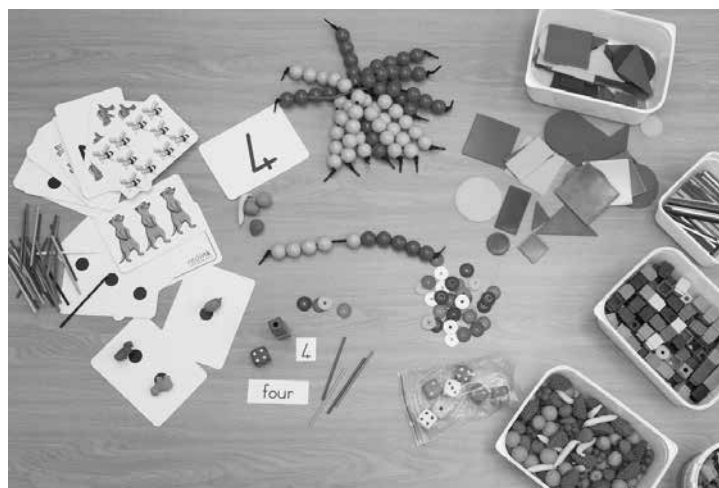


Resources for Grade R Maths

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:

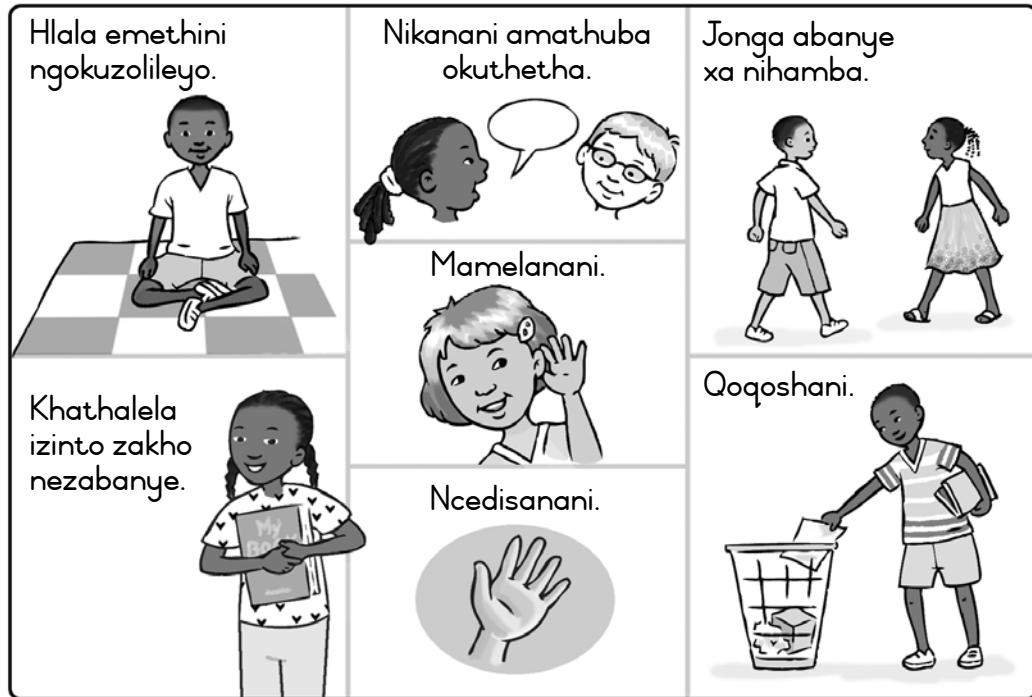
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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 nezizizilwanyana, 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 yokuzikhethele. Nazi ezinye zeembono ezinokusetyenziswa njengezixhobo zokuncedisa zemathematika:

- iziciko zeebhotile (iimilo ezahlukeneyo, 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, eziphepha 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

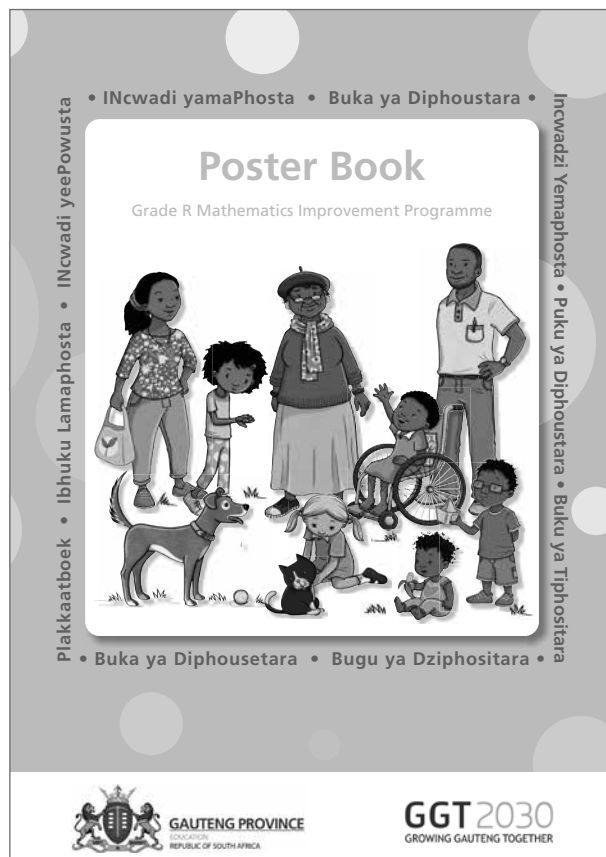
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

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?



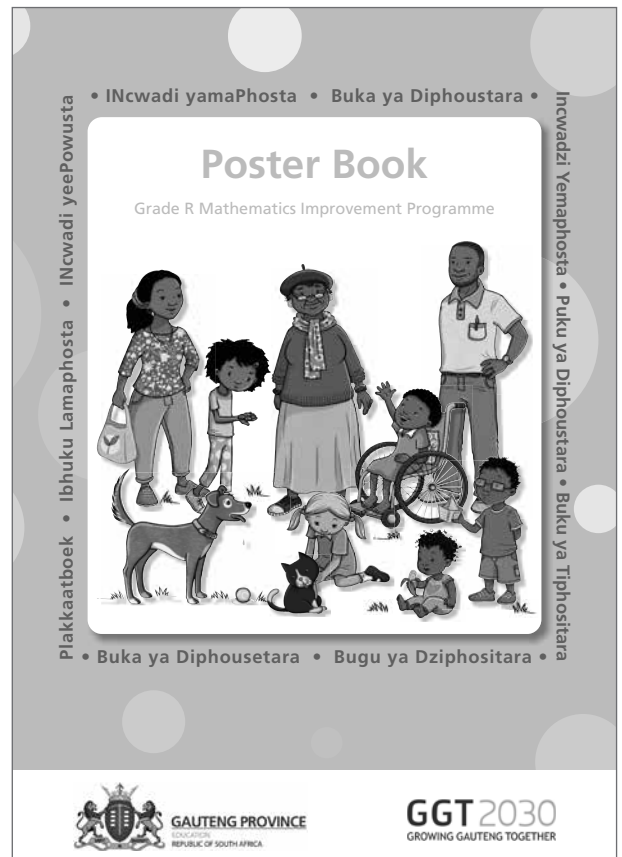
- itshathi yobude
- amakhadi okudlala amakhulu
- imali yokudlala: eziinkozo nengamaphepha (eza kusetyenziswa kwivenkile yokudlala)
- iwotshi yaseludongeni yamanani
- isikali
- amaso okusota, ukuhlohla nokwenza iipateni
- izixhobo zomdlalo wesanti nowamanzi
- izixhobo zokugwencela, ukuzinzisa, ukujinga 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 2

Note: Content Area Focus and New knowledge are in blue. 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	More than, fewer than, equal to Number 4 Oral counting 1–10 and 5–1 Counting objects 1–5 Sequencing numbers 1–3 Number concept 1–3	South African coins Ordinal numbers first to fourth Making groups the same to 4 Counting objects 1–6 Oral counting 1–10 and 5–1 Sequencing numbers 1–4 Number concept 1–4	Oral counting 1–15 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 Counting backwards 5–1	One more, one fewer Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4	Number 5 Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 More, fewer
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			Position: underneath Position: next to, between, in front of, behind, on top Direction: forwards, backwards Shapes: circle, square, triangle	Sorting 3-D objects: similarities and differences Position: above Position: underneath, on, in, out Shapes: circle, square, triangle Twelve-piece puzzles	
4. Measurement		Biggest to smallest, smallest to biggest			
5. Data Handling			Sorting by one attribute		

Amagqabantshintshi ngomXholo: Ikota 2

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	Ngaphezulu kune-, mbalwa kune-, lingana ne- Inani 4 Ukubala ngomlomo 1–10 no5–1 Ukubala izinto 1–5 Ukulandelelanisa amanani 1–3 Inggikelelo-manani 1–3	Imali eziinkozo yaseMzantsi Afrika Amanani olandelelwano elokuqala ukuya kwelesine Ukwenza amaqela afane no4 Ukubala izinto 1–6 Ukubala ngomlomo 1–10 no5–1 Ukulandelelanisa amanani 1–4 Inggikelelo-manani 1–4	Ukubala ngomlomo 1–15 Ukubala izinto 1–7 Inggikelelo-manani 1–4 Ukulandelelanisa amanani 1–4 Ukubala ubuya umva 5–1	Engaphezulu ngenye, embalwa ngenye Ukubala ngomlomo 1–15 no5–1 Izinto zokubala 1–7 Inggikelelo-manani 1–4	Inani 5 Ukubala ngomlomo 1–15 no5–1 Ukubala izinto 1–7 Inggikelelo-manani 1–4 Ukulandelelanisa amanani 1–4 Ngaphezulu, mbalwa kune-
2. liPateni, iiFanshini neAljibhra					
3. IsiThuba neMilo (iJiyometri)			Indawo: ngaphantsi Indawo: ecaleni kwe-, phakathi kwe-, phambi kwe-, emva kwe-, phezu kwe- Isalathiso: ukuya phambili, ukubuya umva limilo: isangqa, isikwere, unxantathu	Ukuhlela izinto ezingu3-D: ukufana nokwahluka Indawo: phezulu Indawo: ngaphantsi, phezu kwe-, kwi-, phakathi, phandle limilo: isangqa, isikwere, unxantathu Iphazili enamaqhekeza alishumi elinambini	
4. Umlinganiselo		Elona likhulu ukuya kwelona lincinci, elona lincinci ukuya kwelona likhulu			
5. Ulwazi oluQokelelweyo			Ukuhlela ngokweathribhuyuthi enye		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Oral counting 1–20</p> <p>Counting backwards 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>Making groups the same</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>More than, fewer than, equal to</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Estimation 1–7</p>	<p>Breaking down and building up numbers</p> <p>Problem-solving techniques</p> <p>Addition and subtraction using concrete objects</p> <p>Numbers in familiar settings</p> <p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>More than, fewer than</p> <p>What number comes before, after?</p>
2. Patterns, Functions and Algebra	<p>Copy and extend simple repeating patterns</p> <p>Create and explain own pattern</p>				
3. Space and Shape (Geometry)		<p>Shapes: circle, square, triangle</p>	<p>Follow directions</p> <p>Midline crossing</p> <p>Shapes: circle, square, triangle</p> <p>Forwards, backwards</p> <p>Reinforce position</p>		<p>Shapes: circle, square, triangle</p>
4. Measurement				<p>Measuring and comparing: length (long, longer, longest; short, shorter, shortest)</p> <p>Length: tall, short</p>	
5. Data Handling		<p>Collect, sort and represent collections of objects</p> <p>Analyse and report on data</p> <p>Sorting and classifying</p>			

Inkalo yomXholo ekuGxininiswa kuyo	Iveki 6	Iveki 7	Iveki 8	Iveki 9	Iveki 10
1. Amanani, iiOpareyshini noLwalamano	Ukubala ngomlomo 1–20 Ukubala ubuyela umva 7–1 Ukubala izinto 1–7 Inggqikelelo-manani 1–5 Ukulandelelanisa amanani 1–5 Ukwenza amaqela afane	Ukubala ngomlomo 1–20 no7–1 Ukubala izinto 1–7 Inggqikelelo-manani 1–5 Ngaphezu kwe-, mbalwa kune-, lingana ne-	Ukubala ngomlomo 1–20 no7–1 Ukubala izinto 1–7 Inggqikelelo-manani 1–5	Ukubala ngomlomo 1–20 no7–1 Ukubala izinto 1–7 Uthekelelo 1–7	Ukwakha nokuqhekeza amanani Iindlela zokusombulula iingxaki Ukudibanisa nokuthabatha usebenzisa izinto eziphathekayo Amanani kwiimeko zesiqhelo Ukubala ngomlomo 1–20 no7–1 Ukubala izinto 1–7 Inggqikelelo-manani 1–5 Ukulandelelanisa amanani 1–5 Ngaphezulu kune-, mbalwa kune- Leliphi inani eliza ngaphambili, ngasemva?
2. IiPateni, iiFanshini neAljibhra	Khuphela uze wongeze ipateni elula eziphindaphindayo Yenza uze ucacise eyakho ipateni				
3. IsiThuba neMilo (iJiyometri)		limilo: isangqa, isikwere, unxantathu	Landela izalathiso Ukunqumla embindini limilo: isangqa, isikwere, unxantathu Ukuya phambili, ukubuya umva Ukubethelela indawo		limilo: isangqa, isikwere, unxantathu
4. Umlinganiselo				Ukulinganisa nokuthelekisa: ubude (nde, nde kune-, nde kunazo zonke; mfutshane, mfutshane kune-, mfutshane kunazo zonke) Ubude: de, futshane	
5. ULwazi oluQokelelweyo		Qokelela, hlela uze umele iingqokelela zezinto Hlalutya uze unike ingxelo ngolwazi oluqokelelweyo Ukuhlela nokwahlula			

Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise and identify number symbols and number words
- Describe, compare and order numbers

New knowledge

- More than, fewer than, equal to
- Number 4

Practise

- Oral counting 1–10 and 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3

New maths vocabulary

more than

fewer than

equal to

Getting ready

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

- number frieze and house template for number 4 (page 208)
- 8 number '4' dot, symbol and word cards
- 1 set of number dot cards 1–4 per learner (with different dot arrangements)
- playdough template: Number 4 per learner (page 212)
- a variety of picture puzzles per learner (Draw or copy a picture onto a sheet of A5-sized paper/cardboard. Cut the picture into four strips and number the strips 1 to 4. See Workstation 2.)
- number symbol and dot strip 1–4: 1 per learner (see the teacher-guided activity, step 3, page 32)
- a set of matching number and picture puzzles 1–4 per pair of learners (see Workstation 4).

Whole class activities

Day 1

What you need

- Birthday chart
- Number friezes 1–3
- Number frieze: Number 4 (page 208)
- *Number 4 story* (page 194)

1. **Rhyme:** Say a rhyme from Term 1.
2. **Oral counting:** 1–10 and 5–1.



TIP

Oral counting can take place during transitions. Make this counting active and fun.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> Nakana uze uchonge iisimboli zamanani namanani angamagama Chaza, uthelekise uze ucwangcise amanani ngokulandelelana 	<ul style="list-style-type: none"> Ngaphezulu kune-, mbalwa kune-, lingana ne- Inani 4 	<ul style="list-style-type: none"> Ukubala ngomlomo 1–10 no5–1 Ukubala izinto 1–5 Ukulandelelanisa amanani 1–3 Ingqikelelo-manani 1–3

Isigama esitsha semathematika		
ngaphezulu kwe-	mbalwa kune-	lingana ne-


Ukulungela

Kwimisebenzi yale veiki, kuza kufuneka ulungise oku kulandelayo:

- ifrizi yamanani nethempleyithi yendlu yenani 4 (iphepha 209)
- 8 amakhadi anamachokoza, iisimboli namanani angamagama ka'4'
- 1 isethi yamakhadi anamachokoza amanani 1–4 kumfundi ngamnye (anamachokoza ahlelwe ngokwahlukileyo)
- ithempleyithi yentlama yokudlala: Inani 4 kumfundi ngamnye (iphepha 213)
- iindidi zeephazili zemifanekiso kumfundi ngamnye (Zoba okanye ukhuphele umfanekiso kwiphepha/kwikhadibhodi elibukhulu bunguA5. Sika imifanekiso ibe yimicu emine uze ufake inombolo uqale 1–4 kumcu ngamnye. Jonga kwiSitishi sokusebenzela 2.)
- isimboli yamanani kunye nemicu enamachokoza ka1–4: 1 kumfundi ngamnye (jonga kumsebenzi okhokelwa ngutitshala, inyathelo 3, iphepha 33)
- isethi yamanani neephazili zemifanekiso ehambelanayo 1–4 kwisibini ngasinye sabafundi (jonga kwiSitishi sokusebenzela 4).

Imisebenzi yeklasi yonke

Usuku 1

 **INGCEBISO**
 Ukubala ngomlomo kungenziwa ngexesha lotshintsho. Kwenze oku kubala kunike umdla kwaye konwabise.

Okudingayo	
<ul style="list-style-type: none"> Itshathi yeentsuku zokuzalwa Iifrizi zamanani 1–3 	<ul style="list-style-type: none"> Iifrizi yamanani: Inani 4 (iphepha 209) Ibali lenani 4 (iphepha 195)

1. **Isicengcelezo:** Yenza isicengcelezo esenziwe kwiKota 1.
2. **Ukubala ngomlomo:** 1–10 no5–1.



TIP

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

3. **Counting objects 1–5:** Learners look at the birthday chart. Together count the first five months of the year. Discuss the fact that learners have just returned from a holiday and draw their attention to the current month of the year.

Guiding questions:

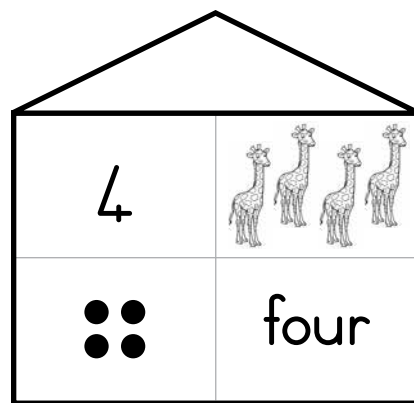
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

4. **Introducing number '4':** Point to number friezes 1 to 3.

Guiding questions:

- ★ How many animals do you think will live in the next house?
- ★ Will there be more or fewer than 3?

Tell the *Number 4 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 4, 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. Count the giraffes together.



Guiding questions:

- ★ Who has seen a giraffe before? Where?
 - ★ How do you think they move?
 - ★ How does an elephant/a zebra/a meerkat move?
 - ★ How many more giraffes are there than meerkats?
 - ★ How many fewer meerkats are there than giraffes?
 - ★ If one giraffe went to the meerkats' house, how many animals would be in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- 5 bananas, 4 oranges, 4 apples, 4 strawberries (*Resource Kit*)
- 8 number '4' dot, symbol and word cards
- Song: *Making fruit salad* (page 194)

1. **Song:** Introduce the song, *Making fruit salad*.

Guiding questions:

- ★ Who has eaten fruit salad before?
- ★ What fruit do you like in your fruit salad?
- ★ How many different kinds of fruit did we sing about?

INGCEBISO

Khumbula ukuthetha ngenkqubo yemihla ngemihla. Khumbula ukwenza ikhalenda, iintsuku zeveki, iinyanga zonyaka kunye netshathi yemihla yokuzalwa yonke imihla.

3. **Ukubala izinto 1–5:** Abafundi bajonga itshathi yeentsuku zokuzalwa. Bebonke babala iinyanga zonyaka ezintlanu zokuqala. Xoxa ngokuba abafundi basandula ukubuya kwiiholide uze utsalele umdla wabo kule nyanga bakuyo enyakeni.

Imibuzo ekhokelayo:

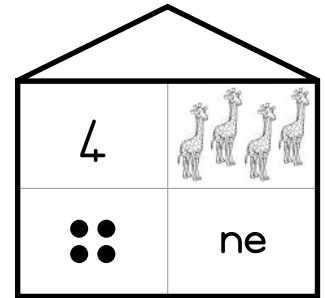
- ★ Sikweyiphi inyanga?
- ★ Yeyiphi inyanga yokuqala?
- ★ Ingaba zikhona iinyanga ezinamagama abafundi abahlanu kuzo? (Ukuba zikhona, zibaleni kunye.)

4. **Ukwazisa inani '4':** Yalatha kwiifrizi zamanani u1 ukuya ku3.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi izilwanyana eziza kuhlala kwindlu elandelayo?
- ★ Ingaba ziza kuba ngaphezulu okanye ngaphantsi kuka3?

Balisa *Ibali lenani 4*. Indlu yezilwanyana yeyona nto kugxininiswa kuyo kweli bali. Bonisa ngokulandelelanisa usebenzisa ifrizi yamanani njengokuba ubalisa ibali lezilwanyana nemifanekiso yendlu: ukwazisa iimbonakalo ezahlukileyo zenani 4, umzekelo, umfanekiso, amachokoza, isimboli kunye negama. Bonisa inxenye yefrizi kwindlu yezilwanyana eseludongeni kwindawo elungiselelwe imathematika. Balani kunye iindlulamthi.



Imibuzo ekhokelayo:

- ★ Ngubani owayekhe wayibona indlulamthi? Wawuyibona phi?
 - ★ Ucinga ukuba zihamba njani?
 - ★ Ihamba njani indlovu/iqwarhashe/igala?
 - ★ Zingaphezulu kwamagala ngenani elingakanani iindlulamthi?
 - ★ Ambalawa ngenani elingakanani amagala kuneendlulamthi?
 - ★ Ukuba indlulamthi enye ingaya endlwini yamagala, kungakho izilwanyana ezingaphi endlwini yamagala?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo

- 5 iibhanana, 4 amaorenji, 4 ama-apile, 4 amaqunube (*iKiti yeziXhobo*)
- Ingoma: *Ukwenza isaladi yeziqhamo* (iphepha 195)
- 8 amakhadi ka'4' anamachokoza, aneesimboli nanamanani angamagama

1. **Ingoma:** Yazisa ingoma ethi, *Ukwenza isaladi yeziqhamo*.

Imibuzo ekhokelayo:

- ★ Ngubani owakhe wayitya isaladi yeziqhamo?
- ★ Zeziphi iziqhamo othanda zibe khona kwisaladi yakho yeziqhamo?
- ★ Zingaphi iindidi ezahlukileyo zeziqhamo esicule ngazo?



TIP

Make daily oral counting fun. Include ideas from learners when possible.

2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place four groups of fruit counters on the mat: five bananas, three oranges, two apples and four strawberries.

Guiding questions:

- ★ How many bananas/oranges/apples/strawberries do you think there are?
- ★ Which pile has the most/fewest fruit?

Count each pile of fruit together.

4. **More than/fewer than; equal to:** Focus on the oranges and apples.

Guiding questions:

- ★ What do we need to do so that the number of oranges/apples is equal to the number of strawberries?
- ★ How can we make the group of oranges/apples have four?

5. **Maths table:** Learners go outside in groups of four. Each learner in a group should collect a similar small object, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what, and how many, they have found. Discuss the similarities and differences between collections. Give each group a number 4 dot, symbol or word card. One at a time, each group puts their objects and number 4 card on the table.

6. **Small group activities:** Describe the activities at each workstation.



TIP

The objects that the learners collect must be small enough to fit on the table.

Integration

Home Language and Life Skills: New maths vocabulary can be used throughout the day, for example, during snack time discussions.

Day 3

What you need

- Song: *Making fruit salad* (page 194)
- Fruit counters (*Resource Kit*)
- Number friezes 1–4
- 2 bowls
- 7 fruit counters
- 20 number '1–4' dot, symbol and picture cards (*Resource Kit*)

1. **Song:** Sing *Making fruit salad* with actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Together count the fingers on one hand. Discuss which body parts learners have five and fewer of.

INGCEBISO

Yenza ukubala ngomlomo kwemihla ngemihla konwabise. Quka iimbono zabafundi ukuba ikho indlela.

2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–5:** Abafundi bahlala kwisangqa. Beka amaqela amane ezixhobo zokubala eziziziqhamo emethini: iibhanana ezintlanu, amaorenji amathathu, ama-apile amabini namaqunube amane.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iibhanana/amaorenji/ama-apile/amaqunube akhoyo?
- ★ Yeyiphi imfumba enezona ziqhamo zininzi/zimbalwa?

Balani imfumba nganye yeziqhamo nikunye.

4. **Ngaphezulu kune-/mbalwa kune-; lingana ne-:** Gxila kumaorenji nama-apile.

Imibuzo ekhokelayo:

- ★ Kufuneka senze ntoni ukuze inani lamaorenji/lama-apile lilingane nenani lamaqunube?
- ★ Singalenza njani iqela lamaorenji/nelama-apile ukuba libe sisine?



5. **Itafile yemathematika:** Abafundi baphuma phandle ngamaqela ezine. Umfundi ngamnye eqeleni kufuneka aqokelele izinto ezifanayo ezincinci, umzekelo, amasetyana okanye amagqabi. Abafundi bayabuyela bahlale emethini ngokwamaqela abo. Iqela ngalinye lichaza ukuba lifumene ntoni, kwaye ezingaphi izinto abazifumeneyo. Xoxani ngokufana nokwahluka kwezinto eziqokelelweyo. Nika iqela ngalinye ikhadi lika4 elinamachokoza, elinesimboli neelingama. Libe linye ngexesha, iqela libeka izinto zalo kunye nekhadi lenani 4 etafileni.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Isigama esitsha semathematika sisenokusetyenziswa usuku lonke, umzekelo, ngexesha leengxoxo zexesha lokutya amashwamshwam.

Usuku 3

Okudingayo

- Ingoma: *Ukwenza isaladi yeziqhamo* (iphepha 195)
- Izixhobo zokubala eziziziqhamo (*iKiti yeziXhobo*)
- lifrizi zamanani 1–4
- 2 izitya
- 7 izixhobo zokubala eziziziqhamo
- 20 amakhadi ka'1–4' anamachokoza, aneesimboli nanemifanekiso yamanani (*iKiti yeziXhobo*)

1. **Ingoma:** Culani *Ukwenza isaladi yeziqhamo* nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–5:** Ninonke balani iminwe ekwisandla esinye. Xoxani ukuba ngawaphi amalungu omzimba abafundi amahlanu nambalwa kunoko.

4. **Dot cards and ordering 1–4:** Show learners dot cards 1–4.

Guiding questions:

- ★ What is this? (dot card 3)
- ★ And this? (dot card 1)
- ★ What happens when we put these, 1 and 3, together? (Show dot card 4.)

Repeat with other configurations.

Hold the number dot, picture and symbol cards 1–4 in a fan so that the learners can only see the back of the cards. Learners take turns to take a card. They say the number of dots on the card and show the class.



- ★ Which animals on our number friezes match the card that _____ is holding?

Put the number symbol cards 1–4 on the wall in the incorrect order.

- ★ What do you notice about the order of these cards?
- ★ In what other ways can we arrange them?

5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- 2 see-through plastic containers each with 5 different-sized objects, for example, beans, stones
- Song: *Making fruit salad* (page 194)
- 4 hula hoops (or chalk/rope to make circles)
- 10 wooden blocks
- 20 number '1–4' symbol, word and dot cards
- 10 Unifix blocks
- Musical instrument

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place two containers with five different-sized objects in the middle of the mat.

Guiding questions:

- ★ How many objects do you think there are in each container?
- ★ Do you think each container has the same number of objects?

Together count the objects. Remind learners that the size of the objects does not affect the number of objects.

4. **Amakhadi anamachokoza nokulandelelanisa 1–4:** Bonisa abafundi amakhadi anamachokoza 1–4.

Imibuzo ekhokelayo:

- ★ Yintoni le? (ikhadi elinamachokoza 3)
- ★ Le yona? (ikhadi elinamachokoza 1)
- ★ Kwenzeka ntoni xa sibeka, u1 no3, ndawonye? (Bonisa ikhadi elinamachokoza 4.)

Kuphinde oku usebenzisa ezinye izakheko.

Phakamisela amakhadi anamachokoza, anemifanekiso naneesimboli zika1–4 ngakwifeni, ukwenzela ukuba abafundi babone nje umva wamakhadi. Abafundi bayatshintshana ukuthatha ikhadi. Babiza inani lamachokoza akwikhadi elo baze babonise ikhadi.



- ★ Zeziphi izilwanyana ezikwiifrizi zamanani ezihambelana nekhadi eliphethwe ngu_____?

Beka amakhadi eesimboli zika1–4 eludongeni angalandelelani.

- ★ Yintoni oyiqwalaselayo ngolandelelwano lwala makhadi?
- ★ Yeyiphi enye indlela esinokuwalandelelanisa ngayo?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- 2 izikhongozeli zeplastiki ezibonakalisa ngaphakathi sisinye kuzo sibe nezinto ezi5 ezibukhulu bungalinganiyo, umzekelo, iimbotyi, amatye
- Ingoma: *Ukwenza isaladi yeziqhamo* (iphepha 195)
- 4 iihulahupu (okanye itshokhwe/ intambo yokwenza izangqa)
- 10 iibhloko zeplanga
- 20 amakhadi ka'1–4' amanani aneesimboli, angamagama nanamachokoza
- 10 iibhloko zeUnifix
- Isixhobo zokudlala umculo

1. **Ingoma:** Cula ingoma ethi *Ukwenza isaladi yeziqhamo*.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–5:** Abafundi bahlala kwisangqa. Beka izikhongozeli ezimbini ezinezinto ezintlanu ezibukhulu bungalinganiyo esizikithini semethi.

Imibuzo ekhokelayo:

- ★ Zingaphi izinto ocinga ukuba zingaphakathi kwisikhongozeli ngasinye?
- ★ Ucinga ukuba isikhongozeli ngasinye sinenani elilinganayo lezinto? Ninonke balani izinto. Khumbuza abafundi ukuba ubukhulu bezinto abulichaphazeli inani lezinto.

4. **Practising and ordering 1–4:** Place four hula hoops on the mat with one wooden block in one, two blocks in the next, and so on. Let the learners each fetch a number picture, symbol, word or dot card for 1, 2, 3 or 4, or between one and four Unifix blocks from the mat. Play a song and let the learners move to the music. When the music stops, they sit down next to the hula hoop with the matching number of blocks.

Guiding questions:

- ★ How can we order these hula hoops?
 - ★ Which hula hoop should be first? Why?
 - ★ Which comes before, next, after?
 - ★ Are there more/fewer learners around this hula hoop or around this hula hoop?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Groups of five objects placed around the room
- Song: *Making fruit salad* (page 194)
- Poster 6

1. **Song:** Sing *Making fruit salad* and dramatise it.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Place groups of five objects in clearly visible positions around the classroom. Play 'I spy with my little eye', for example: 'I spy with my little eye five bags.' Count the objects together, and repeat with another group of five objects.



TIP

Not all learners will be familiar with a farm scene, like this one. Take time to contextualise it.

4. **Practising 1–4:** Discuss Poster 6. Talk about what the learners can see.

Guiding questions:

- ★ Where do you think these people are?
- ★ Can you see four, three, two or one of anything?
- ★ Are there more birds in the tree, or more ducks in the water trough?
- ★ How many bales of hay are on the truck?
- ★ How many bales of hay are on the ground?
- ★ How many bales of hay will be left if the horses eat one of these bales?



Encourage learners to solve the problems on their own. Create opportunities for them to find out for themselves.

5. **Small group activities:** Describe the activities at each workstation.

4. **Ukuziqhelisa ulandelelaniso 1–4:** Beka iihulahupu ezine emethini nebhloko yeplanga enye ngaphakathi kwenye ihulahupu, iibhloko ezimbini kwihulahupu elandelayo, njalo njalo. Vumela abafundi ukuba balande ikhadi elinomfanekiso nenani, elinesimboli, igama nelinechokoza lamanani 1, 2, 3, okanye 4, okanye iibhloko ze*Unifix* zika-nye no-ne ezisemethini. Dlala ingoma uze uvumele abafundi bajayivele umculo. Xa uyeka umculo, bahlala phantsi ecaleni kwehulahupu enenani leebhloko elilinganayo.

Imibuzo ekhokelayo:

- ★ Singazilandelelanisa njani ezi hulahupu?
- ★ Yeyiphi ihulahupu emayibe sekuqaleni? Kuba kutheni?
- ★ Yeyiphi eza ngaphambili, elandalayo, emva?
- ★ Ingaba baninzi/bambalwa abafundi abangqonge le ihulahupu okanye abangqonge leya ihulahupu?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Amaqela ezinto ezintlanu ezibekwe apha egumbini
- Ingoma: *Ukwenza isaladi yeziqhamo* (iphepha 195)
- Ipowusta 6

1. **Ingoma:** Culani *Ukwenza isaladi yeziqhamo* nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–5:** Beka amaqela ezinto ezintlanu kwindawo ezibonakalayo apha eklasini. Dlalani umdlalo othi 'Ndicupha ngeliso lam', umzekelo: 'Ndicupha ngeliso lam iingxowa ezintlanu.' Balani izinto nikunye, uze ukuphinde oku ngelinye iqela lezinto ezintlanu.

4. **Ukuziqhelisa 1–4:** Xoxani ngepowusta 6. Thethani ngoko banokukubona abafundi.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba baphi aba bantu?
- ★ Ingaba zikho naziphi na izinto ozibonayo ezine, ezintathu, ezimbini okanye enye?
- ★ Ingaba kukho iintaka ezininzi emthini, okanye amadada amaninzi edamini?
- ★ Zingaphi iibhali zefula ezisetrakini?
- ★ Zingaphi iibhali zefula eziphantsi?
- ★ Zingaphi iibhali zefula eziza kushiyeka ukuba ihashe litya enye yezi bhali?



INGCEBISO

Asingabo bonke abafundi ababaziyo ingangeleko yobomi basefama, enjengale. Thatha ixesha ubacacisele.

Khuthaza abafundi ukuba basombulule iingxaki ngokwabo. Dala amathuba okuba bazikhangelele ngokwabo.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Small group activities

Teacher-guided activity

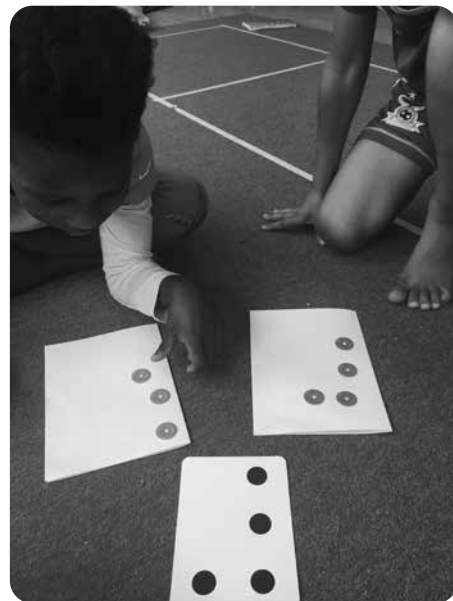
What you need

- A tub per learner with:
 - Number 1–4 dot, symbol and word cards (*Resource Kit*)
 - 5 coloured counters
- Number 4 dot cards (*Resource Kit*)
- Playdough and a mat per learner
- An A4 page per learner
- Crayons

1. **Oral counting:** Learners sit in pairs. They face each other and clap their hands together and count 1–10 and 5–1.
2. **Counting objects 1–5:** Learners each count 5 counters.
3. **Matching 1–4:** Point to the numbers on the friezes. Learners place their matching number dot, symbol and word cards in front of them. They match groups of counters to these, and order them from 1 to 4.

Guiding questions:

- ★ How many counters do you have in each group?
- ★ What is the number before/after 3, between 1 and 3?
- ★ Which group has 1 fewer/more counter than your group with 2 counters?



4. **Practising 4:** Learners arrange their four counters to match different number 4 dot cards.
5. **Practising more than, fewer than, equal to:** Remove a few counters from some of the learners' groups of four.

Guiding questions:

- ★ Do any of you have the same number of counters?
- ★ Does _____ have more/fewer counters than _____?
- ★ How can we make _____ and _____ have an equal number of counters?



TIP

The concept of 'fewer' will need support.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esi:
 - Namakhadi anamachokoza amani 1–4, aneesimboli nanamagama (*iKiti yeziXhobo*)
 - 5 yezixhobo zokubala ezinemibala eyahlukileyo
- Amakhadi anamachokoza enani 4 (*iKiti yeziXhobo*)
- Intlama yokudlala nemethi kumfundi ngamnye
- Iphepha elinguA4 kumfundi ngamnye
- Iikhrayoni

1. **Ukubala ngomlomo:** Abafundi bahlala ngezibini. Bahlala bejongene baqhawabe izandla zabo kunye baze babale 1–10 no5–1.
2. **Ukubala izinto 1–5:** Umfundi ngamnye ubala izixhobo zokubala ezi5.
3. **Ukutshatisa 1–4:** Yalatha amanani akwiifrizi. Abafundi babeka amanani abo bewatshatisa namakhadi anamachokoza, aneesimboli nanamanani angamagama aphambi kwabo. Batshatisa amaqela ezixhobo zokubala, baze bazilandelelanise ukususela ku1 ukuya ku4.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala onazo kwiqela ngalinye?
- ★ Leliphi inani elingaphambi/ngasemva kuka3, phakathi kuka1 no3?
- ★ Leliphi iqela elinezixhobo zokubala ezimbalwa/ezingaphezulu ngesi1 kuneqela lakho lezixhobo zokubala ezi2?



4. **Ukuziqhelisa u4:** Abafundi bahlela izixhobo zokubala zabo ezine ukuze bazitshatise namakhadi anamachokoza awohlukileyo enani 4.
5. **Ukuziqhelisa ngaphezulu kwe-, mbalwa kune-, lingana ne-:** Susa izixhobo zokubala ezimbalwa kumanye amaqela abafundi abane.

Imibuzo ekhokelayo:

- ★ Ingaba bakhona kuni abanenani elilinganayo lezixhobo zokubala?
- ★ Ingaba u_____ unezixhobo zokubala ezingaphezulu/ezimbalwa kunezika_____?
- ★ Singenza njani ukuze u_____ no_____ babe nezixhobo zokubala ezilinganayo?

INGCEBISO

Ikhonsephtsi ka-
'mbalwa kune-' iza
kudinga inkxaso.

6. **Practising number 4 using playdough:** Learners make the number symbol 4 out of playdough. Support learners who are ready to write 4.



Check that learners are able to:

- count orally 1–10
- count objects 1–5
- identify more than, fewer than and equal to
- recognise, match, name and order number symbol, number word and dot cards 1–4
- match objects with dot cards 1–4

Workstation 1

What you need

- Playdough
- Playdough template: Number 4 per learner (page 212)

Learners use playdough to complete the template.

Workstation 2

What you need

- A tub per learner with puzzle strip pictures

Learners put puzzle strips in the correct order to form a picture. Once complete, they replace these and swap with another learner.



6. **Ukuziqhelisa inani 4 ngokusebenzisa intlama yokudlala:**

Abafundi benza isimboli yenani 4 ngentlami yokudlala. Nika inkxaso kubafundi abasele bekulungele ukubhala u4.

**Qwalasela ukuba abafundi bayakwazi uku-**

- bala ngomlomo 1–10
- bala izinto 1–5
- chonga ezingaphezulu kwe-, ezimbalwa kune- nezilingana ne-
- qaphela, ukutshatisa, ukubiza balandelelanise amakhadi aneesimboli zamanani, anamanani angamagama kunye nanamachokoza 1–4
- tshatisa izinto namakhadi anamachokoza 1–4

Isitishi sokusebenzela 1**Okudingayo**

- Intlama yokudlala
- Ithempleyithi yentlami yokudlala: Inani 4 kumfundi ngamnye (iphepha 213)

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi.

Isitishi sokusebenzela 2**Okudingayo**

- Isitya esinemicu yemifanekiso yephazili kumfundi ngamnye

Abafundi babeka imicu yephazili ngolandelelwano oluchanekileyo ukwenza umfanekiso. Bakugqiba, bayayibuyisela baze batshintshane nomnye umfundi.



Workstation 3

What you need

- A tub per learner with:
 - Number and dot strip 1–4
 - Number words one to four
- A container with Unifix blocks from the *Resource Kit*

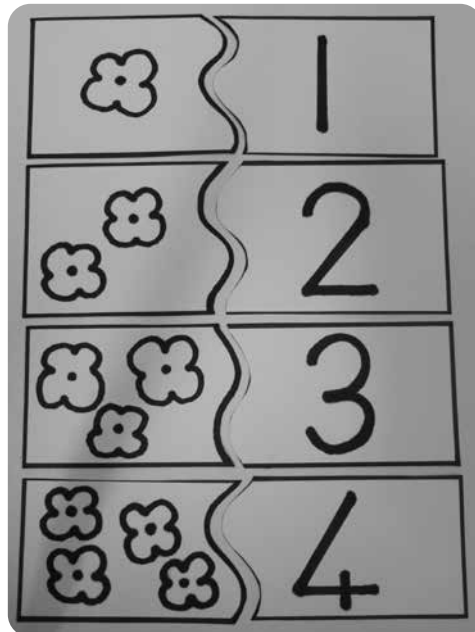
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

Workstation 4

What you need

- A set of matching number and picture puzzles 1–4 per pair of learners

Learners complete the number puzzles. Once complete, they swap with other learners.



Isitishi sokusebenzela 3

Okudingayo

- Isitya somfundi ngamnye esi-:
 - Nomcu wenani nowamachokoza 1–4
 - Namanani angamagama ka-nye ukuya ku-ne
- Isikhongozeli esineebhloko ze*Unifix* ezithathwe kwi*Kiti yeziXhobo*

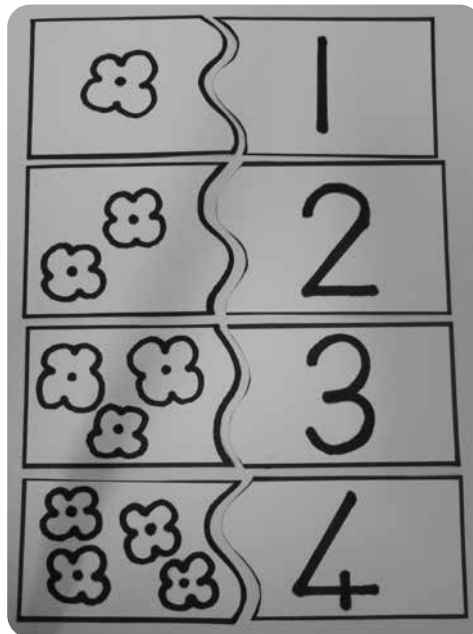
Abafundi batshatisa amanani angamagama ka-nye ukuya ku-ne nomcu wenani (besebenzisa iifrizi njengezikhokelo). Babeka izinto kwikholam esentla kwenani ngalinye.

Isitishi sokusebenzela 4

Okudingayo

- Isethi etshatisa inani nemifanekiso yephazili 1–4 kwisibini ngasinye sabafundi

Abafundi bagqibezela iiphazili zamanani. Bakugqiba, batshintshiselana nabanye abafundi.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Money: develop an awareness of South African coins

New knowledge

- South African coins
- Ordinal numbers first to fourth
- Making groups the same to 4
- Counting objects 1–6

Practise

- Oral counting 1–10 and 5–1
- Sequencing numbers 1–4
- Number concept 1–4
- Biggest to smallest, smallest to biggest

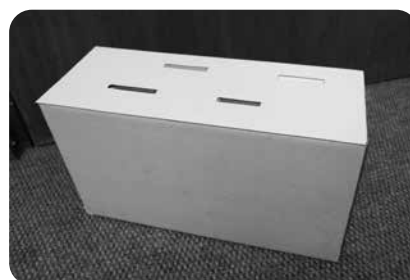
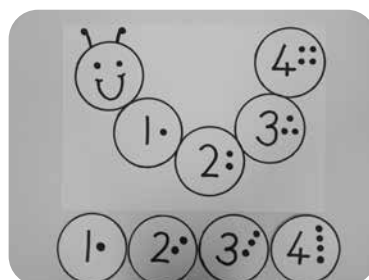
New maths vocabulary

coins	money	springbok	blue crane	lily
rands	10c, 20c, 50c	kudu	protea	price
cents	R1, R2, R5	wildebeest	strelitzia	cost

Getting ready

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

- pictures of animals and plants found on South African coins
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (pages 216–217) – 6 per learner, and 4 more of each
- 12 items for 'shopping', for example, cereal/toothpaste boxes, yoghurt tubs, and so on
- a transparent money box with a slot to put cardboard coins in, and an opening to take coins out (Plastic bottles or containers can be used.)
- number symbol cards 1–4
- A4 piece of cardboard or an A4 page with a large circle template drawn on it for each learner
- an A4 page with four circles, each with a number symbol and matching dots 1–4 for each learner
- an A4 page for each learner with a caterpillar outline, each segment with a number symbol and matching dots 1–4
- a number grid page for each learner with number range 1–4 (page 218)
- coin-in-the-bank game (page 196)
- a colour and number posting box.



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Imali: ukufundisa ngemali eziinkozo yaseMzantsi Afrika

Ulwazi olutsha

- Imali eziinkozo yaseMzantsi Afrika
- Amanani olandelelwano elokuqala ukuya kwelesine
- Ukwenza amaqela afane no4
- Ukubala izinto 1–6

Ziqhelise

- Ukubala ngomlomo 1–10 no5–1
- Ukulandelelanisa amanani 1–4
- Ingqikelelo-manani 1–4
- Elona likhulu ukuya kwelona lincinci, elona lincinci ukuya kwelona likhulu

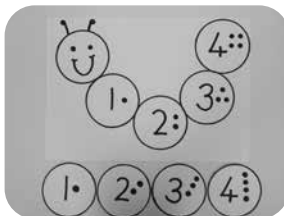
Isigama esitsha semathematika

iimali eziinkozo	imali	ibhadi	indwe	inyibiba
iirandi	10c, 20c, 50c	iqhude	isiqwane	ixabiso
iisenti	R1, R2, R5	inqu	ikhamanga	xabisa

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- imifanekiso yezilwanyana nezityalo ezisemalini eziinkozo yaseMzantsi Afrika
- imali eziinkozo ezimdaka nezisilivere ngombala esikwe kwiikhadibhodi: 10c, 20c, 50c, R1, R2, R5 (iphepha 216–217) – 6 kumfundi ngamnye nezi4 ngaphezulu yayo nganye
- 12 izinto ‘eziza kuthengwa’, umzekelo, iibhokisi zesiriyeli/zentlama yokuxukuxa, izitya zeyogathi, njalo njalo
- ibhokisi yokucina imali ebonakalisa ngaphakathi enendawana yokufaka imali eziinkozo esikwe kwiikhadibhodi, kunye nendawo yokukhupha imali (Kusenokusetyenziswa iibhotile zeplastiki okanye izikhongozeli.)
- amakhadi eesimboli zamanani 1–4
- ikhadibhodi/iphepha elinguA4 elinethempleyithi enkulu yesangqa ezotywe kulo lomfundi ngamnye
- iphepha elinguA4 elinezangqa ezine, sisinye kuzo sibe nesimboli yenani namachokoza ahambelana nalo 1–4 lomfundi ngamnye
- iphepha elinguA4 elinesakheko sikaphunguphunu, inxenye nganye ibe nesimboli yenani kunye namachokoza ahambelana nalo 1–4
- iphepha elinegridi yamanani lomfundi ngamnye elinoluhlu lwamanani 1–4 (iphepha 218)
- umdlalo othi iinkozo-zemali-ebhankini (iphepha 197)
- faka umbala uze unombole ibhokisi yokuposa.



