



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

IsiNdebele/English

# **IHlelo lokuThuthukisa iimBalo zeGreyidi R Grade R Mathematics Improvement Programme**



**Isifundobandulo 4 • Workshop 4**  
**INcwadi yokuSebenzela yomHlanganyeli • Participant's Workbook**

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.

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IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo womNyango wezeFundo weGauteng (Gauteng Department of Education) nombambisani wayo oqakathekileko, i-Gauteng Education Development Trust.

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### AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

- Iinkhulu zePhiko labaNgophisi leKharikhyulamu, iPhiko labaNgophisi laboTitjhere bezeFundo nePhiko labaNgophisi leFundo eKhethekileko yomNyango wezeFundo weGauteng, ekutjhugululweni kwemetheriyali yethu.
- Abasebenzi nabotitjhere be-Western Cape Education Department (WCED) ngokufaka kwabo isandla epumelweni yokusetjenziswa kwe-Grade R Mathematics Programme (R-Maths) eTjhingalanga Kapa phakathi komnyaka we-2016 nowe-2019.
- Isiqhema sokutlola se-R-Maths: Abasebenzi nabathintanisi be-SDU.



Ihlelo lokuThuthukisa iimBalo zeGreyidi R lisuselwe ku-R-Maths, eyakhutjha kokuthoma yi-Schools Development Unit, University of Cape Town ngo-2017. Ilungelo lokukhuphela le-R-Maths liphethwe yi-University of Cape Town.

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# Overview

## Purpose

This is the fourth of twelve Grade R Mathematics Improvement Programme workshops, which form part of the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

The purpose of this workshop is to assist teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations and explore how the **level principle** informs planning, teaching and learning. Participants will also consider the **level principle** and how to respond to learners with individual developmental and learning needs. The sessions will provide additional knowledge and understanding of teaching and learning in the Content Areas covered in Week 10 of Term 1, and Weeks 1–3 of Term 2.

References to the Grade R Mathematics Content Areas are taken from the *Curriculum and Assessment Policy Statement (CAPS): Grade R Mathematics (Final Draft)*, 2011, Department of Basic Education, South Africa.

## Learning outcomes

- ◆ To reflect on the implementation of Term 1 Weeks 6–9
- ◆ To explore strategies to support teaching maths in Grade R
- ◆ To start to present solutions to learner progress and developmental levels
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To engage with the Maths Programme content of Term 1 Week 10 and Term 2 Weeks 1–3 (Data Handling; Numbers, Operations and Relationships; Space and Shape (Geometry))

## Workshop content

- ◆ Opening and reflection (1 hour)
  - ◆ Session 1: Data Handling (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (1 hour)
  - ◆ Session 3: Space and Shape (Geometry) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (2 hours)

# Isirhunyezo

## Umnqopho

Lesi sifundobandulo sesine kezilitjhumi nambili zeHlelo lokuThuthukisa iimBalo zeGreyidi R (IHlelo leemBalo), eliyingcanye yomNyango wezeFundo weGauteng (Gauteng Department of Education (GDE)) iPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R.

Umnqopho wesifundobandulwesi kusiza abotitjhere ukusebenzisa iHlelo leemBalo ngematlasinabo. Abahlanganyeli bazakuba nethuba lokuzindla ngalokho abakutjhejileko begodu bahlole bonyana **umthethokambiso wezinga** usebenzisana njani nokuhlela, ukufundisa nokufunda. Abahlanganyeli godu bazakuqalelela **umthethokambiso wezinga** nokobana basebenza njani nabafundi abaneendingo zangamunye eziphathelele nokuthuthuka nokufunda. Amasetjhini azakunikela ngelinye ilwazi nokuzwisisa ukufundisa nokufunda iinGaba zokuMumethweko ezenziweko ngeVeke 10 yeThemu 1, neemVeke 1–3 zeThemu 2.

Iintjengisi zeenGaba zokuMumethweko zeemBalo zakwaGreyidi R zithethwe kusiTatimende somGomo weKharikhyulamu nokuHlola (*i-CAPS*): *IimBalo zakwaGreyidi R (Umtlamo wokugcina)*, 2011, UmNyango wezeFundo esiSekelo, eSewula Afrika.