Whole class activities

Day 1

What you need

- 6 real coins (10c, 20c, 50c, R1, R2, R5)
- 6 cardboard cut-out coins (pages 216–217)
- Poster 7

1. **Song:** Sing a song from previous weeks.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6 (introducing South African coins):** Shake real coins in your hands.

Guiding questions:

- ★ What do you think I have in my hands?
- ★ What do we use money for?
- ★ How many different South African coins are there? Let's count. Count cardboard coins as you put them on the wall.

4. **Poster 7:** Discuss Poster 7. Discuss what the learners can see.

Guiding questions:

- ★ Have you ever been to a market?
 - ★ What are the people on this poster buying?
 - ★ How many _____ do you think _____ is buying?
 - ★ Do you go shopping? Tell me about it.
 - ★ What does your family usually buy at the shops?
5. **Small group activities:** Describe the activities at each workstation.



Day 2

What you need

- Song: *Five shiny coins* (page 196)
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Prestik
- 4 chairs

1. **Song:** Sing *Five shiny coins*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6; recognise and match coins:** Learners create a shopping table together. They select items from the classroom to place on the table to sell. They choose cardboard coins to attach to the selected items.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- 6 imali eziinkozo yokwenene (10c, 20c, 50c, R1, R2, R5)
- 6 imali eziinkozo esikwe kwikhadibho (iphepha 216–217)
- Ipowusta 7

1. **Ingoma:** Culani ingoma ebiculwe kwiiveki ezidlulileyo.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–6 (ukwazisa ngemali eziinkozo yaseMzantsi Afrika):** Hlukuhla imali eziinkozo yokwenene esandleni sakho.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba yintoni le isesandleni sam?
- ★ Siyisebenzisa ekwenzeni ntoni imali?
- ★ Zingaphi iinkozo zemali esinazo eMzantsi Afrika? Masizibale.

Bala imali eziinkozo eyenziwe ngekhadibhodi njengokuba uzincamathelisela eludongeni.

4. **Ipowusta 7:** Xoxani ngePowusta 7. Xoxani ngoko bakubonayo abafundi.

Imibuzo ekhokelayo:

- ★ Ingaba wawukhe waya emarikenini?
- ★ Ingaba aba bantu bakule powusta bathenga ntoni?
- ★ Zingaphi ii_____ocinga ukuba u_____ uyazithenga?
- ★ Niyaya nina ukuya kuthenga? Khanindibalisele ngako.
- ★ Usapho lwakho ludla ngokuthenga ntoni ezivenkileni?



5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Ingoma: *linkozo ezintlanu zemali ekhanyayo* (iphepha 197)
- 6 'izinto eziza kuthengwa' ezibekwe ezindaweni ezithile apha eklasini
- Isikhongozeli semali eziinkozo eyenziwe ngekhadibhodi esikiweyo (10c, 20c, 50c, R1, R2, R5) – 4 nganye
- Iprestiki
- 4 izitulo

1. **Ingoma:** Cula ingoma ethi *linkozo ezintlanu zemali ekhanyayo*.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–6; qwalasela utshatise imali eziinkozo:** Abafundi balungisa itafile yokuthengisela bekunye. Bakhetha izinto eziseklasini abaza kuzibeka etafileni ukuze bazithengise. Bakhetha imali eziinkozo eyenziwe ngekhadibhodi bayincamathelise kwizinto ezikhethiweyo.



TIP

It is important for learners to sit in a way that they can all see the resources being used.



Guiding questions:

- ★ What have you chosen?
- ★ Which coin do you all think should be attached to the ____? Why?
- ★ Which coin matches the coin on the ____?

4. **Ordinal numbers – first to fourth:** Four learners sit on four chairs placed one behind the other as if they are in a taxi going to the shops.

Guiding questions:

- ★ Who is sitting on the first/third chair?
- ★ Who is sitting on the chair behind the first chair?
- ★ Who is sitting on the last chair?
- ★ Who is sitting between ____ and ____?

Repeat with four other learners.

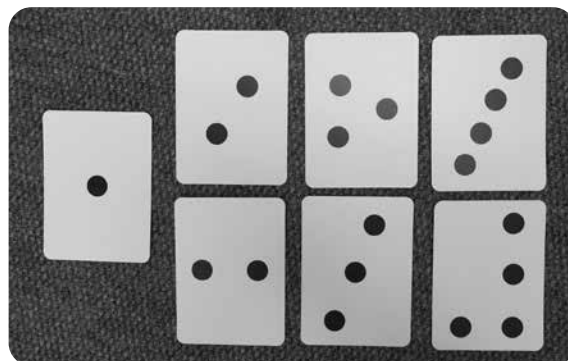
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Number 1–4 picture, symbol and dot cards (*Resource Kit*)
- Counters (*Resource Kit*)
- Tambourine/shaker

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Repeat Day 2, activity 3.
4. **Practising numbers 1–4:** Show dot cards 1–4 individually. Learners call out the number of dots on each card. Put the cards on the mat in a jumbled order. Together order them from 1 to 4. Put the remaining dot cards 1–4 on the mat. Learners match these to the ordered dot cards.



5. **Matching game:** Give a dot card, picture card, number symbol card, or one, two, three or four counters to each learner. Beat the tambourine while learners move to the beat. When the music stops, learners find a partner with the same number.
6. **Small group activities:** Describe the activities at each workstation.



TIP

Give those learners who have not had a turn to shop, a chance to match a coin to an item on the table as they go to their workstations.

INGCEBISO

Kubalulekile ukuba abafundi bahlale ngendlela eza kubenza babone zonke izixhobo zokuncedisa ezisetyenziswayo.



Imibuzo ekhokelayo:

- ★ Ukhethe ntoni?
- ★ Yeyiphi imali ocinga ukuba kufuneka incanyatheliswe e_____? Kuba?
- ★ Yeyiphi imali ehambelana nemali eziinkozo ekwi_____?

4. **Amanani olandelelwano – elokuqala ukuya kwelesine:** Abafundi abane bahleli phezu kwezitulo ezine ezibekwe esinye emva kwesinye ngokungathi baseteksini eya ezivenkileni.

Imibuzo ekhokelayo:

- ★ Ngubani ohleli kwisitulo sokuqala/sesithathu?
- ★ Ngubani ohleli kwisitulo esisemva kwesi sokuqala?
- ★ Ngubani ohleli kwisitulo sokugqibela?
- ★ Ngubani ohleli phakathi kuka_____ no_____?

Kuphinde oku nabanye abafundi abane.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

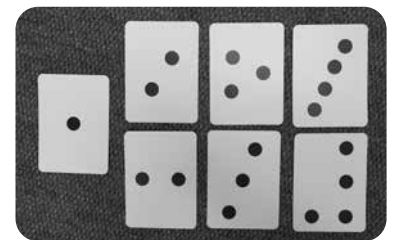
Okudingayo

- Ingoma: *linkozo ezintlanu zemali ekhanyayo* (iphepha 197)
- 5 imali eziinkozo esikwe kwiikhadibhodi, 1 ibhokisi yokufaka imali
- 6 izinto 'eziza kuthengwa' ezibekwe ezindaweni ezithile apha eklasini
- Isikhongozeli esinemali eziinkozo ezenziwe ngeekhadibhodi (10c, 20c, 50c, R1, R2, R5) – 4 nganye
- Amanani 1–4 amakhadi anemifanekiso, eesimboli namachokoza (*iKiti yeziXhobo*)
- Izixhobo zokubala (*iKiti yeziXhobo*)
- Ithamborini/inketsheza

1. **Ingoma:** Culani ingoma ethi *linkozo ezintlanu zemali ekhanyayo*. Sebenzisani imali eziinkozo kunye nebhokisi yokufaka imali ukwenza iintshukumo.
2. **Ukubala ngomlomo:** 1–10 no5–1.

3. **Ukubala izinto 1–6:** Phinda okwenziwe kuSuku 2, umsebenzi 3.

4. **Ukuziqhelisa amanani 1–4:** Bonisa amakhadi anamachokoza 1–4 ngalinye. Abafundi babiza inani lamachokoza akwikhadi ngalinye. Beka amakhadi emethini uwaxube. Nikunye wabekeni ngokulandelelana ukusuka ku1 ukuya ku4. Beka emethini amakhadi anamachokoza 1–4 ashiyekileyo. Abafundi batshatisa la makhadi namakhadi anamachokoza abekwe ngokulandelelana.



5. **Umdlalo wokuthlekisa:** Nika umfundi ngamnye ikhadi elinamachokoza, ikhadi elinemifanekiso nekhadi elinesimboli yenani okanye isixhobo sokubala esinye, ezimbini ezintathu okanye ezine. Betha ithamborini baze abafundi benze intshukumo ehambisana nesandi. Xa uyeka umculo, mabafumane iqabane elinenani elifanayo neli banalo.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Nika abafundi abangakhange balifumane ithuba lokuthenga, ithuba lokutshatisa imali eziinkozo nento esetafileni ngethuba besiya kwizitishi zabo zokusebenzela.

Day 4

What you need

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 2 small transparent plastic bags: 6 cardboard cut-out coins in one and 5 in the other
- Number symbols 1–4 in a box

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Learners sit in a circle. Show the learners two plastic bags – one containing six cardboard cut-out coins and the other containing five cut-out coins.

Guiding questions:

- ★ How many coins do you think there are in this bag?
- ★ And in this bag?
- ★ Do you think there are more/fewer coins in this bag? How do you know?

Together count the coins in each bag and put them in two groups on the mat.



4. **Practising more than, fewer than, equal to:** Discuss the two groups of coins.

Guiding questions:

- ★ I only want 4 coins in each group. What can we do? Count 4 coins into each packet. Look at the coins that are left on the mat.
- ★ Are there more coins left in this group or in this group?
- ★ Why does this group have fewer coins left?

5. **Ordering numbers 1–4:** With their eyes closed so they cannot see their number, four learners each take a number symbol card 1–4 out of a box. They stand next to each other and say what they think their number is. The rest of the learners say how they should move to order themselves from 1 to 4. Repeat with four other learners.

Guiding questions:

- ★ Which number comes first?
- ★ Which number comes second/third/fourth?
- ★ Which number comes after _____?
- ★ Who is holding the last number?
- ★ What number is between _____ and _____?

6. **Small group activities:** Describe the activities at each workstation.

Usuku 4

Okudingayo

- Ingoma: *linkozo ezintlanu zemali ekhanyayo* (iphepha 197)
- 5 imali eziinkozo esikwe kwikhadibhodi, 1 yebhokisi yokufaka imali
- 2 iingxowana zeplastiki ezibonisa ngaphakathi: 6 yemali eziinkozo esikwe kwikhadibhodi zize zibe 5 kwenye
- Iisimboli zamanani 1–4 ezisebhokisini

1. **Ingoma:** Culani *linkozo ezintlanu zemali ekhanyayo*. Sebenzisa imali eziinkozo kunye nebhokisi yokufaka imali ukwenza iintshukumo.

2. **Ukubala ngomlomo:** 1–10 no5–1.

3. **Ukubala izinto 1–6:** Abafundi bahlala kwisangqa. Bonisa abafundi iingxowa zeplastiki ezimbini – enye equlethe imali eziinkozo esikwe kwikhadibhodi ezintandathu ize enye iqulethe imali eziinkozo ezintlanu.

Imibuzo ekhokelayo:

- ★ Zingaphi iinkozo zemali ocinga ukuba zikule ngxowa?
- ★ Kule yona ingxowa?
- ★ Ucinga ukuba kukho iinkozo zemali ezingaphezulu/zimbalwa kule ingxowa? Ukwazi njani oko?



Ninonke balani imali eziinkozo ekhoyo engxoweni nganye nize niyibeke ibe ngamaqela amabini emethini.

4. **Ziqheliseni ungaphezu kwe-, mbalwa kune-, lingana ne-:** Xoxa ngala maqela mabini emali eziinkozo.

Imibuzo ekhokelayo:

- ★ Ndifuna iinkonzo zemali ezi4 kuphela kwiqela ngalinye. Singenza njani? Bala iinkozo zemali zibe4 kwipakethi nganye. Jonga imali eziinkozo eshiyekileyo emethini.
- ★ Ingaba kushiyeke iinkozo zemali ezingaphezulu kweli iqela okanye kweli iqela?
- ★ Kutheni eli iqela lineenkonzo zemali ezimbalwa ezishiyekileyo?

5. **Ukulandelelanisa amanani 1–4:** Becimele ukwenzela ukuba bangaliboni inani, abafundi abane bathatha ikhadi lenani elinesimboli 1–4 ebhokisini. Omnye uma ecaleni komnye baze bachaze ukuba bacinga ukuba eli nani baliphetheyo leliphi. Abanye abafundi bayabachazela ukuba kufuneka baye ngaphi na ukuze beme ngokulandelelana ukusuka ku1 ukuya ku4. Kuphinde nabanye abafundi abane.

Imibuzo ekhokelayo:

- ★ Leliphi inani eliza kuqala?
- ★ Leliphi inani lesibini/lesithathu/lesine?
- ★ Leliphi inani elilandelayo emva ko_____?
- ★ Ngubani ophethe inani lokugqibela?
- ★ Leliphi inani eliphakathi kuka_____ no_____?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Day 5

What you need

- Song: *Five shiny coins* (page 196)
- Number friezes 1–4
- *Number 4 story* (page 194)
- Poster 7
- 10 coloured counters (Resource Kit)

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Five learners stand in front.

Guiding questions:

- ★ How many learners are standing?
- ★ Are there fewer or more than six? (Count them.)
- ★ Were you right?
- ★ If I want six learners standing, how many more learners must come up?

4. **Practising numbers 1–4:** Together recall the *Number 4 story* and frieze. Role-play the animals' movements and/or sounds, for example, one trumpet for the elephant, two trots for the zebras.
5. **Problem solving 1–4:** Discuss Poster 7. Talk about what the learners see.

Guiding questions:

- ★ Can you see six/four/three/two of anything?
 - ★ How many different kinds of fruit can you see?
 - ★ Are there more watermelons or more pineapples? How do you know?
 - ★ How many pineapples will be left if Dad buys three?
 - ★ How many people are standing in the queue at the boerewors roll stand?
 - ★ Where is the boy with the skateboard standing in the queue?
 - ★ If he buys three boerewors rolls for his family and eats two of them, how many will he have left?
 - ★ If he walks away, where will Laylah be standing in the queue?
6. **Small group activities:** Describe the activities at each workstation.



TIP

We want learners to problem solve in order to become critical thinkers.

Integration

Home Language and Life Skills: Set up opportunities for shopping in the fantasy area and outdoors; sing shopping songs and dramatise shopping stories.



Usuku 5

Okudingayo

- Ingoma: *linkozo ezintlanu zemali ekhanyayo* (iphepha 197)
- Iifrizi zamanani 1–4
- *Ibali lenani 4* (iphepha 195)
- Ipowusta 7
- 10 izixhobo zokubala ezimibalabala (*iKiti yeziXhobo*)

1. **Ingoma:** Culani *linkozo ezintlanu zemali ekhanyayo*. Sebenzisani imali eziinkozo kunye nebhokisi yokufaka imali ukwenza iintshukumo.
2. **Ukubala ngomlomo:** 1–10 no5–1.
3. **Ukubala izinto 1–6:** Abafundi abahlanu bema ngaphambili eklasini.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abamileyo?
 - ★ Bambalwa okanye bangaphezu kwesithandathu? (Babaleni.)
 - ★ Ingaba benichanile?
 - ★ Ukuba ndifuna abafundi abathandathu beme ngeenyawo, kufuneka kongezwe abafundi abangaphi?
4. **Ukuziqhelisa amanani 1–4:** Ninonke cingani nge*Bali lenani 4* nefrizi. Linganisani indlela ezihamba ngayo izilwanyana kunye/okanye nezandi ezizenzayo, umzekelo, ixilongo elinye lendlovu, ukuqhuqha kwamanqina amaqwarhashe amabini.
 5. **Ukusombulula iingxaki 1–4:** Xoxani ngePowusta 7. Thethani ngoko kubonwa ngabafundi.

Imibuzo ekhokelayo:

- ★ Ingaba zikhona izinto enizibonayo ezintandathu/ezine/ezintathu/ezimbini zayo nantoni na?
 - ★ Zingaphi iindidi zeziqhamo enizibonayo?
 - ★ Ingaba zininzi iivatala okanye ngamapayina amaninzi? Nikwazi njani oko?
 - ★ Ukuba uTata uthenga amapayina amathathu kuza kushiyeka abe mangaphi?
 - ★ Bangaphi abantu abemi emgceni estendini ekuthengiswa kuso izonkana ezihlohlwe isoseji?
 - ★ Imi ndawoni apha emgceni inkwenkwana ephethe iskeyitibhodi?
 - ★ Ukuba ithengela ekhaya izonkana ezihlohlwe isoseji ezi4 itye zibe mbini kuzo, iza kushiyeka nezingaphi?
 - ★ Ukuba iyahamba, uLaylah uza kushiyeka emi ndawoni apha emgceni?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.


INGCEBISO

Sifuna abafundi basombulule iingxaki ukuze babengabantu abazikisayo ukucinga.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Dala amathuba okuya kuthenga kwindawo yokudlala kunye naphandle; culani iingoma zokuya kuthenga nize nilinganise amabali okuthenga.



Small group activities

Teacher-guided activity

What you need

- 6 cardboard cut-out brown and silver coins
- Counters (*Resource Kit*)
- A tub for each learner with:
 - 6 cardboard cut-out brown and silver coins (10c, 20c, 50c, R1, R2, R5)
 - 2 plastic lids
- Maths table items with coins attached for 'shopping'

1. **Counting objects 1–6:** Place six cardboard cut-out coins on the mat. Learners estimate how many there are. Count the coins together.

Guiding questions:

- ★ Are there more or fewer than the number you thought of?
- ★ Do you have more or fewer than six coins in your tub?

Learners each count out six coins from their tubs.

- ★ What can you tell me about your coins?
- ★ What numbers, animals, birds or plants do you see? Are the coins the same size/colour?

Learners compare coins.

2. **Shake and break:** Place two lids in front of each learner. Learners shake the counters then 'break' them into two groups. They place their counters on their lids as they have been 'broken up'. They take turns to say how many they have on each lid and how many altogether.

Guiding questions:

- ★ How did you break up four?
- ★ Whose groups have the same number of counters?
- ★ Who broke theirs the same/differently?
- ★ Why are the groups the same/different?

Repeat the activity.

3. **Practising making groups equal:** Learners put three counters on one of their lids and one on the other.

Guiding questions:

- ★ How can you make the groups of counters on each lid equal?
- ★ Do you have the same number of counters in each group?

4. **Sorting South African coins:** Learners place the coins in a pile in the middle of the circle.

Guiding questions:

- ★ How can we sort these?
- ★ Can you sort these another way?

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 6 imali eziinkozo emdaka nesilivere esikwe kwikhadibhodi
- Izixhobo zokubala (*iKiti yeziXhobo*)
- Isitya somfundi ngamnye esiqulethe:
 - 6 imali eziinkozo esikwe kwikhadibhodi (10c, 20c, 50c, R1, R2, R5)
 - 2 iziciko zeplastikhi
- Izinto zetafile yemathematika ezinemali eziinkozo encanyathiselweyo ekuza 'kuthengwa' ngayo

1. **Ukubala izinto 1–6:** Beka emethini iinkozo zemali ezisikwe kwikhadibhodi zibe ntandathu. Abafundi bathekelela ukuba zingaphi xa zizonke. Zibaleni iinkozo zemali ninonke.

Imibuzo ekhokelayo:

- ★ Ingaba zingaphezulu okanye zimbilwa kunenani obulicingile?
- ★ Ingaba uneenozo zemali ezingaphezu okanye ezimbilwa kunesithandathu esityeni sakho?

Umfundi ngamnye ubala iinkozo zemali ezikhoyo esityeni sakhe.

- ★ Yintoni onokundichazela yona ngeenozo zemali yakho?
- ★ Ubona awaphi amanani, izilwanyana, iintaka okanye izityalo? Ingaba imali eziinkozo iyafana ngobungakanani/ngombala?

Abafundi bathelekisa imali eziinkozo.

2. **Hlulukhla uze uchithe:** Beka iziciko zibe mbini phambi komfundi ngamnye. Abafundi bahlulukhla izixhobo zokubala baze 'bazahlule' zibe ngamaqela amabini. Babeka izixhobo zabo zokubala phezu kweziciko zabo 'bezahlulile'. Bayatshintshisana ngokuchaza ukuba banezingaphi na phezu kwesiciko ngasinye nokuba zingaphi xa zizonke.

Imibuzo ekhokelayo:

- ★ Umahlule njani une?
- ★ Ngawaphi amaqela anenani elilinganayo lezixhobo zokubala?
- ★ Ngubani owahlule ngokufanayo/ngokwahlukileyo?
- ★ Kutheni amaqela efana/ohlukile?

Wuphinde lo msebenzi.

3. **Ukuziqhelisa ukwenza amaqela alingane:** Abafundi babeka izixhobo zokubala ezintathu phezu kwesinye seziciko baze babeke esinye phezu kwesinye isiciko.

Imibuzo ekhokelayo:

- ★ Ungawenza njani alingane amaqela ezixhobo zokubala eziphezu kwesiciko ngasinye?
- ★ Ingaba unenani elifanayo lezixhobo zokubala kwiqela ngalinye?

4. **Ukuhlela imali eziinkozo yaseMzantsi Afrika:** Abafundi babeka imali eziinkozo kwimfumba esembindini weklasi.

Imibuzo ekhokelayo:

- ★ Singazihlela njani ezi zinto?
- ★ Ingaba ikhona enye indlela onokuzihlela ngayo?

5. **Ordering; biggest to smallest:** Learners put the coins in order from the smallest in size to the biggest, and then from biggest to smallest.
6. **Matching coins:** Look at the maths shopping table with the learners. Learners match one of their coins to an item and tell the group how the coins match.



Check that learners are able to:

- make groups equal
- compare two groups and notice differences and similarities using four objects
- recognise South African coins, notice differences and similarities between these, and match them
- order coins according to size

Workstation 1

What you need

- An A4 page or piece of cardboard with a large circle per learner
- A pair of scissors per learner
- Crayons, colour pencils
- Examples of South African coins (poster or cardboard cut-outs), placed where learners can see them

Learners cut out the 'coin' from the paper or cardboard. They draw pictures on both sides of their 'coin'. They write a number of their choice on one side. Make extra circles for those who would like to do more.



Workstation 2

What you need

- An A4 page with four circles, each with a number symbol and matching dots per learner
- An A4 page with a caterpillar outline with number symbols 1–4 on the body per learner
- Glue
- Crayons
- A pair of scissors per learner

Learners colour and cut out the four circles. They match and paste them on the caterpillar's body. They colour in the caterpillar's face, and draw two legs on each circle.

5. **Ukulandelelanisa; eyona inkulu ukuya kweyona incinci:** Abafundi babeka iinkozo zemali ngokulandelelana ukusuka kweyona incinci ukuya kweyona inkulu, nokusuka kweyona inkulu ukuya kweyona incinci.
6. **Ukutshatisa iinkozo zemali:** Jongani kunye nabafundi kwitafle yemathematika elungiselelwe intengiso. Abafundi batshatisa enye yemali yabo eziinkozo nento ethengiswayo baze bachazele iqela ukuba ezi nkozo zemali zifana njani na.



Qwalasela ukuba abafundi bayakwazi uku:-

- enza amaqela alingane
- thelekisa amaqela amabini baze baqhaphhele ukuba ohluke kwaye afana njani na besebenzisa izinto ezine
- nakana iinkozo zemali yaseMzantsi Afrika, baqhaphhele umahluko nokufana phakathi kwazo, bazitshatise
- landelelanisa iinkozo zemali ngokobukhulu

Isitishi sokusebenzela 1

Okudingayo

- Iphepha elingu-A4/isiqwenga sekhadibhodi esikhulu kumfundi ngamnye
- Isikere kumfundi ngamnye
- Iikhrayoni, iipensile ezinemibala
- Imizekelo yemali eziinkozo yaseMzantsi Afrika (ipowusta okanye esikwe kwikhadibhodi), ibekwe apho abafundi baza kuyibona khona

Abafundi basika 'imali eziinkozo' emaphepheni okanye kwikhadibhodi. Bazoba imifanekiso macala omabini 'emali eziinkozo'. Babhala inani abalithandayo kwelinye icala. Yenza izangqa ezongezelelekileyo ulungiselele abo baza kufuna ukwenza ezininzi.



Isitishi sokusebenzela 2

Okudingayo

- Iphepha elinguA4 elinezangqa ezine, sisinye sibe nesimboli yenani kunye namachokoza ahambelana nesimboli leyo kunikwe umfundi ngamnye
- Iphepha elinguA4 elinophunguphunu oneesimboli zenani 1–4 emzimbeni wakhe kunikwe umfundi ngamnye
- Iglu
- Iikhrayoni
- Isikere kumfundi ngamnye

Abafundi bafaka imibala baze basike izangqa ezine. Bayazitshatisa baze bazincamathelise emzimbeni kaphunguphunu. Bafaka imibala ebusweni bukaphunguphunu baze bazobe imilenze emibini kwisangqa ngasinye.

Workstation 3

What you need

- A4 page with number grid 1–4
- Crayons/pencils per learner

Learners draw the correct number of pictures (of what 'they would like to buy') next to the rows numbered 1–4. Learners can also match counters or playdough models to the numbers 1–4.



Workstation 4

What you need

- Posting box
- A tub for each learner with 13 counters from the *Resource Kit* (include at least one red, two blue, three yellow and four green counters)
- Coin-in-the-bank game (page 196)
- A bowl for each pair of learners

Learners choose the correct colour and number of counters to post into the matching colour slot on the box. Once they have finished, they use their remaining three counters to play 'Coin in the bank'.



Isitishi sokusebenzela 3

Okudingayo

- Iphepha elingu-A4 elinegridi yamanani 1–4 kumfundi ngamnye
- Iikhrayoni/iipensile

Abafundi bazoba inani elililo lemifanekiso (yezinto 'abangathanda ukuzithenga') ecaleni kwemiqolo enombolwe 1–4. Endaweni yokuzoba imifanekiso, abafundi basenokutshatisa izixhobo zokubala okanye imifuziselo eyenziwe ngentlamba yokudlala bayitshatise namanani 1–4.



Isitishi sokusebenzela 4

Okudingayo

- Ibhokisi yokuposa
- Isitya kumfundi ngamnye esinezixhobo zokubala ezili 13 ezithathwe kwi*Kiti yeziXhobo* (faka kuzo ubuncincane)
- 1 ebomvu, 2 ezizuba, 3 ezimthubi, 4 eziluhlaza
- Umdlalo othi iinkozo-zemali-ebhankini (iphepha 197)
- Isitya kwisibini ngasinye sabafundi

Abafundi bakhetha umbala ochanekileyo kunye nenani lezixhobo zokubala abaza kuziposa kwibhokisi enomlomo onombala ohambelanayo nazo. Bakugqiba, baza kusebenzisa izixhobo zabo zokubala ezithathu ezishiyekileyo ukuze badlale umdlalo othi 'linkozo zemali ebhankini'.



Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Describes, sorts and compares 2-D shapes

New knowledge

- Oral counting 1–15
- Counting objects 1–7
- Position: underneath

Practise

- Position: next to, between, in front of, behind, on top
- Direction: forwards, backwards
- Number concept 1–4
- Sequencing numbers 1–4
- Counting backwards 5–1
- Shapes: circle, square, triangle
- Sorting by one attribute

New maths vocabulary

directions

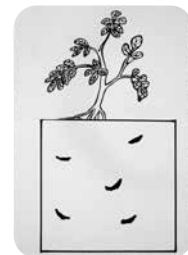
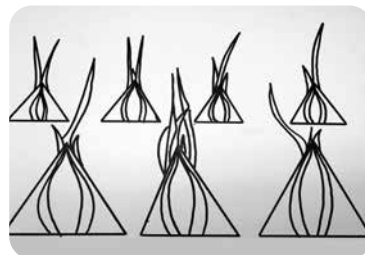
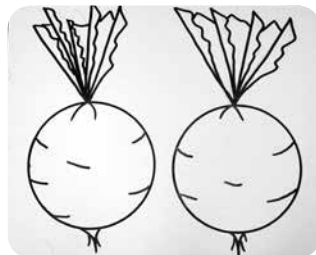
face towards

underneath

Getting ready

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

- cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 10 cardboard triangles of different sizes and colours
- large cut-outs of vegetables for the story



- playdough
- small cardboard star
- A4 shape page – 1 per learner (Include more triangles of different sizes than other shapes.)
- A4 page with 4 carrots (see Workstation 2)
- 10 green paper strips per learner.



TIP Consolidate previous space and shape vocabulary.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Indawo, ukusetyenziswa nembonakalo • Uchaza, ahlele aze athelekise iimilo ezingu2-D 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–15 • Ukubala izinto 1–7 • Indawo: ngaphantsi 	<ul style="list-style-type: none"> • Indawo: ecaleni kwe-, phakathi kwe-, phambi kwe-, emva kwe-, phezu kwe- • Isalathiso: ukuya phambili, ukubuya umva • Inggikelelo-manani 1–4 • Ukulandelelanisa amanani 1–4 • Ukubala ubuya umva 5–1 • Iimilo: isangqa, isikwere, unxantathu • Ukuhlela ngokweathribhuyuthi enye

Isigama esitsha semathematika

izalathiso

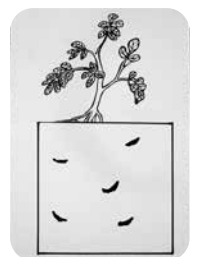
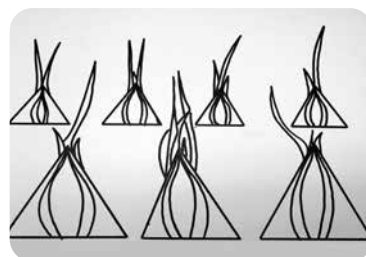
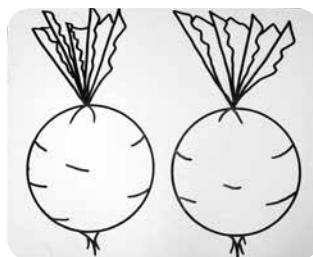
jonga ngakwi-

ngaphantsi

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iziqwenga zekhadibhodi (eziphakathi ngobungakanani): 4 oonxantathu, 3 izangqa, 7 izikwere
- 10 oonxantathu bekhadibhodi abangalinganiyo nabangafaniyo ngemibala
- iziqhamo ezisikwe emaphepheni eziza kusetyenziselwa ibali



- intlama yokudlala
- inkwenkwezi encinci eyenziwe ngekhadibhodi
- iphepha elinemilo enguA4 – 1 kumfundi ngamnye (Dibanisa nabanye oonxantathu abangalinganiyo ngobungakanani ngaphezu kwezinye iimilo.)
- iphepha elinguA4 elineminqathe emine (jonga kwiSitishi sokusebenzela 2)
- 10 imicu yephepha eluhlaza kumfundi ngamnye.



INGCEBISO Dibanisa isigama sesithuba nemilo sangaphambili.

Whole class activities

Day 1

What you need

- Cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 16 triangle, circle, square attribute blocks (*Resource Kit*)
- Song: *Making fruit salad* (page 194)
- Number 4 labels from maths table (from Week 1)

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Together look at groups of four triangle, three circle and seven square cardboard cut-outs.

Guiding questions:

- ★ How many triangles/circles/squares do you think there are in this group?
- ★ Which group has more/fewer than the group with the triangles/circles/squares?

Count the triangles and circles together 1–7. Then count the squares.

4. **Practising position – next to, between, in front of, behind, on top of:** Learners fetch one shape each from the mat. Play ‘Sizwe says’. Give different instructions for each shape as you guide learners.

Guiding instructions:

- ★ All those with circles put their shape *in front of* their knee, face, tummy. (Repeat with squares and triangles.)
- ★ Hold your circle *behind* your back, knee, and so on with one hand/both hands.
- ★ Try to fit your triangle *behind* your ear.
- ★ Walk with your shape balancing *on top of* your head.
- ★ Those with a triangle hold it *between* your knees.
- ★ Those with a circle put it *next to* your body. Now put it on the other side of your body. (Repeat with squares and triangles.)

5. **Position:** Introduce ‘underneath’.

Guiding questions:

- ★ Can you sit/lie with your shape *underneath* you, *underneath* your hand on the floor, *underneath* your foot?
- ★ What other part of your body can you place your shape *underneath*?

6. **Small group activities:** Describe the activities at each workstation.



TIP

Cardboard is three-dimensional. It has length, breadth (width) and height. In Grade R we use cut-outs to show two-dimensional shapes, such as circles, squares, triangles and rectangles. Focus on the shape: the length, how wide the ‘shape’ is, the lines, the corners or points.



TIP

Learners place shapes on the maths table in groups of four next to number 4 cards, as they go to their workstations.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Iziqwenga zeekhadibhodi (eziphakathi ngobungakanani): 4 oonxantathu, 3 izangqa, 7 izikwere
- 16 iibhloko zeathribhyuthi ezinemilo kanxantathu, eyesangqa, neyesikwere (*iKiti yeziXhobo*)
- Ingoma: *Ukwenza isaladi yeziqhamo* (iphepha 195)
- Iileyibheli zenani 4 ezithathwe kwitafle yemathematika (ezenziwe kwiVeki 1)

- Ingoma:** Culani *Ukwenza isaladi yeziqhamo*.
- Ukubala ngomlomo:** 1–15 no5–1.
- Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Ninonke jongani amaqela eemilo ezenziwe ngeekhadibhodi, oonxantathu abane, izangqa ezintathu kunye nezikwere ezisixhenxe.

Imibuzo ekhokelayo:

- ★ Bangaphi oonxantathu/izangqa/izikwere ocinga ukuba zikhona kweli qela?
- ★ Leliphi iqela elinezingaphezu/zimbalwa kuneqela elinooonxantathu/izangqa/izikwere?

Bala oonxantathu nezangqa ndawonye 1–7. Uze ubale izikwere.

- Ukuziqhelisa indawo – ecaleni kwe-, phakathi kwe-, phambi kwe-, emva kwe-, phezu kwe-:** Abafundi baya kuthatha imilo enye ngexesha emethini. Dlalani umdlalo othi 'USizwe uthi'. Yenza imiyalelo eyahlukileyo kwimilo nganye njengokuba ukhokela abafundi.

Imiyalelo ekhokelayo:

- ★ Bonke abanezangqa babeka imilo yabo *phambi* kwamadolo abo, kobuso, kwesisu, njalo njalo. (Kuphinde oku ngezikwere noonxantathu.)
- ★ Phakamisa isangqa sakho *emva* komqolo wakho, kwamadolo, njalo njalo ngesandla esinye/ngezandla zozibini.
- ★ Zama ukubeka unxantathu *emva* kwendlebe yakho.
- ★ Hamba nemilo yakho ithantamiswe *phezu* kwentloko yakho.
- ★ Abanonxantathu wubambeni *phakathi* kwamadolo enu.
- ★ Abo banesangqa sibekeni *ecaleni* lemizimba yenu. Ngoku bekani kwelinye icala. (Kuphinde oku usebenzisa isikwere kunye noonxantathu.)

- Indawo:** Yazisa ngo-'ngaphantsi'.

Imibuzo ekhokelayo:

- ★ Ingaba unghahlala/cambalala imilo yakho ibe *ngaphantsi* kwakho, *ngaphantsi* kwesandla sakho, *ngaphantsi* konyawo lwakho?
- ★ Leliphi elinye ilungu lomzimba wakho onokubeka imilo yakho *ngaphantsi* kwalo?

- Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Ikhadibhodi inamacala amathathu. Inobude, ububanzi (ubukhulu) nokuphakama. KwiBanga R sisebenzisa izinto ezisikiweyo ukubonisa iimilo ezinamacala amabini, njengezangqa, izikwere, oonxantathu namaxande. Gxininisa kwimilo: ubude, ibanzi kangakanani 'imilo', imigca, iikona okanye iincam.

INGCEBISO

Abafundi babeka iimilo kwitafle yemathematika zibe ngamaqela amane ecaleni kwamakhadi enani 4, njengokuba besiya kwizitishi zabo zokusebenzela.

Day 2

What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 2 containers
- 7 beanbags/rolled-up socks
- 10 triangle-shaped cut-outs of different sizes and colours, placed around the classroom
- Number symbol cards 1–4 (*Resource Kit*)
- 1 triangle attribute block

1. **Song:** Sing *Head, shoulders, knees and toes*.

Guiding questions:

- ★ Your head is on top of your ____?
- ★ Your nose is between your ____?
- ★ Your nose is next to your ____?
- ★ The floor is underneath your ____?

2. **Oral counting:** 1–15 and 5–1.

3. **Counting objects 1–7; more/fewer:** Learners sit in a circle. Place two shallow containers in the centre. Place five beanbags/socks in one container and two in the other. Learners estimate how many beanbags/socks are in each. Together count seven learners to each take a beanbag and stand back in their places. They take turns to throw their beanbags into either of the containers. Repeat with another seven learners. Discuss which container has more/fewer beanbags.

4. **Practising properties of the triangle; practising 1–4:** Without letting learners see the shape, hold a triangle-shaped cut-out behind your back. Learners must guess what shape it is. Give them clues, for example: 'It has three sides and three straight lines.'

Guiding questions:

- ★ How is the triangle different to other shapes in the classroom? Learners look for 10 triangles hidden in the classroom. They place these on the mat next to number symbol cards 1–4.
- ★ Which group has more/fewer?
- ★ How many triangles does the group between 2 and 4 have?
- ★ How can we make the group of 3 have the same number of triangles as the group of 4?

5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 11 wooden blocks from the block area (triangle-, square- and circle-shaped)
- Tambourine



TIP

Place containers and beanbags with number symbol and word cards in the maths area.

Usuku 2

Okudingayo

- Ingoma: *Intloko, amagxa, amadolo neenzwane* (iphepha 197)
- 2 izikhongozeli
- 7 iingxowana zeemboty/iikawusi ezisongiweyo
- 10 oonxantathu abasikiwe bangalingani ngobungakanani
- nabangafaniyo ngombala, babekwe kwiindawo ezithile eklasi
- Amakhadi eesimboli zenani 1–4 (*iKiti yeziXhobo*)
- 1 ibhloko yeathribhyuthi engunxantathu

1. **Ingoma:** Culani *Intloko, amagxa, amadolo neenzwane*.

Imibuzo ekhokelayo:

- ★ Intloko yakho iphezu kwe_____ yakho?
- ★ Impumlo yakho iphakathi kwe_____ yakho?
- ★ Impumlo yakho isecaleni kwe_____ yakho?
- ★ Umgangatho ungaphantsi kwe_____ yakho?

2. **Ukubala ngomlomo:** 1–15 no5–1.

3. **Ukubala izinto 1–7; ngaphezu/mbalwa kune-:** Abafundi bahlala kwisangqa. Beka embindini izikhongozeli ezimbini ezimdibi. Beka iingxowana zeemboty/iikawusi kwisikhongozeli esinye nezimbini kwesinye. Abafundi bathekelela ukuba zingaphi iingxowana zeemboty/iikawusi ezikwisikhongozeli ngasinye. Ninonke balani abafundi abasixhenxe uze unike abe mnye ingxowana yeemboty aze abuyele endaweni ebeme kuyo. Bayatshintshisana ngokujula iingxowana zabo zeemboty nokuba kukwesiphi na isikhongozeli. Kuphinde oku ngabanye abafundi abasixhenxe. Xoxani ngokuba sesiphi isikhongozeli esineengxowana ezingaphezu/ezimbalwa kunesinye.

4. **Ukuziqhelisa iimpawu zikanxantathu; ukuziqhelisa 1–4:**

Ungabavumelanga abafundi ukuba bayibone imilo, thatha imilo engunxantathu uyifihle emva kwakho. Abafundi mabaqashele ukuba yeyiphi na imilo. Banike imikhondo, umzekelo: 'Inamacala amathathu kunye nemigca eme nkqo emithathu.'

Imibuzo ekhokelayo:

- ★ Unxantathu wahluke njani kwezinye iimilo eziseklasini? Abafundi bakhangele oonxantathu abali10 abafihlwe eklasini. Bababeka emethini esecaleni kwamakhadi aneesimboli zamanani 1–4.
- ★ Leliphi iqela elinezingaphezu/ngaphantsi?
- ★ Bangaphi oonxantathu abakhoyo kwiqela eliphakathi kuka2 no4?
- ★ Singawenza njani amaqela anesi-3 ukuba abe nenani elilinganayo loonxantathu abakwiqela 4?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.


INGCEBISO

Beka izikhongozeli kunye neengxowana zeemboty ezinamakhadi anamanani kunye namakhadi anamanani angamagama kwindawo yemathematika.

Usuku 3

Okudingayo

- Ingoma: *Intloko, amagxa, amadolo neenzwane* (iphepha 197)
- 11 iibhloko zamaplanga ezithathwe kwindawo yeebhloko
- (ezimile okukanxantathu, isikwere kunye nesangqa)
- Ithamborini

1. **Song:** Sing *Head, shoulders, knees and toes* with actions.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two groups of blocks on the mat (seven in one group and four in the other).

Guiding questions:

- ★ How many blocks do you think there are in this group?
- ★ And this one?

Together count the blocks in each group.

- ★ Whose estimation was close?

4. **More, fewer, equal to:** Compare the groups of blocks.

Guiding questions:

- ★ Which group has more/fewer?
- ★ What do we need to do to make the groups equal?

5. **Position – next to, between, underneath:** Give a few learners instructions to place blocks around the classroom using 'next to' and 'between'.

Guiding instructions:

- ★ Place a square-shaped block next to the maths table.
- ★ Place a triangle-shaped block between my chair and the door.

Play the tambourine while all the learners move between the blocks. When the music stops they make groups of four and stand next to each other.

Guiding questions:

- ★ Who is standing next to _____?
- ★ Who is between _____ and _____?

Learners stand one behind the other.

- ★ Who is in front of/behind you?

Learners move to music and make new groups of four.

6. **Small group activities:** Describe the activities at each workstation.



TIP

Discuss where the learners who don't have a full group of four should go to make full groups. Ask learners for ideas on how to solve this problem.

Day 4

What you need

- Song: *This is the way we make soup* (page 196)
- Shape story and vegetable pictures: *They pulled and they pulled* (page 198)
- A container on the maths table with 8 circle, 8 square and 8 triangle attribute blocks

1. **Song:** Introduce the song, *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.

1. **Ingoma:** Culani *Intloko, amagxa, amadolo neenzwane* ihambe neetshukumo.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka emethini amaqela amabini eebhloko (zibe sixhenxe kwelinye nezine kwelinye).

Imibuzo ekhokelayo:

- ★ Zingaphi iibhloko ocinga ukuba zikhona kweli qela?
- ★ Kweli lona?

Ninonke balani iibhloko ezikhoyo kwiqela ngalinye.

- ★ Lolukabani uthekelelo olusendeleyo?

4. **Ngaphezulu kune-, mbalwa kune-, lingana ne-:** Thelekisa la maqela eebhloko.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elinezingaphezulu/mbalwa kunelinye?
- ★ Kufuneka wenze ntoni ukuze la maqela afane?

5. **Indawo – ecaleni kwe-, phakathi kwe-, ngaphantsi:** Yalela abafundi abambalwa ukuba babeke iibhloko apha eklasini usebenzisa 'ecaleni kwe-' no'phakathi kwe-'.

Imiyalelo ekhokelayo:

- ★ Beka ibhloko emile okwesikwere ecaleni kwetafile yemathematika.
- ★ Beka ibhloko emile okukanxantathu phakathi kwesitulo sam nomnyango.

Dlala inkatshaza ngeli lixa bonke abafundi bahamba-hamba phakathi kweebhloko. Xa uphela umculo mabeme ngokwamaqela. Babe bane kwiqela ngalinye baze beme omnye ecaleni komnye.

Imibuzo ekhokelayo:

- ★ Ngubani ome ecaleni kuka_____?
- ★ Ngubani ophakathi kuka_____ no_____?

Abafundi bema omnye emva komnye.

- ★ Ngubani ophambi/emva kwakho?

Abafundi bajayivela umculo baze benze amaqela ezine.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Xoxani ngokuba abafundi abangena maqela apheleleyo ezine mabenze amaqela. Cela iingcebiso zokusombulula le ngxaki kubafundi.

Usuku 4

Okudingayo

- **Ingoma:** *Le yindlela esenza ngayo isuphu* (iphepha 197)
- **Ibali lemilo nemifanekiso yemifuno:** *Baye batsala, batsala* (iphepha 199)
- **Isikhongozeli esisetafileni yemathematika esinezangqa ezi8, izikwere ezi8 kunye neebhloko zeathribhyuthi ezi8 ezinooxantathu**

1. **Ingoma:** Yazisa ingoma, *Le yindlela esenza ngayo isuphu*.
2. **Ukubala ngomlomo:** 1–15 no5–1.



TIP

Place attribute blocks and vegetable shapes on the maths table for matching.

3. **Counting objects 1–7:** Learners sit in a circle. Place the vegetable pictures for the story on the mat. Learners estimate and count the number of vegetable pictures that there are.

Guiding questions:

- ★ Have you seen soup being made before?
- ★ Do you notice anything unusual about the shape of these vegetables?

4. **Shape story:** Tell the story using the pictures.

Guiding questions:

- ★ What shape are these vegetables normally?
- ★ Can you think of other vegetables that remind you of a circle/triangle shape?
- ★ Have you ever seen a square-shaped vegetable?
- ★ How many potatoes/carrots are there?
- ★ Are there more carrots or potatoes?

5. **Small group activities:** Describe the activities at each workstation.

Day 5



TIP

Send a note to parents/caregivers suggesting they make vegetable soup with their children.

What you need

- Song: *This is the way we make soup* (page 196)
- Shape story: *They pulled and they pulled* (page 198)
- Vegetable pictures
- Poster 9
- 1 small toy car
- 1 small cardboard star

1. **Song:** Sing *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Count the seven onion pictures from the story for Day 4.
4. **Shape story:** Together recall the story, showing the vegetable pictures.

Guiding questions:

- ★ Did you notice any vegetables or fruit at home or in the shops yesterday that look like squares, circles or triangles?
- ★ Did you talk to your families about how many vegetables they usually use when they make soup?

Look at examples of vegetable pictures and discuss the shapes.

5. **Directions:** Look at Poster 9. Ask the learners to say what they can see.

Guiding questions:

- ★ What can you see that looks like something you have seen before near your home?
- ★ What do you think this is? (Point to a building on the map.)



INGCEBISO

Beka iibhloko zeathribhyuthi kunye neemilo eziyimifuno phezu kwetafile yemathematika ukuze zitshatiswe.

3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka emethini imifanekiso yemifuno elungiselelwe ibali. Abafundi bathekelela baze babale inani lemifanekiso yemifuno ekhoyo.

Imibuzo ekhokelayo:

- ★ Wawukhe wayibona isuphu isenziwa?
- ★ Ingaba ikho into engaqhelekanga oyibonayo ngendlela emile ngayo le mifuno?

4. **Ibali leemilo:** Balisa ibali usebenzisa imifanekiso.

Imibuzo ekhokelayo:

- ★ Le mifuno idla ngokumila njani?
- ★ Ikhona eminye imifuno oyicingayo emile okwesangqa/okonxantathu?
- ★ Ingaba wawukhe wayibona imifuno emile okwesikwere?
- ★ Zingaphi iitapile/iminqathe ekhoyo?
- ★ Ingaba iminqathe mininzi okanye ziitapile ezininzi?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Usuku 5

INGCEBISO

Thumela umyalezo kubazali/kubagcini bantwana ucebise ukuba bapheke isuphu yemifuno bencediswa ngabantwana.

Okudingayo

- Ingoma: *Le yindlela esenza ngayo isuphu* (iphepha 197)
- Ibali leemilo: *Baye batsala, batsala* (iphepha 199)
- Imifanekiso yemifuno
- Ipowusta 9
- 1 imoto encinci yokudlala
- 1 inkwenkwezi encinci yekhadibhodi

1. **Ingoma:** Culani ingoma ethi, *Le yindlela esenza ngayo isuphu*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Bala imifanekiso yamatswele asixhenxe athathwe kwibali loSuku 4.
4. **Ibali leemilo:** Ninonke zikhumbuzeni ngebali, nibonise imifanekiso yemifuno.

Imibuzo ekhokelayo:

- ★ Ingaba ikhona imifuno okanye iziqhamo eniziqhaphelayo izolo ekhaya okanye ezivenkileni ezifana nezikwere, izangqa okanye oonxantathu?
- ★ Ingaba nithethile neentsapho zenu ngokuba mingaphi imifuno abadla ngokuyisebenzisa xa besenza isuphu?

Jongani imizekelo yemifanekiso yemifino nize nixoxe ngeemilo.

5. **Izalathiso:** Jonga iPowusta 9. Cela abafundi bachaze ukuba babona ntoni.

Imibuzo ekhokelayo:

- ★ Yintoni oyibonayo ekhangeleka njengento owawukhe wayibona ngaphambili kufutshane nasekhaya?



- ★ Ucinga ukuba yintoni le? (Yalatha isakhiwo esisemephini.)

Place the toy car where Malusi is standing in the picture and a star on his destination. Learners pretend that Malusi is in the car, and direct you as you move the car.

- ★ What does Malusi see around him?
- ★ Should he go straight here? (Point.)
- ★ Which way should he drive to get to _____?
- ★ What will he see on his way?
- ★ When must he turn?

Repeat this, with different destinations.

6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Ask learners to tell their parents/ caregivers the story, *They pulled and they pulled*, discuss how many vegetables they use when they make soup, and to look at the shapes of fruit and vegetables at home and/or in the shops.

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with:
 - Number 1–4 dot, symbol and word cards
 - 7 mixed attribute blocks (excluding rectangles)
 - 4 animal counters

1. **Oral counting 1–15:** Each learner counts from 1–15.
2. **Counting objects 1–7:** Learners sit in a circle with their tubs. They each count their 7 attribute blocks.
3. **Practising 1–4:** Guide learners to work with their shapes and number 1–4 symbol and dot cards.

Guiding questions:

- ★ Can you make two groups? One group with four shapes and one group with three shapes?
 - ★ Can you put your matching dot cards and number symbol cards next to these groups?
 - ★ Can you put your hand next to the group that has more/fewer shapes?
 - ★ How can we make these groups equal?
4. **Sorting:** Put all the shapes in a pile in the middle of the mat.

Guiding questions:

- ★ What is the same/different about these shapes?
- ★ What colours do you see?
- ★ How can we sort these shapes?



TIP

Attribute blocks are three-dimensional objects. In Grade R we talk about 'blocks' that 'look like' two-dimensional shapes, such as circles, squares, triangles and rectangles. Remember to focus on the face of the attribute block when talking about a shape.

Beka imoto apho uMalusi ame khona emfanekisweni uze ubeke inkwenkwezi kwindawo aya kuyo. Abafundi benza ngathi uMalusi usemotweni, baze bakwalathise indlela njengokuba uqhuba imoto.

- ★ UMalusi ubona ntoni emjikelezileyo?
- ★ Ingaba kufuneka anqumle ngqo apha? (Yalatha.)
- ★ Ufuneka aqhube phi ukuze afike e_____?
- ★ Uza kubona ntoni endleleni?
- ★ Kufuneka ajike nini?

Kuphinde oku, usebenzisa ezinye iindawo ekuyiwa kuzo.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Cela abafundi babalisele abazali/abagcini babo ibali, *Baye batsala, batsala*. Xoxani ngokuba basebenzisa imifuno emingaphi xa besenza isuphu, nize nijonge iimilo zeziqhamo nezemifuno ekhoyo ekhaya kunye/okanye ezivenkileni.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esiqulethe:
 - 7 iibhloko zeathribhyuthi ezixutyiweyo (ngaphandle kwamaxande)
 - 4 izixhobo zokubala ezizilwanyana

1. **Ukubala ngomlomo 1–15:** Umfundi ngamnye ubala eqala ku1–15.
2. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa nezitya zabo. Emnye kubo ubala iibhloko zeathribhyuthi zakhe ezi7.
3. **Ukuziqhelisa 1–4:** Khokela abafundi ukuze bakwazi ukusebenza ngamakhadi amanani eesimboli namachokoza amanani ka1–4.

Imibuzo ekhokelayo:

- ★ Ingaba ungakwazi ukwenza amaqela amabini? Iqela elinye libe neemilo ezine lize elinye libe neemilo ezintathu?
 - ★ Ingaba ungawabeka amakhadi anamachokoza akho ahambelanayo kunye namakhadi anesimboli ecaleni kwala maqela?
 - ★ Ingaba ungabeka isandla sakho ecaleni kwegqela elineemilo ezingaphezulu/mbalwa?
 - ★ Singawenza njani la maqela ukuba alingane?
4. **Ukuhlela:** Beka zonke iimilo kwimfumba esembindini wemethi.

Imibuzo ekhokelayo:

 - ★ Ezi milo zifana/zahluka ngantoni?
 - ★ Yeyiphi imibala oyibonayo?
 - ★ Singazihlela njani ezi milo?

INGCEBISO

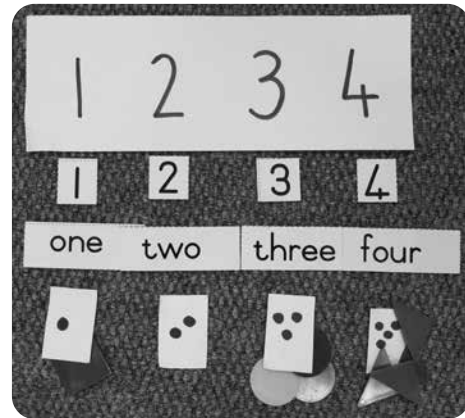
libhloko zeathribhyuthi zizinto ezineenkangeleko ezintathu. KwiBanga R sithetha 'ngeebhloko' 'ezikhangeleka' njengeemilo ezineenkangeleko ezimbini, njengezangqa, izikwere, oonxantathu kunye neengxande. Khumbula ukugxininisa kubuso bebhloko yeathribhyuthi xa uthetha ngemilo.

5. **Ordering and position – next to, between, underneath using 1–4:**

Learners order number symbol, word and dot cards 1–4.

Guiding questions:

- ★ Can you put your finger on the number next to number 1?
- ★ Is there another number next to 1?
- ★ What number is before/after 3?
- ★ Can you show me the number that is between 1 and 3?
- ★ Can you choose one square to put *underneath* your number 1 dot card?
- ★ How many circles do you need to put *underneath* your number 3 dot card?
- ★ Can you put the right number of triangles *on top of* your number 4 dot card?



6. **Direction and position:** Learners count out four animal counters from their tubs.

Guiding questions:

- ★ Can you make all your animals face forwards towards me?
- ★ Can you put your animals one behind the other facing towards the door?
- ★ Which animal is standing in front of/behind _____?
- ★ Which animal is standing between _____ and _____?
- ★ Can you move the _____ to stand next to the _____?



Check that learners are able to:

- sort according to shapes and colours
- understand the position 'underneath'
- demonstrate an understanding of direction
- count orally 1–15
- count objects 1–7
- order number symbol cards 1–4

Workstation 1

What you need

- Shape page per learner
- Paint or crayons

Learners colour only the triangles on the page.



5. **Ukulandelelanisa kunye nendawo – ecaleni kwe-, phakathi kwe-, ngaphantsi nisebenzisa u1–4:** Abafundi balandelelanisa amakhadi aneesimboli zamanani, anamanani angamagama, nanangamachokoza ka1–4.

Imibuzo ekhokelayo:

- ★ Ungawubeka umnwe wakho kwinani elisecaleni kwenani u1?
- ★ Ingaba likhona elinye inani elisecaleni kuka1?
- ★ Leliphi inani elingaphambi/ ngasemva kuka3?
- ★ Ungandibonisa inani eliphakathi kuka1 no3?
- ★ Ungakhetha isikwere esinye usibeke *ngaphantsi* kwekhadi lakho elinechokoza lenani u1?
- ★ Zingaphi izangqa ekufuneka uzibeke *ngaphantsi* kwekhadi lakho elinamachokoza enani u3?
- ★ Beka inani elichanekileyo loonxantathu *phezu* kwekhadi lakho elinamachokoza enani u4?



6. **Isalathiso nendawo:** Abafundi babala izixhobo zokubala ezizizilwanyana ezine abazithatha ezityeni zabo.

Imibuzo ekhokelayo:

- ★ Ungazenza zonke izilwanyana zijonge phambili ngakum?
- ★ Ungazibeka izilwanyana zakho esinye emva kwesinye zonke zijonge emnyango?
- ★ Sesiphi isilwanyana esime ngaphambi kwe-/emva kwe_____?
- ★ Sesiphi isilwanyana esime phakathi kwe_____ ne_____?
- ★ Ungayisusa i_____ iyokuma ecaleni kwe_____?



Qwalasela ukuba abafundi bayakwazi uku:-

- hlela ngokweemilo nangokwemibala
- qonda indawo ethi 'ngaphantsi'
- bonisa ukuqonda isalathiso
- bala ngomlomo 1–15
- bala izinto 1–7
- landelelanisa amakhadi eesimboli 1–4



Isitishi sokusebenzela 1

Okudingayo

- Iphepha leemilo kumfundi ngamnye
- Ipeyinti okanye iikhrayoni

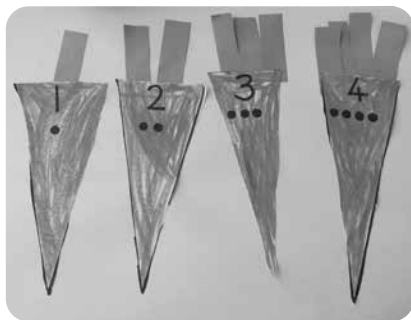
Abafundi bafaka umbala koonxantathu abasephepheni kuphela.

Workstation 2

What you need

- Carrot A4 template per learner
- An A4 page per learner
- 10 strips for leaves per learner
- Glue

Learners cut out four carrots. They paste them onto the page in order from 1 to 4 and paste the correct number of leaves onto each.



Workstation 3



TIP

You could also use beads/mosaics/polystyrene shape cut-outs from your collections of waste for sorting.

What you need

- Per learner:
 - A sorting tray, for example, egg boxes
 - A tub with a mixture of fruit counters, sticks, Unifix blocks, coloured discs (*Resource Kit*)

Learners sort the objects according to one attribute at a time, for example, colour or shape.



Workstation 4



TIP

Discuss the blocks during snack time, using relevant vocabulary, for example, taller, shorter.

What you need

- Blocks

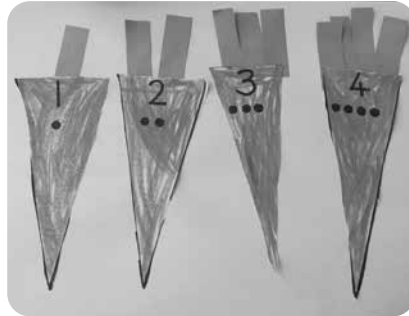
Learners build with blocks.

Isitishi sokusebenzela 2

Okudingayo

- Ithempleyithi yomnqathe ekuA4 yomfundi ngamnye
- 10 imicu eza kuba ngamagqabi yomfundi ngamnye
- Iphepha elinguA4 lomfundi ngamnye
- Iglu

Abafundi basika iminqathe emine. Bayincamathisela ephepheni ngokulandelelana ukusuka ku1 ukuya ku4 baze bancamathisele inani elilo lamagqabi kuwo ngamnye.



Isitishi sokusebenzela 3

Okudingayo

- Kumfundi ngamnye:
 - Itreyi yokuhlela, umzekelo, iibhokisi zamaqanda
 - Isitya esinezixhobo zokubala ezixubeneyo eziziqhamo, izinti, iibhloko zeUnifix (iKiti yeziXhobo)

Abafundi bahlela izinto ngokwe-athribhyuthi enye ngexesha, umzekelo, umbala okanye imilo.



Isitishi sokusebenzela 4

Okudingayo

- libhloko

Abafundi bakha ngeebhloko.

INGCEBISO

Usenokusebenzisa amaso/imozeyikhi/ iziqwenga zeemilo zepolisterini ezisikwe emaphepheni ezikwingqokelela yakho ethathwe enkunkumeni ukulungiselela ukuhlela.

INGCEBISO

Xoxani ngeebhloko ngexesha lamashwamshwam, nisebenzisa isigama esifanelekileyo, umzekelo, nde kune-, mfutshane kune-.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Describes, sorts and compares 3-D objects

New knowledge

- Sorting 3-D objects: similarities and differences
- One more, one fewer
- Position: above

Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Position: underneath, on, in, out
- Shapes: circle, square, triangle
- Twelve-piece puzzles

New maths vocabulary

one fewer

altogether

above

front

back

Getting ready

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

- a large cardboard circle, square, triangle (big enough for four learners to stand on together)
- 2 small cardboard triangles, squares, circles
- number 3 and 4 dot and symbol cards to add to those in the *Resource Kit* (you need enough for 21 learners)
- create an obstacle course to move an animal counter (from the *Resource Kit*) through (use items such as: boxes, scarves, cardboard tubes and wooden blocks)
- paper cut-outs: circles, squares and triangles of different sizes and colours – approximately 3 per learner
- twelve-piece puzzle (page 221).

Whole class activities

Day 1

What you need

- Rhyme: *Roly Poly* (page 198)
- 1 big ball
- A large cardboard circle, triangle, square
- Poster 11
- Circle-, square-, triangle-shaped objects placed around classroom – 1 per learner
- Attribute blocks (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *Roly Poly*.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Indawo, ukufumana indawo nembonakalo • Uchaza, uhlela aze athelekise izinto ezingu3-D 	<ul style="list-style-type: none"> • Ukuhlela izinto ezingu3-D: ukufana nokwahluka • Engaphezulu ngenye, embalwa ngenye • Indawo: phezulu 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–15 no5–1 • Izinto zokubala 1–7 • Ingqikelelo-manani 1–4 • Indawo: ngaphantsi, phezu kwe-, kwi-, phakathi, phandle • Iimilo: isangqa, isikwere, unxantathu • Iphazili enamaqhekeza alishumi elinambini

Isigama esitsha semathematika

inye ngaphezulu

zizonke

phezulu

phambili

emva

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- imilo enkulu eyenziwe ngeekhadibhodi esisangqa, esisikwere, nengunxantathu (ibe nkulu ngokwaneleyo ukuba abafundi abane bakwazi ukuma kuyo bonke)
- oonxantathu, izikwere, izangqa ezi2 ezincinci ezenziwe ngeekhadibhodi
- amakhadi anamachochiza naneesimboli zamanani u3 no4 uze wongeze kulawo akwi*Kiti yeziXhobo* (alingane abantwana abangama21)
- yenza umzila wemiqobo wokuhambisa izixhobo zokubala ezizilwanyana (ezithathwe kwi*Kiti yeziXhobo*) uze (usebenzise izinto ezifana, neebhokisi, izikhafu, iityhubhu ezenziwe ngeekhadibhodi neebhloko zeplanga)
- iziqwenga zamaphepha: izangqa, izikwere kunye noonxantathu abangalinganiyo ngobukhulu nangemibala – malunga ne3 kumfundi ngamnye
- iphezili enamaqhekeza alishumi elinambini (iphepha 221).

Imisebenzi yeklasini yonke

Usuku 1

Okudingayo	
<ul style="list-style-type: none"> • Isicengcelezo: u<i>Roly Poly</i> (iphepha 199) • 1 ibhola enkulu • Isangqa, unxantathu, isikwere ezikhulu zekhadibhodi • Ipowusta 11 	<ul style="list-style-type: none"> • Izinto ezimile njengesangqa, njengesikwere, nanjengonxantathu zibelwe apha eklasini – e1 kumfundi ngamnye • Iibhloko zeathribhyuthi (<i>iKiti yeziXhobo</i>)

1. **Isicengcelezo:** Yenzani isicengcelezo, u*Roly Poly*.

2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Roll the ball to seven learners one at a time as the class counts 1–7. Repeat a few times with other learners. The learners who have had a turn, clap as you all count together.



4. **Practising shapes; similarities and differences:** Hold up a large cardboard circle, square and triangle. Look at Poster 11.

Guiding questions:

- ★ Where can you see these shapes on this poster?
- ★ Can you think of anything in your home/in the world that reminds you of any of these shapes?

Learners look for circle-, square- or triangle-shaped objects around the classroom. They return to their places on the mat when they have found something.

Compare differences and similarities between their objects. Place the objects in groups in the maths area on top of the cardboard shapes.

5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Rhyme: *Roly Poly* (page 198)
- Story: *They pulled and they pulled* (page 198)
- Pictures for story
- 1 big square, 2 circles, 3 big triangles, 4 small triangles – attribute blocks (*Resource Kit*)
- Bag/box
- 7 coloured counters

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Count the vegetable pictures from the story *They pulled and they pulled* from Week 3. Look at 7 counters on the mat.

Guiding questions:

- ★ How many counters do you think there are in this group?
- ★ Do you think there are more counters than there are vegetables?

Count and match the counters to the pictures.

2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisanqa. Qengqela ibhola kubafundi abasixhenxe, abemnye ngexesha ngeli lixa iklassi ibalayo 1–7. Kuphinde oku amatyeli ngamatyeli nabanye abafundi. Abafundi abasele benzile, bayaqhwaba ngeli lixa nibalayo nonke.



4. **Ukuziqhelisa iimilo; ukufana nokwahluka:** Phakamisa isangqa, isikwere nonxantathu owenziwe ngekhadibhodi. Jonga kwiPowusta 11.

Imibuzo ekhokelayo:

- ★ Uzibona phi ezi milo kule powusta?
- ★ Ikhona into onokuyicinga ekhoyo kowenu/ehlabathini ekukhumbuza ngayo nayiphi na yezi milo?

Abafundi bakhangela izinto ezimile okwesangqa, okwesikwere okanye okukanxantathu ezikhoyo eklassini. Besakube befumene into babuyela ezindaweni zabo emethini.

Thelekisa ukwahluka nokufana phakathi kwezinto zabo. Beka izinto ngokwamaqela kwindawo yemathematika phezu kweemilo ezenziwe ngekhadibhodi.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Isicengcelezo: uRoly Poly (iphepha 199)
- Ibali: Baye batsala, batsala (iphepha 199)
- Imifanekiso elungiselelwe ibali
- 1 isikwere esikhulu, 2 izangqa, 3 oonxantathu abakhulu, 4 oonxantathu abancinci – iibhloko zeathribhyuthi (iKiti yeziXhobo)
- Ingxowa/ibhokisi
- 7 izixhobo zokubala ezimibalabala

1. **Isicengcelezo:** Yenzani isicengcelezo, uRoly Poly.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Babala imifanekiso yemifuno evela ebalini elithi, Baye batsala, batsala eyenziwe kwiVeki 3. Jonga izixhobo zokubala ezi7 ezisemethini.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala ocinga ukuba zikhona kweli qela?
- ★ Ucinga ukuba kukho izixhobo zokubala ezininzi ngaphezu kwemifuno? Bala uze utshatise izixhobo zokubala nemifanekiso.



TIP

Remember that each attribute block is three-dimensional, but the learners are focusing on the surface or face of the object that looks like a circle, square or triangle.

4. **Practising shapes:** Show learners a bag with the attribute blocks in it.

Guiding questions:

- ★ If the objects in the bag have the same shape as the ones in the story, what shapes are they?
- ★ How many squares/circles/triangles should be in the bag?

One learner feels inside the bag. Learners take turns to say, 'It feels like a _____ (circle/square/triangle).'

Learners place the attribute block next to the matching vegetable picture on the maths table.

5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Dramatise the story, *They pulled and they pulled*.

Day 3

What you need

- Song: *If you're holding a square* (page 198)
- 3 containers with 8 circle, 8 square and 8 triangle attribute blocks (*Resource Kit*), as well as 2 cardboard triangles, squares, circles in each



TIP

Oral counting: 1–15 and 5–1 can be done during a transition time.

1. **Song:** Learners stand in a circle. They fetch one shape each from the three containers on the mat. Sing *If you're holding a square*. Learners hold up matching shapes as they sing.
2. **Counting objects 1–7:** Learners organise themselves into three groups: one holding circles, one holding squares and one holding triangles. Give each group a container. They put their shapes on the mat next to the container.
3. **Practising 1–4; more than, fewer than, equal to:** One learner in each group places seven of the group's shapes into the container as the group counts 1 to 7. Learners look at the three shapes on the mat.

Guiding questions:

- ★ How many shapes are on the mat?
- ★ Are there more or fewer than four?
- ★ How many more shapes do you need to make a group of four?
- ★ Can you make another group that has an equal number of shapes to this group?


INGCEBISO

Khumbula ukuba ibhloko yeathribhyuthi nganye ineenkangeleko ezintathu, kodwa abafundi bagxila kwinkangeleko okanye ubuso bento ekhangeleka njengesangqa, isikwere okanye unxantathu.

4. **Ukuziqhelisa neemilo:** Bonisa abafundi ingxowa eneebhloko zeathribhyuthi.

Imibuzo ekhokelayo:

- ★ Ukuba izinto ezisengxoweni ziyafana neemilo ezisebalini, zeziphi ezo milo?
- ★ Zingaphi izikwere/izangqa/oonxantathu ekufanele zibe sengxoweni?

Umfundi omnye uva ukuba kukho ntoni na engxoweni. Abafundi bayatshintshisana ngokuthi, 'Ivakala ngathi _____ (sisangqa/sisikwere/ngunxantathu).'

Abafundi babeka ibhloko yeathribhyuthi ecaleni komfuno ohambelana nayo osetafileni yemathematika.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Linganisani ibali elithi, *Baye batsala, batsala*.

Usuku 3
Okudingayo

- Ingoma: *Ukuba uphethwe isikwere* (iphepha 199)
- 3 izikhongozeli ezinezangqa ezi8, 8 izikwere kunye ne8
- yoonxantathu beebhloko zeathribhyuthi (*iKiti yeziXhobo*), kunye noonxantathu, izikwere, izangqa ezenziwe ngeekhadibodi


INGCEBISO

Ukubala ngomlomo: 1–15 no5–1 kusenokwenziwa ngexesha lokutshintsha.

1. **Ingoma:** Abafundi bema kwisangqa. Balandi imilo enye kwizikhongozeli ezintathu ezisemethini. Culani ingoma ethi *Ukuba uphethwe isikwere*. Abafundi baphakamisa iimilo ezifanayo ngeli lixa baculayo.
2. **Izinto zokubala 1–7:** Abafundi bayazilungisa babe ngamaqela amathathu: elinye liphethwe izangqa, elinye liphathe izikwere lize elinye liphathe oonxantathu. Nika iqela ngalinye isikhongozeli. Babeka iimilo zabo ezisemethini esecaleni kwesikhongozeli.
3. **Ukuziqhelisa 1–4; ngaphezu kwe-, ngaphantsi kwe-, lingana ne-:** Umfundi omnye kwinqela ngalinye ufaka iimilo ezisixhenxe zeqela kwisikhongozeli ngeli lixa iqela libalayo ukusuka ku1 ukuya ku7. Abafundi bajonga iimilo ezintathu ezisemethini.

Imibuzo ekhokelayo:

- ★ Zingaphi iimilo ezisemethini?
- ★ Ingaba zingaphezu okanye zimbilwa kunezine?
- ★ Zingaphi iimilo ozidingayo ukuze wenze iqela elinezinto ezine?
- ★ Ungalenza elinye iqela elineemilo ezilinganayo nezi zikweli qela?



TIP

Move between the three groups to support learners.

4. **One more, one fewer:** Learners continue to work with the shapes on the mat.

Guiding questions:

- ★ Can you make one of the groups have one fewer shape than the other group?
 - ★ How many shapes does the group have in it now?
 - ★ How many more shapes does the first group have in it?
5. **Practising shapes and position:** Each learner holds a shape. Use instructions with positional words, for example: 'Those with small triangles, walk sideways and put your triangles behind my chair.'
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *If you're holding a square* (page 198)
- Masking tape/chalk
- A large cardboard circle, square, triangle (each big enough for four learners to stand on together)
- Musical instrument
- 24 circle, triangle, square attribute blocks (*Resource Kit*)
- Small cardboard triangles, squares and circles – 2 of each
- Number 3 and 4 dot and symbol cards for 21 learners

1. **Song:** Sing the song, *If you're holding a square* with shapes.
2. **Oral counting:** 1–15 and 5–1. Use masking tape or chalk to create a ladder on the mat for learners to jump along as the class counts. The jumping ladder could be painted in bright enamel paint outside in the Grade R play area.



INGCEBISO

Hamba-hamba phakathi kwamaqela omathathu ukuze unike abafundi inkxaso.

4. **Ingaphezulu ngenye, imbalwa ngenye:** Abafundi bayaqhubeka besebenza ngeemilo ezisemethini.

Imibuzo ekhokelayo:

- ★ Ungenza ukuba elinye lamaqela libe nemilo embalwa ngenye kunelinye iqela?
- ★ Eli qela lineemilo ezingaphi kulo ngoku?
- ★ Eli qela lineemilo ezingaphezulu ngezingaphi ngoku?

5. **Ukuziqhelisa iimilo nendawo:** Umfundi ngamnye uphakamisa imilo. Yenza imiyalelo amagama abonakalisa indawo, umzekelo: 'Abanoonxantathu abancinci, mabahambe ngamacala baze babeke oonxantathu babo ngasemva kwesitulo sam.'

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *Ukuba uphethwe isikwere* (iphepha 199)
- Itheyiphu yokuncamathelisa/ itshokhwe
- Isangqa, isikwere, unxantathu omkhulu owenziwe ngekhadibhodi (inye ibe nkulu ngokwaneleyo ukuze ilingane abafundi abane beme phezu kwayo)
- Isixhobo sokudlala umculo
- 24 iibhloko zeathribhyuthi ezinemilo yezangqa, unxantathu, isikwere (*iKiti yeziXhobo*)
- Oonxantathu, izikwere nezangqa ezincinci ezenziwe ngekhadibhodi – 2 enye
- Amakhadi anamachokoza nesimboli yenani u3 no4 aza kulingana abafundi abangama21

1. **Ingoma:** Cula ingoma ethi, *Ukuba uphethwe isikwere* ikhatshwa ziintshukumo.
2. **Ukubala ngomlomo:** 1–15 no5–1. Sebenzisa itheyiphu yokuncamathelisa okanye itshokhwe ukwenza ileli emethini abaza kutsiba-tsiba kuyo abafundi ngeli lixa ikhosi ibalayo. Ileli yokutsiba-tsiba isenokupeyintwa ngepeyinti egqamileyo ye-enameli ngaphandle kwindawo yokudlala yabeBanga R.



3. **Counting objects 1–7:** Learners sit in a circle. Place the large cardboard circle, square and triangle on the mat. Count how many straight sides the triangle and the square have each. Count how many they have altogether.



4. **Practising shapes:** Hide shapes around the classroom. In groups of four, learners take turns to be 'Shape detectives' to find shapes. Learners move to a beat between the three large shapes on the floor. When the music stops, they sit around the shape that matches the one they found in the classroom.

Guiding questions:

- ★ How many learners do you think would be able to stand on the circle/square/triangle at the same time?
 - ★ Would more learners fit on the square or the circle? Why?
5. **Practising 1–4; more/fewer:** Three learners stand on each of the cardboard shapes.



Guiding questions:

- ★ Can one more learner fit onto your cardboard shape?
 - ★ If we want one fewer learner standing on the circle, what must we do?
6. **Small group activities:** Describe the activities at each workstation.

3. **Izinto zokubala 1–7:** Abafundi bahlala kwisangqa. Beka emethini isangqa, isikwere nonxantathu omkhulu owenziwe ngekhadibhodi. Bala ukuba mangaphi amacala ame nkqo akhoyo kunxantathu nakwisikwere. Bala ukuba zombini ezi milo zinamacala ame nkqo amangaphi.



4. **Ukuziqhelisa neemilo:** Fihla iimilo apha eklasini. Abafundi baba ngamaqela amane, bayatshintshiselana ngokuba 'ngabaphandi beemilo' ukuze bafumane iimilo.

Abafundi bahamba ngokwesingqi phakathi kweemilo ezintathu. Xa uphela umculo bahlala bangqonge imilo efanayo naleyo bayifumene eklasini.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi ocinga ukuba bangakwazi ukuma kwisangqa/kwisikwere/kunxantathu ngaxeshanye?
 - ★ Ingaba abafundi bayonela kwesi sikwere okanye isangqa? Kutheni?
5. **Ukuziqhelanisa 1–4; ngaphezu/mbalwa kune-:** Abafundi abathathu bema omnye ecaleni komnye kwiimilo zamakhadibhodi.



Imibuzo ekhokelayo:

- ★ Ingaba angakwazi omnye umfundi ukonela kwiimilo zeekhadibhodi?
 - ★ Ukuba sifuna babengaphantsi ngomfundi omnye kwabame esangqeni, kufuneka senze ntoni?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Day 5

What you need

- Rhyme: *Roly Poly* (page 198)
- 1 large ball
- Animal counters (*Resource Kit*)
- A small 'obstacle' course (see photo below)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Place a group of seven animal counters on the mat.

Guiding questions:

- ★ How many animals do you think there are in this group?
Count the animal counters together.

4. **Practising position and direction:** Set up a small obstacle course. Follow the learners' instructions to move an animal through the obstacle course.



Guiding questions:

- ★ Which way should the horse walk to get to the top of this block?
- ★ Which way should the horse move so that he is under the box?
- ★ The horse wants to stand in this circle of blocks, how can he get there?
- ★ Is there a different way to get out?

Encourage the learners to use direction and position vocabulary.

5. **Small group activities:** Describe the activities at each workstation.

Small group activities

Teacher-guided activity

What you need

- A big toy car or doll
- Unifix blocks and circle, square and triangle attribute blocks (*Resource Kit*)
- 4 attribute blocks: 1 triangle, 1 square and 2 circles (*Resource Kit*)
- Circular container lids – 2 per learner
- A tub for each learner with 4 attribute blocks: triangles/squares/circles (*Resource Kit*) (Vary the combination in each tub.)



Place the animals and obstacle course on a box so that they are raised and all the learners can see them.

Usuku 5

Okudingayo

- Isicengcelezo: uRoly Poly (iphepha 199)
- 1 ibhola enkulu
- Izixhobo zokubala ezizizilwanyana (*iKiti yeziXhobo*)
- Umzila 'wemiqobo' omncinci (jonga ifoto ngezantsi)

1. **Isicengcelezo:** Yenza isicengcelezo, uRoly Poly.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Beka emethini iqela lezixhobo zokubala ezizizilwanyana ezisixhenxe.

Imibuzo ekhokelayo:

- ★ Zingaphi izilwanyana ocinga ukuba zikhona kweli qela? Balani izixhobo zokubala ezizizilwanyana.

4. **Ukuziqhelisa indawo**

nesalathiso: Yenza umzila wemiqobo omncinci. Landela imiyalelo yabafundi wokuhambisa isilwanyana kumzila wemiqobo.

Imibuzo ekhokelayo:

- ★ Ihashe kufuneka lihambe ngeyiphi indlela ukuze liyokufikelela phezu kwale bhloko?
- ★ Ihashe kufuneka lihambe ngeyiphi indlela ukuze libe ngaphantsi kwale bhokisi?
- ★ Ihashe lifuna ukuma phakathi kwesi sangqa seebhloko, lingafikelela njani apha?
- ★ Ingaba ikhona enye indlela yokuphuma?

Bakhuthaze abafundi ukuba basebenzise isigama semiyalelo yecala ekuyiwa ngakulo kunye neyendawo.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



INGCEBISO

Beka izilwanyana kumzila wemiqobo phezu kwebhokisi ukwenzela ukuba ibe phezulu ibonwe ngabo bonke abafundi.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Imoto yokudlala enkulu okanye unodoli
- libhloko zeUnifix nesangqa, neebhloko zeathribhyuthi ezinesikwere nonxantathu (*iKiti yeziXhobo*)
- 4 iibhloko zeathribhyuthi: 1 unxantathu, 1 isikwere nezangqa ezi2 (*iKiti yeziXhobo*)
- Iziciko zezikhongozeli ezibusangqa – 2 kumfundi ngamnye
- Isitya somfundi ngamnye esineebhloko zeathribhyuthi ezi4: oonxantathu/izikwere/izangqa (*iKiti yeziXhobo*) (Zitshintsha-tshintshe kwisikhongozeli ngasinye.)

1. **Oral counting:** Clap and count 1–15. Stamp and count 5–1.
2. **Describing an object from different positions:** Put a toy car or doll on the mat. Ask learners to describe what this looks like from where they are sitting, for example: 'I can see the back of the doll's head.'



Guiding questions:

- ★ What does it look like from above?
- ★ What does it look like from underneath the car/doll?

Integration

Home Language and Life Skills: Discuss views of objects from different positions during daily routines, for example, a book at story time.

3. **Counting objects 1–7; similarities and differences:** Place a pile of Unifix and attribute blocks on the mat. Learners take turns to each count seven items. Discuss their choice of items.

Guiding questions:

- ★ What is the same/different about the items in your group?
 - ★ Can you sort these?
 - ★ Tell me how you sorted them.
 - ★ Could you sort them another way?
4. **Practising shapes and position; on, under, in and out:** Learners take out and count the attribute blocks in their tubs. They say how many blocks look like circles, squares or triangles.

Play 'Sizwe says'. For example:

- ★ Put your square under your foot.
- ★ Put your circle on your head.
- ★ Put your triangle back in the tub.



1. **Ukubala ngomlomo:** Qhwaba uze ubale 1–15. Ngqisha uze ubale 5–1.
2. **Ukuchaza into ngokweendawo ekuzo ezahlukeneyo:** Beka emethini imoto yokudlala okanye unodoli. Cela abafundi ukuba bachaze ukuba ijongeka njani na xa bekule ndawo bahleli kuyo, umzekelo: 'Ndibona inqentsu likanodoli.'



Imibuzo ekhokelayo:

- ★ Ikhangeleka njani xa uyivele ngasentla?
- ★ Ikhangeleka njani xa ingaphantsi kwemoto/kukanodoli?

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Xoxani ngembonakalo yezinto xa zikwiindawo ezahlukeneyo ngexesha lemisebenzi yesiqhelo, umzekelo, ngexesha lokubalisa amabali.

3. **Ukubala izinto 1–7; ukufana nokwahluka:** Beka emethini imfumba yeebhloko ze*Unifix* nezeathribhyuthi. Abafundi bayatshintshana bebala izinto ezisixhenxe. Xoxani ngezinto abazikhethileyo.

Imibuzo ekhokelayo:

- ★ Izinto ezikwiqela lenu zifana/zahluka ngantoni?
 - ★ Ningakwazi ukuzihlela?
 - ★ Khanindichazele ngendlela enizihlele ngayo.
 - ★ Ingaba ikhona enye indlela eninokuzihlela ngayo?
4. **Ukuziqhelanisa neemilo kunye nendawo; kwi-, phezu, ngaphantsi, phakathi nangaphandle:** Abafundi bathatha baze babale iibhloko zeathribhyuthi ezisezityeni zabo. Bayachaza ukuba zingaphi na iibhloko ezikhangeleka okwezangqa, izikwere okanye oonxantathu. Dlalani umdlalo othi 'uSizwe uthi'. Umzekelo:
 - ★ Beka isikwere ngaphantsi konyawo lwakho.
 - ★ Beka isangqa sakho phezu kwentloko yakho.
 - ★ Buyisela unxantathu wakho esityeni.



5. **Practising 1–4; one more/one fewer:** Learners play the 'shake and break' game with four counters and two lids. (See the teacher-guided activity in Week 2, page 48.)

Guiding questions:

- ★ Do I have the same number of counters on each lid?
- ★ How many counters do I have on each lid?
- ★ How many counters do I have altogether?
- ★ If ____ puts one more counter on this lid how many will there be?
- ★ If ____ takes one counter from this lid, how many will there be?
- ★ Which group has one more than 2/3?
- ★ Which group has one fewer than 4/3/2?



Check that learners are able to:

- explain similarities and differences between objects and sort these
- describe an object from different views
- demonstrate an understanding of one more and one fewer
- identify a circle, square and triangle

Workstation 1

What you need

- Paper cut-outs: circles, squares and triangles of different sizes and colours
- Glue
- Paper
- Crayons
- An A4 page per learner

Learners paste a shape or shapes onto their page. They draw details on or around the shapes to create a picture.



5. **Ukuziqhelanisa 1–4; ingaphezulu ngenye/mbalwa kune-:**

Abafundi badlala umdlalo othi 'hlukhula uze uchithe' besebenzisa izixhobo zokubala ezine kunye neziciko ezibini. (Jonga umsebenzi okhokelwa ngutitshala weVeki 2, iphepha 49.)

Imibuzo ekhokelayo:

- ★ Ingaba ndinenani elilinganayo lezixhobo zokubala phezu kwesiciko ngasinye?
- ★ Zingaphi izixhobo zokubala endinazo phezu kwesiciko ngasinye?
- ★ Zingaphi izixhobo zokubala endinazo xa zizonke?
- ★ Ukuba u_____ ubeka isixhobo sokubala esinye ngaphezulu kwesi siciko, ndiza kuba nezingaphi?
- ★ Ukuba u_____ uthatha isixhobo sokubala sibe sinye kwesi siciko, kuza kushiyeke ezingaphi?
- ★ Leliphi iqela elinesinye ngaphezulu kuno2/3?
- ★ Leliphi iqela elinesinye ngaphantsi kuno4/3/2?

**Qwalasela ukuba abafundi bayakwazi uku-:**

- cacisa ukufana nokwahluka phakathi kwezinto baze bazihlele
- chaza into ngokweendlela ngeendlela ebonakala ngazo
- bonisa ukuqonda u-enye ngaphezulu no-enye ngaphantsi
- chonga isangqa, isikwere nonxantathu

Isitishi sokusebenzela 1**Okudingayo**

- Iphepha elisikiweyo: izangqa, izikwere noonxantathu abanobungakanani obungalinganiyo nemibala eyahlukileyo
- Iglu
- Iphepha
- Iikhrayoni
- Iphepha elinguA4 lomfundi ngamnye

Abafundi bancamathelisa imilo okanye iimilo ephepheni labo. Bazoba iinkcukacha kwiimilo okanye benze imizobo engqonge imilo ukuze benze umfanekiso.



Workstation 2

What you need

- Playdough
- Dough cutters (square, circle, triangle)
- Plastic knives
- Dough mats/boards
- Poster 11

Learners make playdough squares, circles and triangles using their dough cutters. They create a picture using the shapes.



Workstation 3

What you need

- Blocks and/or Unifix blocks

Learners build whatever they like from blocks.

Workstation 4

What you need

- An assortment of twelve-piece puzzles

Learners build puzzles.



Provide opportunities for learners with differing abilities to work at their own pace.

Isitishi sokusebenzela 2

Okudingayo

- Intlama yokudlala
- Izisiki zentlama (isikwere, isangqa, unxantathu)
- Iimela zeplastiki
- Imethi/iibhodi zokwenzela intlama
- UPowusta 11

Abafundi benza izikwere, izangqa noonxantathu ngentlama yokudlala besebenzisa izisiki zentlama. Benza umfanekiso besebenzisa iimilo.



Isitishi sokusebenzela 3

Okudingayo

- Ibhloko kunye/okanye iibhloko zeUnifix

Abafundi bakha nantoni na abafuna ukuyakha ngeebhloko.

Isitishi sokusebenzela 4

Okudingayo

- Iindidi zeephazili ezinamaqhekeza alishumi elinambini

Abafundi badibanisa iiphazili.



Nika amathuba okuba abafundi abanezakhono ezahlukileyo basebenze bengaxheshwa.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers

New knowledge

- Number 5

Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Sequencing numbers 1–4
- More, fewer

New maths vocabulary

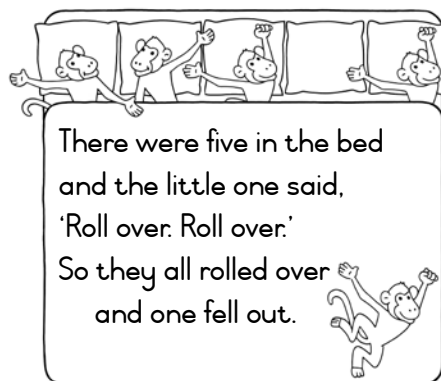
number line

order

Getting ready

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

- number frieze and house template for number 5 (page 210)
- 5 number '5' dot, symbol and word labels for the maths table (page 210)
- 5 green circle cardboard cut-outs (to fit 5 animal counters)
- *Five in a bed* poster from Term 1, Week 9, adapted to use monkeys



- number washing line made with string, pegs and number symbol cards 1–5 (see Day 3)
- 5 post boxes, marked with number symbols 1–5 (see Day 4)
- playdough template: Number 5 per learner (page 214)
- A4 page per learner with 5 ladybirds drawn on it (see Workstation 2)
- 5 paper plates/lids per learner, each with a number symbol and matching dots 1–5, for example, 1 and one dot, 2 and two dots (see Workstation 3)
- 30 stones
- copy number puzzles (1 per learner in a group) and colour in the pictures (page 219).

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Jonga iisimboli zamanani namanani angamagama
- Chaza, uthelekise uze ulandelelanise amanani

Ulwazi olutsha

- Inani 5

Ziqhelise

- Ukubala ngomlomo 1–15 no5–1
- Ukubala izinto 1–7
- Ingqikelelo-manani 1–4
- Ukulandelelanisa amanani 1–4
- Ngaphezulu, mbalwa kune-

Isigama esitsha semathematika

umgca-manani

landelelanisa

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ifrizi yamanani nethempleyithi yendlu yeyani u5 (iphepha 211)
- 5 amachokoza enani u'5', isimboli kunye negama leleyibheli yetafile yemathematika (iphepha 211)
- 5 iikhadibhodi eziluhlaza ezisikwe zazizangqa (eziza kwanela kwizixhobo zokubala ezi-5)
- Ipowusta ethi, *Bahlanu ebhedini* ethathwe kwiKota 1, iVeki 9, elungiselelwe ukuba kusetyenziswe iinkawu
- ucingo lokwaneka amanani, iiphegi kunye namakhadi amanani 1–5 (jonga kuSuku 3)
- 5 iibhokisi zeposi, eziphawulwe ngesimboli 1–5 (jonga kuSuku 4)
- ithempleyithi yentlama yokudlala: Inani 5 (iphepha 215)
- A4 iphepha lomfundi ngamnye elinoobhantom abazotyweyo kulo aba5 (jonga Isitishi sokusebenzela 2)
- 5 iipleyiti zephepha/iziciko kumfundi ngamnye, emnye abenesimboli yephepha namachokoza enani alifanayo 1–5, umzekelo, 1 kunye nechokoza elinye, 2 kunye namachokoza amabini (jonga Isitishi sokusebenzela 3)
- 30 amatye
- khuphela iiphazili zamanani (1 kumfundi ngamnye eqeleni) baze bafake umbala emifanekisweni (iphepha 220).



Whole class activities

Day 1

What you need

- Rhyme: *Roly Poly* (page 198)
- 2 hula hoops (or draw circles with chalk)
- 14 animal counters (*Resource Kit*)
- Number friezes 1–4
- Number frieze: Number 5 (page 210)
- *Number 5 story* (page 200)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two hula hoops on the mat. Spread out seven animal counters inside the one hoop, and place seven animal counters close together inside the other hoop.

Guiding questions:

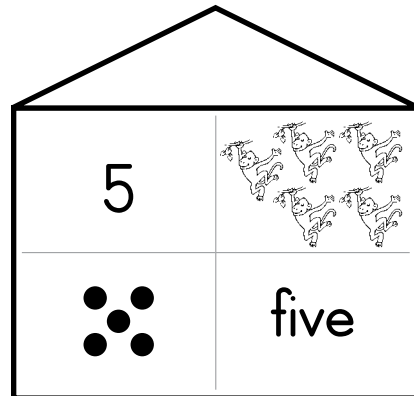
- ★ How many animals are in this group? And in this group?
 - ★ Which group has more/fewer animals?
- Together count the animals 1–7 in each hula hoop.

4. **Introducing number '5':** Point to number friezes 1–4 on the wall.

Guiding questions:

- ★ Which house has one more animal than the meerkats' house?
- ★ How do you know?
- ★ How many animals live in the house that was built after the elephant's house?
- ★ How many animals do you think will live in the next house?

Tell the *Number 5 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 5, 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. Count the monkeys together.



- ★ Who has seen a monkey before? Where?
 - ★ What noise does a monkey make?
 - ★ Show me how they move.
 - ★ How many more monkeys are there than meerkats?
 - ★ If one meerkat went to the monkeys' house, how many meerkats would be left in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: u*Roly Poly* (iphepha 199)
- 2 iihulahupu (okanye uzobe izangqa ngetshokhwe)
- 14 izixhobo zokubala ezizizilwanyana (*iKiti yeziXhobo*)
- Ifrizi yamanani 1–4
- Ifrizi yamanani: Inani 5 (iphepha 211)
- *Ibali lenani 5* (iphepha 201)

1. **Isicengcelezo:** Yenza isicengcelezo, u*Roly Poly*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka iihulahupu ezimbini emethini. Yandlala izixhobo zokubala ezizizilwanyana ezisixhenxe ngaphakathi kwenye ihulahupu, uze ubeke izixhobo zokubala ezizizilwanyana kufutshane nehulahupu.

Imibuzo ekhokelayo:

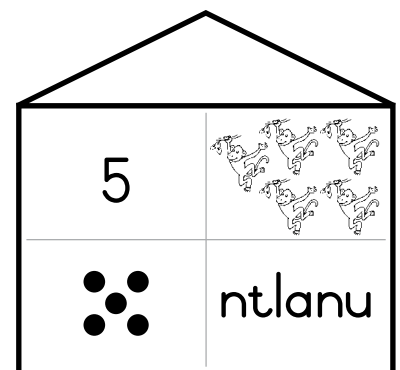
- ★ Zingaphi izilwanyana ezikweli qela? Kweli iqela lona?
 - ★ Leliphi iqela elinezilwanyana ezingaphezulu/ezimbalwa?
- Ninonke balani izilwanyana 1–7 kwihulahupu nganye.

4. **Ukwazisa ngenani u'5':** Yalatha kwiifrizi zamanani 1–4 eziseludongeni.

Imibuzo ekhokelayo:

- ★ Yeyiphi indlu enezilwanyana ezingaphezulu ngesinye kunezo zikwindlu yamagala?
- ★ Ukwazi njani oko?
- ★ Zingaphi izilwanyana ezihlala kule ndlu yakhiwe emva kweyendlovu?
- ★ Zingaphi izilwanyana ocinga ukuba ziza kuhlala kwindlu elandelayo?

Balisa *Ibali lenani 5*. Indlu yezilwanyana ngumxholo welibali. Bonisa inxenye yomzobo wenani njengokuba lisondelelana ibali lezilwanyana kunye nemifanekiso yezindlu: ukubonakaliswa okwahlukahlukileyo kwenani u5, umzekelo, umfanekiso, amachokoza, isimboli kunye negama. Bonisa iinxenye zefrizi esendlwini yezilwanyana eseludongeni kwindawo yemathematika. Balani iinkawu nikunye.



- ★ Ngubani owayekhe wayibona inkawu? Wawuyibona phi?
 - ★ linkawu zenza ingxolo enjani?
 - ★ Khanindibonise ukuba zihamba njani.
 - ★ linkawu zingaphezulu kunamagala ngesingaphi?
 - ★ Ukuba igala elinye liye endlwini yeenkawu, kuza kushiyeka amangaphi endlwini yamagala?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Day 2

What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Number 5 dot, symbol and word cards
- 3 circle cardboard cut-outs
- 19 animal counters (*Resource Kit*)
- 30 animal counters hidden around the classroom (1 per learner)

1. **Song:** Sing the song, *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place three cardboard circles on the mat, one with no animals, one with seven animals spread out, and one with seven animals standing close together.

Guiding questions:

- ★ How many animals do you think there are in this group?

Point to one of the groups of seven and count the animals, then point to the other group and ask, 'How many animals?'

- ★ Which of these two groups has more/fewer/the same number of animals?

4. **Practising 5:** Discuss the three groups of animals.

Guiding questions:

- ★ If I only want five animals in each of these groups, what must I do? (Take two away from each group.)

Place four animals on the empty circle.

- ★ How many more animals do we need to add to this group to make five?

5. **Animal hunt:** Place a container with sticks from the *Resource Kit* on the maths table for learners to create 'camps' of five animals. Place animal counters from the *Resource Kit* around the classroom. Learners go on an 'animal hunt' to find the animals. They place these on the table in 'camps' of five.

Guiding questions:

- ★ What could we do with the animals that can't fit into these camps? (Arrange them individually on the maths table.)

6. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 7 clothes pegs
- Number washing line with number cards 1–5 to peg onto string
- Number symbols 1–5 (*Resource Kit*)
- 5 hula hoops



TIP

Remind learners to move quietly so that they don't frighten the animals.

Usuku 2

Okudingayo

- Ingoma: *linkawu ezintlanu ebhedini* (iphepha 201) nemifanekiso
- Amakhadi anamachokoza, iisimboli kunye namanani angamagama enani u5
- 3 izangqa ezisikwe ezikhadibhodini
- 19 izixhobo zokubala ezizizilwanyana (*iKiti yeziXhobo*)
- 30 izixhobo zokubala ezizizilwanyana ezifihlwe eklasini (1 kumfundi ngamnye)

1. **Ingoma:** Culani ingoma, *linkawu ezintlanu ebhedini*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka emethini izangqa ezintathu ezenziwe ngeekhadibhodi, esinye singabi nazilwanyana, esinye sibe nezilwanyana ezisixhenxe ezithe sa, size esinye sibe nezilwanyana ezisixhenxe ezisondeleneyo.

Imibuzo ekhokelayo:

- ★ Zingaphi izilwanyana ocinga ukuba zikhona kweli qela?

Yalatha kwelinye lamaqela anezixhenxe uze ubale izilwanyana, emva koko walathe kwelinye iqela ubuze, 'Zingaphi izilwanyana ezilapha?'

- ★ Leliphi kula maqela amabini elinezilwanyana ezingaphezulu/ ezimbalwa/ezilinganayo?

4. **Ukuziqhelisa u5:** Xoxani ngala maqela mathathu ezilwanyana.

Imibuzo ekhokelayo:

- ★ Ukuba ndifuna nje izilwanyana ezintlanu kwiqela ngalinye kula, kungafuneka ndenze ntoni? (Thatha zibe mbini kwiqela ngalinye.)

Zibeke ezi zilwanyana zine kwesa sangqa singenanto.

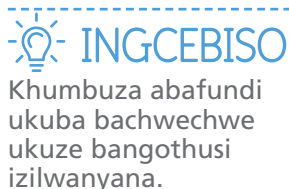
- ★ Kufuneka kongezwe izilwanyana ezingaphi kweli qela ukuze zibe ntlanu?

5. **Ukuzingela izilwanyana:** Beka isikhongozeli esinezinti ozithatha kwi*Kiti yeziXhobo* etafileni yemathematika ukuze abafundi benze 'iinkampu' zezilwanyana ezintlanu. Fihla izixhobo zokubala ezizizilwanyana ozithatha kwi*Kiti yeziXhobo* kwiindawo ezithile apha eklasini. Abafundi 'bazingela izilwanyana' bade bazifumane. Bazibeka etafileni zibe 'ziinkampu' ezinantlanu.

Imibuzo ekhokelayo:

- ★ Yintoni esinokuyenza ngezilwanyana ezingangeniyo kula maqela? (Zihlele nganye nganye kwitafile yemathematika.)

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



Usuku 3

Okudingayo

- Ingoma: *linkawu ezintlanu ebhedini* (iphepha 201) kunye nemifanekiso
- 7 iiphegi zeempahla
- Ucingo lokwaneka amanani elinamakhadi amanani
- 1–5 axhonywe ngeephegi emsontweni
- Iisimboli zamanani 1–5 (*iKiti yeziXhobo*)
- 5 iihulahupu

1. **Song:** Learners stand in a circle. They dramatise the song *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Ask seven learners to each fetch one object from around the classroom. Place the objects on the mat. Arrange learners so that they can all see what is on the mat.

Guiding questions:

- ★ How many objects are on the mat?
- ★ How many objects will be left if we take one away? If we take another one away? If we take two away?
- ★ How many objects do we need to put back to have five? How many more objects do we need to put back to have seven?

4. **Practising and ordering numbers 1–5:** Introduce the number washing line. Take the number cards off the washing line and give them to five learners. Learners arrange themselves in order from 1 to 5.

Guiding questions:

- ★ Which number should come first, next, before, after?

Turn a learner around so that other learners can't see their number card.

- ★ Which number is between 2 and 4?



Place the number symbols 1–5 in a muddle on the floor. Ask learners to help peg the cards in order from 1 to 5 on the washing line. Learners peg numbers to the line as you ask questions.

- ★ Which number should come first, next, after?
- ★ Can you point to the number that is before, between?

5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 30 number '1–5' picture, symbol and dot cards (*Resource Kit*)
- Music or an instrument
- Number washing line with number symbols 1–5 pegged onto string
- 5 post boxes marked 1–5
- Coloured counters
- Number 5 dot cards (*Resource Kit*)

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. Learners count the number of claps and say how many claps there were.

1. **Ingoma:** Abafundi bema kwisangqa. Balinganisa ingoma ethi, *linkawu ezintlanu ebhedini*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Cela abafundi abasixhenxe ukuba balande into ibenye apha eklasini. Beka into leyo emethini. Hlela abafundi ngendlela ezakubenza bakwazi ukubona oko kusemetheni.

Imibuzo ekhokelayo:

- ★ Zingaphi izinto ezisemethini?
- ★ Kuza kushiyeke izinto ezingaphi ukuba sithatha ibe nye? Ukuba sithatha enye? Ukuba sithatha zibe mbini?
- ★ Zingaphi izinto ekufuneka sizibuyisele ukuze sibe nezintlanu? Kungafuneka songeze ezingaphi ukuze sibe nezisixhenxe?

4. **Ukuziqhelisa nokuhlela amanani 1–5:**

Yazisa ngocingo lokwaneka amanani. Yothula amakhadi amanani elucingweni uwagqithisele kubafundi abahlanu. Abafundi bayazilungisa ngokulandelelana ukususela ku1 ukuya ku5.



Imibuzo ekhokelayo:

- ★ Leliphi inani ekufanele libe sekuqaleni, elilandelayo, elingaphambili, elingasemva?

Jikelezisa umfundi ukwenzela ukuba abanye bangawaboni amakhadi amanani abo.

- ★ Leliphi inani eliphakathi kuka2 no4?

Beka iisimboli zamanani 1–5 embindini womgangatho. Cela abafundi ukuba baxhome amakhadi eme ngendlela ukusuka ku1 ukuya ku5 elucingweni lokwaneka. Abafundi baxhoma amanani elucingweni njengokuba ubuza imibuzo.

- ★ Leliphi inani ekufanele libe lelokuqala, elilandeleyo, elisemva?
- ★ Ungalalatha inani elingaphambili, eliphakathi?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *linkawu ezintlanu ebhedini* (iphepha 201) kunye nemifanekiso
- 30 amakhadi anemifanekiso, iisimboli namachokoza
- Amanani '1–5' (*iKiti yeziXhobo*)
- Umculo okanye isixhobo somculo
- Ucingo lokwaneka amanani olunesimboli zamanani 1–5 ezixhonywe emtyeni
- 5 iibhokisi zeposi ezibhalwe 1–5
- Izixhobo zokubala ezimibalabala
- Amakhadi anamachokoza enani u5 (*iKiti yeziXhobo*)

1. **Ingoma:** Linganisani ingoma ethi, *linkawu ezintlanu ebhedini*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Qhwabani nakangaphi na phakathi kuka1 no7. Abafundi babala amatyeli abaqhwabe ngawo baze bachaze ukuba kuqhwatywe kangaphi na.



TIP

Use the number cards from the maths table if you need more for each learner for activity 4.

4. **Practising 1–5:** Learners call out the number as you show dot cards 1–5. Discuss which dot cards make 5. Show different combinations of dots to make 5. Look at the number 5 dot cards and discuss what is the same/different about each one.

Hand out a number 1–5 symbol, picture or dot card to each learner. Point to the number friezes. Learners hold up their card if it matches the number on the animal frieze as you point. Play some music or shake a tambourine. Learners move to the music. When the music stops, they form groups of learners who have matching number cards. Place post boxes 1–5 below the washing line. Learners post their cards into the correct boxes when the music stops.



Guiding questions:

- ★ Which group should post their numbers first, last, and so on? Why?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Poster 2
- Tambourine

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Repeat the counting activity you did on Day 4.
4. **Practising 1–5:** Use the tambourine to beat counts of 1 to 5. Learners jump to the tambourine beats. Between jumps, give instructions using numbers 1–5. For example: 'Shake hands with three friends.' 'Match five fingers on your one hand to five fingers on your friend's hand.'
5. **Practising 4 and 5:** Discuss Poster 2. Talk about what the learners can see.

Guiding questions:

- ★ Does our playground look like this?
- ★ Is there anything that is the same/different?
- ★ What games are the children playing?

Count together how many children are playing each game. Choose learners to point as you ask questions.

- ★ Can you see the numbers 4 and 5?
- ★ How many children are playing hopscotch? And in the tyres?

INGCEBISO

Sebenzisa amakhadi amanani athathwe etafileni yemathematika ukuba ufuna ongezelelweyo kumfundi ngamnye xa kusenziwa umsebenzi 4.

4. **Ukuziqhelisa 1–5:** Abafundi babiza inani njengokuba ubonisa ngamakhadi anamachokoza ka1–5. Xoxani ngokuba leliphi ikhadi elinamachokoza enza u5. Bonisa ngezinye indibanisela ezanza u5. Jonga kumakhadi anamachokoza enani u5 nize nixoxe ngento afana/ohluka ngayo.

Gqithisela umfundi ngamnye ikhadi elinesimboli, elimifanekiso nelinamachokoza amanani 1–5. Yalatha kwifrizi yamanani. Abafundi baphakamisa amakhadi abo ukuba ayahambelana nenani lefrizi yezilwanyana olalathileyo. Dlala umculo okanye ubethe ithamborini. Abafundi bajayivele umculo. Wakuthula umculo, benza amaqela abafundi abanamakhadi amanani ahambelanayo.

Beka iibhokisi zeposi 1–5 ezantsi kocingo lokwaneka. Abafundi baposa amakhadi abo kwiibhokisi ezichanekileyo xa kuphela umculo.



Imibuzo ekhokelayo:

- ★ Leliphi iqela ekufanele lipose amanani alo kuqala, elokugqibela lona, njalo njalo? Kuba?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Ingoma: *linkawu ezintlanu ebhedini* (iphepha 201) kunye nemifanekiso
- Ipowusta 2
- Ithamborini

1. **Ingoma:** Linganisani ingoma ethi, *linkawu ezintlanu ebhedini*.
2. **Ukubala ngomlomo:** 1–15 no5–1.
3. **Ukubala izinto 1–7:** Phindani umsebenzi wokubala obuwenze kuSuku 4.
4. **Ukuziqhelisa 1–5:** Sebenzisa ithamborini ukuze nibale izandi zika1 ukuya ku5. Abafundi batsibatsiba ngokwesingqi sethamborini. Besatsibatsiba njalo, banike imiyalelo usebenzisa amanani 1–5. Umzekelo: 'Xhawula izandla nabahlobo abathathu.' 'Tshatisa iminwe emihlanu yesandla kunye neyesandla somhlobo wakho.'
5. **Ukuziqhelisa u4 no5:** Xoxani ngePowusta 2. Thethani ngoko kubonwa ngabafundi.

Imibuzo ekhokelayo:

- ★ Ingaba ibala lethu lokudlala linje ngeli?
- ★ Ingaba ikhona into efanayo/eyahlukileyo?
- ★ Abantwana badlala yiphi imidlalo?

Balani kunye ukuba bangaphi abantwana abadlala umdlalo ngamnye. Khetha abafundi abaza kwalatha njengokuba ubuza imibuzo.

- ★ Niyawabona amanani u4 no5?
- ★ Bangaphi abantwana abadlala uskotshi? Abasematayareni?

- ★ If one more child joins these children, how many will there be?
- ★ How many things are there in the sandpit?
- ★ If we put one more thing in/took one out, how many things would there be?

6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: When playing outdoor games refer to, for example, five balls, five times, five throws, five catches.



Small group activities

Teacher-guided activity

What you need

- 2 plastic lids per learner
- Number 5 dot cards
- Playdough and a mat per learner
- An A4 page per learner
- Crayons
- A tub per learner with:
 - Number dot, symbol, word cards 1–5
 - 5 stones
 - Red and yellow beads (*Resource Kit*)

1. **Matching dot cards:** Show learners a number 5 dot card. They arrange their stones to match this. Repeat with the other five-dot arrangements.



- ★ Ukuba omnye wabantwana uyangenelela adlale naba bantwana, baza kuba bangaphi?
 - ★ Zingaphi izinto ezikwindawo yokudlala enesanti?
 - ★ Ukuba songeza into enye/sisusa ibe nye, siza kuba nezinto ezingaphi?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Xa kudlalwa imidlalo yaphandle bhekisa, umzekelo, kwiibhola ezintlanu, amatyeli amahlanu, ukujula kahlanu, ukuganga kahlanu.



Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 2 iziciko zeplastiki kumfundi ngamnye
- Amakhadi anamachokoza enani u5
- Intlama yokudlala kunye nemethi kumfundi ngamnye
- Iphepha elinguA4
- Iikhrayoni
- Isitya somfundi ngamnye esiqulethe:
 - Amakhadi amanani anamachokoza, aneesimboli, amanani angamagama ka1–5
 - 5 amatye
 - Amaso abomvu namthubi (*iKiti yeziXhobo*)

1. **Ukutshatisa amakhadi anamachokoza:** Bonisa abafundi ikhadi elinamachokoza enani u5. Bahlela amatye bewatshatisa noku. Kuphinde oku ngezinye iintlelo zamachokoza amahlanu.



2. **Practising 5:** Learners count five stones from their tubs. They match their number 5 word and symbol cards to the five stones.

Place two lids in front of each learner. Together play the 'shake and break' game for number 5. Learners place their stones on the two lids in front of them as they have 'broken up' the collection. They take turns to say how many they have on each lid.

Guiding questions:

- ★ How did you break up your stones?
- ★ Who has something different?

Repeat the activity. Show one learner's lids to the group.

- ★ Who has the same?

Choose a matching set of lids and compare these.

- ★ What is the same/different about these two groups?

3. **Structure beads:** Learners show the number of beads as you ask them.

Guiding questions:

- ★ Can you show me two beads?
- ★ Can you show me one more bead?
- ★ Can you show me one less?

Hold two beads in your hand.

- ★ How many more/fewer beads do you need to get to three/four/five?

Encourage learners not to count the beads one at a time but to rather show you the number of beads you have asked for. The beads support learners to count on from a chosen number.

4. **Practising 5 using playdough:** Learners make a 5 using playdough. Support learners who are ready to write 5.



2. **Ukuziqhelisa u5:** Abafundi babala amatye amahlanu abawathathe kwizitya zabo. Batshatisa amakhadi abo anamanani angamagama nanamachokoza enani u5 namatye amahlanu.

Beka iziciko ezimbini phambi komfundi ngamnye. Ninonke dlalani umdlalo 'wokuhlukuhla nize nichithe' ngenani u5. Abafundi babeka amatye abo phezu kweziciko phambi kwabo nanjengoko sele 'beyichithile' ingqokelela. Bayatshintshisana ngokuchaza ukuba mangaphi phezu kwesiciko ngasinye.



Imibuzo ekhokelayo:

- ★ Uwachithe njani amatye akho?
- ★ Ngubani oneziphumo ezahlukileyo?

Wuphinde lo msebenzi. Bonisa ngeziciko zomfundi omnye eqeleni.

- ★ Ngubani onezifanayo?

Khetha isethi yeziciko ehambelanayo uze uzithelekise.

- ★ Yintoni afana/ahluke ngayo la magela mabini?

3. **Amaso okuhlela:** Abafundi babonisa ngenani lamaso njengokuba ubabuza.

Imibuzo ekhokelayo:

- ★ Ungandibonisa amaso amabini?
- ★ Ungandibonisa xa wongeze iliso lalinye?
- ★ Ungandibonisa xa ususe iliso elinye?

Phatha amaso amabini esandleni sakho.

- ★ Mangaphi amaso angaphezulu/ angaphantsi ukuze ube namaso amathathu/amane/amahlanu?



Khuthaza abafundi ukuba bangawabali nganye nganye amaso kodwa bakubonise inani lamaso olibuzileyo. Amaso anceda abafundi ukuba baqhubeke nokubala ukususela kwinani elikhethiweyo.

4. **Ukuziqhelisa u5 usebenzisa intlama yokudlala:** Abafundi benza u5 besebenzisa intlama yokudlala. Baxhase abafundi asele bekulungele ukubhala u5.





Check that learners are able to:

- identify number 5 dot, symbol and word cards
- match counters to number 5 dot cards
- notice similarities and differences in two groupings of five objects
- show one more, one fewer
- count on from a given number, up to 5



Workstation 1

What you need

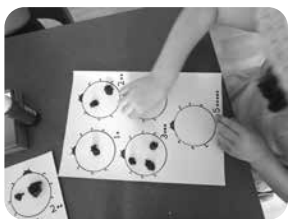
- Playdough
- Playdough template: Number 5 per learner (page 214)

Learners use playdough to complete the playdough template for number 5.

Workstation 2

What you need

- A copy of the A4 page with 5 ladybirds drawn on it per learner
- Paper scraps
- Glue



Learners roll up paper balls. They decorate the ladybirds with the appropriate number of balls.

Workstation 3

What you need

- 15 pegs and counters per learner
- A set of numbered plates or lids 1–5 per learner



Learners attach the appropriate number of pegs to each plate/lid. They put a counter on each dot.

Workstation 4

What you need

- 1 set of number puzzles 1–5 per learner (page 219)

Learners complete the number puzzles.



Qwalasela ukuba abafundi bayakwazi uku-:

- chonga amakhadi anamachokoza, iisimboli namanani angamagama enani u5
- tshatisa izixhobo zokubala namakhadi anamachokoza enani u5
- qaphela ukufana nokwahluka kumaqela amabini ezinto ezibekwe ngantlanu
- bonisa ngaphezulu ngenye, mbalwa ngenye
- qhubeka bebala ukusuka kwinani elinikiweyo, ukuya ku5



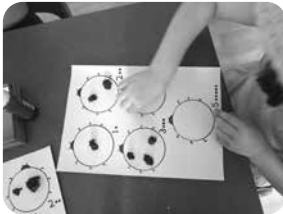
Isitishi sokusebenzela 1

Okudingayo

- Intlama yokudlala
- Ithempleyithi yentlama yokudlala: Inani 5 kumfundi ngamnye (iphepha 215)

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi yenani u5.

Isitishi sokusebenzela 2



Okudingayo

- Ikopi yephepha elinguA4
- Izinemizobo yoobhantom aba5 lomfundi ngamnye
- Iziqwenga zamaphepha
- Iglu

Abafundi benza iibhola zamaphepha. Bahombisa oobhantom ngenani leebhola elifanelekileyo.

Isitishi sokusebenzela 3



Okudingayo

- 15 yeephegi kunye nezixhobo zokubala kumfundi ngamnye
- Isethi yeepleyiti okanye iziciko ezinamanani 1-5 kumfundi ngamnye

Abafundi bancamathelisa esicikweni inani elifanelekileyo leephegi. Babeka isixhobo sokubala kwichokoza ngalinye.

Isitishi sokusebenzela 4

Okudingayo

- Isethi e1 yeephezili zamanani 1-5 kumfundi ngamnye (iphepha 220)

Abafundi bagqibezela iiphazili zamanani.

Content Area Focus: Patterns, Functions and Algebra

Topics

- Copy and extend simple repeating patterns
- Create own patterns
- Describe the repeat in patterns

New knowledge

- Copy and extend simple repeating patterns
- Create and explain own pattern
- Oral counting 1–20
- Count backwards 7–1

Practise

- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- Making groups the same

New maths vocabulary

carry on

continues

the same

Getting ready

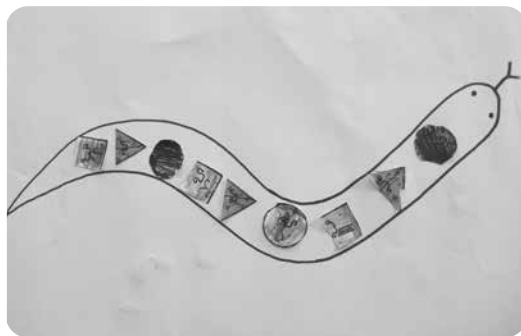
For the activities this week, you will need to prepare the following:

- 30 cards with large red, yellow, blue, green and orange circles (6 of each)
- 7 pictures of potatoes
- a large page with an outline of a tree with 7 leaves (3 big and 4 small), attached in a pattern: big, small, small, big, small, small, big
- 7 other leaf cut-outs
- 6 red and 4 yellow flower cut-outs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 instruments/sound makers (12 altogether)
- string and 12 pegs
- Unifix block pattern cards – 1 per learner for 2 groups
- an A4 page with shape patterns to be extended per learner
- an A4 snake shape and an A4 page with circles, squares and triangles – 1 of each per learner



TIP

Instead of a snake, choose a theme-related animal or object.



- bead-threading pattern cards (the beads on the pattern cards must look like those that will be used, in size and colour – see Workstation 4).

INkalo yomXholo ekuGxininiswa kuyo: IiPateni, iiFanshini neAljibhra

Izihloko

- Khuphela uze wongeze iipateni ezilula eziphindaphindayo
- Yenza eyakho ipateni
- Chaza ukuziphindaphinda kwipateni

Ulwazi olutsha

- Khuphela uze wongeze ipateni elula eziphindaphindayo
- Yenza uze ucacise eyakho ipateni
- Ukubala ngomlomo 1–20
- Ukubala ubuyela umva 7–1

Ziqhelise

- Ukubala izinto 1–7
- Ingqikelelo-manani 1–5
- Ukulandelelanisa amanani 1–5
- Ukwenza amaqela afane

Isigama esitsha semathematika

qhubeka

iyaqhubeka

efanayo

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- 30 amakhadi anezangqa ezikhulu ezibomvu, ezimthubi, ezizuba, eziluhlaza neziorenji (ezi6 kumbala ngamnye)
- 7 imifanekiso yeetapile
- iphepha elikhulu elinomfanekiso omfiliba womthi onamagqabi a7 (3 amakhulu na4 amancinci), ancanyathiselwe ngepateni: khulu, ncinci, ncinci, khulu, ncinci, ncinci, khulu
- 7 amanye amagqabi asikiweyo
- 6 iintyantyambo ezisikiweyo ezibomvu nezi4 nezimthubi
- 4 amaqela ezixhobo/ezinto ezenza isandi (umzekelo, iintsimbi, inkatshaza, izinti, amagubu) – 1 kumfundi ngamnye
- 3 imifanekiso yezixhobo/zinto nganye kwezi4 ezenza isandi (zizonke ziza kuba 12)
- umtya neephegi ezi12
- amakhadi anepateni yebhloko yeUnifix – 1 kumfundi ngamnye kumaqela ama2
- iphepha elinguA4 elinepateni zeemilo eziza kongezwa lomfundi ngamnye
- iphepha elinguA4 elinemilo yenyoka nephepha elinguA4 elinezangqa, izikwere noonxantathu – e1 yazo kumfundi ngamnye



Endaweni yenyoka, khetha isilwanyana okanye into enxulumene nomxholo.



- amakhadi anepateni yokuhlohla amaso (amaso kumakhadi anepateni kufuneka afane nalawo aza kusetyenziswa, ngobukhulu nangombala – jonga Isitishi sokusebenzela 4).

Whole class activities

Day 1

What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- Poster 7

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put up the seven pictures of potatoes.

Guiding questions:

- ★ How many potatoes do you see?

Repeat the rhyme as you point to each potato.

4. **Copying and extending patterns:** Whisper in the ears of six learners to ask them to sit as follows: straight legs, crossed legs, straight legs, crossed legs, straight legs, crossed legs.

Guiding questions:

- ★ What can you tell me about the way these learners are sitting?
- ★ Is this a pattern?
- ★ What makes you say that?
- ★ What is this pattern?

Touch each learner as the class chants: 'Straight legs, crossed legs ...'

- ★ How can we make this pattern carry on in the same way?

Add other learners.

Whisper a new pattern to six other learners: one sitting, two standing, one sitting, two standing. Ask questions about this pattern and ask learners to extend the pattern.

5. **Identifying patterns in a picture:** Discuss Poster 7.



Guiding questions:

- ★ What patterns can you see in this picture?

Explain why this is a pattern.

- ★ What can you see that does not have a pattern on it?
- ★ How do we know if something is a pattern?

6. **Small group activities:** Describe the activities at each workstation.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *Itapile enye, iitapile ezimbini* (iphepha 203)
- 7 semifanekiso yeetapile
- IPowusta 7

1. **Isicengcelezo sokubala:** Yenzani isicengcelezo esithi, *Itapile enye, iitapile ezimbini*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Xhoma imifanekiso esixhenxe yeetapile.

Imibuzo ekhokelayo:

- ★ Ubona iitapile ezingaphi?

Phindani isicengcelezo njengokuba usalatha itapile nganye.

4. **Ukukhuphela nokwandisa iipateni:** Sebezela ezindlebeni zabafundi abathandathu ubacela ukuba bahlale ngale ndlela ilandelayo: banabe, benze isathanga, banabe, benze isathanga, banabe, benze isathanga.

Imibuzo ekhokelayo:

- ★ Yintoni onokundixelesa yona ngendlela abahleli ngayo aba bafundi?
- ★ Ingaba yipateni le?
- ★ Yintoni ekwenza ukuba utsho?
- ★ Yintoni ipateni?

Bamba umfundi ngamnye njengokuba iklasi yonke ikhwaza: 'Banabile, benze isathanga ...'

- ★ Singayenza njani le pateni ukuba iqhubeke ngale ndlela?

Yongeza abanye abafundi.

Sebezela ipateni entsha kwabanye abafundi abathandathu: mnye ohleliyo, babini abamileyo, mnye ohleliyo, babini abamileyo. Buza imibuzo ngale pateni uze ucele abafundi ukuba bayongeze.

5. **Ukwalatha iipateni emfanekisweni:** Xoxani ngePowusta 7.



Imibuzo ekhokelayo:

- ★ Zeziphi iipateni ozibonayo kulo mfanekiso? Cacisa ukuba kutheni iyipateni le.
- ★ Yintoni oyibonayo engenapateni kuyo?
- ★ Sazi njani ukuba into yipateni?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Day 2

What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- 30 colour circle cards

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the rhyme and point to the seven pictures of potatoes.
4. **Identifying patterns in everyday objects:** Learners find patterns on their clothes, and in the classroom.

Guiding questions:

- ★ Why do you say this is a pattern?
 - ★ What do you see that is repeated?
 - ★ What would come next in the pattern?
5. **Practising patterns:** Give each learner a colour circle card. They find others with matching cards and make groups.

Guiding questions:

- ★ What is the same/different about your cards?
- ★ Are there more/fewer red circles than green circles?
- ★ How do you know?

Guide learners with red and blue cards to stand holding their cards in the following pattern: red, red, blue, blue, red, red, blue, blue.

Learners extend the pattern.

- ★ What pattern do you see?
- ★ What other patterns can we make?

Guide learners to arrange themselves based on their suggestions.

- ★ What will come next?
 - ★ What came before?
 - ★ How can we carry on in the same way?
6. **Small group activities:** Describe the activities at each workstation. Learners place their cards on the maths table as they go to their workstations, according to the colour you say.

Day 3

What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern (as described on page 104)
- 1 loose leaf
- Prestik
- 3 big and 3 small leaves
- 6 red and 4 yellow flower cut-outs

Usuku 2

Okudingayo

- Isicengcelezo: *Itapile enye, iitapile ezimbini* (iphepha 203)
- 7 imifanekiso yeetapile
- 30 amakhadi azizangqa ezinemibala

1. **Isicengcelezo sokubala:** Yenzani isicengcelezo esithi, *Itapile enye, iitapile ezimbini*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Phinda isicengcelezo uze walathe imifanekiso esixhenxe yeetapile.
4. **Ukuchonga iipateni kwizinto zemihla ngemihla:** Abafundi bafumana iipateni kwiimpahla zabo, naseklasini.

Imibuzo ekhokelayo:

- ★ Kutheni usithi yipateni nje lena?
- ★ Yintoni oyibonayo ephindaphindiweyo?
- ★ Yintoni enokulandela kule pateni?

5. **Ukuziqhelisa iipateni:** Nika umfundi ngamnye ikhadi elinesangqa esinombala. Bafumana abanye abanamakhadi ahambelana nawabo baze benze amaqela.

Imibuzo ekhokelayo:

- ★ Amakhadi enu afana/ohlake ngantoni?
- ★ Ingaba kukho izangqa ezibomvu ezingaphezulu/ezimbalwa kunezangqa eziluhlaza?
- ★ Wazinjani?

Khokela abafundi abanamakhadi abomvu naluhlaza ukuba beme bephakamise amakhadi abo ngokwale pateni ilandelayo: bomvu, bomvu, zuba, zuba, bomvu, bomvu, zuba, zuba.

Abafundi bongeza iipateni.

- ★ Yeyiphi iipateni oyibonayo?
- ★ Zeziphi ezinye iipateni esinokuzenza?

Khokela abafundi ukuba bazihlele ngokwendlela abacebise ngayo.

- ★ Yintoni eza kulandela?
- ★ Yintoni ebingaphambili?
- ★ Singaqhubeka njani nale ndlela inye?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye. Abafundi babeka amakhadi abo kwitafle yemathematika njengokuba besiya kwizitishi zabo zakusebenzela, ngokombala ochazwa nguwe.

Usuku 3

Okudingayo

- Isicengcelezo: *Itapile enye, iitapile ezimbini* (iphepha 203)
- 1 igqabi elizimeleyo
- Imifanekiso emithathu enamagqabi ama6
- Iprestiki
- ancanyatheliswe ngokwepateni (echazwe kwiphepha 105)
- 3 amagqabi amakhulu ne3 amagqabi amancinci
- 6 iintyatyambo ezisikwe ephepheni ezibomvu ne4 ezimthubi



TIP

Use real leaves if possible. Place these on the maths table for learners to create patterns.

1. **Counting rhyme:** Learners stand in groups of four to eight. They do the actions in the counting rhyme and game, *One potato, two potatoes*, while the whole class says the words of the rhyme together.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree with six leaves attached in a pattern.

Guiding questions:

- ★ How many leaves are there on this tree?
- ★ How many will there be if I add one more leaf?

Add another leaf. Count the leaves together.

4. **Problem solving 1–5 using patterns:** Put four flower cut-outs in a row under the tree in the pattern red, yellow, red, yellow.

Guiding questions:

- ★ How many flowers are there?
- ★ Can you see a pattern? Tell me about the pattern.
- ★ What colour is the first/second/third/fourth flower?
- ★ What colours must I add next to carry on the pattern?
- ★ How many flowers are there now?
- ★ Are there more/fewer red flowers or yellow flowers?
- ★ If we carry on this pattern, what will it look like?

Place extra flower cut-outs on the maths table for learners to use during the day.

5. **Copying and extending patterns:** Learners create a sound and action pattern, for example: clap, pat, clap, pat.

Guiding questions:

- ★ What did you see and hear?
- ★ Is this a pattern? Why/why not?

Together repeat the pattern.

- ★ What do you notice about this pattern?
- ★ What comes after the clap?
- ★ Can you carry on?

Change the pattern, for example: hop, hop, clap, clap, hop, hop, and discuss it.

6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern
- 7 other leaves
- Everyday objects – such as pens, pencils, books, spoons and forks – to make patterns
- 6 containers each with 30 coloured sticks (*Resource Kit*)


INGCEBISO

Sebenzisa amagqabi okwenene ukuba unako. Wabeke phezu kwetafile yemathematika ukuze abafundi benze iipateni.

1. **Isicengcelezo sokubala:** Abafundi bema emaqeleni ezine ukuya kwizibhozo. Benza iintshukumo zesicengcelezo sokubala kunye nomdlalo, *Itapile enye, iitapile ezimbini*, ngeli lixa iklasi yonke isitsho amagama esicengcelezo kunye.

2. **Ukubala ngomlomo:** 1–20 no7–1.

3. **Ukubala izinto 1–7:** Jonga umthi onamagqabi amathandathu ancanyatheliswe ayipateni.

Imibuzo ekhokelayo:

★ Mangaphi amagqabi akulo mthi?

★ Aza kuba mangaphi ukuba ndongeza igqabi elinye?

Yongeza elinye igqabi. Ninonke balani amagqabi.

4. **Ukusombulula iingxaki 1–5 usebenzisa iipateni:** Beka amagqabi asikiweyo abe mane emgceni ngaphantsi komthi enze ipateni ethi: bomvu, mthubi, bomvu, mthubi.

Imibuzo ekhokelayo:

★ Zingapihi iintyatyambo ezikhoyo?

★ Ingaba uyayibona ipateni? Ndichazele ngepateni.

★ Inombala onjani intyatyambo yokuqala/yesibini/yesithathu/yesine?

★ Yeyiphi imibala ekufanele ndiyongeze ukuze ndiqhubeka nepateni?

★ Zingaphi iintyatyambo ezikhoyo ngoku?

★ Ingaba iintyatyambo ezibomvu zingaphezulu/zimbalwa kuneentyatyambo ezimthubi?

★ Ukuba siyaqhubeka nale pateni, iza kukhangeleka njani?

Beka ezinye iintyatyambo ezisikwe emaphepheni phezu kwetafile yemathematika ukuze bazisebenzise abafundi ebudeni bemini.

5. **Ukukhuphela nokwandisa iipateni:** Abafundi benza ipateni yesandi nentshukumo, umzekelo: qhwaba, mbambazela, qhwaba, mbambazela.

Imibuzo ekhokelayo:

★ Ingaba ubone waza weva ntoni?

★ Yipateni le? Kutheni iyiyo/ingeyiyo?

Ninonke phindani le pateni.

★ Uqaphele ntoni ngale pateni?

★ Kulandela ntoni emva kokuqhwaba?

★ Ungaqhubeka?

Tshintsha ipateni, umzekelo: ngcileza, ngcileza, qhwaba, qhwaba, ngcileza, ngcileza, nize nixoxe ngayo.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Isicengcelezo: *Itapile enye, iitapile ezimbini* (iphepha 203)
- Umfanekiso womthi onamagqabi ama6 ancanyatheliswe ngokwepateni
- 7 amanye amagqabi

- Izinto zemihla ngemihla – ezifana neepeni zokubhala, iipensile, iincwadi, amacephe neefolokhwe – ukwenza iipateni
- 6 izikhongozeli sisinye sibe nezinti ezimibalabala ezingama30 (*iKiti yeziXhobo*)

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree picture with six leaves, and the seven leaves on the mat.

Guiding questions:

- ★ Are there more/fewer leaves on the tree or on the mat?

Count the leaves together.

4. **Copying and extending patterns:** Learners identify the pattern of the leaves on the tree.

Guiding questions:

- ★ How would we carry on this pattern?

They discuss patterns they see on their clothes. Create a sound and action pattern as on Day 3.

5. **Practising patterns:** Make patterns using everyday objects, for example: koki, pencil, koki, pencil. Ask guiding questions about the pattern. Learners should describe and extend the pattern.

Learners gather in groups of five. Give each group a container with coloured sticks. Learners count six sticks each. They create their own patterns and together discuss these. Move between groups to give support.

6. **Small group activities:** Describe the activities at each workstation. Learners place the stick patterns on the maths table as they go to their workstations.

Day 5

What you need

- Rhyme: *One potato, two potatoes* (page 202)
- String and 12 pegs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 sound makers

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place a group of seven shakers and a group of seven bells on the mat.

Guiding questions:

- ★ How many instruments do you think there are in this group?
- ★ And in this group?
- ★ Which group do you think has more/fewer?

Count the instruments together.

- ★ Who said the correct number?



TIP

Use objects such as yoghurt cups, sticks and blocks if you do not have instruments.

1. **Isicengcelezo sokubala:** Dlalani umdlalo, *Itapile enye, iitapile ezimbini*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Jonga kumfanekiso womthi onamagqabi amathandathu, kunye namagqabi asixhenxe asemethini.

Imibuzo ekhokelayo:

- ★ Ingaba kukho amagqabi angaphezulu/ambalwa emthini okanye emethini?

Balani amagqabi nikunye.

4. **Ukukhuphela nokwandisa iipateni:** Abafundi balatha ipateni yamagqabi asemthini.

Imibuzo ekhokelayo:

- ★ Ungaqhubeka njani nale pateni?

Baxoxa ngeepateni abazibona ezimpahleni zabo. Yenzani ipateni yezandi nentshukumo njengeyoSuku 3.

5. **Ukuziqhelisa iipateni:** Yenza iipateni usebenzisa izinto zemihla ngemihla, umzekelo: ikhoki, ipensile, ikhoki, ipensile. Buza imibuzo ekhokelayo ngale pateni. Abafundi kufuneka bachaze baze bongeze ipateni.

Abafundi baqokelelana babe ngamaqela oontlanu. Nika iqela ngalinye isikhongozeli esinezinti ezimibalabala. Abafundi babala izinti ezintandathu emnye kubo. Benza ezabo iipateni nize nixoxe ngazo ninonke. Hambahamba phakathi kwamaqela uwanike inkxaso.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye. Abafundi babeka iipateni zezinti etafileni yemathematika njengokuba besiya kwizitishi zabo.

Usuku 5

Okudingayo

- Isicengcelezo: *Itapile enye, iitapile ezimbini* (iphepha 203)
- Umtya kunye neephegi ezili12
- 4 amaqela ezixhobo/ezinto zokwenza isandi (umzekelo, iintsimbi, inkatshaza, izinti, amagubu) – 1 kumfundi ngamnye
- 3 imifanekiso yento nganye kwezi4 zokwenza isandi

1. **Isicengcelezo sokubala:** Dlalani umdlalo, *Itapile enye, iitapile ezimbini*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka emethini iqela elinezinto ezikhahlazayo ezisixhenxe kunye neqela leentsimbi ezisixhenxe.

Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo ocinga ukuba zikho kweli qela?
- ★ Kweli iqela lona?
- ★ Leliphi iqela ocinga ukuba linezingaphezulu/ezimbalwa?

Balani izixhobo ninonke.

- ★ Ngubani obize inani elichanekileyo?



Sebenzisa izinto ezifana neekomityi zeyogathi, izinti neebhloko xa ungenazo izixhobo zomculo.

Add two other groups of instruments. Learners fetch instruments and all the learners with the same instruments sit next to each other in the circle.

Guiding questions:

- ★ If there are seven shakers, how many learners should we count for each learner to have one?
- ★ How many learners are left who don't have an instrument? (For the last group.) Give these learners an instrument.

4. **Sound patterns:** Show learners four picture cards of the four instrument groups. They play their instruments as you show these cards, one at a time. Place the cards on the washing line in different patterns for them to follow. They play as you point.

Guiding questions:

- ★ What pattern do you see?
- ★ How will this pattern continue?
- ★ Which picture comes next?
- ★ Which group will play first/last in this pattern?

5. **Small group activities:** Describe the activities at each workstation.



TIP

Ask learners to keep their hands in their laps with their instruments on the floor in front of them. They must not wake them up until all learners have an instrument.

Integration

Home Language and Life Skills: Art activities that focus on pattern (for example: rhythmic patterns, low and high sound patterns, making and decorating picture frames), drawing patterns that develop fine motor skills as part of Emergent Handwriting.

Small group activities

Teacher-guided activity

What you need

- Number washing line with cards 1–5 in the incorrect order
- 2 plastic lids/paper plates per learner
- Unifix blocks sorted by colour into containers
- A tub per learner each with:
 - Structure beads
 - 5 Unifix blocks
 - A Unifix block pattern card

1. **Oral counting:** 1–20 and 7–1.
2. **Practising 5; structure beads:** Learners use the beads from their tubs.

Guiding questions:

- ★ Are there the same number of red and yellow beads? How do you know?
- ★ Count the red beads. How many are there?



Yongeza amanye amaqela ezixhobo amabini. Abafundi balanda izixhobo baze bonke abafundi abanezixhobo ezifanayo bahlale kunye, omnye ecaleni komnye, apha esangqeni.

Imibuzo ekhokelayo:

- ★ Ukuba kukho iinkatshaza ezisixhenxe, bangaphi abafundi ekufanele sibabale ukuze umfundi emnye abe nenye?
- ★ Bangaphi abafundi abashiyekileyo abangenaso isixhobo? (Abeqela lokugqibela.) Nika aba bafundi isixhobo.

 **INGCEBISO**

Cela abafundi ukuba babeke izandla zabo emathangeni abo zize izixhobo zabo zibe phantsi phambi kwabo. Mabangaziphakamisi de babe bonke abafundi banezixhobo.

4. **lipateni zesandi:** Bonisa abafundi amakhadi anemifanekiso namaqela ezixhobo amane. Badlala ngezixhobo zabo njengokuba ubabonisa amakhadi, libe linye ngexesha. Yaneka amakhadi elucingweni ngokweepateni ezahlukileyo abaza kuzilandela. Bayadlala njengokuba usalatha.

Imibuzo ekhokelayo:

- ★ Ubona yiphi ipateni?
- ★ Iza kuqhubeka njani le pateni?
- ★ Ngowuphi umfanekiso olandelayo?
- ★ Leliphi iqela eliza kudlala kuqala/mva kule pateni?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Imisebenzi yezobuGcisa egxile kwipateni (umzekelo: iipateni zezandi, iipateni eziphakamileyo nezehlileyo, ukwenza nokuhombisa iifreyimu zemifanekiso), ukuzoba iipateni ezikhulisa izihlunu njengenxalenye yokuBhala okusaHlumayo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Ucingo lokwaneka amanani elinamakhadi 1–5 angalandelelani kakuhle
- 2 iziciko zeplastiki/iipleyiti zephepha kumfundi ngamnye
- Iibhloko zeUnifix ezibekwe ngokwemibala kwizikhongozeli
- Isitya somfundi ngamnye esiqulethe:
 - Amaso okuhlela
 - 5 iibhloko zeUnifix
 - Ikhadi lepateni yebhloko yeUnifix

1. **Ukubala ngomlomo:** 1–20 no7–1.
2. **Ukuziqhelisa no5; amaso okuhlela:** Abafundi basebenzisa amaso aseziyeni zabo.

Imibuzo ekhokelayo:

- ★ Ingaba amaso abomvu namthubi alinani elilinganayo? Wazi njani?
- ★ Balani amaso abomvu. Mangaphi akhoyo?



- ★ Count the yellow beads. How many are there?
- ★ Show me two. Show me one more bead. Show me one less.
- ★ Hold four beads. How many more beads do you need to show five?

Learners count on to five, starting at different numbers. For example, they hold three beads and count from there up to five.

3. **Practising 1–5; number line:**

Together look at the number cards 1–5 on the washing line.

Guiding questions:

- ★ What do we need to do to put these numbers in the correct order?
- ★ Which card should come first, second, third, fourth and fifth?
- ★ Which number is before/after 4?



4. **Practising 1–5; Unifix blocks:**

Learners each count five Unifix blocks. They shake and break these onto the two lids in front of them.

Guiding questions:

- ★ How can you make both of your lids have the same number of blocks?
- ★ Do you need more blocks to make this happen?
- ★ Is there another way?
- ★ What will happen if I take one of your blocks away from this lid? Will your groups still be the same/equal?

Take a block from a lid from each of the learners.

- ★ What do you need to do to make your groups the same/equal again?

5. **Practising patterns:** Create a pattern using Unifix blocks. Discuss the pattern with the learners. Place containers with Unifix blocks on the mat. Learners use the Unifix blocks to copy the pattern. Learners work with a partner to create a Unifix block pattern. Each learner chooses a colour they want to add.

They take turns adding a colour to extend the pattern. Learners use the Unifix blocks and copy pattern cards.

Guiding questions:

- ★ What pattern do you see on your card?
- ★ How can you continue this pattern?
- ★ How many of each colour block do you need to use for each part of this pattern?

6. **Creating and explaining patterns:** Learners create their own pattern using the Unifix blocks. They explain their pattern to the group.

Guiding questions:

- ★ Can you tell us about your pattern?
- ★ Can you explain what you have repeated?

- ★ Balani amaso amthubi. Mangaphi akhoyo?
- ★ Ndibonise amabini. Ndibonise elinye kwakhona. Thabatha libe linye undibonise.
- ★ Phakamisa amaso amane. Kufuneka wongeze amangaphi ukwenza untlanu?

Abafundi babala baye kutsho kuntlanu, beqala kumanani ohlukeneyo. Umzekelo, baphakamisa amaso amathathu baze babale ukusuka apho ukuya kuntlanu.

3. **Ukuziqhelisa 1–5; umgca-manani:**

Ninonke jongani kumakhadi amanani 1–5 aselucingweni lokwaneka.

Imibuzo ekhokelayo:

- ★ Kufuneka wenze ntoni ukuze la manani alandelelane ngokuchanekileyo?
- ★ Leliphi ikhadi ekufanele libe lelokuqala, lesibini, lesine nelesihlanu?
- ★ Leliphi inani eliphambi/elisemva kuka4?



4. **Ukuziqhelisa 1–5; iibhloko zeUnifix:**

Emnye umfundi ubala iibhloko zeUnifix ezintlanu. Bayazihlukuhla baze bazichithele phezu kweziciko ezimbini eziphambi kwabo.

Imibuzo ekhokelayo:

- ★ Ungazenza njani iziciko zakho zibe nenani leebhloko elilinganayo?
- ★ Ingaba udinga ezinye iibhloko ukuze ukwenze oko?
- ★ Ingaba ikhona enye indlela?
- ★ Kuza kwenzeka ntoni ukuba ndithatha ibe nye kwiibhloko zakho ezikwesi siciko? Ingaba amaqela akho aza kuhlala efana/elingana?

Thatha ibhloko kwisiciko somfundi ngamnye.

- ★ Kufuneka wenze ntoni ukwenza amaqela akho afane/alingane kwakhona?

5. **Ukuziqhelisa iipateni:** Yenza ipateni usebenzisa iibhloko zeUnifix.

Xoxani nabafundi ngale pateni. Beka emethini izikhongozeli ezineebhloko zeUnifix. Abafundi basebenzisa iibhloko zeUnifix ukuze bakhuphele le pateni. Abafundi basebenza ngambini ukuze benze ipateni yeebhloko zeUnifix. Umfundi ngamnye ukhetha umbala afuna ukuwongeza.

Bayatshintshana ngokongeza umbala ukuze bongeze ipateni. Abafundi basebenzisa iibhloko zeUnifix baze bakhuphele amakhadi epateni.

Imibuzo ekhokelayo:

- ★ Yeyiphi ipateni oyibonayo kweli khadi lakho?
- ★ Ungaqhubeka nayo njani le pateni?
- ★ Zingaphi iibhloko zombala ngamnye ekufuneka uzisebenzisile kwinxenye nganye yale pateni?

6. **Ukwenza nokucacisa iipateni:** Abafundi benza ezabo iipateni besebenzisa iibhloko zeUnifix. Bacacisela iqela ngeepateni zabo.

Imibuzo ekhokelayo:

- ★ Ungasichazela ngepateni yakho?
- ★ Ungasicacisela ukuba uyiphindaphinde njani?



Check that learners are able to:

- count orally 1–20 and 7–1
- count on between 1 and 5, using the structure beads
- order numbers 1–5
- make groups the same/equal up to 5
- identify, copy and extend patterns
- create and explain their own patterns



Workstation 1

What you need

- A shape pattern sheet per learner
- Pencil crayons

Learners extend patterns. If drawing is a challenge, let learners use the attribute blocks from the *Resource Kit*.



Workstation 2

What you need

- 1 snake template (see page 104)
- 1 shape pattern sheet per learner

Learners cut and paste the shapes in a pattern on the snake.

Workstation 3

What you need

- Unifix block pattern cards
- Unifix blocks

Learners use Unifix blocks to copy patterns.

Workstation 4

What you need

- A tub per learner with:
 - Threading beads and string
- Bead pattern cards

Learners string beads according to the pattern cards.





Qwalasela ukuba abafundi bayakwazi uku-:

- bala ngomlomo 1–20 no7–1
- bala beqhubeka phakathi kuka1 no5, besebenzisa amaso okuhlela
- landelelanisa amanani 1–5
- enza amaqela afanayo/alinganayo ukuya kutsho ku5
- chonga, akhuphele aze andise iipateni
- enza nokucacisa ezabo iipateni



Isitishi sokusebenzela 1

Okudingayo

- Iphepha elinepateni yemilo kumfundi ngamnye
- Iikhrayoni ezizipensile

Abafundi bandisa iipateni. Ukuba kunzima ukuzoba, vumela abafundi basebenzise iibhloko zeathribhyuthi ezikwi*Kiti yeziXhobo*.



Isitishi sokusebenzela 2

Okudingayo

- 1 ithempleyithi yenyoka (jonga iphepha 105)
- 1 uxwebhu lwemilo yepateni kumfundi ngamnye

Abafundi basika baze bancamathelise iimilo kwipateni esenyokeni.

Isitishi sokusebenzela 3

Okudingayo

- Amakhadi epateni yebhloko ye*Unifix*
- Iibhloko ze*Unifix*

Abafundi basebenzisa iibhloko ze*Unifix* ukukhuphela iipateni.

Isitishi sokusebenzela 4

Okudingayo

- Isitya somfundi ngamnye esiqulethe:
 - Amaso okuhlela nomtya
 - Amakhadi eepateni zamaso



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
- Analyse and report on data

Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- More than, fewer than, equal to
- Sorting and classifying
- Shapes: circle, square, triangle

New maths vocabulary

similarities

pictograph

Getting ready

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

- 10 individual small aeroplane pictures
- 1 picture of a circle and 1 of a square
- 7 A4-sized circles and 5 squares
- 2 small pictures each of: walking, taxi, car and bus (all the same size)
- small 5 cm × 5 cm card with a smiling face (all the same size) – 2 per learner (see Day 3 and Day 4)



- 2 large sheets for pictographs each with 4 columns
- a collection of wooden and plastic construction toys, for example, blocks, Lego
- magazines with transport pictures
- 1 A4 graph page (4 columns and 6 rows) per learner: The left column has number symbols and dots 1–5. The bottom row has a colour in each – red, blue and yellow
- a different shape graph page for each learner (Each should have five columns labelled at the bottom, for example, 2 circles, 3 squares, 1 triangle, 2 squares, 1 circle, with space above each (see Workstation 3))
- cut-out circles, squares and triangles from previous weeks – approximately 12 per learner.

INkalo yomXholo ekuGxininiswa kuyo: ULwazi oluQokelelweyo

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Qokelela uze uhlele izinto • Mela ingqokelela yezinto ezihleliweyo • Xoxani nize nize nize ingxelo ngengqokelela yezinto ezihleliweyo 	<ul style="list-style-type: none"> • Qokelela, hlela uze umele iingqokelela zezinto • Hlolutya uze unike ingxelo ngolwazi oluqokelelweyo 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–20 no7–1 • Ukubala izinto 1–7 • Iingqikelelo-manani 1–5 • Ngaphezu kwe-, mbalwa kune-, lingana ne- • Ukuhlela nokwahlula • Ilimilo: isangqa, isikwere, unxantathu

Isigama esitsha semathematika

ukufana

igrafu yemifanekiso

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- 10 imifanekiso yeenqwelomoya ezimeleyo
- 1 umfanekiso wesangqa no1 wesikwere
- 7 izangqa nezikwere ezi5 ezibukhulu bunguA4
- 2 imifanekiso ngaminye emincinci: yokuhamba ngeenyawo, yeteksi, yemoto neyebhasi (yonke ilingane ngobukhulu)
- ikhadi elincinci elingu5 cm × 5 cm elinobuso obuncumileyo (onke alingane ngobungakanani) – 2 kumfundi ngamnye (jonga kuSuku 3 noSuku 4)
- 2 amaxwebu amakhulu aneigrafu zemifanekiso lilinye kuwo libe neekholam ezi4
- ingqokelela yezinto zokwakha zokudlala ezenziwe ngamaplanga neplastiki, umzekelo, iibhloko, iLego
- iimagazini ezinemifanekiso yezithuthi
- 1 iphepha elinguA4 legrafu (4 iikholam nemiqolo emi6) kumfundi ngamnye: Iikholam esekhohlo ineesimboli namachokoza amanani 1–5. Umqolo osezantsi unombala kwikholam nganye – obomvu, ozuba nomthubi
- iphepha legrafu elinemilo eyahlukileyo lomfundi ngamnye (Lilinye kufuneka libe neekholam ezintlanu aphawulwe ezantsi, umzekelo, 2 izangqa, 3 izikwere, 1 unxantathu, 2 izikwere, 1 isangqa, ushiye isithuba entla kwekholam nganye (jonga Isitishi sokusebenzela 3))
- sika ukhuphe izangqa, izikwere noonxantathu abathathwe kwimisebenzi yeveki ezidlulileyo – nika umfundi ngamnye malunga ne12.



Whole class activities

Day 1

What you need

- An A4 picture of a circle and a square for the maths table
- Circle-shaped objects (for example, cups, wastepaper bin, yoghurt containers, lids) hidden in the classroom
- Square- and rectangle-shaped objects (for example, boxes, dice, blocks, lunch boxes) hidden in the classroom

1. **Rhyme:** Learners choose a song or rhyme from previous weeks to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners go on a hunt to find objects in the classroom that look like circles, squares or rectangles. (Make sure that you have enough objects so that there is one per learner.) Learners place the objects in the middle of the mat and sit in a circle. Together sort the objects into two groups: one with objects that are circular and another with objects that have corners, flat sides and straight edges (square and rectangular objects). Discuss why the objects have been sorted into these groups. Focus on the properties of the objects and discuss the shape.

Guiding questions:

- ★ Does this group of objects look as though it has more or fewer than seven objects?

Together count out seven objects that have a circular shape and point out that there are more than seven circle-shaped objects altogether in that group. Repeat this with the other group of square- and rectangle-shaped objects. Put the seven items from each group on the maths table next to the circle and square/rectangle pictures.

4. **Sorting; more than, fewer than, equal to:** Look at the objects that are left.

Guiding questions:

- ★ Do you think there are more objects that look like circles, or more objects that have straight edges and corners?
- ★ What do we need to do to find out?

Together sort the objects into two groups and talk about them.

- ★ Do you think these two groups have an equal number of objects in them?
- ★ Which of these two groups do you think has more/fewer objects?
- ★ Which is the smallest/biggest object in this group?
- ★ What different colours can you see in this group?
- ★ What are the objects in this group made of?
- ★ How else can we sort these objects?



TIP

Properties of 3-D objects include length, width, height. Talk about sides, edges and corners.



TIP

To help learners as they sort, provide two big containers, one labelled with a picture of a square and a rectangle, and another labelled with a picture of a circle.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Umfanekiso onguA4 wesangqa nowesikwere oza kubekwa kwitafle yemathematika
- Izinto ezimile okwesangqa (umzekelo, iikomityi, umgqomo wamaphepha, izikhongozeli zeyogathi, iziciko) ezifihlwe apha eklasini
- Izinto ezimile okwesikwere noxande (umzekelo, iibhokisi, amadayisi, iibhloko, izikhaftina) ezifihlwe eklasini

INGCEBISO

limpawu zezinto ezingu3-D ziquka ubude, ububanzi, umphakamo. Thethani ngamacala, imiphetho neekona.

1. **Isicengcelezo:** Abafundi bakhetha ingoma abaza kuyicula okanye isicengcelezo abaza kusenza ebesenziwe kwezi veki zidlulileyo.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bakhangelela izinto ezikhangeleka okwezangqa, izikwere okanye okwamaxande eklasini. (Qiniseka ukuba unezinto ezaneleyo ukuze umfundi ngamnye abe neyakhe.) Abafundi bazibeka embindini wemethi baze bahlale kwisangqa. Ninonke hlelani izinto ngokwamaqela amabini: elinye libe nezinto ezimile okwesangqa lize elinye libe nezinto ezineekona, icala elimcaba nemiphetho engqalileyo (izinto ezizikwere nezizingxande). Xoxani ngokuba kutheni izinto zihlelwe zaba ngala maqela. Gxininisa kwiimpawu zezinto nize nixoxe ngemilo.

Imibuzo ekhokelayo:

- ★ Ingaba eli qela lezinto libonakala ngathi linezinto ezingaphezulu okanye ezimbalwa kunezisixhenxe?

Ninonke balani izinto ezisixhenxe ezimile okwesangqa nize nibonise ukuba izinto ezimile okwesangqa zingaphezu kwesixhenxe na xa zizonke kwelo qela. Kuphinde oku usebenzisa izinto ezimile okoxande nokwesikwere. Beka kwitafle yemathematika amaqela anesixhenxe ohlobo ngalunye lwento ecaleni kwemifanekiso yesangqa neyesikwere/uxande.

4. **Ukuhlela; ngaphezu kwe-, mbalwa kune-, lingana ne-:** Jonga kwizinto ezishiyekileyo.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba kukho izinto ezikhangeleka okwesangqa ezingaphezulu, okanye izinto ezinemiphetho engqalileyo neekona ezingaphezulu?
- ★ Kufuneka senze ntoni ukuze sifumanise oku?

Ninonke hlelani izinto zibe ngamaqela amabini nize nithethe ngawo.

- ★ Nicinga ukuba la maqela mabini anenani elilinganayo lezinto kuwo?
- ★ Leliphi kula maqela mabini enicinga ukuba linezinto ezingaphezulu/ ezimbalwa?
- ★ Yeyiphi eyona nto incinci/inkulu kweli qela?
- ★ Nibona yiphi imibala eyahlukileyo kweli qela?
- ★ Ingaba izinto ezikweli qela zenziwe ngantoni?
- ★ Yeyiphi enye indlela esinokuzihlela ngayo izinto?

INGCEBISO

Ukuncedisa abafundi njengokuba behlela, banike izikhongozeli ezinkulu ezimbini, esinye siphawulwe ngomfanekiso wesikwere nowoxande, size esinye siphawulwe ngomfanekiso wesangqa.

Learners sort objects into groups, as decided on by the class.
Leave the objects in the maths area for further exploration.

5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 small toy cars/trucks
- Poster 8
- 7 large circles, 5 large squares

1. **Song:** Sing the song, *Little aeroplanes*. Show the aeroplane pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven toy cars or trucks on the mat.

Guiding questions:

- ★ How many vehicles do you think there are?

Together count the cars or trucks from 1 to 7.

4. **Data collection, sorting:** Learners stand in a circle. Call out different questions about how learners came to school today. Ask questions based on what you know of your learners' experience and how they come to school.

Guiding questions:

- ★ Did you walk to school today?
- ★ Did you come to school in a car today?
- ★ Did you come to school in a taxi today?
- ★ Did you come to school by bus today?

Learners who answer yes, step into the circle. Discuss the learners' responses.

- ★ Who only stepped in once?
- ★ Who stepped in more than once? Why?

Learners think of other ideas, based on transport and call out categories.

5. **Talk about different kinds of transport:** Discuss Poster 8. Talk about what types of transport learners can see.

Guiding questions:

- ★ How many different kinds of transport can you see?
- ★ Are there more/fewer on the ground or in the air?
- ★ What is the same about the transport on the ground?



TIP

If learners do not fit into these categories suggest that they choose the transport that they have used most often or even once in the past to get to school.

Abafundi bahlela izinto ngokwamaqela, njengoko kuvunyelwene yiklasi. Shiya izinto kwindawo yemathematika ukuze baqhubeke bezihlola.

5. **Imisebenzi yamaqela amancinci:** Chaza kwimisebenzi yesitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Ingoma: *linqwelomoya ezincinci* (iphepha 203)
- 10 imifanekiso yeenqwelomoya
- 7 yeemoto/iitraki ezincinci zokudlala
- IPowusta 8
- 7 izangqa ezikhulu, 5 izikwere ezikhulu

1. **Ingoma:** Cula ingoma ethi, *linqwelomoya ezincinci*. Bonisa imifanekiso yeenqwelomoya.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka emethini iimoto okanye iitraki zokudlala ezisixhenze.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi izithuthi ezikhoyo?

Ninonke balani iimoto okanye iitraki ukususela ku1 ukuya ku7.

4. **Ukuqokelelwa kolwazi, ukuhlela:** Abafundi bema kwisangqa. Buza imibuzo eyahlukileyo ngokuba abafundi beze njani na esikolweni namhlanje. Buza imibuzo ngoko ukwaziyo ngamava abafundi nangeendlela abeza ngayo esikolweni.

Imibuzo ekhokelayo:

- ★ Nize ngeenyawo esikolweni namhlanje?
- ★ Nize ngemoto esikolweni namhlanje?
- ★ Nize ngeteksi esikolweni namhlanje?
- ★ Nize ngebhasi esikolweni namhlanje?

Abafundi abaphendule bathi ewe, bangena kwisangqa. Xoxani ngeempendulo zabafundi.

- ★ Ngubani ongene kanye kuphela?
- ★ Ngubani ongene ngaphezu kunesinye? Kutheni?

Abafundi bacinga ngezinye iimbono, ngokujonga iindidi zezithuthi nendlela ezibizwa ngayo.

5. **Thethani ngeendidi ezahlukileyo zezithuthi:** Xoxani ngePowusta 8. Thethani ngeendidi zezithuthi abanokuzibona abafundi.

Imibuzo ekhokelayo:

- ★ Zingaphi iindidi ezahlukileyo zezithuthi enizibonayo?
- ★ Ingaba zingaphezu/ zimbilwa emhlabeni okanye esibhakabhakeni?
- ★ Izithuthi ezisemhlabeni zifana ngantoni?



INGCEBISO

Ukuba abafundi abaweli nakwenye yezi ndidi bacele ukuba bakhethe nasiphi na isithuthi abasisebenzisa rhoqo okanye abakhe basisebenzisa nokuba kukanye ukuza esikolweni.

- ★ How are they different?
- ★ How many vehicles have four wheels and how many have two wheels?
- ★ What kinds of transport have two wheels?

6. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 toy boats
- 4 small pictures: walking, a taxi, a car, a bus
- Small cards with a smiley face (all the same size) – 1 per learner
- Prepared pictograph page

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Repeat the counting activity from Day 2 using boats instead of cars and count from 1 to 7. Place the boats on the maths table for learners to sort according to colour.

Note: If you don't have boats, these can be made from polystyrene trays with a stick pushed through the centre and paper for a sail. The sails could be different colours.



4. **Collecting data:** Discuss how learners travelled to school today.

Guiding questions:

- ★ If we want to know if more learners travel to school by taxi than those who walk or who travel by car or bus, what do we need to do?

Show four pictures of different forms of transport, and ask learners what these represent. Place these at each of the four corners of the mat. Learners collect a smiley face from a container on the mat and sit next to the picture that represents how they travel to school.

Guiding questions:

- ★ Which group do you think has the most learners?
- ★ Which group has the fewest learners?

5. **Representing data; more than, fewer than, equal to:** Ask learners how they can make a picture of how many learners use each type of transport. Guide them to place the four transport pictures in four columns to make a pictograph. Learners place their smiley face cards in the appropriate column above the correct mode of transport to complete the pictograph. Cards must be placed touching one another without spaces between them (see page 128).



TIP

The question about types of transport must be appropriate to the context of your learners.



TIP

Learners' cards must be the same size.

- ★ Zahluke njani?
 - ★ Zingaphi iinqwelo ezinamavili amane kwaye zingaphi ezinamavili amabini?
 - ★ Luhlobo luni lwezithuthi olunamavili amabini?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Ingoma: *linqwelomoya ezincinci* (iphepha 203)
- 10 imifanekiso yeenqwelomoya
- 7 amaphenyane okudlala
- 4 imifanekiso emincinci: abahamba ngeenyawo, iteksi, imoto, ibhasi
- Amakhadi amancinci anobuso obuncumileyo (onke alingane ngobungakanani) – 1 kumfundi ngamnye
- Igrafu yemifanekiso elungisiweyo



INGCEBISO

Umbuzo omalunga neendidi zezithuthi kufuneka ube nokuqondwa lula ngabafundi bakho.

1. **Ingoma:** Culani ingoma ethi, *linqwelomoya ezincinci*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Phindani umsebenzi ebeniwenze nguSuku 2 nisebenzisa amaphenyane endaweni yeemoto nize nibale ukususela ku1 ukuya ku7. Beka amaphenyane etafileni yemathematika ukwenzela ukuba abafundi bawahlele ngokwemibala.

Qaphela: Ukuba awunawo amaphenyane, usenokusebenzisa itreyi eyenziwe ngepolisterini ehlohlwe izinti embindini kunye nephepha eliza kuba yiseyile. Iseyile zisenokuba yimibala eyahlukileyo.

4. **Ukuqokelela ulwazi:** Xoxani ngokuba abafundi beze njani na esikolweni namhlanje.

Imibuzo ekhokelayo:

- ★ Ukuba sifuna ukwazi ukuba abafundi abeza ngeteksi esikolweni bangaphezulu na kwabo bahamba ngeenyawo okanye abeza ngemoto okanye ngebhasi, kufuneka senze ntoni?

Babonise imifanekiso emine yeendidi ezahlukileyo zezithuthi, uze ubabuze ukuba imele ntoni na. Yibeke kwikona nganye yemethi. Abafundi bathatha ubuso obuncumileyo kwisikhongozeli esisemethini baze bahlale ecaleni komfanekiso omele indlela abeza ngayo esikolweni.

Imibuzo ekhokelayo:

- ★ Leliphi iqela ocinga ukuba linabona bafundi baninzi?
- ★ Leliphi iqela elinabona bafundi bambalwa?

5. **Ukumela ulwazi; ngaphezu kwe-, mbalwa kune-, lingana ne-:** Buza abafundi ukuba bangawenza njani na umfanekiso obonisa indlela abafundi abasisebenzisa ngayo isithuthi ngasinye. Bakhokele babeke imifanekiso emine yezithuthi kwiikholam ezine ukuze benze igrafu yemifanekiso. Abafundi babeka amakhadi abo anobuso obuncumileyo kwikholam efanelekileyo ngasentla kwisithuthi esichanekileyo ukuze bagqibezele igrafu yemifanekiso. Amakhadi mawabekwe asondelelane kungabikho zithuba phakathi kwawo (jonga iphepha 129).

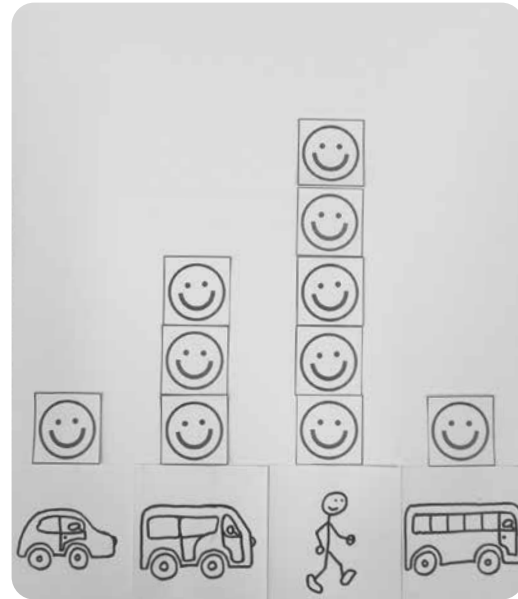
INGCEBISO

Amakhadi abafundi mawalingane ngobungakanani.

6. **Interpreting data:** Look at the pictograph.

Guiding questions:

- ★ Do more learners travel to school by taxi than any other form of transport?
- ★ How do you know?
- ★ Do more learners travel to school by car or by bus?
- ★ How do you know?
- ★ Do more learners walk or come by car?



7. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- Transport pictograph from Day 3
- Another pictograph as on Day 3 with the same four pictures of transport
- Small cards with a smiley face (all the same size) – 1 per learner
- Boats and cars from the maths table

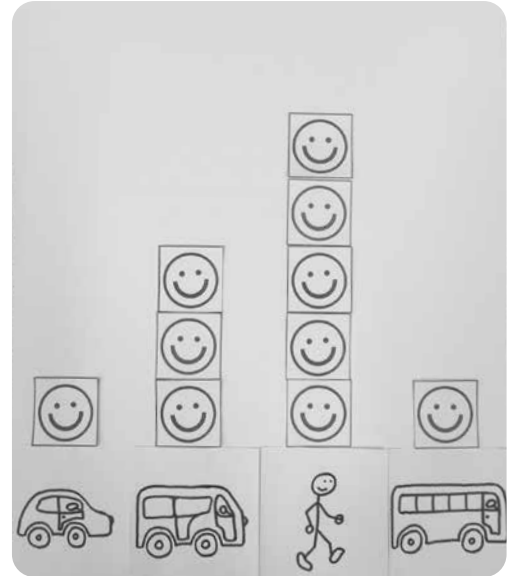
1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Whisper ‘6 boats’ into a learner’s ear. He/she fetches these from the maths table, and places them on the mat. Whisper ‘7 cars’ into another learner’s ear. He/she does the same as the first learner. Learners estimate how many objects there are in each group. Together count the objects from 1 to 6 and 1 to 7.
4. **Interpreting data:** Discuss the information shown on the pictograph learners completed on Day 3.

Guiding questions:

- ★ What did we do yesterday to find out how you all come to school?
- ★ How do most learners come to school?
- ★ What kind of transport is used by the fewest learners?

6. **Ukutolika ulwazi:** Jonga kwigrafu yemifanekiso.**Imibuzo ekhokelayo:**

- ★ Ingaba abafundi abeza ngeteksi esikolweni bangaphezulu kunabo beza ngezinye izithuthi?
- ★ Wazi njani?
- ★ Ingaba abafundi abeza ngemoto okanye ngebhasi esikolweni bangaphezulu na?
- ★ Wazi njani?
- ★ Ingaba abafundi abahamba ngeenyawo okanye ngemoto bangaphezulu na?

7. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.**Usuku 4****Okudingayo**

- Ingoma: *linqwelomoya ezincinci* (iphepha 203)
- 10 imifanekiso yeenqwelomoya
- Igrafu yemifanekiso yezithuthi ethathwe kuSuku 3
- Enye igrafu yemifanekiso njengakuSuku 3 ekwanala mifanekiso mine yezithuthi
- Amakhadi amancinci anobuso obuncumileyo (onke alingane ngobungakanani) – 1 kumfundi ngamnye
- Amaphenyane neemoto ezithathwe kwitafle yemathematika

1. **Ingoma:** Culani ingoma ethi, *linqwelomoya ezincinci*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Sebezela umfundi uthi, 'amaphenyane ama6'. Uyahamba ayowathatha etafileni yemathematika, awabeke emethini. Sebezela omnye uthi, 'iimoto ezi7'. Naye wenza njengoko enzile owokuqala. Abafundi bathekelela ukuba zingaphi izinto ezikhoyo kwiqela ngalinye. Ninonke balani izinto niqale ku1 ukuya ku7.
4. **Ukutolika ulwazi oluqokelelweyo:** Xoxani ngeenkukacha eziboniswe kwigrafu yemifanekiso eyenziwe ngabafundi kuSuku 3.

Imibuzo ekhokelayo:

- ★ Senze ntoni izolo ukuze sifumanise ukuba niza njani na esikolweni xa ninonke?
- ★ Beza njani esikolweni abona bafundi baninzi?
- ★ Loluphi uhlobo lwesithuthi elusetyenziswa ngabona bafundi bambalwa?

5. **Practising data collection and representation:** Discuss whether the learners used a different form of transport to get to school today. Create a pictograph as you did on Day 3, activity 4 and 5. Compare the pictographs for Day 3 and Day 4.

Guiding questions:

- ★ What do you see on our transport pictograph today?
 - ★ What is the same as yesterday?
 - ★ What is different?
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- A collection of wooden and plastic construction toys, for example, blocks, Lego

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners stand in a circle. Touch seven learners, as the class counts 1–7. Learners sit down as you touch them. Move around the circle until everyone has had a turn. When you get to the last group, learners estimate whether there are still seven learners standing before you count.
4. **Sorting, classifying and comparing:** Show the learners a plastic object and a wooden object from the classroom, for example, a building block and a Lego block.

Guiding questions:

- ★ What can you tell me about these things?

Invite some learners to feel and describe the objects.

- ★ What do they feel like?
- ★ What is the same or different about them?

Place a collection of wooden and plastic blocks and construction toys on the mat. Learners each take an object from the group. Ask the learners to make two groups, one of wooden objects and the other of plastic objects.

- ★ Which group do you think has more/fewer?
- ★ Has anyone got anything in their group that is exactly the same? What is the same about them?
- ★ How else could we sort these items?



TIP

Consider attributes such as colour, size, shape and texture when sorting objects.

5. **Ukuziqhelanisa nokuqokelelwa kolwazi nokumelwa:** Xoxani ngokuba abafundi basebenzise uhlobo olwahlukileyo lwesithuthi xa bebesiza esikolweni namhlanje na. Yenzani igrafu yemifanekiso njengoko nenzile kuSuku 3, umsebenzi 4 no5. Thelekisa igrafu yemifanekiso yoSuku 3 neyoSuku 4.

Imibuzo ekhokelayo:

- ★ Ubona ntoni kwigrafu yemifanekiso yezithuthi yanamhlanje?
- ★ Yintoni efana nayizolo?
- ★ Yintoni eyahlukileyo?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Ingoma: *linqwelomoya ezincinci* (iphepha 203)
- 10 imifanekiso yeenqwelomoya
- Inggokelela yezinto zokwakha zokudlala ezenziwe ngeplanga neplastiki, umzekelo, iibhloko, iLego

1. **Ingoma:** Culani ingoma, *linqwelomoya ezincinci*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bema kwisangqa. Krweca abafundi abasixhenxe, njengokuba iklasi ibala 1–7. Abafundi bahlala phantsi usakubakrweca. Jikeleza kwisangqa de ube ubakrwece bonke. Xa ufika kwiqela lokugqibela, abafundi bathekelela ukuba kusekho abafundi abasixhenxe na kwaba bamileyo phambi kokuba ubale.
4. **Ukuhlela, ukwahlula nokuthelekisa:** Bonisa abafundi into yeplastiki kunye nento yeplanga ethathwe eklasini, umzekelo, ibhloko yokwakha nebhloko yeLego.

Imibuzo ekhokelayo:

- ★ Yintoni eningandixelela yona ngezi zinto?
- Biza abanye abafundi bazokuziva baze bazichaze ezi zinto.
- ★ Zivakala njani?
 - ★ Zifana okanye zahluke ngantoni?

Beka ingqokelela yeebhloko zeplanga nezinto zokwakha zokudlala emethini. Umfundi ngamnye uthatha into ethile kwiqela. Cela abafundi ukuba benze amaqela amabini, elinye lezinto zeplanga lize elinye libe lelezinto zeplastiki.

- ★ Ucinga ukuba leliph iqela elinezingaphezulu/elinezimbalwa?
- ★ Ingaba ukhona ofumene izinto ezifana twatse kwiqela lakhe? Zifana ngantoni?
- ★ Yeyiphi enye indlela esinokuzihlela ngayo ezi zinto?



Qwalaselani
iiathribhyuthi
ezifana nombala,
ubungakanani, imilo
nendlela evakala ngayo
xa nihlela izinto.

5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Learners use the construction toys to make cars, boats, taxis and other vehicles. They create groups of these to place on the maths table and talk about the vehicles they made and the groups that they sorted them into.

Small group activities

Teacher-guided activity

What you need

- 60 animal counters (*Resource Kit*)
 - A4 graph grid per learner
 - A tub per learner with red, yellow and blue animals, in groups of 5, 4 and 3 animals
- (*Resource Kit*) (Vary the combinations for each learner, for example, 5 red, 4 yellow and 3 blue animals.)
- Red, yellow and blue crayons

1. **Counting objects 1–7:** Place animal counters on the mat. Each learner chooses and counts out seven animals.

Guiding questions:

- ★ Is there anything the same/different about the animals in your group?
- ★ Do you have any that are the same as the learner sitting next to you? How many are the same?
- ★ What colour animals have you chosen?
- ★ How many of each colour do you have?

2. **More/fewer:** Learners compare the number of different-coloured animals they have in their groups.

Guiding questions:

- ★ Do you have more/fewer red animals than other colour animals in your group?

3. **Collecting and sorting:** Learners put their animal counters from their tubs on the mat.



Guiding questions:

- ★ Do you have more red animals than other colour animals in your group?
- ★ How can we find out the answer to this question?

They sort their animals into colour groups.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Abafundi basebenzisa izinto zokwakha zokudlala ukwenza iimoto, amaphenyane, iitekisi nezinye izithuthi. Benza amaqela ezi zinto baze bawabeke kwitafle yemathematika ukuze bathethe ngezithuthi abazenzileyo namaqela abazihlelele kuwo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 60 izixhobo zokubala ezizilwanyana (*iKiti yeziXhobo*)
 - Igridi yegrafu enguA4 kumfundi ngamnye
 - Nika umfundi ngamnye isitya esinezilwanyana ezibomvu, ezimthubi, ezizuba, zibe
- ngamaqela anezilwanyana ezi5, 4 nezi3 (*iKiti yeziXhobo*) (Xuba indibanisela yomfundi ngamnye, umzekelo, 5 izilwanyana ezibomvu, 4 ezithubi nezi3 ezizuba.)
- likhrayoni ezibomvu, ezimthubi nezizuba

1. **Ukubala izinto 1–7:** Beka emethini izixhobo zokubala ezizilwanyana. Umfundi ngamnye ukhetha aze abale izilwanyana ezisixhenxe.

Imibuzo ekhokelayo:

- ★ Ingaba zikhona izilwanyana ezininto ezifana/ezahluke ngayo kwiqela lakho?
- ★ Ingaba unazo ezifana nezomfundi ohleli ecaleni kwakho? Zingaphi ezifanayo?
- ★ Zinombala onjani izilwanyana ozikhethileyo?
- ★ Zingaphi ezinombala ngamnye onazo?

2. **Ngaphezulu/mbalwa:** Abafundi bathelekisa inani lezilwanyana ezinemibala eyahlukileyo abanazo kumaqela abo.

Imibuzo ekhokelayo:

- ★ Ingaba unezilwanyana ezibomvu ezingaphezulu/ezimbalwa kuneminye imibala ekhoyo kwiqela lakho?

3. **Ukuqokelela nokuhlela:** Abafundi babeka emethini izixhobo zokubala ezizilwanyana abazithathe kwizitya zabo.



Imibuzo ekhokelayo:

- ★ Ingaba kwiqela lakho unezilwanyana ezibomvu ezininzi kuneminye imibala?
- ★ Singayifumana njani impendulo yalo mbuzo? Bahlela izilwanyana zabo ngokwamaqela emibala.

4. **Representing data:** Show learners the A4 graph.

Guiding questions:

- ★ How can we show what colour animals each of you has in your groups?

Guide learners towards putting the animals into the red, blue and yellow columns. They colour in the blocks where each animal is standing.

5. **Interpreting data:** Learners look at their graphs together and compare them.

Guiding questions:

- ★ Do you have more red animals than other colour animals?
- ★ Who has fewer red animals than other colour animals?
- ★ Do you have more yellow or more blue blocks on your page?
- ★ Does anyone have the same number of red animals?
- ★ Who has fewer/more than this number of animals?
- ★ What is the difference/the same between ____'s and ____'s graphs?



TIP

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.



Check that learners are able to:

- sort objects according to colour
- colour a graph according to concrete objects in a group
- answer questions based on their own picture
- compare their picture with others and notice similarities and differences

Workstation 1

What you need

- Magazines with transport pictures
- Scissors
- 3 containers, each with a picture label for air travel, water travel and road travel

Learners cut out pictures and place them into the container with the matching picture.

Integration

Home Language and Life Skills: These pictures can be discussed as a Listening and Speaking activity and/or as a Beginning Knowledge activity.

4. **Ukumela ulwazi oluqokelelweyo:** Bonisa abafundi igrافu enguA4.

Imibuzo ekhokelayo:

- ★ Singabonisa njani ukuba yeyiphi imibala yezilwanyana anayo emnye kuni kwiqela lakhe?

Khokela abafundi babeke izilwanyana kwiikhohlam, ebomvu, zuba nemthubi. Bafaka umbala kwiibhloko ekume kuzo izilwanyana.

5. **Ukutolika ulwazi oluqokelelweyo:** Abafundi bajonga kwiigrafu zabo baze bazithelekise.

Imibuzo ekhokelayo:

- ★ Ingaba unezilwanyana ezibomvu ngaphezulu kwezeminye imibala?
- ★ Ngubani onezilwanyana ezibomvu ezimbalwa kunezeminye imibala?
- ★ Ingaba uneebhloko ezimthubi ezingaphezulu okanye iibhloko ezizuba ezingaphezulu ephepheni lakho?
- ★ Ingaba ukhona onezilwanyana ezibomvu ezilinani elilinganayo?
- ★ Ngubani onezimbalwa/ezingaphezulu kweli nani lezilwanyana?
- ★ Yintoni eyahlukileyo/efanayo phakathi kweigrafu ka ____ neka ____?

INGCEBISO

Iigrafu zabafundi ziza kwahluka. Baza kuphendula ngokwemibala yezilwanyana ekhoyo kwizitya zabo.



Qwalasela ukuba abafundi bayakwazi uku:-

- hlela izinto ngokombala
- faka umbala kwigrafu ngokwezinto ezibambekayo kwiqela labo
- phendula imibuzo ngokubhekiselele kwimifanekiso yabo
- thelekisa imifanekiso yabo neyabanye baze babone ifana kwaye yahluke ngantoni

Isitishi sokusebenzela 1

Okudingayo

- Iimagazini ezinemifanekiso yezithuthi
- Izikere
- 3 izikhongozeli, sisinye sibe neleyibheli engumfanekiso wesithuthi sasemoyeni, isithuthi sasemanzini nesithuthi sasendleleni

Abafundi basika imifanekiso bayifake kwisikhongozeli esinomfanekiso ohambelana nayo.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Kusenokuxoxwa ngale mifanekiso xa kusenziwa umsebenzi wokuMamela nokuThetha kunye/okanye njengomsebenzi woLwazi lokuQala.

Workstation 2

What you need

- Masking tape/string to create 4 columns on the mat/table
- A box with polystyrene, plastic, foil and paper/cardboard waste items
- Place one of each kind of waste item in each of the 4 columns

Learners sort objects according to what they are made of.

Workstation 3

What you need

- Shape graph page – different for each learner
- A container with cut-out circles, squares and triangles
- Glue

Learners paste or draw the correct number of shapes in each column.



Workstation 4



What you need

- Items from the *Resource Kit*: fruit, counters, sticks, Unifix blocks, coloured discs
- 5 containers with red, blue, yellow, green and black stickers/labels – a different colour on each
- Egg box with 6 spaces – 1 per learner

Learners sort the items from the *Resource Kit* according to colour. They then replace these and sort and classify the items in any other way using the egg boxes.

Integration

Home Language and Life Skills (outdoor play): Make a grid in the outdoor play area. Learners collect and sort different outdoor objects in the grid.

Isitishi sokusebenzela 2

Okudingayo

- Iteyiphu yokuncamathelisa/umsonto wokwenza iikholam ezi4 emethini/etafileni
- Ibhokisi enenkunkuma ezizinto ezenziwe ngepolisterini, iplastiki, ifoyili nephepha/ikhadibhodi
- Beka uhlobo lwale nkunkuma lube lunye kwikholam nganye yezi zi4

Abafundi bahlela izinto ngoko zenziwe ngako.

Isitishi sokusebenzela 3

Okudingayo

- Iphepha legrafu yeemilo – lahluke kumfundi ngamnye
- Isikhongozeli ezineziqwenga ezisikiweyo zezangqa, izikwere noonxantathu
- Iglu

Abafundi bancamathelisa inani elichanekileyo leemilo kwikholam nganye.



Isitishi sokusebenzela 4



Okudingayo

- Izinto ezithathwe kwi*Kiti yeziXhobo*: izixhobo zokubala eziziqhamo, izinti, iibhloko ze*Unifix*, iidiskhi ezimibalabala
- 5 izikhongozeli ezinezitikha/iileyibheli ezibomvu, ezizuba, ezimthubi, eziluhlaza nezimnyama – inye ibe nombala owahlukileyo
- Ibhokisi yamaqanda enezithuba ezi6 – 1 kumfundi ngamnye

Abafundi bahlela izinto ezithathwe kwi*Kiti yeziXhobo* ngokwemibala. Emva koko babeka ezinye endaweni yazo baze bahlele izinto nangayiphi na indlela besebenzisa iibhokisi zamaqanda.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi (imidlalo yaphandle): Yenzani igridi kwindawo yokudlala ephandle. Abafundi baqokelela baze bahlele izinto ezahlukeneyo zangaphandle kwigradi.

Content Area Focus: Space and Shape (Geometry)

Topics

- Properties of shapes – compare same and different, sort according to properties
- Position
- Orientation and views

New knowledge

- Follow directions
- Midline crossing

Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Shapes: circle, square, triangle
- Forwards, backwards
- Reinforce position

New maths vocabulary

opposite

around

along

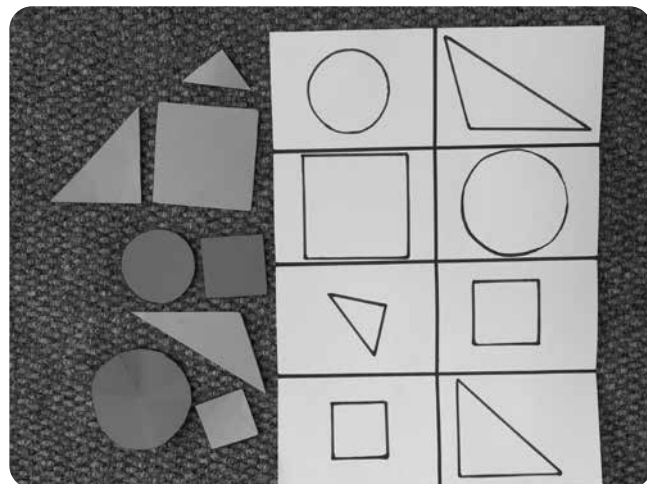
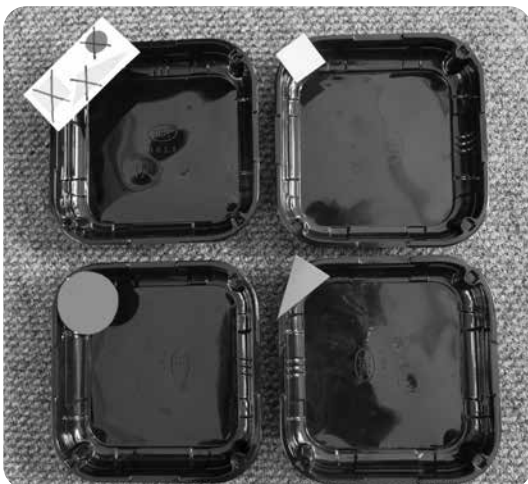
through

over

Getting ready

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

- pictures of 7 ducklings
- 2 large cardboard circles – 1 red, 1 green
- big cardboard circles, squares and triangles – 3 of each
- 7 playdough/plastic ducks
- 40 cardboard triangles, circles and squares similar in size to the attribute blocks
- 30 cardboard circles, squares and triangles of various sizes and colours
- 30 other cardboard shapes, for example, diamonds, hearts, stars
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them
- shape matching boards and shapes that can be placed on the board – a different board for each learner.



INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko

- Iimpawu zeemilo – ukuthelekisa ukufana nokwahluka, hlela ngokweempawu
- Indawo
- Ukufumana indawo-bume neembonakalo

Ulwazi olutsha

- Landela izalathiso
- Ukunqumla embindini

Ziqhelise

- Ukubala ngomlomo 1–20 no7–1
- Ukubala izinto 1–7
- Inqikelelo-manani 1–5
- Iimilo: isangqa, isikwere, unxantathu
- Ukuya phambili, ukubuya umva
- Ukubethelela indawo

Isigama esitsha semathematika

jongene

jikela

ecaleni

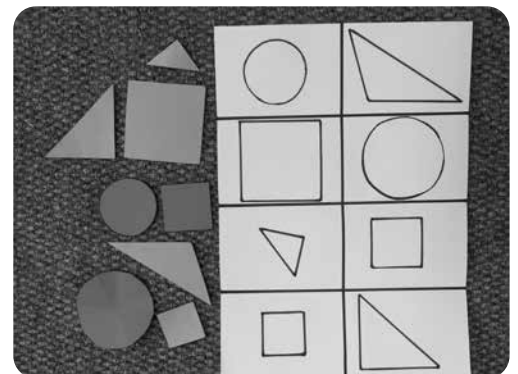
phakathi

ngaphaya

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- imifanekiso yamantshontsho edada asi7
- 2 izangqa ezikhulu zeekhadibhodi – 1 ezibomvu, 1 esiluhlaza
- izangqa ezikhulu, izikwere noonxantathu abakhulu bamakhadibhodi – 3 kwimilo nganye
- 7 amadada enziwe ngentlamba yokudlala/amadada eplastiki
- 40 oonxantathu, izangqa nezikwere zeekhadibhodi ezilinganayo neebhloko zeathributhi
- 30 izangqa, izikwere noonxantathu zeekhadibhodi ezingalinganiyo nezingafaniyo ngombala
- 30 zezinye iimilo zeekhadibhodi, umzekelo, iidayimani, iintliziyo, iinkwenkwezi
- 4 izikhongozeli ezineleyibheli – 1 enesangqa, 1 enesikwere, 1 enonxantathu, 1 enomfanekiso weemilo ezi3 ezinomnqamlezo phakathi
- iibhodi zokutshatisa iimilo neemilo eziza kubekwa ebhodini – umfundi ngamnye ufumana ibhodi eyahlukileyo.



Whole class activities

Day 1

What you need

- Song: *Seven little ducks* (page 202)
- Pictures of 7 ducklings
- 5 hula hoops
- 1 red and 1 green cardboard circle

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Count the duckling pictures from 1 to 7.
4. **Practising position:** Learners sit in a circle. Put five hula hoops in the middle of the circle. Learners move *between* the hula hoops when you show a green circle and sit *next to* a hula hoop when you show a red circle.



TIP

This activity can be done outside.

Then let five learners stand together *in* each of the hula hoops. Learners demonstrate actions according to the guiding questions.

Guiding questions:

- ★ How high/low can you reach?
- ★ How wide can you stretch?
- ★ Do you all have the same amount of space in your hula hoops?
- ★ Why/why not?

Let another learner stand *in* each hoop.

- ★ Now that there is one more learner in your hula hoop, has the amount of space that you each have changed?
- ★ How many more learners do you think could fit into the space in your hula hoop before all the space is taken?

Learners move *between* the hula hoops again, *forwards* and *backwards*. Then let five different learners stand together *in* each of the hula hoops.

- ★ How many learners could sit *inside* the hula hoop to fill up all the space?

Learners sit *in* the hula hoop to see how many will fit into one hula hoop. They move *around* the hula hoop they have been sitting in. They sit *outside* the hula hoop with their feet *on* the hula hoop.

5. **Small group activities:** Describe the activities at each workstation.



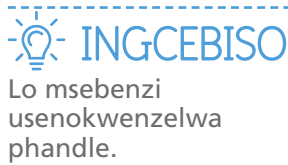
Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Amadadana asixhenxe* (iphepha 203)
- Imifanekiso yamantshontsho edada e7
- 5 iihulahupu
- 1 isangqa sekhadibhodi esibomvu nesi1 esiluhlaza

1. **Ingoma:** Cula ingoma, *Amadadana asixhenxe* ikhatshwe yimifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Bala imifanekiso yamantshontsho ukusuka ku1 ukuya ku7.



4. **Ukuziqhelisa indawo:** Abafundi bahlala kwisangqa. Beka emethini iihulahupu ezintlanu embindini wesangqa. Abafundi bahambahamba *phakathi* kweehulahupu xa ubabonisa isangqa esiluhlaza baze bahlale *ecaleni* kwehulahupu xa ubabonisa isangqa esibomvu.

Emva koko vumela abafundi abahlanu beme *kwi*hulahupu nganye. Abafundi benza iintshukumo ngokwemibuzo ekhokelayo.

Imibuzo ekhokelayo:

- ★ Ungafikelela phezulu/ezantsi kangakanani?
- ★ Ungazolula ngokubanzi kangakanani?
- ★ Ingaba unendawo eyaneleyo kwiihulahupu zakho?
- ★ Kutheni kunjalo/kungenjalo?

Yithi omnye umfundi eme *kwi*hulahupu nganye.

- ★ Ngoku kongezeleleke umfundi omnye ngaphezulu kwihulahupu yakho, ingaba indawo umntu anayo itshintshile ngoku?
- ★ Ucinga ukuba bangaphi abafundi abanokwanela kwindawo ekhoyo kwihulahupu yakho ngaphambi kokuba kubekho abantu?

Abafundi bahambahamba *phakathi* kweehulahupu kwakhona, besiya *phambili* kunye *nasemva*. Abanye abafundi abahlanu bema kunye *kwi*hulahupu nganye.

- ★ Bangaphi abafundi abanokuhlala *ngaphakathi* kwehulahupu ukuze bayigcwalise?

Abafundi bahlala *kwi*hulahupu ukuze babone ukuba bangaphi abanokonela kuyo. Bahamba *bajikeleze* ihulahupu ebebehleli kuyo. Bahlala *ngaphandle* kwehulahupu iinyawo *zingaphezu* kwehulahupu.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



Day 2

What you need

- Song: *Seven little ducks* (page 202) and pictures
- 7 plastic/playdough ducks
- Plastic lid
- Big cardboard circles, squares and triangles – 3 of each

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put a lid with a group of seven ducks on the mat. Learners estimate how many ducks there are. Together count the ducks.
4. **Practising shapes:** Learners play the game, 'I spy ... (shape)' and identify circles, triangles and squares around the classroom. For example: 'I spy with my little eye a shape that has three corners and is stuck up on the wall.'
5. **Practising shapes and direction:** Place large cardboard shapes on the ground. Learners follow instructions to move to a specific shape. For example: 'Jump and stop at a circle, crawl to a shape with three corners, twirl to a shape with four straight sides.'
6. **Small group activities:** Describe the activities at each workstation.



TIP

This activity could be done outside. Use chalk to draw shapes instead of using cardboard shapes.

Day 3

What you need

- Song: *Seven little ducks* (page 202) and pictures of ducks and ducklings
- 7 plastic/playdough ducks
- 7 circle attribute blocks (*Resource Kit*)
- Dot cards 1–5 (*Resource Kit*)
- Big cardboard circles, squares and triangles – 3 of each
- 3 beanbags

1. **Song:** Sing the song, *Seven little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and a group of seven circles on the mat. Learners estimate how many there are in each group. Together count each group.

Guiding questions:

- ★ Do you think these groups have an equal number of objects?

4. **Practising circles and 1–5:** Discuss the ducks and circles with the learners.

Guiding questions:

- ★ Can you see any part of the ducks or ducklings that look like circles?
- ★ Where in the room do you see circle shapes?

Usuku 2

Okudingayo

- Ingoma: *Amadadana asixhenxe* (iphepha 203) nemifanekiso
- 7 imifanekiso yamantshontsho edada eyenziwe ngeplastiki/ ngentlama yokudlala
- Iziciko zeplastiki
- Izangqa, izikwere noonxantathu abenziwe ngekhadibhodi – 3 yayo nganye

1. **Ingoma:** Culani ingoma ethi, *Amadadana asixhenxe* ihamba nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka isiciko esineqela lamadada asixhenxe emethini. Abafundi bathekelela ukuba mangaphi amadada akhoyo. Ninonke balani amadada.
4. **Ukuziqhelanisa neemilo:** Abafundi badlala umdlalo othi, 'Ndicupha ... (imilo)' baze balathe izangqa, oonxantathu nezikwere ezikhoyo eklasini. Umzekelo: 'Ndicupha ngeliswa lam imilo eneezona ezintathu kwaye incanyathiselwe eludongeni.'
5. **Ukuziqhelanisa nemilo kunye nesalathisi:** Beka phantsi iimilo ezinkulu ezenziwe ngekhadibhodi. Abafundi balandela imiyalelo ukuze baye kwenye imilo. Umzekelo: 'Tsiba uye kuma esangqeni, khasa uye kwimilo eneezona ezintathu, jikelezela kwimilo enamacala amane angqalileyo.'
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.


INGCEBISO

Lo msebenzi usenokowenzelwa phandle. Sebenzisa itshokhwe ukuzoba iimilo endaweni yokusebenzisa iimilo ezenziwe ngekhadibhodi.

Usuku 3

Okudingayo

- Ingoma: *Amadadana asixhenxe* (iphepha 203) nemifanekiso yamadada namantshontsho amadada
- 7 amadada eplastiki/entlama yokudlala
- 7 iibhloko zeathribhyuthi (*iKiti yeziXhobo*)
- Amakhadi anamachokoza 1–5 (*iKiti yeziXhobo*)
- Izangqa, izikwere noonxantathu abakhulu bekhadibhodi – 3 imilo nganye
- 3 iingxowana zeembotyi

1. **Ingoma:** Culani ingoma, *Amadadana asixhenxe*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Beka emethini amadada asixhenxe kunye neqela lezangqa ezisixhenxe. Abafundi baqikelela ukuba zingaphi kwiqela ngalinye. Balani nikunye iqela ngalinye.

Imibuzo ekhokelayo:

★ Ucinga ukuba la maqela anenani elilinganayo lezinto?

4. **Ukuziqhelanisa nezangqa no1–5:** Xoxa nabafundi ngamadada okanye amantshontsho amadada nezangqa.

Imibuzo ekhokelayo:

★ Ingaba ikhona indawo oyibonayo apha kumadada okanye kumantshontsho efana nesangqa?

★ Apha egumbini uyazibona iimilo zezangqa?

Show the learners dot cards 1–5.

- ★ What shape are the dots?
- ★ How many dots do you see on these cards?

Show two cards with different numbers of dots.

- ★ Does this card have more/fewer dots than this one?

5. **Practising shapes:** Place cardboard shapes in the middle on the mat. Play a beanbag game. Give three learners each a beanbag. They follow instructions, for example: ‘Throw your beanbag onto the shape that has three corners, the shape that has one more than three corners, the shape that has four sides.’ The learners name the shape on which the beanbag lands and discuss the properties. Repeat with other learners.
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *If you’re holding a square* (page 198)
- 24 circle, square, triangle attribute blocks (*Resource Kit*)
- Big cardboard circles, squares and triangles – 2 of each
- 7 boxes (3 that have square faces and 4 that have rectangular faces)
- Song: *What can I do?* (page 204)

1. **Song:** Hand out 24 circle, square and triangle attribute blocks and 6 cardboard shapes. Sing *If you’re holding a square*. Learners cross their midline by passing their shapes from one hand to the other when they stand up.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven different-sized boxes on the mat. Learners estimate how many boxes there are and then count them.

Guiding questions:

- ★ Do any of the boxes have square-shaped sides?
 - ★ How do you know? How many?
 - ★ Are all the sides of the box square?
 - ★ Are there any boxes that don’t have square sides? How many?
4. **More than, fewer than, equal to:** Sort the boxes into two groups: those that have a square side and those that don’t.

Guiding questions:

- ★ Which group has more/fewer boxes? How many are there in each group?
- ★ What do we need to do to make these groups equal?

Bonisa abafundi amakhadi anamachokoza 1–5.

- ★ La machokoza aneziphi iimilo?
- ★ Mangaphi amachokoza owabonayo kula makhadi?

Babonise amakhadi amabini anenani elahlukileyo lamachokoza.

- ★ Ingaba eli khadi linamachokoza angaphezulu/ambalwa kuneli?

5. **Ukuziqhelisa iimilo:** Beka iimilo zekhadibhodi embindini emethini. Dlala umdlalo weengxowana zeembotyi. Nika abafundi abathathu emnye ingxowana yeembotyi. Balandela imiyalelo, umzekelo: 'Phosa ingxowana yakho yeembotyi kwimilo eneezona ezintathu, imilo eneezona ezingaphezu kwezintathu, imilo enamacala amane.' Abafundi bachaza igama lemilo ewele kuyo ingxowana yeembotyi baze baxoxe ngeempawu zayo. Kuphinde oku nabanye abafundi.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *Ukuba uphethwe isikwere* (iphepha 199)
- 24 iibhloko zeathribhyuthi ezinesangqa, isikwere, nonxantathu (*iKiti yeziXhobo*)
- Izangqa, izikwere noonxantathu abakhulu bekhadibhodi – 2 imilo nganye
- 7 iibhokisi (3 ezinobuso besikwere kunye ne4 ezinobuso boxande)
- Ingoma: *Ndingenza ntoni?* (iphepha 205)

1. **Ingoma:** Gqithisa iibhloko zeathribhyuthi ezi24 ezinesangqa-, isikwere nonxantathu kunye neemilo zekhadibhodi ezi6. Cula ingoma ethi *Ukuba uphethwe isikwere*. Abafundi banqumla embindini ngokugqithisa iimilo ukusuka kwesinye isandla ukuya kwesinye xa bemile.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Beka emethini iibhokisi ezisixhenxe ezingalinganiyo. Abafundi bathekelela ukuba zingaphi iibhokisi ezikhoyo baze babale.

Imibuzo ekhokelayo:

- ★ Ingaba ikhona ibhokisi enamacala amile okwesikwere?
- ★ Wazi njani? Zingaphi?
- ★ Ingaba onke amacala ebhokisi asisikwere?
- ★ Ingaba ikhona ibhokisi engenamacala asisikwere? Zingaphi?

4. **Ngaphezu kwe-, mbalwa kune-, lingana ne-:** Hlela iibhokisi zibe ngamaqela amabini: ezinamacala azizikwere nezingenawo.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elineebhokisi ezingaphezulu/ezimbalwa? Zingaphi ezikhoyo kwiqela ngalinye?
- ★ Kufuneka senze ntoni ukuze la maqela alingane?

5. **Practising shapes:** Learners sit in a circle. Place a triangle, circle and square attribute block behind three learners. One learner skips around the outside of the seated learners as the class sings the song *What can I do?* He or she picks up the correct attribute block from behind a learner and places it behind another learner. Repeat with different learners.
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *What can I do?* (page 204)
- Hula hoops, boxes, chairs and other objects for obstacle course

1. **Song:** Learners sing the song, *What can I do?* while you play the game as described in Day 4, activity 5. Choose different learners from those who played the game on Day 4.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap your hands any number of times from 1 to 7. Learners count the claps.
4. **Practising direction – backwards, forwards:** Learners follow a simple obstacle course outdoors, for example, moving over, under, around, between, along, through, in and out. They follow directions to move forwards and backwards on the course.
5. **Small group activities:** Describe the activities at each workstation.



TIP

Learners cross their midline when following instructions, like touch your foot with your opposite hand, or touch your shoulder with your opposite hand.



Integration

Home Language and Life Skills: Play a game of musical shapes. Place large shape cut-outs in a circle on the floor. Learners step from shape to shape when the music plays. When it stops, they say what shape they are standing on.

5. **Ukuziqhelisa iimilo:** Abafundi bahlala kwisangqa. Beka ibhloko yeathribhyuthi enonxantathu, enesangqa nenesikwere emva kwabafundi abathathu. Umfundi omnye uyatsiba ejikeleza abafundi abahleliyo njengokuba ikhosi icula ingoma ethi, *Ndingenza ntoni?* Uchola ibhloko yeathribhyuthi echanekileyo ngasemva komfundi aze ayibeke emva komnye umfundi. Kuphinde oku ngabanye abafundi.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Ingoma: *Ndingenza ntoni?* (iphepha 205)
- Iihulahupu, iibhokisi, izitulo nezinye izinto eziza kusetyenziswa ukwenza umzila wemiqobo

1. **Ingoma:** Abafundi bacula ingoma, *Ndingenza ntoni?* njengokuba nidlala umdlalo ngokuchazwe kuSuku 4, umsebenzi 5. Khetha abanye abafundi abohlukileyo kwabo bebedlale lo mdlalo kuSuku 4.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Qhwaba izandla nakangaphi na ukususela ku1 ukuya ku7. Abafundi babala ukuba kuqhwatywe kangaphi.
4. **Ukuziqhelisa isalathiso – ukubuya umva, ukuya phambili:** Abafundi balandela umzila wemiqobo olula ophandle, umzekelo, ukugqitha, ngaphantsi, jikela, phakathi, ecaleni, nqumla, phakathi naphandle. Balandela izalathiso ukuya phambili nokubuya umva.
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Abafundi banqumla embindini wabo xa belandela imiyalelo, efana nokubamba iinyawo zabo ngesandla selinye icala, okanye ukubamba igxalaba ngesandla selinye icala.



Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Dlalani umdlalo womculo weemilo. Beka phantsi iimilo ezinkulu ezisikiweyo zesangqa. Abafundi banyathela ukusuka kwimilo baye kwenye ngelishesha kukhala umculo. Xa uthula, bachaza ukuba yeyiphi le milo bemi kuyo.

Small group activities

Teacher-guided activity

What you need

- 24 attribute blocks (triangle, circle, square)
- Sticks (*Resource Kit*)
- A tub for each learner with:
 - 7 plastic/cardboard shapes (triangles, circles, squares)
 - 1 small car or animal counter

1. **Counting objects 1–7:** Place 24 attribute blocks on the mat. Learners take turns to each count seven attribute blocks. They count how many of each shape they have in their group of seven attribute blocks.

Guiding questions:

- ★ Which shape does _____ have one of/two of?

2. **Practising shapes; creating images:** Place attribute blocks on the mat to make an image. Learners copy the image using their attribute blocks.

Guiding questions:

- ★ Do you have all the shapes you need for this?
- ★ Which shapes are you missing?
- ★ How many of each of these do you need?



TIP

Learners practise crossing the midline by having their shapes on one side of their body and building their shape image on the other side.



Learners use the attribute blocks and cardboard shapes from their tubs to create their own image.

- ★ What shapes did you use?
 - ★ Why did you use a triangle for a hat?
 - ★ What if we added this circle here?
 - ★ How many shapes did you use?
 - ★ Who used the most circles?
 - ★ Is there anyone who doesn't have a square?
3. **Practising shapes; using sticks:** Create a triangle or square using coloured sticks. Discuss it with the learners. Cover it and ask them to copy it. Repeat the activity, varying the size of the shape. Attempt to create a circle with the sticks.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 24 iibhloko zeathribhyuthi (unxantathu, isangqa, isikwere)
- Izinti (*iKiti yeziXhobo*)
- Isitya somfundi ngamnye esiqulethe:
 - 7 iimilo zeplastiki/zekhadibhodi (oonxantathu, izangqa, izikwere)
 - 1 isixhobo sokubala esiyimoto okanye esisisilwanyana

1. **Ukubala izinto 1–7:** Beka emethini iibhloko zeathribhyuthi ezi24. Abafundi bayatshintshana ngokubala iibhloko zeathribhyuthi ezisixhenxe. Babala ukuba kwiqela labo baneemilo ezingaphi kwezi bhloko zeathribhyuthi zisixhenxe.

Imibuzo ekhokelayo:

- ★ Yeyiphi imilo e_____ enye/ezimbini zayo?

2. **Ukuziqhelisa iimilo; ukwenza imifanekiso:** Beka iibhloko zeathribhyuthi emethini wenze umfanekiso. Abafundi bakhuphela umfanekiso besebenzisa iibhloko zeathribhyuthi.

Imibuzo ekhokelayo:

- ★ Ingaba unazo zonke iimilo ozidingayo ukuze wenze oku?
- ★ Zeziphi iimilo ongenazo?
- ★ Zingaphi ozidingayo kwimilo nganye?

INGCEBISO

Abafundi baziqhelisa ukunqumla embindini ngokubeka iimilo zabo kwelinye icala lemizimba yabo baze bakhe umfanekiso wemilo kwelinye icala.



Abafundi basebenzisa iibhloko zeathribhyuthi kunye neemilo zekhadibhodi ezisezityeni zabo ukwenza eyabo imifanekiso.

- ★ Usebenzise ziphi iimilo?
 - ★ Kutheni usebenzise unxantathu ukwenza umnqwazi?
 - ★ Bekuza kwenzeka ntoni ukuba besifake esi sangqa apha?
 - ★ Usebenzise iimilo ezingaphi?
 - ★ Ngubani osebenzise ezona zangqa zininzi?
 - ★ Ukhona umntu ongenasikwere?
3. **Ukuziqhelisa iimilo; ukusebenzisa izinti:** Yenza unxantathu okanye isikwere usebenzisa izinti ezinemibala. Xoxa ngayo nabafundi. Yoggume uze ubacele ukuba bayikhuphele. Wuphinde lo msebenzi, uze utshintshe ubungakanani bemilo. Zama ukwenza isangqa ngezinti.

Guiding questions:

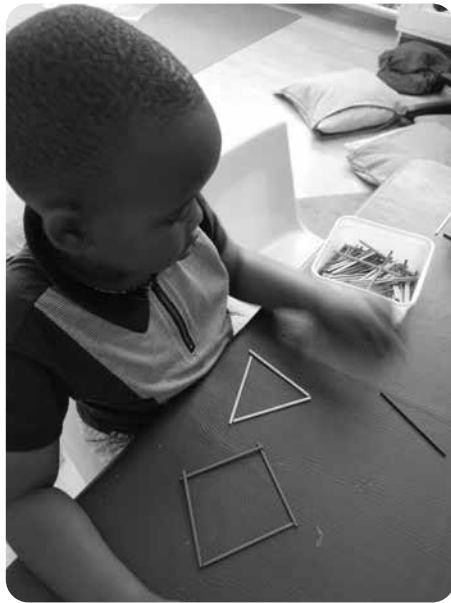
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



TIP

Encourage the use of position and direction vocabulary.

4. **Directions and position:** Learners use the sticks to create their own shapes. They follow instructions using the car or animal counter from their tubs. For example: 'Move the car/animal forwards around your shapes, backwards in between your shapes, forwards over the green/blue/yellow stick, reverse to park/stand inside a shape.' Ask each learner to give an instruction to the group.



Check that learners are able to:

- copy images made with shapes
- create images using shapes and respond to related questions
- respond to instructions with different directions and positions

Workstation 1

What you need

- 40 cardboard circles, triangles and squares
- 30 other shapes (for example, rectangle, kite, oval)
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them (see page 138)

Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.

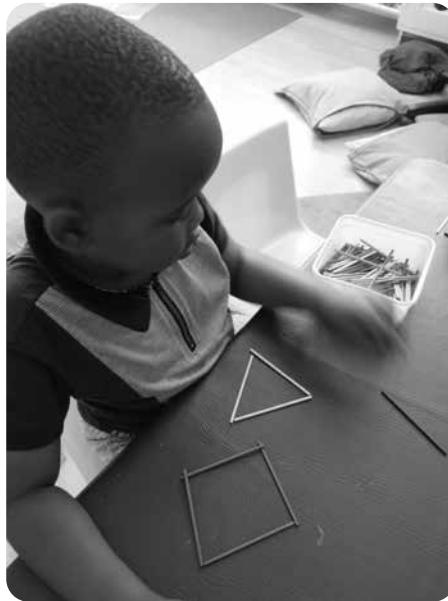


Khuthaza
ukusetyenziswa
kwesigama sendawo
nesalathiso.

Imibuzo ekhokelayo:

- ★ Ingaba le nto ifana nesangqa? Kutheni ucinga/ungacingi ngolo hlobo?
- ★ Ingaba ungasenza nanjani na isangqa? (Treyisa ujikeleze ikomityi.)

4. **Isalathiso nendawo:** Abafundi basebenzisa izinti ukwenza ezabo iimilo. Balandela imiyalelo besebenzisa izixhobo zokubala ezizimoto okanye ezizilwanyana abazithathe kwizitya zabo. Umzekelo: 'Hambisa imoto/isilwanyana siye phambili sijikeleza kwiimilo zakho, sibuye umva phakathi kweemilo zakho, siye phambili ngaphezu koluthi oluluhlaza/oluzuba/olumthubi, sibuye umva siye kupaka/siye kuma phakathi kwemilo.' Cela umfundi ngamnye ukuba anike iqela imiyalelo.



Qwalasela ukuba abafundi bayakwazi uku:-

- khuphela imifanekiso eyenziwe ngeemilo
- enza imifanekiso besebenzisa iimilo baze baphendule imibuzo ebuziweyo
- landela imiyalelo ngezalathiso neendawo ezahlukileyo

Isitishi sokusebenzela 1

Okudingayo

- 40 izangqa, oonxantathu nezikwere zekhadibhodi
- 30 ezinye iimilo (umzekelo, uxande, ikayiti, mboxo)
- 4 izikhongozeli ezineleyibheli – 1 enesangqa, 1 enesikwere, 1 enonxantathu, 1 enomfanekiso wemilo ezi3 ezinomnqamlezo phakathi kuzo (jonga iphepha 139)

Abafundi bahlela iimilo ngokwezikhongozeli ezi4 ezineleyibheli. Benza eyabo imifanekiso besebenzisa iimilo.

Workstation 2



What you need

- Wooden blocks (triangle-, square- and circle-shaped)
- Playdough
- 1 plastic knife or stick (*Resource Kit*) per learner

Learners press the playdough flat. They cut around the blocks and create images with their shapes.



Use other objects if you don't have blocks, for example, tiles, plastic cups or rulers, to create shapes such as triangles, circles and squares.

Workstation 3

What you need

- Masking tape/hula hoops
- Unifix blocks/Duplo/wooden blocks

Use hula hoops and masking tape to make shapes on the floor. Learners place blocks along the hoops and tape.



Workstation 4

What you need

- 1 shape board per learner (see page 138)
- Matching shape cut-outs

Learners match shapes to those on their boards. They swap boards once they have finished.

Isitishi sokusebenzela 2



Okudingayo

- Iibhloko zeplanga (ezimile okwesangqa, isikwere nonxantathu)
- Intlama yokudlala
- 1 imela yeplastiki okanye uluthi (*iKiti yeziXhobo*) kumfundi ngamnye

Abafundi bacinezela intlama yokudlala ibe mcaba. Basika bajikeleze iibhloko baze benze imifanekiso ngeemilo zabo.



INGCEBISO

Sebenzisa ezinye izinto ukuba awunazo iibhloko, umzekelo, iithayile, iikomityi zeplastiki okanye iirula, ukwenza iimilo ezifana noonxantathu, izangqa nezikwere.

Isitishi sokusebenzela 3

Okudingayo

- Itheyiphu yokuncamathelisa/ iihulahupu
- Iibhloko ze*Unifix/Duplo*/iibhloko zeplanga

Sebenzisa iihulahupu netheyiphu yokuncamathelisa ukwenza iimilo phantsi. Abafundi babeka iibhloko ecaleni kweehulahupu neteyiphu.



Isitishi sokusebenzela 4

Okudingayo

- 1 ibhodi yemilo kumfundi ngamnye (jonga iphepha 139)
- Iimilo ezihambelanayo ezisikiweyo

Abafundi batshatisa iimilo nezo zisezibhodini zabo. Batshintshiselana ngeebhodi bakugqiba.

Content Area Focus:

Measurement

Topics

- Length – compare and order objects using appropriate vocabulary

New knowledge

- Measuring and comparing: length (long, longer, longest; short, shorter, shortest)

Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Estimation 1–7
- Length: tall, short

New maths vocabulary

long

short

longer

longest

length

Getting ready

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

- pictures of 4 long worms and 3 short worms
- 4 × 20–30 cm long, and 3 shorter playdough worms
- a length of string per learner and learners' names
- scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- lengths of cardboard that should all be the same width, but different lengths – 1 per learner
- strips of coloured paper of the same width, but different lengths – 10 per learner
- A4 page per learner with line down the middle; a short strip pasted to the top of one side and a long strip pasted to the top of the other side
- A3/A4 page per learner with a different length worm on each
- A4 page per learner with 5 lines of different lengths running across the page.


TIP

Place various items from nature on the maths table during the week, for example, feathers, sticks, leaves. These can be used for measuring and ordering.

Whole class activities

Day 1

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 playdough worms
- 1 A3 page
- 2 A4 pages
- Term 1 height chart
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.

INkalo yomXholo ekuGxininiswa kuyo: Umlinganiselo

Izihloko

- Ubude – thelekisa uze ulandelelanise izinto usebenzisa isigama esifanelekileyo

Ulwazi olutsha

- Ukulinganisa nokuthelekisa: ubude (nde, nde kune-, nde kunazo zonke; mfutshane, mfutshane kune-, mfutshane kunazo zonke)

Ziqhelise

- Ukubala ngomlomo 1–20 no7–1
- Ukubala izinto 1–7
- Uthekelelo 1–7
- Ubude: de, futshane

Isigama esitsha semathematika

de

futshane

de kune-

de kunazo zonke

ubude

Ukulungela

Kwimisebenzi yale veke, kuza kufuneka ulungise oku kulandelayo:

- imifanekiso yemisundululu emi4 emide kunye nemi3 emifutshane
- $4 \times 20\text{--}30$ cm ubude, ne3 imisundululu emifutshane eyenziwe ngentlamba yokudlala
- ubude bomsondo bomfundi ngamnye namagama abafundi
- izikhafu, iiribhoni, amabhanti, imitya yezihlangu, imisonto – 7 sento nganye, zonke zibe nobude obahlukeneyo
- ubude beekhadibhodi ezilinganayo zonke ngobubanzi, kodwa zibe nobude obahlukileyo – 1 kumfundi ngamnye
- imicu yephepha elinombala elingangayo ngobubanzi, angalinganiyo ngobude – 10 kumfundi ngamnye
- iphepha elinguA4 kumfundi ngamnye elinomgca olahlula phakathi; umcu omfutshane oncanyatheliswe phezulu kwicala elinye nomcu omde oncanyathiselwe phezulu kwelinye icala
- iphepha elinguA3/A4 kumfundi ngamnye elinomsundululu ongalinganiyo ngobude kwiphepha ngalinye
- iphepha elinguA4 elinemigca emi5 enqumlezileyo engalinganiyo ngobude kumfundi ngamnye.

INGCEBISO

Beka izinto ezahlukileyo zendalo etafileni yemathematika phakathi evekini, umzekelo, iintsiba, izinti, amagqabi. Ezi zinto zisenokusetyenziselwa ukwenza imilinganiselo nokuhlela.

Imisebenzi yeklasi yonke

Usuku 1

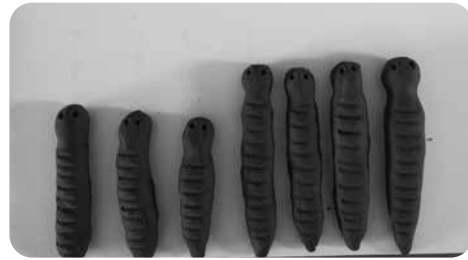
Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 imifanekiso yemisundululu
- 7 imisundululu yokudlala
- 1 iphepha elinguA3
- 2 amaphepha anguA4
- Itshathi yobude yeKota 1
- Umsonto namagama eqela elinye labafundi

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane*, nisebenzisa imifanekiso.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle. Look at the seven playdough worms on an A3 page.



Guiding questions:

- ★ How many worms do you think there are?

Count the worms together.

4. **Long and short:** Place a long and a short worm on an A4 page.

Guiding questions:

- ★ What is the same/different about these worms?
- ★ What else can you see in our classroom that is long/short?
- ★ How can we find out if an object is longer or shorter than another object?
- ★ What are some of the different ways we can measure objects?

5. **Reinforcing length:** Look at the height chart from Term 1. Measure the height of one group of learners and add their measurements to the height chart. Discuss and compare similarities and differences in learners' heights.

Guiding questions:

- ★ Is your height the same as the last time we measured you, or are you taller than you were?
- ★ How can we find out how tall you are?
- ★ Is there another way?

6. **Small group activities:** Describe the activities at each workstation.



TIP

Remember to measure from the ground to the top of the learner's head. Measure one group each day.

Day 2

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for one group
- Sticks (*Resource Kit*)
- Scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Display seven belts and six scarves in two separate groups.

Guiding questions:

- ★ How many belts/scarves do you think there are in each group?
- ★ Do you think each group has an equal number of objects?

Count the belts and scarves and discuss.

- ★ What do we need to do to make the groups equal? (Add one more scarf.)



INGCEBISO
 Khumbula ukuthatha imilinganiselo ukusuka phantsi emhlabeni ukuya kutsho phezulu entloko. Thatha imilinganiselo yeqela elinye qho ngosuku.

2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Jonga imisundululu yokudlala esixhenxe ekwiphepha elinguA3.
Imibuzo ekhokelayo:
 - ★ Ucinga ukuba mingaphi imisundululu ekhoyo?
Balani imisundululu ninonke.
4. **Ende nemfutshane:** Beka umsundululu omfutshane nomde kwiphepha elinguA4.
Imibuzo ekhokelayo:
 - ★ Yintoni efana/eyahluke ngayo le misundululu?
 - ★ Yintoni enye oyibonayo apha eklasini ende/emfutshane?
 - ★ Singafumanisa njani ukuba into inde okanye imfutshane kunenye?
 - ★ Zeziphi ezinye iindlela ezahlukeyo esinokwenza ngazo imilinganiselo yezinto?
5. **Ukubethelela kubude:** Jonga kwitshathi yobude ethathwe kwiKota 1. Yenza umlinganiselo wobude beqela labafundi uze ufake imilinganiselo yobude yabo kwitshathi yobude. Xoxa uze uthelekise ukufana nokwahluka kubude babafundi.
Imibuzo ekhokelayo:
 - ★ Ingaba ubude bakho buyafana nobuya sasibuthathe umlinganiselo okanye umde kunakuqala?
 - ★ Singafumanisa njani ukuba umde kangakanani?
 - ★ Ingaba ikhona enye indlela?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 imifanekiso yemisundululu
- Umsonto namagama eqela elinye
- Izinti (*iKiti yeziXhobo*)
- Izikhafu, iiribhoni, amabhanti, imitya yezihlangu, umsonto – 7 yento nganye, zonke zingalingani ngobude
- Itheyiphu yokuncamathelisa/itshokhwe

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane* nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Bonisa ngamabhanti asixhenxe kunye nezikhafu ezintandathu kumaqela amabini ohlukileyo.
Imibuzo ekhokelayo:
 - ★ Ucinga ukuba mangaphi amabhanti/izikhafu ezikhoyo kwiqela ngalinye?
 - ★ Ingaba ucinga ukuba iqela ngalinye linenani elilinganayo lezinto?
Balani amabhanti nezikhafu nize nixoxe.
 - ★ Kufuneka senze ntoni ukuze la maqela alingane? (Yongeza isikhafu sibesinye.)

Count the items again. Put them in two rows, matching the belts and scarves to show that each group has the same number of objects.

4. **Exploring length:** Display the scarves, ribbons, belts, shoelaces and string.

Guiding questions:

- ★ How did you measure your objects (in Day 1)?

Learners compare the length of the scarves, ribbons, belts, shoelaces and string by placing them next to each other and discussing which is longer/shorter.

- ★ How do you know that one is short and one is long?
- ★ Can you use your hand/foot/a stick to measure your object?

Learners sit in five groups. They measure scarves, belts and so on, and discuss length using hands/feet/sticks.



Use masking tape or draw a line with chalk. Learners place the items on the line and arrange them from longest to shortest.

- ★ Why did we put all the belts and scarves on the line when we arranged them from longest to shortest?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

Day 3



TIP

If there is not enough time to complete measuring the learners' height and adding the measurements to the height chart, continue to do this at other times in the daily programme, for example, at snack time.

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 wooden sticks of different lengths
- 23 coloured plastic sticks (*Resource Kit*)
- String and names for one group of learners
- Lengths of cardboard of the same width and different lengths – 1 per learner
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven coloured plastic sticks (from the *Resource Kit*) and the seven wooden sticks on the mat in two separate groups.

Balani izinto kwakhona. Zibeke zibe yimiqolo emibini, utshatisa amabhanti nezikhafu ukubonisa ukuba iqela ngalinye linezinto ezilinganayo.

4. **Ukuhlola ubude:** Bonisa ngezikhafu, iiribhoni, amabhanti, imitya yezihlangu nemisonto.

Imibuzo ekhokelayo:

- ★ Uzilinganise njani izinto zakho (kuSuku 1)?

Abafundi bathelekisa ubude bezikhafu, iiribhoni, amabhanti, imitya yezihlangu nemisonto ngokuzibeka enye ecaleni kwenye nangokuxoxa ngokuba yeyiphi ende kunenye/emfutshane kunenye.

- ★ Wazi njani ukuba enye imfutshane ize enye ibende?
- ★ Ungasebenzisa isandla/unyawo/uluthi lwakho ukwenza umlinganiselo wento?

Abafundi bahlala babe ngamaqela amahlanu. Benza imilinganiselo yezikhafu, amabhanti, njalo njalo, baze baxoxe ngobude besebenzisa izandla/iinyawo/izinti.



Sebenzisa iteyiphu yokuncamathisela okanye zoba umgca ngetshokhwe. Abafundi babeka izinto emgceni baze bazihlele ukusuka kweyona inde ukuya kweyona imfutshane.

- ★ Kutheni sibeke amabhanti nezikhafu emgceni xa besihlele ukusuka kweyona inde ukuya kweyona imfutshane?

5. **Itshathi yobude:** Linganisela iqela labafundi elilandelayo uze ufake imilinganiselo yabo kwitshathi yobude.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Ukuba ixesha alaneli ukugqiba ukwenza imilinganiselo yobude babafundi kwanokuyifaka kwitshathi yobude, qhubeka noku ebudeni benkqubo yosuku, umzekelo, kungaqhutyekwa ngexesha lekhefu.

Usuku 3

Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 imifanekiso yemisundululu
- 7 izinti zeplanga ezingalinganiyo ngobude
- 23 izinti zeplastiki ezimibalabala (*iKiti yeziXhobo*)
- Umsonto namagama eqela elinye labafundi
- Ubude bekhadibhodi elinganayo ngobubanzi nenobude obungalinganiyo – 1 kumfundi ngamnye
- Itheyiphu yokuncamathelisa/itshokhwe

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane* nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka izinti zeplastiki ezimibalabala ezisixhenxe emethini (athathwe kwi*Kiti yeziXhobo*) kunye nezinti zeplanga ezisixhenxe zibe ngamaqela amabini.

Guiding questions:

- ★ How many sticks do you think there are in each of these groups?

Count the sticks and discuss.
Compare the lengths of the sticks.

- ★ What do you think we could measure in our classroom with the short plastic sticks/longer wooden sticks?
- ★ Why?

Learners measure objects in the classroom with sticks.



4. **Reinforcing measurement – length:** Discuss the items that learners measured with sticks.

Guiding questions:

- ★ What did you find in the classroom that is long/short?
- ★ Whose object was longest/shortest?
- ★ What object can you think of outside of our classroom that is long/short?

Place the cardboard strips in the middle of the mat. Show the learners two of the strips.

- ★ Which of these two strips is long/short?

Repeat with two other strips.

Learners each fetch one strip from the middle of the mat. Put one strip down as a guide.

- ★ If we want to arrange our strips according to length from shortest to longest what do we need to do?
- ★ How should we line them up?



Line the strips up alongside a masking tape or a chalk line. Learners take turns to place their strips from shortest to longest. Remind learners why it is important to align the ends of the strips with the bottom of the masking tape/chalk line when measuring. They estimate where their strip will go, and help each other if a strip needs to be moved.

- ★ What do you think about where _____ has put their strip?
- ★ Should we move _____'s strip? Why?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



Use questions to guide the learners to problem solve around the arrangement of the strips.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi izinti kwiqela ngalinye kula?
Balani izinti nize nixoxe. Thelekisa ubude bezinti.
- ★ Ucinga ukuba yintoni esinokwenza imilinganiselo yayo apha eklasini yethu sisebenzisa izinti zeplastiki ezincinci/izinti zeplanga ezindana?

- ★ Kutheni?

Abafundi benza imilinganiselo yezinto eziseklasini ngezinti.



4. **Ukubethelela kwimilinganiselo – ubude:** Xoxani ngezinto ezilinganiswe ngabafundi besebenzisa izinti.

Imibuzo ekhokelayo:

- ★ Yintoni eniyifumene eklasini ende/emfutshane?
- ★ Yekabani eyona inde/eyona imfutshane?
- ★ Yintoni engaphandle eklasini enicinga ukuba inde/imfutshane?

Beka imicu yamakhadibhodi embindini wemethi. Bonisa abafundi imicu ibe mibini.

- ★ Ngowuphi omde/omfutshane kule micu mibini?

Phinda ngokusebenzisa eminye imicu emibini.

Abafundi bathatha umcu omnye embindini wemethi. Beka phantsi umcu ube mnye uwusebenzise njengesikhokelo.

- ★ Singenza ntoni ukuba sifuna ukuhlela imicu yethu ngokobude ukusuka kowona mfutshane ukuya kowona mde?

- ★ Singayidwelisa njani?

Dwelisa imicu ngakwiteyiphu okanye emgceci owenziwe ngetshokhwe. Abafundi bayatshintshana ngokubeka imicu yabo ukusuka kowona mfutshane ukuya kowona mde. Khumbuza abafundi ukuba kutheni kubalulekile ukulungelelanisa iincam zemicu namazantsi eteyiphu/emigca yetshokhwe xa kulinganiselwa. Bathekelela ukuba imicu yabo iza kuma phi na, baze bancedisane ukuba ngaba umcu kufuneka ususiwe.

- ★ Ucinga ntoni ngendawo u_____ awubeke kuyo umcu wakhe?
- ★ Singawususa umcu ka_____? Kutheni?

5. **Itshathi yobude:** Linganisela iqela elilandelayo uze ufake imilinganiselo yabo kwitshathi yobude.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



INGCEBISO

Sebenzisa imibuzo ukukhokela abafundi ukuba basombulule iingxaki ezimalunga nokubeka ngendlela imicu.

Day 4

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 different lengths of rope
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle, while you stand holding five pieces of rope. Learners estimate how many you are holding. Count these together.

Guiding questions:

- ★ How many more pieces of rope do we need to have seven pieces?

Add two more and count again.

4. **Exploring length:** Discuss the pieces of rope you are holding.

Guiding questions:

- ★ How many of these pieces of rope are touching the floor?
- ★ Why don't they all touch the floor?
- ★ How can we find out which is the shortest/longest piece of rope?

Draw a line on the floor and ask learners to guide you in arranging the pieces of rope from longest to shortest. Remove five pieces of rope.

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



Day 5

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for the last group of learners
- Term 1 height chart
- Birthday chart

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. As you clap, learners count and say how many claps there are.

Usuku 4

Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 imifanekiso yemisundululu
- 7 iintambo ezinobude obungalinganiyo
- Umsonto namagama eqela elinye labafundi

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane* nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.

3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa, ngeli lixa wena umileyo uphethe izijungqe ezintlanu zentambo. Abafundi bathekelela ukuba uphethe ezingaphi. Zibaleni ninonke.

Imibuzo ekhokelayo:

- ★ Zingaphi izijungqe zentambo esizidingayo ukuze sibe nezijungqe ezisixhenxe?

Yongeza zibe mbini uze ubale kwakhona.



4. **Ukuhlola ubude:** Xoxani ngezijungqe zentambo oziphetheyo.

Imibuzo ekhokelayo:

- ★ Zingaphi kwezi zijungqe oziphetheyo ezifika phantsi?
- ★ Kutheni zingafiki zonke phantsi?
- ★ Singafumanisa njani ukuba sesiphi isijungqe sentambo esisesona sifutshane/side?

Krwela umgca phantsi uze ucele abafundi bakukhokele ngokuhlela izijungqe zentambo ukusuka kwesona side ukuya kwesona sifutshane. Susa izijungqe zentambo ezintlanu.

5. **Itshathi yobude:** Linganisela iqela elilandelayo uze ufake imilinganiselo yabo kwitshathi yobude.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 imifanekiso yemisundululu
- Umsonto namagama eqela lokugqibela labafundi
- Itshathi yobude yeKota 1
- Itshathi yeentsuku zokuzalwa

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane* nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Qhwabani nakangaphi na phakathi kuka1 no7. Njengokuba niqhwaba nje, abafundi bayabala baze batsho ukuba kuqhwatywe kangaphi.

4. **Height chart:** Measure the last group of learners and add their measurements to the height chart. Discuss the Term 2 height chart.

Guiding questions:

- ★ Who is taller/shorter than you?
- ★ How do you know?
- ★ Are there any learners that are the same height as each other?

Compare Term 1 and 2 height charts.

- ★ Has anything changed since Term 1?
- ★ Who is taller this term than they were last term?

Look at the birthday chart and count together how many months have passed since you did the Term 1 height chart.

- ★ Do you think the height chart will look different if we do it again at the end of the year, in the last month?
- ★ Why?

5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Outdoor activities can include measuring long and short breaths before and after running, and measuring long and short shadows at different times of the day. When reading stories to the learners, point out words that are long (have a lot of letters in them) and words that are short (have only one or two letters in them).

Small group activities

Teacher-guided activity

What you need

- 7 toilet roll tubes
- 1 small chair per learner
- Unifix blocks (*Resource Kit*)
- Different lengths of string and paper, sticks (*Resource Kit*)

1. **Practising length; sorting objects:** Place string, paper and sticks in a pile on the mat. Learners sort these into two groups: long and short.

Guiding questions:

- ★ How did you decide what to put into each group?

2. **Practising length; comparing objects:** Place a toilet roll tube lengthways on the mat.



4. **Itshathi yobude:** Linganisela iqela elilandelayo uze ufake imilinganiselo yabo kwitshathi yobude. Xoxani ngetshathi yobude yeKota 2.

Imibuzo ekhokelayo:

- ★ Ngubani omde/omfutshane kunawe?
- ★ Wazi njani?
- ★ Ingaba bakhona abafundi abalinganayo ngobude?

Thelekisa itshathi zobude zeKota 1 nezeKota 2.

- ★ Ingaba ikhona into etshintshileyo ukususela kwiKota 1?
- ★ Ngubani omde kunakwikota edlulileyo kule kota?

Jongani kwitshathi yeentsuku zokuzalwa nize nibale ukuba zingaphi iinyanga ezigqithileyo emva kokuba nenze itshathi yobude yeKota 1.

- ★ Ucinga ukuba itshathi yobude iza kwahluka ukuba siyayenza kwakhona ekupheleni konyaka, kwinyanga yokugqibela?
- ★ Kuba?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Imisebenzi eyenzelwa phandle ingaquka ukulinganisa ukuphefumla okude (okutsalayo) nokufutshane (okuquphayo) ngaphambi nasemva kokubaleka, nokulinganisa ubude nobufutshane bezithunzi ngamaxesha ohlukileyo osuku. Xa ufundela abafundi amabali, khomba amagama amade (anoonobumba abaninzi kuwo) namagama amafutshane (anonobumba omnye okanye ababini kuwo).

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 7 iityhubhu zeroli yephepha lendlu yangasese
- 1 isitulo esincinci kumfundi ngamnye
- Iibhloko zeUnifix (iKiti yeziXhobo)
- Ubude obahlukileyo bomsondo nephepha, izinti (iKiti yeziXhobo)

1. **Ukuziqhelisa ubude; ukuhlela izinto:** Beka umsondo, iphepha nezinti kwimfumba esemethini. Abafundi bayazihlela ezi zinto zibe ngamaqela amabini: ezinde nezimfutshane.

Imibuzo ekhokelayo:

- ★ Ufikelele njani kwisigqibo sokuba ubeke yiphi kweli phi iqela?

2. **Ukuziqhelisa ubude; ukuthelekisa izinto:** Beka ityhubhu yeroli yephepha lendlu yangasese ngokobude emethini.



Guiding questions:

- ★ Can you find anything in the classroom that is longer/shorter than this?

Learners each fetch two things, and take turns to explain what they have found and why they are longer/shorter than the toilet roll tube.

3. **Counting objects 1–7; measuring chairs:** Place seven toilet roll tubes in a line lengthways touching one another.

Guiding questions:

- ★ How many toilet roll tubes do you think there are?

Count the toilet roll tubes together.

- ★ Can you see anything in the classroom that you think is the same length as these seven toilet roll tubes lined up together?
- ★ How can we use one toilet roll tube to measure the height of your chair?

Learners explore this.

- ★ Where could we start measuring?

Discuss and guide them in marking where they start and end. Together count how many toilet roll tubes were needed to measure the height of the chair.

- ★ How many toilet roll tubes do you think we will need to measure the length of the seat of the chair?
- ★ Do you think we will need more or fewer toilet roll tubes to measure the seat?
- ★ What else could we use to measure different parts of your chairs?

Learners find something in the classroom that they would like to use to measure with. They explore measuring different parts of the chair using the objects they found, paper and string lengths.



Imibuzo ekhokelayo:

- ★ Ingaba ikhona into onokuyifumana eklasini ende kunale/ emfutshane kunale?

Umfundi ngamnye uthatha izinto zibe mbini, baze batshintshane ngokucacisa ukuba bafumene ntoni nokuba kutheni zinde/ zimfutshane kunetyhubu yephepha lendlu yangasese.

3. **Ukubala izinto 1–7; ukulinganisa izitulo:** Beka iityhubhu zephepha lendlu yangasese zibe sixhenxe emgceni ngokobude zisondelelane.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iityhubhu zephepha lendlu yangasese ezikhoyo? Balani iityhubhu zephepha lendlu yangasese.
- ★ Ingaba ikho into oyibonayo eklasini ocinga ukuba iyalingana neetyhubhu zephepha lendlu yangasese ezibekwe ndawonye?
- ★ Singayisebenzisa njani ityhubhu yephepha lendlu yangasese ukuze senze umlinganiselo wobude besitulo sakho?

Abafundi bayakuqwalasela oku.

- ★ Singaqala phi ukwenza umlinganiselo?

Xoxani uze ubakhokele ukwenza uphawu kwindawo abaqala nabaphela kuyo. Ninonke balani ukuba zingaphi na iityhubhu zephepha lendlu yangasese eziye zafuneka ukuze kwenziwe umlinganiselo wesitulo.

- ★ Ucinga ukuba zingaphi iityhubhu zephepha lendlu yangasese eziza kufuneka xa kusenziwa umlinganiselo wobude besitulo?
- ★ Ucinga ukuba siza kudinga iityhubhu ezininzi okanye ezimbalwa ukwenza umlinganiselo wesitulo?
- ★ Yeyiphi enye into esinokuyisebenzisa ukwenza imilinganiselo yeendawo ezahlukileyo zesitulo?

Abafundi bafumana kwanto abanokuyisebenzisa eklasini ukwenza imilinganiselo. Bahlola iinxenye ezahlukileyo zesitulo ngokusebenzisa izinto abazifumeneyo, ubude bephepha nobomsonto.



4. **Reinforcing length; Unifix blocks:** Show learners a length of five Unifix blocks joined together. They choose string and pieces of paper that are longer than the blocks. Repeat with lengths of up to seven Unifix blocks.



Guiding questions:

- ★ How do you know that this is longer than the blocks?
- ★ Can you find something that is shorter/the same length?

Learners create their own lengths using the blocks and arrange these from shortest to longest.



TIP

Use appropriate non-standard units to measure objects, for example, small blocks to measure books, plastic sticks to measure the seat of the chair and longer objects or pieces of string to measure the top of the desk.



Check that learners are able to:

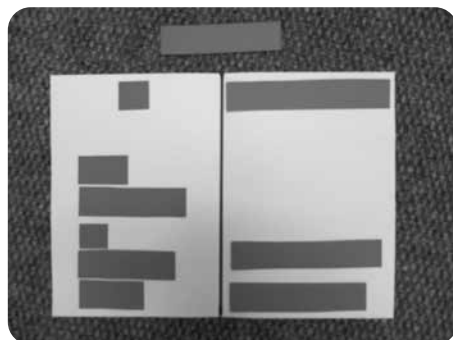
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

Workstation 1

What you need

- 10 strips of paper per learner
- Sheet of paper
- Glue
- Kokis
- 1 medium-length cardboard strip placed in the middle of the table

Learners measure paper strips against the cardboard strip. They paste strips onto the 'long' or the 'short' side of the page. They use kokis to turn the strips into anything they like.



4. **Ukubethelela kubude; iibhloko zeUnifix:** Bonisa abafundi ubude beebhloko zeUnifix ezidityanisiweyo. Bakhetha umkonto neziqwenga zamaphepha amade kuneebhloko. Kuphinde oku usebenzisa ubude obuizibhloko zeUnifix ezisixhenxe.



Imibuzo ekhokelayo:

- ★ Wazi njani ukuba le inde kuneebhloko?
 - ★ Ungayifumana into emfutshanana kunayo/elingana nayo ngobude?
- Abafundi benza obabo ubude besebenzisa iibhloko baze bazihlele ukusuka kweyona imfutshane ukuya kweyona inde.

INGCEBISO

Sebenzisa iiyunithi ezifanelekileyo ezingekho sikweni ukulinganisa izinto, umzekelo, iibhloko ezincinci ukulinganisa iincwadi, izinti zeplastiki zokulinganisa le ndawo kuhlalwa kuyo esitulweni nezinto ezinde kunezinye okanye imisonto yokulinganisa umphezulu wedesika.



Qwalasela ukuba abafundi bayakwazi uku-:

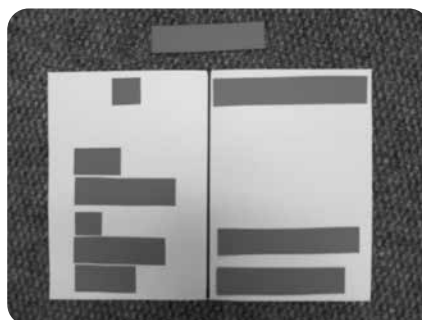
- thelekisa nokulandelelanisa izinto ngokobude – ende nemfutshane
- bonakalisa ukuyiqonda ingqikelelo kade nofutshane; ende nemfutshane

Isitishi sokusebenzela 1

Okudingayo

- 10 imicu yamaphepha kumfundi ngamnye
- Uxwebhu lwephepha
- Iglu
- Iikhoki
- 1 umcu wekhadibhodi ophakathi ngobude ubekwe embindini wetafile

Abafundi balinganisa imicu yamaphepha nomcu wekhadibhodi. Bancamathelisa imicu kwicala lika 'de' okanye 'futshane' lephepha. Basebenzisa iikhoki ukuze benze le micu ibe yiyo nantoni na abayifunayo.



Workstation 2

What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

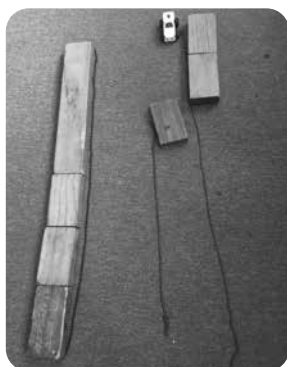


Workstation 3

What you need

- Wooden blocks
- Lengths of string

Learners build long and short trains/trucks/roads in the block area. They use lengths of string to measure these.



Workstation 4

What you need

- Playdough
- A4 page per learner with 5 lines of different lengths
- Sticks (*Resource Kit*)

Learners make lengths of playdough that match each of the lines on the template. They decorate these using sticks to make patterns.

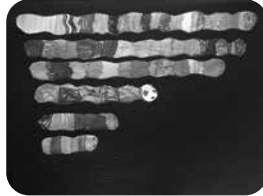


Isitishi sokusebenzela 2

Okudingayo

- Ithempleyithi yemisundululu engalinganiyo ngobude – 1 iphepha kumfundi ngamnye
- Isikere
- Iikhrayoni

Abafundi bayayihombisa imisundululu yabo baze bayisike.

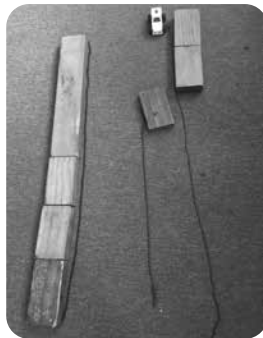


Isitishi sokusebenzela 3

Okudingayo

- libhloko zamaplanga
- Ubude bomsonoto

Abafundi bakha oololiwe/iitraka/iindlela ezinde nezimfutshane ngaphakathi kwibhloko. Basebenzisa ubude bemisonoto ukuze bazilinganise oku.



Isitishi sokusebenzela 4

Okudingayo

- Intlama yokudlala
- Iphepha elinguA4 kumfundi ngamnye elinemigca emi5 engalinganiyo ngobude
- Izinti (*iKiti yeziXhobo*)

Abafundi benza ubude bentlama yokudlala obuhambelana nomgca ngamnye okhoyo kwithempleyithi. Bakuhombisa oku besebenzisa izinti ukwenza ipateni.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, compare and order numbers
- Addition and subtraction (oral)
- Problem solving

New knowledge

- Breaking down and building up numbers
- Problem-solving techniques
- Addition and subtraction using concrete objects
- Numbers in familiar settings

Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- More than, fewer than
- What number comes before, after?
- Shapes: circle, square, triangle

New maths vocabulary

add

take away

Getting ready

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

- 7 plastic cups and 7 plastic saucers (from fantasy area)
- small boxes/containers numbered 1, 2, 3, 4, 5
- 2 plates
- 7 Unifix blocks
- 7 Duplo blocks
- 5 chairs
- 5 A4 sheets with animal frieze phone numbers for houses 1–5: Elephant: 53 412, Zebras: 43 215, Meerkats: 33 212, Giraffes: 41 224, Monkeys: 21 543
- learners' phone numbers on individual sheets
- a different shape-tracing page for each learner in a group
- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups each with a variety of small objects up to 5. Cut the toe-end off a stocking and put the stocking over the open end of each box/cup. The objects inside should not be visible. (see Workstation 3)
- 1 set of matching number and picture cards 1–5 per learner (similar to Week 5)
- ask learners to find out their address and phone number.



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none"> • Chaza, uthelekise uze ulandelelanise amanani • Ukudibanisa nokuthabatha (ngomlomo) • Ukusombulula iingxaki 	<ul style="list-style-type: none"> • Ukwakha nokuqhekeza amanani • Iindlela zokusombulula iingxaki • Ukudibanisa nokuthabatha usebenzisa izinto eziphathekayo • Amanani kwiimeko zesiqhelo 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–20 no7–1 • Ukubala izinto 1–7 • Ingqikelelo-manani 1–5 • Ukulandelelanisa amanani 1–5 • Ngaphezulu kune-, mbalwa kune- • Leliphi inani eliza ngaphambili, ngasemva? • Ilimilo: isangqa, isikwere, unxantathu

Isigama esitsha semathematika

dibanisa

thabatha

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- 7 iikomityi zeplastiki kunye neesosi ezi7 (indawo yemidlalo yengcinga)
- iibhokisi/izikhongozeli ezincinci ezinamanani 1, 2, 3, 4, 5
- 2 iipleyiti
- 7 iibhloko zeUnifix
- 7 iibhloko zeDuplo
- 5 izitulo
- 5 amaphepha anguA4 anemizobo yezilwanyana eziziinombolo zomnxeba wezindlu 1–5: Indlovu: 53 412, Amaqwarhashe: 43 215, Amagala: 33 212, lindlulamthi: 41 224, linkawu: 21 543
- iinombolo zomnxeba zabafundi ezibhalwe kwiphepha ngalinye
- iphepha elahlukileyo lokukhuphelela imilo kumfundi ngamnye kwiqela
- 1 isethi yamakhadi anamachokoza 1–5 kumfundi ngamnye
- 1 isethi yamakhadi aneesimboli zamanani 1–5 kumfundi ngamnye
- 10 iibhokisi/iikomityi inye ibe neendidi zezinto ezincinci eziya ku5. Sika indawo yeminye yekawusi uyibeke kweli cala livulekileyo lebhokisi/lekomityi. Izinto ezingaphakathi akufunekanga zibonakale. (jonga Isitishi sokusebenzela 3)
- 1 isethi yamakhadi amanani afanayo nawemifanekiso 1–5 kumfundi ngamnye (bufana neVeki 5)
- cela abafundi ukuba bafumane idilesi neenombolo zabo zomnxeba.



Whole class activities

Day 1

What you need

- Song: *Long and short* (page 204)
- 7 plastic cups and 7 plastic saucers (fantasy area)
- A variety of counters from the *Resource Kit*
- Dot cards 1–5
- Small boxes/containers numbered 1, 2, 3, 4, 5

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven cups and seven saucers on a box in the middle of the circle.

Guiding questions:

- ★ How many cups and saucers do you think there are in these two groups?
- ★ Do you think there are the same number in each group?

Together count the cups and saucers, discuss learners' estimations and match the cups to the saucers.



TIP

Make sure all learners are able to see the cups and saucers.



4. **Practising numbers 1–5:** Show learners the dot cards quickly without holding them up for a long time. Learners say how many dots are on each card. Show a dot card with an instruction linked to the number of dots on the card, for example: 'Find two friends wearing shoes.' 'Clap your hands three times.' Learners take turns to think of action instructions linked to the number of dots.
5. **Ordering numbers 1–5; more than, fewer than, equal to:** Place the dot cards face down. Learners take turns to pick up two cards. If the cards match, they keep them and if not they put the cards back. When learners find a matching pair they put them in the appropriate box.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Ende nemfutshane* (iphepha 205)
- 7 iikomityi zeplastiki kunye neesosini ezi-7 (umdlalo woonopopi)
- Iindidi zezixhobo zokubala ezithathwe *kwiKiti yeziXhobo*
- Amakhadi anamachokoza 1–5
- Iibhokisi/izikhongozeli ezincinci ezinamanani 1, 2, 3, 4, 5

1. **Ingoma:** Culani ingoma ethi, *Ende nemfutshane*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka iikomityi ezisixhenxe kunye neesosini ezisixhenxe phezu kwebhokisi esembindini wesangqa.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iikomityi neesosini ezikhoyo kula maqela mabini?
 - ★ Ingaba ucinga ukuba kukho inani elilinganayo kwiqela ngalinye?
- Ninonke balani iikomityi neesosini, xoxani ngothekelelo lwabafundi nize nitshatise iikomityi neesosini.



INGCEBISO

Qinisekisa ukuba bonke abafundi bayazibona iikomityi neesosini.



4. **Ukuziqhelisa amanani 1–5:** Bonisa abafundi amakhadi anamachokoza ngokukhawuleza ungawaphakamisi ixesha elide. Abafundi bayachaza ukuba mangaphi amachokoza akhoyo kwikhadi ngalinye. Babonise ikhadi elinamachokoza elinomyalelo ohambelana nenani lamachokoza akhoyo ekhadini, umzekelo: 'Fumana abahlobo ababini abanxibe izihlangu.' 'Qhwaba izandla zakho kathathu.' Abafundi bayatshintshana ngokucinga ukuba ngowuphi umyalelo ohamba nentshukumo ohambelana namachokoza.
5. **Ukulandelelanisa amanani 1–5, ngaphezulu, mbalwa, lingana ne-:** Beka amakhadi anamachokoza aqubude. Abafundi bayatshintshana ngokuphakamisa amakhadi amabini. Ukuba amakhadi ayahambelana, bayawagcina baze bawabuyisele ukuba awahambelani. Xa abafundi befumana isibini esihambelanayo, bawafaka kwibhokisi efanelekileyo.

Guiding questions:

- ★ How many dots are on _____'s cards?
- ★ Are the cards the same?
- ★ Which card has more dots?
- ★ Which card has fewer dots?
- ★ What would we need to do to make both cards have the same number of dots?

6. **Small group activities:** Describe the activities at each workstation.

Day 2**What you need**

- 2 plates with 7 Unifix blocks on one and 7 Duplo blocks on another
- 5 chairs

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two plates on a box in the middle of the circle, one with seven Unifix blocks, and one with seven Duplo blocks. Learners estimate the number of blocks on each plate.

**TIP**

Make sure all learners are able to see the blocks on the plates.

**Guiding questions:**

- ★ Do you think there are more/fewer blocks on this plate?
 - ★ How can we tell if they have the same number of blocks?
- Count the blocks on each plate and discuss learners' estimations.

4. **Adding using objects:** Two learners stand.

Guiding questions:

- ★ How many learners are standing?
- ★ If we add one more learner, how many will there be?

One more learner stands. Together count the learners who are standing. Continue adding one learner at a time, until there are five, counting them together each time you add one. Repeat the activity using chairs. A learner fetches two chairs.

Imibuzo ekhokelayo:

- ★ Mangaphi amachokoza akwikhadi lika_____?
- ★ Ingaba amakhadi ayafana?
- ★ Leliphi ikhadi elinamachokoza amaninzi?
- ★ Leliphi ikhadi elinamachokoza ambalwa?
- ★ Siza kudinga ntoni ukuze senze omabini amakhadi abe namachokoza alinganayo?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2**Okudingayo**

- 2 iipleyiti ezineebhloko zeUnifix
- 5 izitulo ezi7 kwenye neebhloko zeDuplo ezi7 kwenye

1. **Ingoma/isicengcelezo:** Abafundi bakhetha ingoma abaza kuyicula okanye isicengcelezo abaza kusenza esithathwe kwiKota 1 okanye 2.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka iipleyiti ezimbini phezu kwebhokisi esembindini wesangqa, enye ibe neebhloko zeUnifix ezisixhenxe, ize enye ibe neebhloko zeDuplo ezisixhenxe. Abafundi bathekelela inani leebhloko ezikwipleyiti nganye.


INGCEBISO

Qinisekisa ukuba bonke abafundi bayakwazi ukuzibona iibhloko ezisezipleyitini.

**Imibuzo ekhokelayo:**

- ★ Nicinga ukuba zingaphezulu/zimbalwa iibhloko eziphezu kwale pleyiti?
- ★ Singachaza njani ukuba zinenani elilinganayo leebhloko?

Balani iibhloko eziphezu kwepleyiti nganye nize nixoxe ngothekelelo lwabafundi.

4. **Dibanisa nisebenzisa izinto:** Abafundi ababini bema ngeenyawo.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abeme ngeenyawo?
- ★ Ukuba songeza umfundi omnye, baza kuba bangaphi?

Omnye umfundi uyema naye. Ninonke balani abafundi abemileyo. Qhubeka ngokongeza umfundi omnye ngexesha, de babebahlanu, nimane nibabala kunye qho usongeza omnye. Wuphinde lo msebenzi usebenzisa izitulo. Umfundi uthatha izitulo ezibini.

- ★ If _____ fetches one more chair, how many will there be?
 - ★ If three learners have a chair, how many more chairs will we need for all of them to have a chair?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- 1 container with 7 paint brushes and 1 container with 5 kokis
- 5 chairs
- Game: Musical chairs (page 204)
- Tambourine/music

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place the two containers on a box in the middle of the circle, one containing seven paint brushes, and the other containing five kokis. Discuss the containers.

Guiding questions:

- ★ How many things do you think are in this container?
 - ★ Do you think there are more/fewer in this container?
4. **Subtracting objects:** Five learners stand.

Guiding questions:

 - ★ How many learners are standing?
 - ★ If _____ goes and sits at his/her table, how many learners will be left standing?
 - ★ How do you know?
 - ★ If we take another learner away, how many learners will be left standing?

Repeat this with up to five learners. Take away one learner at a time.
 5. **Subtraction game:** Play the game, Musical chairs.
 6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number washing line 1–5
- Poster 1

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say. Let learners 'vote' for the song/rhyme they want. Count how many hands are held up for different song/rhyme options.

- ★ Ukuba u_____ uthatha esinye isitulo, kuza kubakho ezingaphi?
 - ★ Ukuba abafundi abathathu banezitulo, kuza kufuneka izitulo ezingaphi ukuze bonke babe nezitulo?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo

- 1 isikhongozeli esineebrashi zokupeyinta ezi7, nesikhongozeli esi1 esineekhoki ezi5
- 5 izitulo
- Umdlalo: Izitulo zomculo (iphepha 205)
- Ithamborine/umculo

1. **Ingoma/isicengcelezo:** Abafundi bakhetha ingoma abaza kuyicula okanye isicengcelezo abazakusenza esithathwe kwiKota 1 okanye 2.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Beka izikhongozeli ezimbini phezu kwebhokisi esembindini wesangqa, esinye siqulethe iibrashi zepeyinti ezisixhenxe, nesinye esiqulethe iikhoki ezintlanu. Xoxani ngezikhongozeli.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi izinto ezikwesi sikhongozeli?
 - ★ Ucinga ukuba zininzi/zimbalwa kwesi sikhongozeli?
4. **Ukuthabatha izinto:** Abafundi abahlanu bema ngeenyawo.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abemileyo?
- ★ Ukuba u_____ uyahamba ayokuhlala etafileni yakhe, baza kushiyeke bebangaphi abafundi abamileyo?
- ★ Ukwazi njani oko?
- ★ Ukuba songeza umfundi omnye, baza kushiyeke bebangaphi abemileyo?

Kuphinde oku usebenzisa abafundi abahlanu. Thabatha umfundi abanye ngexesha.

5. **Umdlalo wokuthabatha:** Dlalani umdlalo, izitulo zomculo.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ucingo lokwaneka amanani 1–5
- IPowusta 1

1. **Ingoma/isicengcelezo:** Abafundi bakhetha ingoma abazakuyicula okanye isicengcelezo abaza kusenza esithathwe kwiKota 1 okanye 2. Vumela abafundi 'bavote' bekhetha ingoma/isicengcelezo abasifunayo. Bala ukuba zingaphi na izandla eziphakanyisiweyo zeengoma/izicengcelezo ezahlukeneyo.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Two learners stand with their backs to the class. The class says, 'Ready, steady, number!' On 'number', the learners turn and hold up any number of fingers from 1 to 7. Discuss who has the most/fewest fingers showing. Together count the number of fingers each learner is showing. Repeat with other learners.



Guiding questions:

- ★ Who is showing more/fewer fingers?
- ★ Who is showing the same number of fingers?
- ★ How do you know?
- ★ How many fingers is _____ showing?

Ask learners to show numbers 1–5 on the number washing line for those learners who show fingers between 1 and 5.

- ★ Does this number come before/after/between 2, 3, 4?

4. **Talk about number:** Discuss Poster 1. Talk about what learners see in the picture. Learners use their fingers to show their answers.

Guiding questions:

- ★ How many people are missing from the family in this picture? Who is missing?
- ★ Are there enough chairs for the number of people in the kitchen?
- ★ If one chair is taken away, how many chairs will be left?
- ★ How many bowls are on the table?
- ★ If two bowls are taken away, how many will be left on the table?
- ★ How many spoons are on the table?
- ★ If Granny joined them at the table and needed a spoon, how many spoons should we add? How many would there be altogether?

5. **Small group activities:** Describe the activities at each workstation.



Learners may use their fingers to solve the problems.

Day 5

What you need

- Number friezes 1–5
- Number symbol and dot cards 1–5 (*Resource Kit*)
- 5 A4 sheets with animal frieze phone numbers for houses 1–5
- 2 old/toy phones
- Learners' phone numbers on individual sheets

2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi ababini bema bafulathele iklasi. Iklasi iyathetha ithi, 'Yima, jika kancinci, veza inani!' Xa besithi 'inani', aba bafundi babini bayaguquka baphakamise naliphi na inani leminwe ukususela ku1 ukuya ku7. Xoxani ngokuba ngubani ophakamise iminwe engaphezulu/embalwa. Ninonke balani inani leminwe ephakanyiswe ngumfundi ngamnye. Kuphinde oku usebenzisa abanye abafundi.



Imibuzo ekhokelayo:

- ★ Ngubani ophakamise iminwe engaphezulu/embalwa?
- ★ Ngoobani abaphakamise inani elilinganayo leminwe?
- ★ Wazi njani?
- ★ Mingaphi iminwe ephakanyiswe ngu_____?

Cela abafundi babonise amanani 1–5 aselucingweni lokwaneka amanani kwabo bafundi ebebephakamise amanani 1 no5.

- ★ Ingaba eli nani liza phambi/emva/phakathi kuka2, 3, 4?

4. **Thetha ngenani:** Xoxa ngePowusta 1. Thetha ngoko kubonwa ngabafundi emfanekisweni. Abafundi basebenzisa iminwe ukubonisa iimpendulo zabo.

Imibuzo ekhokelayo:

- ★ Bangaphi abantu abangekhoyo kolu sapho xa ujonge kulo mfanekiso? Ngubani ongekho?
- ★ Ingaba izitulo ziza kubanela bonke abantu abasekhithshini?
- ★ Ukuba kuthathwe isitulo sasinye, kuza kushiyeka izitulo ezingaphi?
- ★ Zingaphi izitya ezisetafileni?
- ★ Ukuba kuthathwa izitya ezimbini, kuza kushiyeka ezingaphi etafileni?
- ★ Mangaphi amacephe asetafileni?
- ★ Ukuba uMakhulu naye unokuhlala etafileni aze adinge icephe, mangaphi amacephe ekufuneka siwongezile? Aza kuba mangaphi xa ewonke?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



Abafundi
basenokusebenzisa
iminwe yabo
ukusombulula iingxaki.

Usuku 5

Okudingayo

- lifrizi zamanani 1–5
- Amakhadi aneesimboli nanamachokoza amanani 1–5 (*iKiti yeziXhobo*)
- 5 amaxwebhu anguA4 aneenombolo zomnxeba
- eziyimizobo yezilwanyana zasekhaya 1–5
- 2 yeminxeba emidala yokudlala
- linombolo zeminxeba zabafundi ezibhalwe kuxwebhu ngalinye

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the activity from Day 4 with guiding questions.
4. **Practising numbers 1–5; addition, subtraction:** Show dot cards and number symbol cards 1–5. Learners organise themselves into groups according to the dot card or number symbol card that you show.



Support learners based on their level of number knowledge.

Guiding questions:

- ★ How many learners are in your group?
- ★ If one learner joins another group, how many learners will be left in your group?
- ★ If one more learner joins your group, how many will there be in your group altogether?
- ★ How many groups of five learners are there?
- ★ This group has one learner too few. Who can we ask to join this group so that they have the correct number?

5. **Practising addresses and phone numbers; reinforcing numbers 1–5:** Tell the learners that the meerkats phoned the animals in house numbers 1, 2, 4 and 5 to invite them to a party. Place the phone numbers for each house below the correct house.

Dramatise calling the animals. Dramatise the animals in house numbers 1, 2, 4 and 5 phoning the meerkats to say they would love to go to the party. Learners repeat the numbers with you as you role-play phoning each number.

Guiding questions:

- ★ If you had a party, where would you tell your friends to go?
- ★ If they got lost, what number could they phone you on?

Guide two learners to dramatise telling each other their phone number on the phone. Write these on paper. Repeat with other learners.

- ★ Are any numbers repeated in this phone number?

1. **Ingoma/isicengcelezo:** Abafundi bakhetha ingoma abaza kuyicula okanye isicengcelezo abaza kusenza esithathwe kwiKota 1 okanye 2.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Wuphinde lo msebenzi osuka kuSuku 4 uhambe nemibuzo ekhokelayo.
4. **Ukuziqhelisa namanani 1–5; ukudibanisa, nokuthabatha:** Bonisa ngamakhadi anamachokoza kunye namakhadi aneesimboli zamanani 1–5. Abafundi bayazilungisa babe ngamaqela ngokusekelwe kwikhadi elinamachokoza okanye isimboli yenani oyiphakamisileyo.



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Banike inxaso abafundi ngokomgangatho wolwazi lwamanani abakuwo.

Imibuzo ekhokelayo:

- ✦ Bangaphi abafundi abakwiqela lakho?
 - ✦ Ukuba umfundi omnye ungenelela kwelinye iqela, kuza kushiyeke abafundi abangaphi kwiqela lakho?
 - ✦ Ukuba kuza omnye umfundi oza kungenelela kwiqela lenu, baza kuba bangaphi kwiqela lakho xa bebonke?
 - ✦ Mangaphi amaqela akhoyo anabafundi abahlanu?
 - ✦ Eli qela linabafundi abambalwa ngomnye. Singacela bani asijoyine ukuze eli qela libe nenani elichanekileyo labafundi?
5. **Ukuziqhelanisa needilesi kunye neenombolo zomxebe; ukugxininisa kumanani 1–5:** Chazela abafundi ukuba amagala afowunele izilwanyana ezihlala kwizindlu ezingunombolo 1, 2, 4 no5 ezimemela kwitheko. Beka iinombolo zomxebe zendlu nganye ngaphantsi kwendlu echanekileyo.

Linganisa ukufowunela izilwanyana ezihlala kwizindlu ezikwanombolo 1, 2, 4 no5 ufowunela amagala usithi ungonwabela ukuza ethekweni. Abafundi baphinda amanani njengokuba usenza ngathi ufowunela inombolo nganye.

Imibuzo ekhokelayo:

- ✦ Ukuba ungaba netheko, ungathi abahlobo bakho bayephi?
- ✦ Ukuba bayalahleka, yeyiphi inombolo abangakufowunela kuyo? Khokela abafundi ababini balinganise ukuthetha efowunini bexelelana ngeedilesi zezindlu abahlala kuzo. Kubhale oku ephepheni. Phinda wenze usebenzisa abanye abafundi.
- ✦ Ingaba akhona amanani aphindiweyo kule nombolo yefowuni?

6. **Practising phone numbers; reinforcing numbers 1–5:** Learners each hold a copy of their phone number. They follow your directions, for example: 'Stand if you have a 4 in your phone number.' 'Wave if you have a 3.'
7. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Write numbers 1 to 5 in a circle outdoors with chalk. Learners count as they move around the circle and step on each number. Create an outdoor pathway of number words from one to five by writing them in order over and over again. Let the learners 'read' the words as they walk down the path.

Small group activities

Teacher-guided activity

What you need

- Number washing line
- Dot cards 1–5
- Animal counters
- Unifix blocks
- A tub per learner with number symbol cards 1–5 and 5 coloured counters

1. **Point and count 1–5:** Learners look at the number washing line. Give instructions to individual learners, for example: 'Show me number 1/3/5, show me the number that comes before/after 4, show me the number that is between 1 and 3.'
2. **Dot cards 1–5; matching numbers; estimating:** Place 10 dot cards face down on the mat. Each learner has a turn to pick up a card and to say how many dots there are. Together count the dots.



3. **Ordering numbers 1–5:** Together order the dot cards 1–5. Learners count animal counters to match the number of dots. They each order their number symbol cards 1–5. They build Unifix towers to match each number.

6. **Ukuziqhelanisa iinombolo zomnxeba; ukugxininisa kumanani 1–5:** Emnye umfundi uphakamisa ikopi yenombolo yakhe yefowuni. Balandela izikhokelo zakho, umzekelo: 'Ukuba uno4 kwinombolo yakho yefowuni phakama.' 'Phakamisa isandla ukuba uno3.'
7. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Bhala ngetshokhwe amanani 1 ukuya ku5 phandle kwisangqa. Abafundi bayabala njengokuba bejikeleza isangqa bemana ukunyathelana. Yenzani indlela yamanani angamagama ephandle ukusuka kunye ukuya kutsho kuntlanu nize niwabhale ngendlela eyiyo nikuphindaphinda oku. Vumela abafundi ukuba 'bafunde' amagama njengokuba behamba besehlisa indlela.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Ucingo lokwaneka amanani
- Amakhadi anamachokoza 1–5
- Izixhobo zokubala ezizizilwanyana
- Iibhloko zeUnifix
- Isitya kumfundi ngamnye esinamakhadi aneesimboli zamanani 1–5 no5 nezixhobo zokubala ezimibalabala

1. **Yalatha uze ubale 1–5:** Abafundi bajonga ucingo lokwaneka amanani. Nika umfundi ngamnye imiyalelo, umzekelo: 'Ndibonise inani 1/3/5, ndibonise inani eliza phambi/emva kuka4, ndibonise inani eliphakathi kuka1 no3.'
2. **Amakhadi amanani 1–5; amanani ahambelanayo; ukuthekelela:** Beka amakhadi anamachokoza abe10 aqubude emethini. Umfundi ngamnye ufumana ithuba lokuchola ikhadi aze atsho ukuba mangaphi amachokoza akulo. Ninonke balani amachokoza.



3. **Ukulandelelanisa amanani 1–5:** Ninonke landelelanisani amakhadi anamachokoza 1–5. Abafundi babala izixhobo zokubala ezizizilwanyana ukuze zihambelane nenani lamachokoza. Ngabanye ngabanye bathi balandelelanise amakhadi aneesimboli zamanani 1–5. Bakha isakhiwo seUnifix esiza kuhambelana nenani ngalinye.

4. **Counting; more than/fewer than; using counters:** Each learner counts five counters from their tub. Give instructions, for example: 'Show me three counters; one fewer than three; one more than four.'
5. **Matching counters to dot cards:** Learners use their counters to match the dot cards 1–5. Discuss the different ways each number is shown.
6. **Dot cards; breaking up numbers:** Show learners a dot card with 3 dots and a dot card with 1 dot. They put their counters into two groups matching these.



Guiding questions:

- ★ How many counters are there in each of your groups?
- ★ How many counters are there altogether?
- ★ Show me the dot card that matches this group.

Now show them dot card 5.

- ★ How many more counters do you need to add to the group to have this many?
- ★ How many counters do you need to take away from this group if you only want three counters left?

Repeat with dot cards and matching counters 4 and 1; 3 and 2; 2 and 2, using guiding questions.

7. **Familiar numbers:** Guide learners in remembering their phone numbers and addresses.



Check that learners are able to:

- break down and build up numbers between 1 and 5
- solve problems with numbers 1–5
- demonstrate an understanding of more and fewer
- demonstrate an understanding of what number comes before and after
- demonstrate an understanding of their address and phone number

4. **Ukubala; ngaphezulu kune-/mbalwa kune-; ukusebenzisa izixhobo zokubala:** Umfundi ngamnye ubala izixhobo zokubala ezintlanu esityeni sakhe. Banike imiyalelo, umzekelo: 'Ndibonise izixhobo zokubala ezintathu; sibe ngaphantsi ngesinye kwezintathu; sibe ngaphezulu ngesinye kwezine.'
5. **Ukutshatisa izixhobo zokubala namakhadi anamachokoza:** Abafundi basebenzisa izixhobo zokubala zabo bazitshatise namakhadi anamachokoza 1–5. Xoxani ngeendlela ezahlukileyo eliboniswa ngazo inani elo.
6. **Amakhadi anamachokoza; ukuqhekeza amanani:** Bonisa abafundi ikhadi elinamachokoza ama3 kunye nekhadi elinechokoza eli1. Babeka izixhobo zokubala zabo zibe ngamaqela amabini ahambelanayo.



Imibuzo ekhokelayo:

- ★ Zingaphi izixhobo zokubala ezikhoyo kwiqela lakho ngalinye?
- ★ Zingaphi izixhobo zokubala ezikhoyo xa zizonke?
- ★ Ndibonise ikhadi elinamachokoza elihambelana neli qela?

Bonisa ngekhadi lamachokoza lika5.

- ★ Udinga ukongeza izixhobo zokubala ezingaphi kweli qela ukuze ube nezingaka?
- ★ Kufuneka uthabathe izixhobo zokubala zibe ngaphi kweli qela ukuba ufuna kushiyeke zibe ntathu kuphela?

Kuphinde oku usebenzisa amakhadi anamachokoza kunye nezixhobo zokubala ezihambelana no4 no1; 3 no2; 2 no2, usebenzisa imibuzo ekhokelayo.

7. **Amanani aqhelekileyo:** Khokela abafundi bakhumbule iinombolo zabo zomnxeba needilesi.



Qwalasela ukuba abafundi bayakwazi uku-:

- qhekeza nokwakha amanani aphakathi kuka1 no5
- sombulula iingxaki zamanani 1–5
- bonakalisa ukuqonda ungaphezulu nombalwa
- bonakalisa ukuqonda kokuba leliphu inani eliza ngaphambili okanye ngasemva
- bonakalisa ukuyazi inombolo yendlu abahlala kuyo neyefowuni



Workstation 1

What you need

- 1 blank A4 page in a plastic sleeve per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number washing line
- Sticks (*Resource Kit*)

Learners write the numbers 1 to 5 with kokis using the number washing line as a guide. They count out the number of sticks to match each number.

Workstation 2

What you need

- Circle, square and triangle attribute blocks (*Resource Kit*)
- Shape-tracing page – a different page for each learner

Learners trace around the attribute blocks from the *Resource Kit* according to the number symbols on the page.



Workstation 3

What you need

- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups with stocking over the open end of each and objects inside (up to 5)

Learners reach into the cups and feel how many objects there are. They match dot cards and number symbol cards according to the number of objects in each cup.

Workstation 4

What you need

- Number and picture matching cards

Learners choose cards. They find the matching number or picture cards.



Isitishi sokusebenzela 1

Okudingayo

- 1 iphepha elinguA4 elingabhalwanga, elifakwe kwizingxotyana zeplastiki kumfundi ngamnye
- Iikhoki zokubhala ebhodini emhlophe
- Ilaphu kwisibini ngasinye sabafundi
- Ucingo lokwaneka amanani
- Izinti (*iKiti yeziXhobo*)

Abafundi babhala amanani 1 ukuya ku5 ngeekhoki besebenzisa ucingo lokwaneka amanani njengesikhokelo. Babala bekhwaza inani lezinti eziza kuhambelana nenani ngalinye.

Isitishi sokusebenzela 2



Okudingayo

- Iibhloko zeathribhyuthi ezinesangqa, ezinesikwere kunye nezinoxantathu (*iKiti yeziXhobo*)
- Iphepha lokutreyisa iimilo – iphepha elahlukileyo kumfundi ngamnye

Abafundi batreyisa iibhloko zeathribhyuthi abazithathe kwi*Kiti yeziXhobo* ngokwenani leesimboli ezisephepheni.

Isitishi sokusebenzela 3

Okudingayo

- 1 isethi yamakhadi anamachokoza 1–5 kumfundi ngamnye
- 1 isethi yamakhadi aneesimboli zamanani 1–5 kumfundi ngamnye
- 10 iibhokisi/iikomityi ezinekawusi evale eli cala livulekileyo zibe nezinto ngaphakathi (eziya kutsho ku5)

Abafundi bafaka izandla ezikomityini ukuze beve ukuba zingaphi izinto ezikhoyo. Batshatisa amakhadi anamachokoza kunye namakhadi amanani ngokwenani lezinto.

Isitishi sokusebenzela 4

Okudingayo

- Amakhadi amanani nemifanekiso ahambelanayo

Abafundi bakhetha amakhadi. Bafumana amakhadi ahambelanayo amanani okanye anemifanekiso.

Uhlolo

IKota 2: Umzekelo werekhodi yohlolo oluqhubekayo

Uphawu	AMANANI, IIOOPAREYSHINI NOLWALAMANO	IZIMVO
✓ = uqhuba kakuhle ● = uyazama ✗ = akaqhubi kakuhle	Wahula phakathi kukangaphedu kwe-, mbalwa kune-, nolingana ne Uchonga iisimboli zamanani: 4 Unakana iinkozo zemali yaseMzantsi Afrika: 10c, 20c, 50c, R1, R2, R5 Uchonga iinkozo zemali yaseMzantsi Afrika: 10c, 20c, 50c, R1, R2, R5 Uqonda amanani olandelwano; yokupala, yesibini, yesithathu neyesine Ubala izinto: 1-6 Uchonga isimboli yenani: 5 Usumbulula iingxaki ngezinto eziphathekayo: 1-4 Usumbulula iingxaki esebenzisa izixhobo zokubala okanye ileli yamanani: 1-4 Udbanisa athabathe esebenzisa izinto ezibambekayo: 1-4 Uqaphela amanani kwimimeko zesiqhelo Ukubala ngomlomo: 1-20 Ubala ebuya umva: 7-1 Ubala ngomlomo: 1-15 Ubala izinto: 1-7	Iinkcukacha zokugqibela
Amagama abafundi Umhla		

Key ✓ = competent ● = partially competent ✗ = not yet competent	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
Learners' names	Identifies simple repeating patterns Copies and extends simple repeating patterns Creates own pattern with pictures	Describes position: underneath Sorts 3-D objects according to similarities and differences Distinguishes between one more, one fewer Follows directions Recognises and applies crossing the midline	Measures and compares objects according to length Distinguishes between long, longer, longest and short, shorter, shortest	Collects objects according to sizes Sorts collections of objects Represents collections of objects Analyses data using questions Reports on data based on own pictures or own sorted objects	Final coding
Date					

Uphawu	IIPATENI, IIFANSHINI NEALJIBHRA	ISITHUBA NEMILO (IJIYOMETRI)	UMLINGANISELO	ULWAZI OLUQOKELELWEYO	IZIMVO
✓ = uqhuba kakuhle ● = uyazama ✗ = akajubhi kakuhle	Walatha iipateni ezilula eziziphindaphindayo Ukhuphela aze andise iipateni ezilula eziziphindaphindayo Wenza ezakhe iipateni ngemifanekiso	Uchaza indawo: ngaphatsi Uhlela izinto ezingu3-D ngokokufana nokwahluka kwazo Wahlela phakathi kongaphezulu ngesinye, ngaphantsi ngesinye Ulandela izalathisi Uqonda kwaye usebenzisa ukunqumla embindini	Wenza umlinganiselo athelakise izinto ngokobude Wahlela phakathi kuka nde, nde kune-, nde kunazo zonke nomfutshane, mfutshane kune-, mfutshane kunazo zonke	Uqokelela izinto ngokobungakanani bazo Uhlela iingqokelela zezinto Umela iingqokelela zezinto Uhlalutya ulwazi esebenzisa imibuzo	Ukufakwa kwenkcukachacha ngokugqibelelyo
Amagama abafundi Umhla					

Resources

Songs, rhymes and stories

Week 1

Counting song: *Making fruit salad*

(To the tune of *Here we go round the mulberry bush*)

This is the way we make salad, make salad, make salad,

This the way we make salad,

Let us get the fruit.

We fetch one banana, one banana, one banana,

We fetch one banana,

Let's get more fruit.

We fetch two apples, two apples, two apples,

We fetch two apples,

Let's get more fruit.

(Repeat with three oranges, four grapes.)

We fetch five berries, five berries, five berries,

We fetch five berries,

And add some juice.

Story: *Number 4 story (with Number 4 frieze template)*

Next came the Giraffes. There were four of them. They looked at the other three houses and wondered how they would manage to fit into a house with their long necks. They decided that because there were four of them, they would need four high windows so that they could open them wide and stretch their long necks out.

The number symbol 4 and number word four, went on the front of the house where everyone could see them. And the four doorbells went on the door.

When the Giraffes went outside, they had to bend down very low to fit through the door, just as they did when they drank water from the nearby stream. When they stood up straight, they were tall enough to look into their house through the high windows, and could almost see over the top of their house. They loved living next to the Meerkats and chatted to them every day.

Izixhobo

Iingoma, izicengcelezo namabali

Iveki 1

Ingoma yokubala: Ukwenza isaladi yeziqhamo

(Ngesingqi sengoma ethi, *Here we go round the mulberry bush*)

Leyindlela esenza ngayo isaladi, isaladi, isaladi,

Leyindlela esenza ngayo isaladi,

Masithathe iziqhamo.

Sithatha ibhanana enye, ibhanana enye, ibhanana enye,

Sithatha ibhanana enye,

Masithathe ezinye iziqhamo.

Sithatha ama-apile amabini, ama-apile amabini, ama-apile amabini,

Sithatha ama-apile amabini,

Masithathe ezinye iziqhamo.

(*Phinda ngokusebenzisa amaorenji amathathu, iidiliya ezine.*)

Sithatha amaqunube amahlanu, amaqunube amahlanu, amaqunube amahlanu,

Sithatha amaqunube amahlanu,

Uze ugalele ijusi.

Ibali: Ibali lenani 4 (elinethemplyithi yeFrizi yenani 4)

Emva koko kwalandela ooNdlulamthi. Babebane. Bajonga kweza zindlu ezintathu bexakiwe ukuba bangangena njani na kuzo ekubeni iintamo zabo zinde. Bagqiba kwelokuba kuba bebane, benze iifestile eziphezulu ukwenzela ukuba bakwazi ukukhuphela iintamo zabo ngaphandle.

Isimboli yenani u4 kunye nenani eliligama likane, laya ngaphambi kwendlu apho laliza kubonwa khona nguyeyi wonke umntu. Amaqhosha entsimbi yokunkqonkqoza amane abekwa emnyango.

Xa bephuma phandle ooNdlulamthi, kwakufuneka bagobe kakhulu ukuze bakwazi ukuphuma emnyango, njenga xa besela amanzi kumlanjana okufutshane. Xa besima nkqo, babesiba bade kangangokuba babekwazi ukubona ngaphakathi ezindlwini zabo ngeefestile eziphezulu, kwaye baphantse babone nangaphaya kwezindlu zabo. Babekuthanda ukuhlala kufutshane naMagala kwaye babencokola nawo mihla le.

Week 2

Money song: *Five shiny coins*

(To the tune of *Ten green bottles hanging on the wall*)

Five shiny coins in my pocket today,
Five shiny coins in my pocket today,
Five shiny coins and with one of them I pay,
Now there are four shiny coins in my pocket today.

(Repeat with four, three, two, one, no shiny coins – nothing to pay.)

Game: Coin in the bank

Place a bowl ('bank') on the table that learners are seated at, or in the middle of the circle of learners on the mat. Each learner attempts to flip counters into the bowl. They then count how many times they got their counters into the bowl, and which colour counters (out of the two colours they have) they got in more often.

Week 3

Song: *Head, shoulders, knees and toes*

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes.

Counting song: *This is the way we make soup*

(To the tune of *Here we go round the mulberry bush* – adaptation of *Making fruit salad* from Week 1)

This is the way we make soup, make soup, make soup,
This the way we make soup,
Let us get the veggies.
We fetch one potato, one potato, one potato,
We fetch one potato,
Let's get some more.
We fetch two carrots, two carrots, two carrots,
We fetch two carrots,
Let's get some more.

(Repeat with three big onions.)

We fetch four small onions, four small onions, four small onions,
We fetch four small onions,
And add some stock.

Iveki 2

Ingoma yemali: *linkozo ezintlanu zemali ekhanyayo*

(Ngesingqi sengoma ethi, *Ten green bottles hanging on the wall*)

linkozo ezintlanu zemali ekhanyayo epokotweni yam namhlanje,
linkozo ezintlanu zemali ekhanyayo epokotweni yam namhlanje,
linkozo ezintlanu zemali ekhanyayo ndize ndibhatale ngayo ibenye,
Ngoku ndineenkozo ezine zemali ekhanyayo epokotweni yam namhlanje.
(*Phinda ngone, thathu, bini, nye, akukho ziinkozo zamali ekhanyayo – akukhonto izakubhatalwa.*)

Umdlalo: linkozo zemali ebhankini

Beka isitya ('ibhanki') etafileni abahleli kuyo abafundi, okanye embindini wesangqa sabafundi emethini. Umfundi ngamnye uzama ukuphethula izixhobo zokubala ziwele esityeni. Emva koko babala ukuba zingene kangaphi na esityeni izixhobo zabo zokuncedisa, nokuba ziyimibala enjani ezingene qho kwezi zixhobo zokuncedisa (kule mibala mibini banayo).

Iveki 3

Ingoma: *Intloko, amagxa, amadolo neenzwane*

Intloko, amagxa, amadolo neenzwane, amadolo neenzwane
Intloko, amagxa, amadolo neenzwane, amadolo neenzwane
Namehlo neendlebe nomlomo nempumlo
Intloko, amagxa, amadolo neenzwane, amadolo neenzwane.

Ingoma yokubala: *Le yindlela esenza ngayo isuphu*

(Ngesingqi sengoma ethi, *Here we go round the mulberry bush – ithathelwe kule ethi Ukwenza isaladi yeziqhamo eyenziwe kwiVeki 1*)

Le yindlela esenza ngayo isuphu, isuphu, isuphu,
Le yindlela esenza ngayo isuphu,
Masithathe imifuno.

Sithatha itapile enye, itapile enye, itapile enye,
Sithatha itapile enye,
Masongeze ezinye songeze.

Sithatha iminqathe emibini, iminqathe emibini, iminqathe emibini,
Sithatha iminqathe emibini,
Masongeze ezinye songeze.

(*Phinda ngamatswele amakhulu amathathu.*)

Sithatha amatswele amabini, amatswele amabini, amatswele amabini,
Sithatha amatswele amabini,
Sigalele isinongo.

Shape story: *They pulled and they pulled*

One day a farmer went to his fields to pull up some vegetables for supper. He went to the potatoes and began to pull one out of the ground. The farmer pulled and pulled, but he couldn't pull up the potato. He called his wife to help. The farmer pulled and his wife pulled and finally the potato came out of the ground. 'What is going on?' asked the farmer. 'This potato is square!'

Next, the farmer and his wife went to get some carrots. They pulled and they pulled and they pulled and finally two carrots came out of the ground. 'What is going on?' asked the farmer's wife. 'These carrots are circle-shaped!'

The farmer and his wife wanted onions with their supper so they went to the onion patch. The farmer pulled and his wife pulled. They both pulled and pulled, but the onions wouldn't come out. They called their four children to help. Then the family pulled and pulled and finally three onions came out of the ground. 'What is going on?' they asked. 'These onions are triangle-shaped!'

They decided to make vegetable soup, so they needed four more onions. They needed more help and called one neighbour. It took them a long time to pull four more onions out of the ground. And even though they were smaller, they were also triangle-shaped!

The farmer and his wife took their potato, carrots and onions to the kitchen and made soup for supper. They invited their neighbour. 'Delicious!' all seven of them said at the same time.

Week 4

Rhyme: *Roly Poly*

(Learners roll their hands around each other as they move them according to the directions.)

Roly Poly, Roly Poly, up, up, up. *(hands move up)*

Roly Poly, Roly Poly, down, down, down. *(hands move down)*

Roly Poly, Roly Poly, out, out, out. *(hands move away from each other)*

Roly Poly, Roly Poly, in, in, in. *(hands move towards each other)*

Roly Poly, Roly Poly, hide both hands.

Shape song: *If you're holding a square*

(To the tune of If you're happy and you know it)

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding a square,

If you're holding a square, stand up.

(Repeat with other shapes.)

Ibali leemilo: *Baye batsala, batsala*

Ngenye imini umfama wahamba waya emasimini ukuya kukha imifuno yesopholo. Waqala ezitapileni, watsala yanye emhlabeni. Umfama watsala, watsala, kodwa nkqi ukuphuma iitapile emhlabeni. Wabiza unkosikazi wakhe ukuba azokumnceda. Nanko umfama etsala nenkosikazi yakhe batsala de ekugqibeleni yaphuma emhlabeni itapile. 'Kwenzeka ntoni?' wabuza umfama. 'Le tapile imile okwesikwere!'

Emva koko, umfama nonkosikazi wakhe bahamba baya kukha iminqathe. Baye batsala baze batsala de ekugqibeleni kwaphuma iminqathe emibini emhlabeni. 'Kwenzeka ntoni?' wabuza unkosikazi womfama. 'Le minqathe imile okwesangqa!'

Umfama nonkosikazi wakhe babefuna amatswele kwisopholo yabo ngoko ke bahamba baya kwindawo ekulinywe kuyo amatswele. Umfama watsala nonkosikazi wakhe watsala. Baye batsala bobabini, batsala kodwa awatsho tu ukuphuma amatswele. Babiza abantwana babo abane ukuba baze kubancedisa. Usapho lonke luye lwatsala, lwatsala baze ekugqibeleni batsala de kwaphuma amatswele amathathu. 'Kwenzeka ntoni?' babuza. 'La matswele amile okukanxantathu!'

Bagqiba ekubeni benze isuphu yemifuno, ngoko ke babedinga amanye amatswele amane. Babedinga olunye uncedo ngoko ke bacela ummelwane omnye. Kwabathatha ixesha elide ukukhupha nje amatswele amane emhlabeni. Nangona nawo ayemancinci nje aphuma emile njengonxantathu!

Umfama nonkosikazi wakhe bathatha iitapile, iminqathe namatswele abo bawasa ekhitshini baze bapheka isuphu yesopholo. Bammema ummelwane. 'Iginyis' ingwiqi!' batsho bosixhenxe ngaxeshanye.

Iveki 4

Isicengcelezo: *uRoly Poly*

(Abafundi bajikelisa izandla zabo kwabo basecaleni kwabo baze bahambe belandela imiyalelo.)

Roly Poly Roly Poly phezulu phezulu. (izandla ziya phezulu)

Roly Poly Roly Poly phantsi phantsi. (izandla ziya ezantsi)

Roly Poly Roly Poly phandle phandle. (izandla ziyasuswa kwabanye)

Roly Poly Roly Poly phakati phakathi. (izandla ziyasondela kwabanye)

Roly Poly Roly Poly ziyafihlwa zombini izandla.

Ingoma yemilo: *Ukuba uphethe isikwere*

(Ngesingqi sengoma ethi, If you're happy and you know it)

Ukuba uphethe isikwere, phakama!

Ukuba uphethe isikwere, phakama!

Ukuba uphethe isikwere, ukuba uphethe isikwere,

Ukuba uphethe isikwere, phakama.

(Phinda usebenzisa ezinye iimilo.)

Week 5

Counting song: *Five monkeys 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.'

Story: *Number 5 story (with Number 5 frieze template)*

The five Monkeys love to swing between the five branches of the tree in their garden. They also have five poles in between the tree and their house. To get inside they often swing from these onto the roof of their house and in through the windows. They do this instead of going through the door. Next to the door is a big flowerpot with five flowers. When the Monkeys get tired and need a rest, they often swing down from the roof through one of the five windows instead of going into the house through one of the five doors. Otherwise they rest on their five hammocks outside. There are five so each one has their own.

All the animals stood in the road together to look at their marvellous houses: Elephant was in number 1, the Zebras were in number 2, the Meerkats were in number 3, the Giraffes were in number 4 and the Monkeys were in number 5. They had a party to celebrate their friendship and their smart houses.

Iveki 5

Isicengcelezo sokubala: *linkawu ezintlanu ebhedini*

Zazintlanu ebhedini

yaze encinci yathi,

'Bhekela. Bhekela.'

Zonke zabhekela yade yaya kuwa phantsi enye.

(Kuphinde ngo-ne, ntathu, mbini.)

Yayinye ebhedini

Yaze encinci yathi,

'Busuku benzolo. Ulale kamnandi.'

Ibali: *Ibali lenani 5 (elinethemplyithi yeFrizi yenani 5)*

IiNkawana ezintlanu ziyakuthanda ukujinga-jinga phakathi kwamasebe amahlanu omthi osegadini. Zikwanazo neepali ezintlanu eziphakathi komthi nendlu yazo. Xa zifuna ukungena ngaphakathi zidla ngokujinga phakathi kwazo ziye kungena kuphahla lwendlu yazo zize ziye kuphuma ngefestile. Zenza le nto endaweni yokusebenzisa umnyango. Ecaleni komnyango kukho ingqayi enkulu yeentyatyambo eneentyatyambo ezintlanu.

Xa zidiniwe zibe zifuna nokuphumla zidla ngokujinga ukusuka phezulu eluphahleni ziyokungena endlwini ngenye yeefestile ezintlanu endaweni yokungena ngomnye weminyango emihlanu. Kungenjalo zingqengqeqe ngaphandle kwenye yeekhamokhi ezintlanu. Zintlanu ukwenzela ukuba inye ibe neyayo.

Zonke izilwanyana zema ndawonye endleleni zibuke izindlu zazo ezintle kakhulu: UNdlovu wayengunombolo 1, amaQwarhashe engunombolo 2, amaGala ngumbolo 3, iiNdlulamthi ngunombolo 4 zize iiNkawu zibe ngunombolo 5. Zazinetheko lokubhiyozela ubuhlobo bazo kunye nezindlu zazo ezincomekayo.

Week 6

Counting rhyme and game: *One potato, two potatoes*

One potato, two potatoes,
Three potatoes, four,
Five potatoes, six potatoes,
Seven potatoes, I want more!

Playing the potato game:

Eight learners stand in a circle, each holding out one fist in front of their bodies. Walking around the inside of the circle, one learner uses his or her fist and begins saying the rhyme to count off each fist by gently tapping it. The learner then counts back from 7 to 1 as they return to their place in the circle. The next learner then has a turn.

Week 7

Counting song: *Little aeroplanes*

One little, two little, three little aeroplanes
Four little, five little, six little aeroplanes
Seven little, eight little, nine little aeroplanes
Ten little aeroplanes fly.

Ten little, nine little, eight little aeroplanes
Seven little, six little, five little aeroplanes
Four little, three little, two little aeroplanes
One little aeroplane flies.

Week 8

Counting song: *Seven little ducks*

Seven little ducks went waddling one day
over the hill and far away.
Mother duck said, 'Quack, quack, quack,'
and only six little ducks came back.

Six little ducks went waddling one day
over the hill and far away.
Mother duck said, 'Quack, quack, quack,'
and only five little ducks came back.

(Repeat counting backwards each time.)

Iveki 6

Isicengcelezo sokubala: *Itapile enye, iitapile ezimbini*

Itapile enye, iitapile ezimbini,
litapile ezintathu, ezine,
litapile ezintlanu, iitapile ezintandathu,
litapile ezisixhenxe, ndifuna ezinye!

Ukudlala umdlalo weetapile:

Abafundi abasibhozo bame kwisangqa, babumbe amanqindi ezandleni zozibini bawenza angaphambi kwemizimba yabo. Omnye umfundi usebenzisa inqindi lakhe aze enze isicengcelezo sokubala inqindi ngalinye ngokulichukumisa kancinci. Umfundi ubuya abale ebuyela umva ukusuka ku7 ukuya ku1 njengokuba bebuyela kwiindawo zabo kwisangqa. Umfundi olandelayo nguye oza kufumana ithuba emva koko.

Iveki 7

Ingoma yokubala: *linqwelomoya ezincinci*

linqwelomoya enye encinci, ezimbini ezincinci, ezintathu ezincinci|
linqwelomoya ezine ezincinci, ezintlanu ezincinci, ezintandathu ezincinci
linqwelomoya ezisixhenxe ezincinci, ezisibhozo ezincinci, ezilithoba ezincinci
linqwelomoya ezincinci ezilishumi ziyabhabha.

linqwelomoya ezilishumi ezincinci, ezilithoba ezincinci, ezisibhozo ezincinci
linqwelomoya ezisixhenxe ezincinci, ezintandathu ezincinci, ezintlanu ezincinci
linqwelomoya ezine ezincinci, ezintathu ezincinci, ezimbini ezincinci
linqwelomoya encinci enye iyabhabha.

Iveki 8

Ingoma yokubala: *Amadadana asixhenxe*

Ngeny'imini amadadana ahamba aya kuzidlalela emanzini
ngaphaya kwenduli kude lee.

Umama udada wathi, 'Kwakakh, kwakakh, kwakakh,'
kodwa kwabuya amadadana amathandathu kuphela.

Ngeny'imini amadadana amancinci ahamba aya kuzidlalela
ngaphaya kwenduli kude lee.

Umama udada wathi, 'Kwakakh, kwakakh, kwakakh,'
kodwa kwabuya amadadana amahlanu kuphela.

(Phinda ubale ubuyela umva qho.)

Shape song and game: *What can I do?*

(To the tune of *Skip to my Lou*)

I've lost my circle, what can I do?

I've lost my triangle, what can I do?

I've lost my square, what can I do?

Can you help me, please?

Week 9

Length song: *Long and short*

(To the tune of *Three blind mice*)

Long and short (*hold hands wide apart and then close together*)

Long and short (*hold hands wide apart and then close together*)

See the worms (*wiggle hands*)

See the worms (*wiggle hands*)

I like to see them wiggle around

I like to see them dig in the ground

I like them 'cos they don't make a sound

Long and short. (*hold hands wide apart and then close together*)

Week 10

Game: Musical chairs

Each learner has one chair.

Learners move between all their chairs while the teacher plays music.

When the music stops, they sit on a chair.

Before starting the music again remove between one and five chairs.

Learners count with you as you do this and say how many fewer learners will be able to sit down the next time the music stops.

Those who don't find a chair, sit and clap with the beat.

Repeat until there is only one chair remaining.

Ingoma nomdlalo wemilo: *Ndingenza ntoni?*

(Ngesingqi sengoma ethi, *Skip to my Lou*)

Ndilahlekelwe sisangqa sam, ndingenza ntoni?

Ndilahlekelwe ngunxantathu wam, ndingenza ntoni?

Ndilahlekelwe sisikwere sam, ndingenza ntoni?

Ndiyakucela, ungakwazi na ukundinceda?

Iveki 9

Isicengcelezo sobude: *Ende nemfutshane*

(Ngesingqi sengoma ethi, *limpuku eziziimfama*)

Omde nomfutshane (*bambanani nikude omnye komnye nize nisondelelane*)

Omde nomfutshane (*bambanani nikude omnye komnye nize nisondelelane*)

Niyayibona imisundululu (*shukumisani izandla*)

Niyayibona imisundululu (*shukumisani izandla*)

Ndiyathanda ukuyibona xa ishukushukuma

Ndiyathanda ukuyibona xa isomba emhlabeni

Ndiyayithanda kuba ayingxoli

Omde nomfutshane. (*bambanani nikude omnye komnye nize nisondelelane*)

Iveki 10

Umdlalo: *Izitulo zomculo*

Umfundi ngamnye unesitulo esinye.

Abafundi bayahamba-hamba phakathi kwezitulo zabo ngeli lixa utitshala adlala umculo.

Xa uyeka umculo, bahlala phantsi ezitulweni.

Ngaphambi kokuba uqale kwakhona umculo, susa isitulo esinye ukuya kwezintlanu. Abafundi mababale kunye nawe njengokuba uzisusa baze batsho ukuba bangaphi abafundi abaza kuhlala phantsi xa umculo uyeka kwakhona.

Abo bangafumenanga situlo, bahlala phantsi baze baqhwebwe belandela isingqi somculo.

Kuphinde oku de kushiyeke isitulo esinye.

five

5

•••••

ne

4

••••

Playdough template: Number 4

four

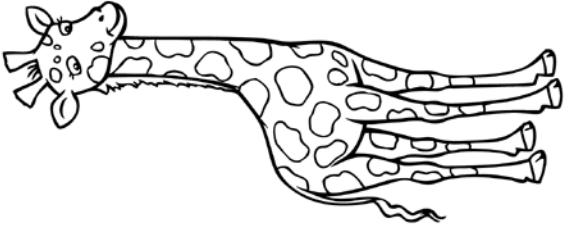
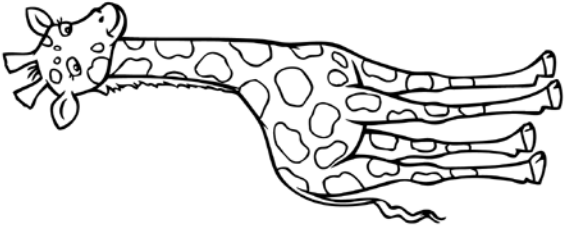
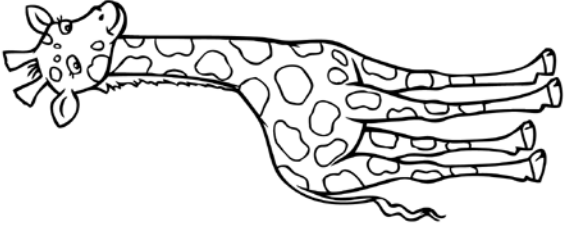
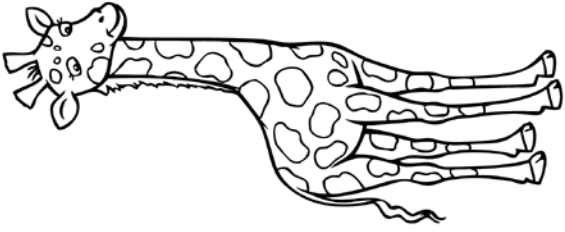
Templates • lithemplyithi

Coins (Week 2) • Imali eziinkozo (Iveki 2)

Iphazili yamanani (Iveki 5)

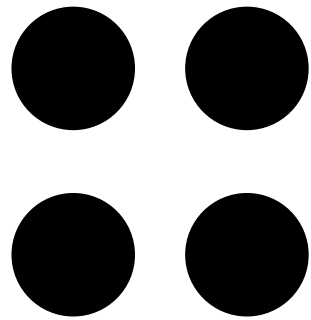
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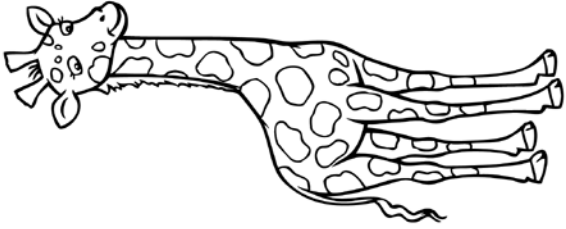
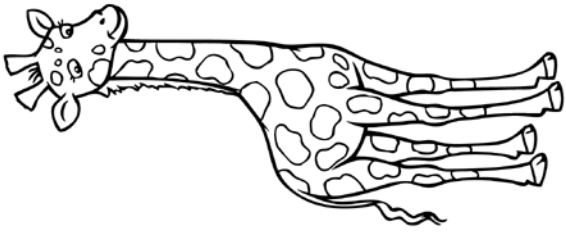
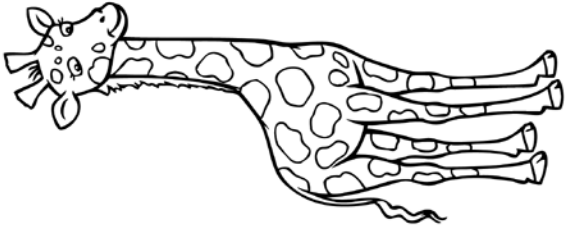
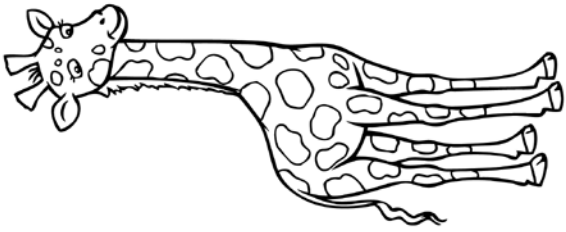
Twelve-piece puzzle • Iphazili enamaqhekeza alishumi elinambini



four

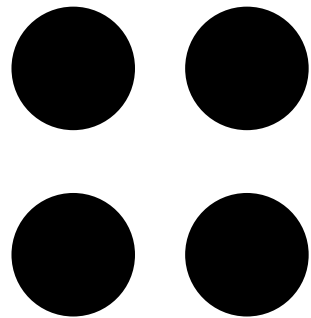
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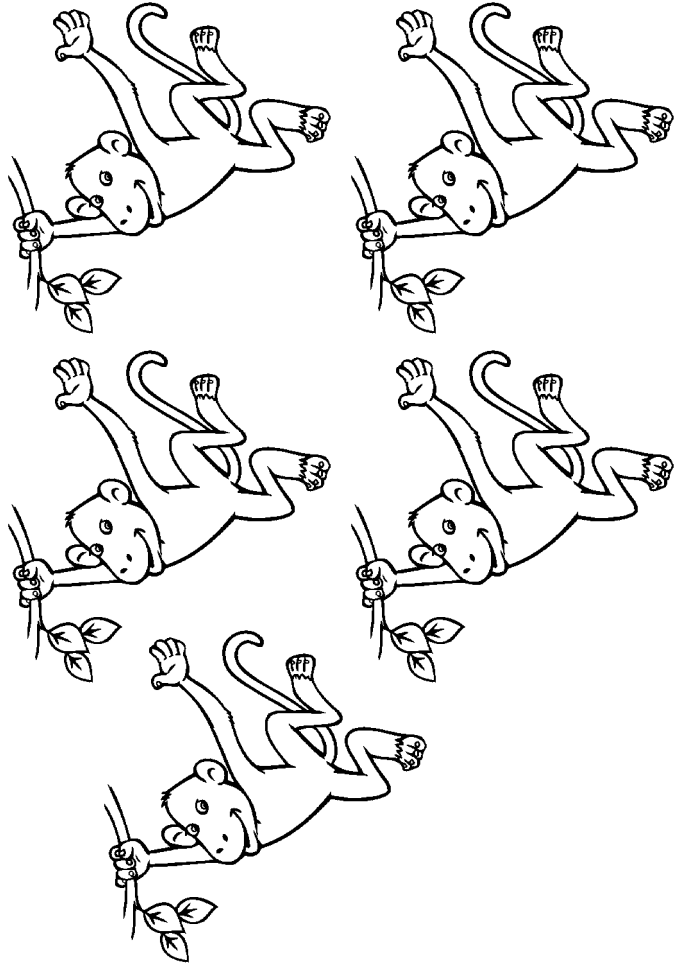




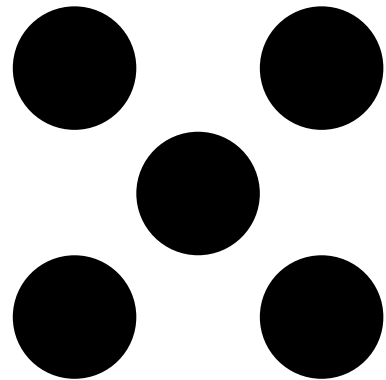
re

7



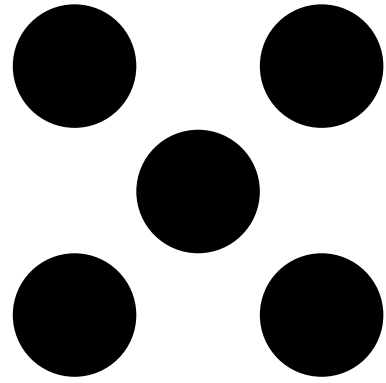
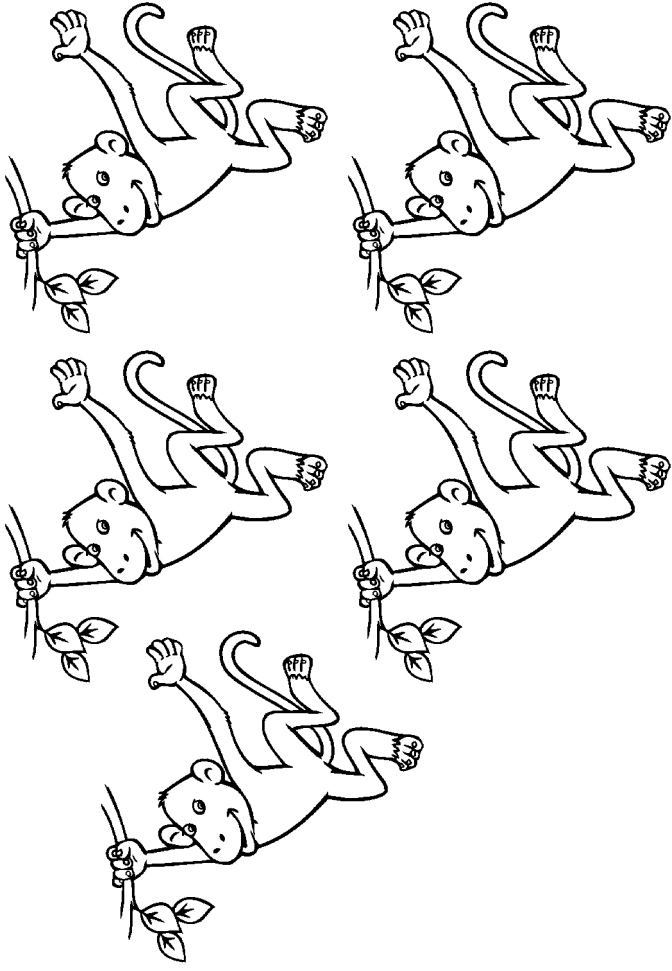


5



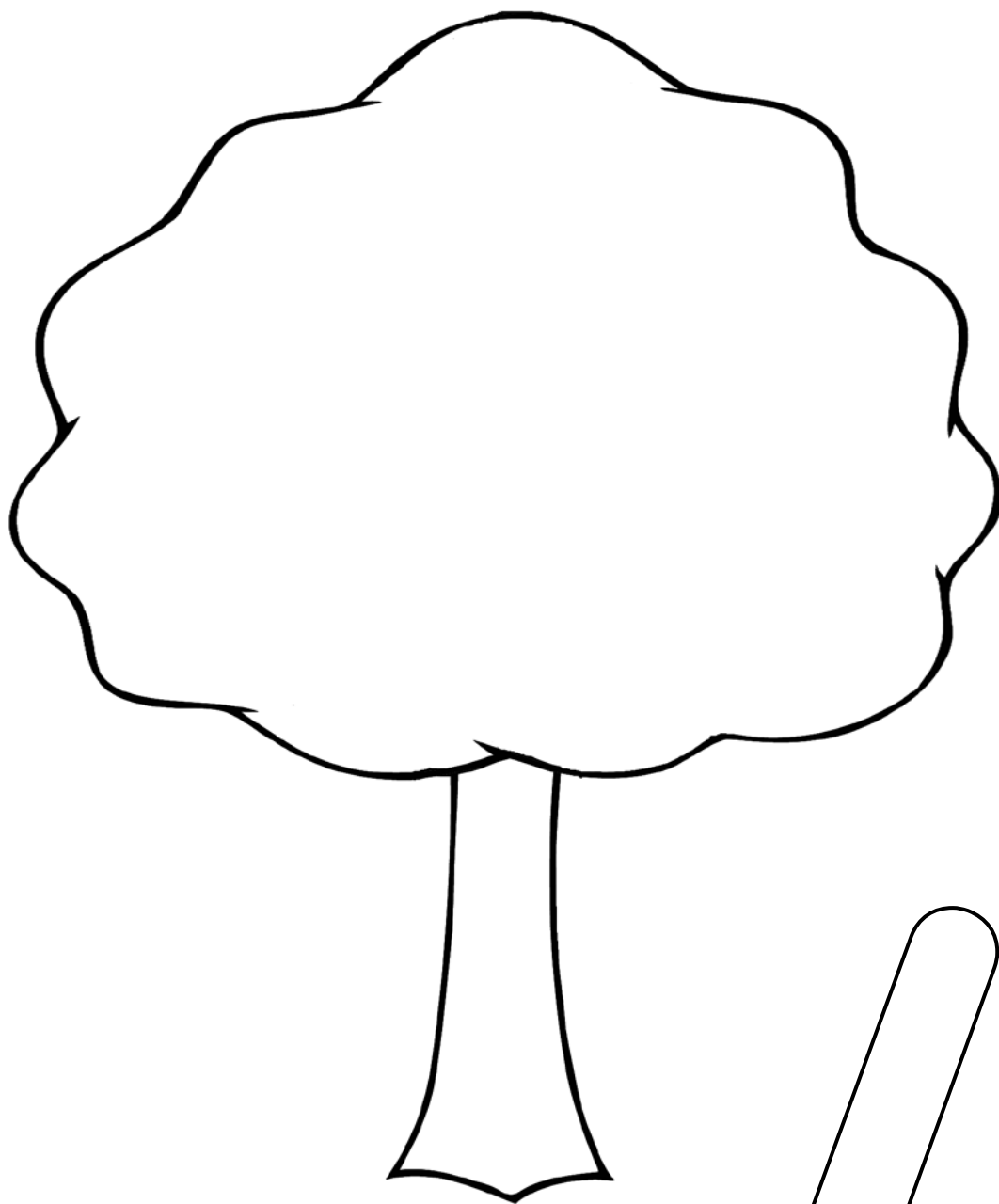
five

5

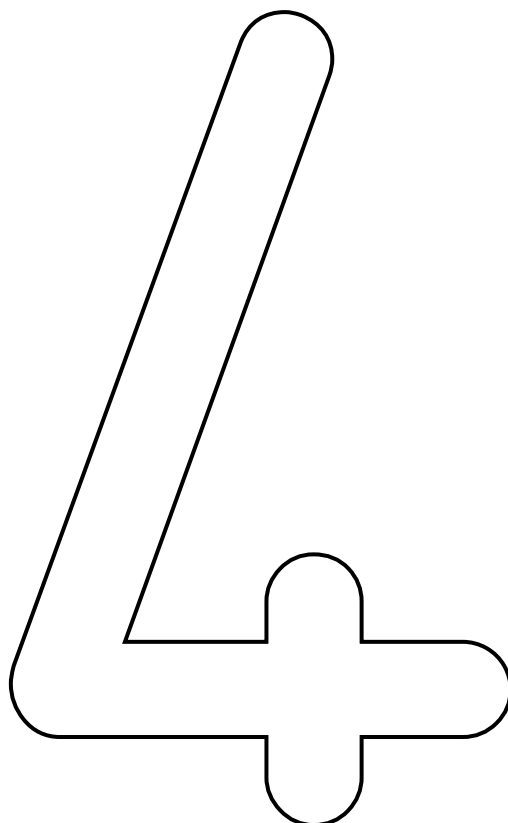
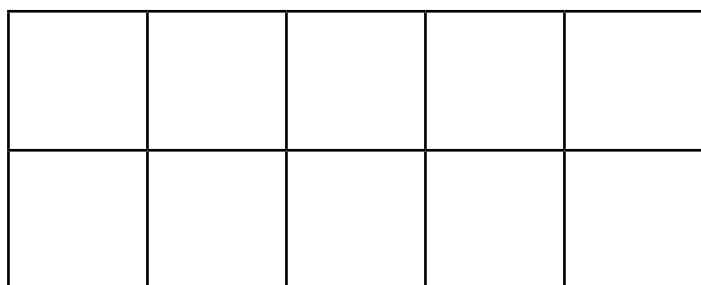


ntlanu

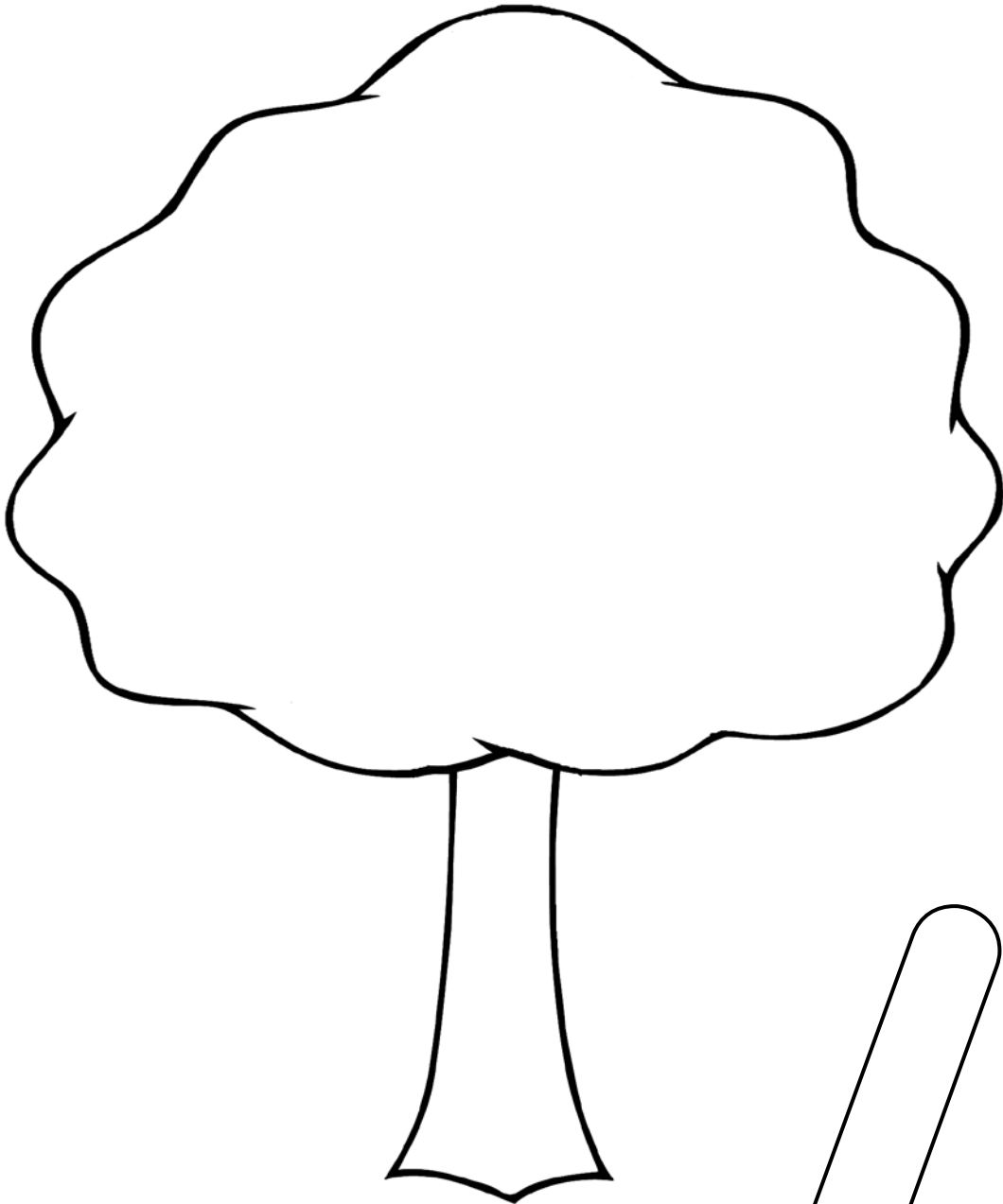
Playdough template: Number 4



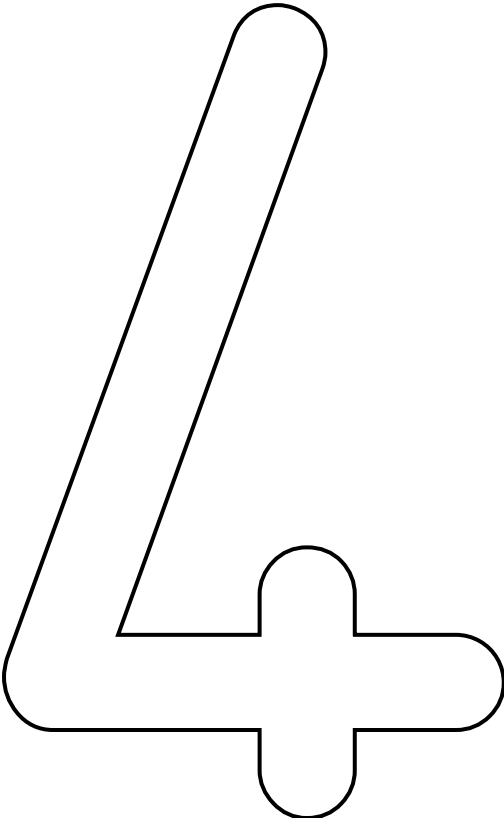
four



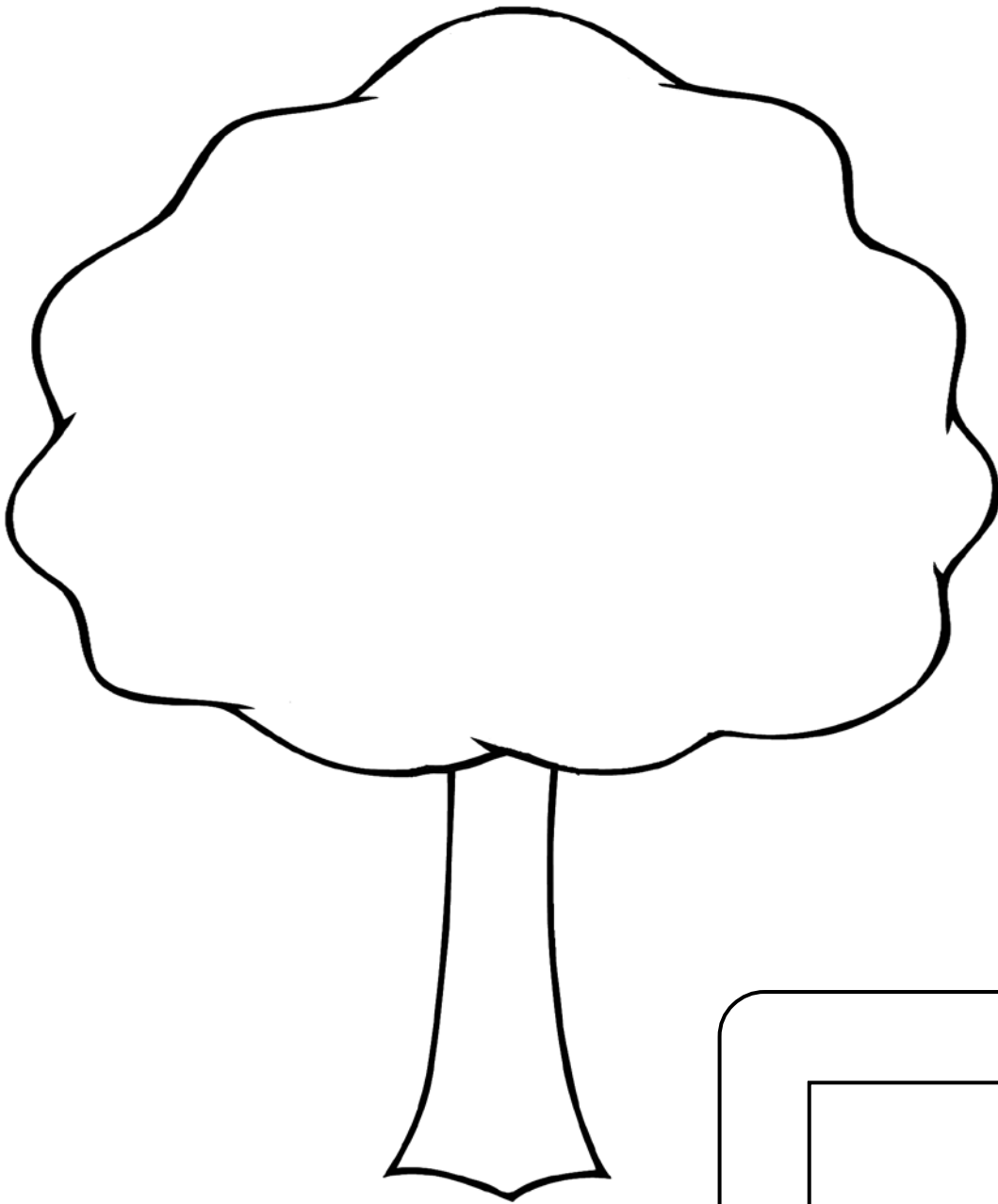
Ithempleyithi yentlamba yokudlala: Inani 4



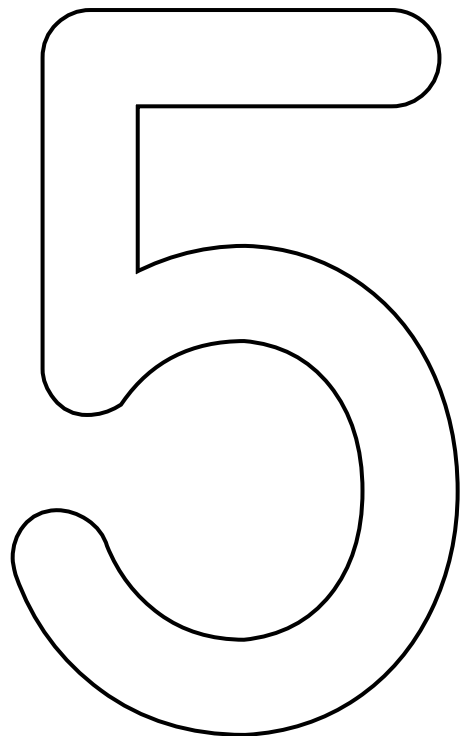
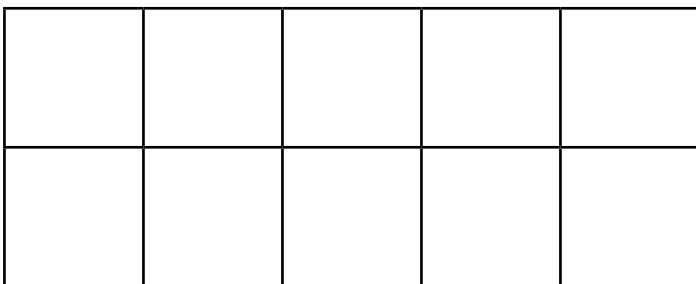
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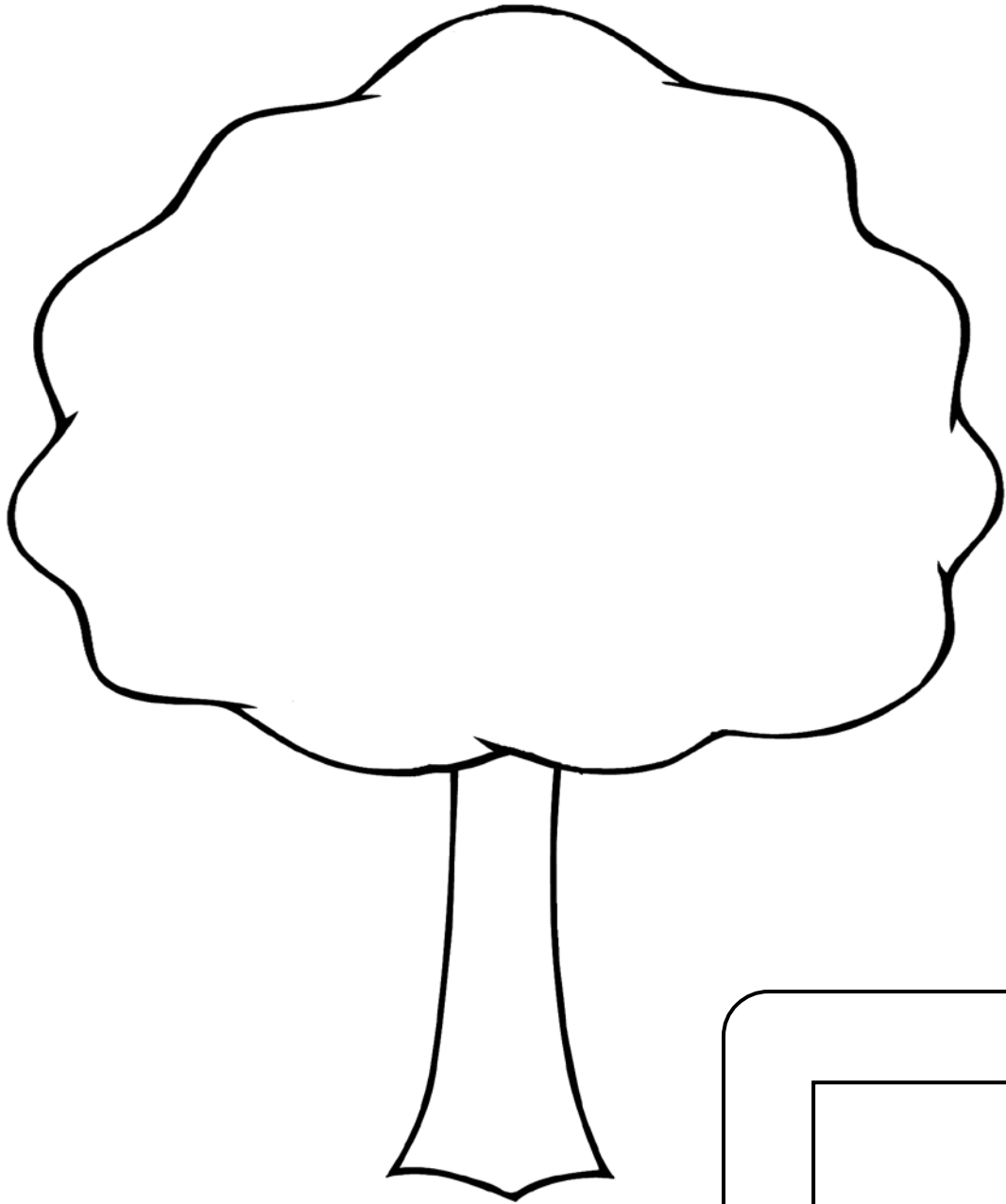
Playdough template: Number 5



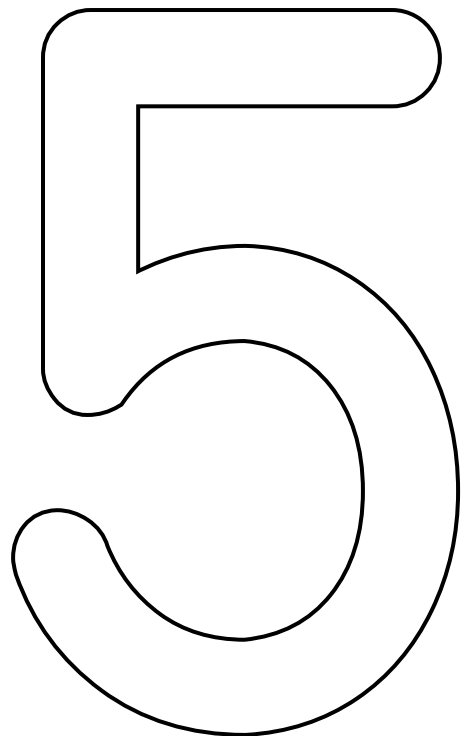
five



Ithempleyithi yentlamba yokudlala: Inani 5



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Coins (Week 2) • Imali eziinkozo (Iveki 2)



Coins (Week 2) • Imali eziinkozo (Iveki 2)



Number grid (Week 2) • Igridi yamanani (Iveki 2)

4	
2	
1	
3	

Number puzzle (Week 5)

1

one



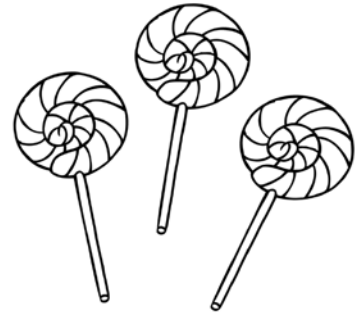
2

two



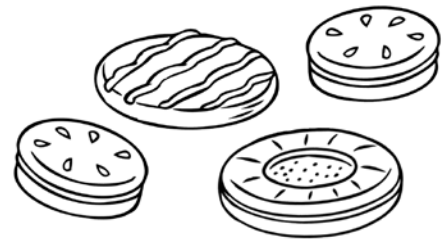
3

three



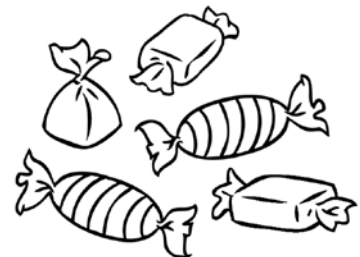
4

four



5

five



Iphazili yamanani (Iveki 5)

1

nye



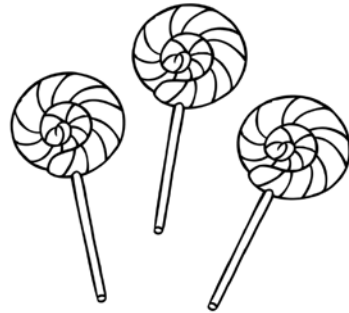
2

mbini



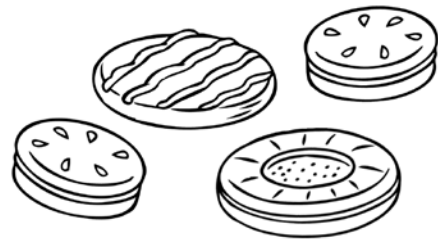
3

ntathu



4

ne



5

ntlano



Twelve-piece puzzle • Iphazili enamaqhekeza alishumi elinambini