## Imiphumela yokufunda

- ◆ Ukuzindla ngokusetjenziswa kweThemu 1 iimVeke 6–9
- ◆ Ukuhlola amano wokusekela ukufundisa iimbalo kwaGreyidi R
- ◆ Ukuthoma ukunikela iinsombululo ezingeni leragelo phambili nokuthuthuka komfundi
- ◆ Ukusebenzisa imithethokambiso yeHlelo leemBalo ekuhleleni kwangeveke
- ◆ Ukuzibandakanya nokumumethweko kweHlelo leemBalo kweThemu 1 Iveke 10 neThemu 2 iimVeke 1–3 (UkuPhatha iDatha; linomboro, ama-Opharetjhini noBudlelwana; isiKhala neBumbeko (Ijijomethri))

## Okumumethweko kwesifundobandulo

- ◆ Ukuvula nokuzindla (I-iri 1)
  - ◆ Isetjhini 1: UkuPhatha iDatha (I-iri 1)
- ITIYE
- ◆ Isetjhini 2: Iinomboro, ama-Opharetjhini noBudlelwana (I-iri 1)
  - ◆ Isetjhini 3: IsiKhala neBumbeko (Ijijomethri) (I-iri 1)
- ISIDLO SEMINI
- ◆ Isetjhini 4: Ukuhlelela ukufundisa (Ama-iri 2)

# Opening and reflection

1 hour

Reflect on the implementation of the Maths Programme in your daily programme and complete the following activity in your group.



## Activity 1

Discuss your progress in implementing the *Take back to school* task from Workshop 3.

Refer to the observation check boxes at the end of each week in *Activity Guide: Term 1*, Weeks 6, 7, 8 and 9.

1. What insights did you gain while observing learners during their Mathematics focus time?

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2. What did you find difficult about the observation during the teacher-guided activity?

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3. Mention one new thing that is working well with your implementation of Term 1 Weeks 6–9. Have you found that the Maths Programme is assisting with teaching and learning in your Grade R class?

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According to the **level principle**, differentiation means that what you teach and how you teach it needs to take into account the different abilities or developmental levels of your learners. To use this approach, you need to continuously observe and record each learner's progress and development in maths.



# Ukuvula nokuzindla

I-iri 1

Zindla ngokusetjenziswa kweHlelo leemBalo ehlelweni lakho langamalanga bese nenza umsebenzi olandelako esiqhemeni sakho.



## Umsebenzi 1

Hlathulula ngeragelo phambili lakho lokusebenzisa *Umsebenzi obuyiselwa esikolweni wesiFundobandulo 3*.

Qala emabhoksini wokuhlola ukutjheja ekupheleni kweveke ngayinye *umHlahlandlela wemiSebenzi: Ithemu 1, iimVeke 6, 7, 8 neye-9*.

1. Ngikuphi ukuzwisisa okuzuzileko lokha nawutjheja abafundi ngesikhathi sabo sokunqophana neemBalo?

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2. Khuyini okuthole kubudisi mayelana nokutjheja lokhu ngesikhathi somsebenzi ohlahlwa ngutitjhere?

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3. Yitjho into yinye etja esebenza kuhle ekusebenziseni kwakho Ithemu 1 iimVeke 6–9. Utholile bonyana iHlelo leemBalo liyasiza ekufundiseni nekufundeni etlasini yakho yakwaGreyidi R?

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Ngokuya ngokom**thethokambiso wezinga**, ukuhlukanisa kutjho bonyana lokho okufundisako nendlela okufundisa ngayo kufanele kuyebele amakghono nofana amazinga wokuthuthuka ahlukileko wabafundi bakho. Ukusebenzisa indlela le, kufanele uhlale utjheja begodu urekhode iragelo phambili nokuthuthuka komfundi ngamunye esifundweni seembalo.

# Session 1: Data Handling

1 hour

This workshop focuses on teaching the following Maths Programme content: Term 1 Week 10 and Term 2 Weeks 1–3. This session focuses on Term 1 Week 10: Data Handling.

## Term 1 Content overview: Data Handling

Refer to the Data Handling Content Area on pages 136–137 of the *Concept Guide*.



### Activity 2

In your group, discuss:

1. What Data Handling content is covered in Term 1?

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2. What does the Maths Programme add to the content from CAPS?

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## Working with data

In this session, you will learn about the Data Handling cycle as a process for solving problems. Data Handling in Grade R focuses on collecting, sorting, organising, representing and analysing information about people or things. The main reason we collect data is to answer a question or to solve a problem.

# Isetjhini 1: UkuPhatha iDatha

I-iri 1

Isifundobandulo lesi sinqophene nokufundisa okumumethweko kweHlelo leemBalo okulandelako: Ithemu 1 Iveke 10 neThemu 2 iimVeke 1–3. Isetjhini le inqophene neThemu 1 Iveke 10: UkuPhatha iDatha.

## Ithemu 1 Isirhunyezo sokumumethweko: UkuPhatha iDatha

Qala isiGaba sokuMumethweko ukuPhatha iDatha amakhasi 136–137 *UmHlahlandlela womQondo*.



### Umsebenzi 2

Esiqhemeni sakho, khulumisanani:

1. Ngikuphi okumumethweko kokuPhatha iDatha okwenziwa kuThemu 1?

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2. Khuyini okungezelelwa liHlelo leemBalo kokumumethweko kwe-CAPS?

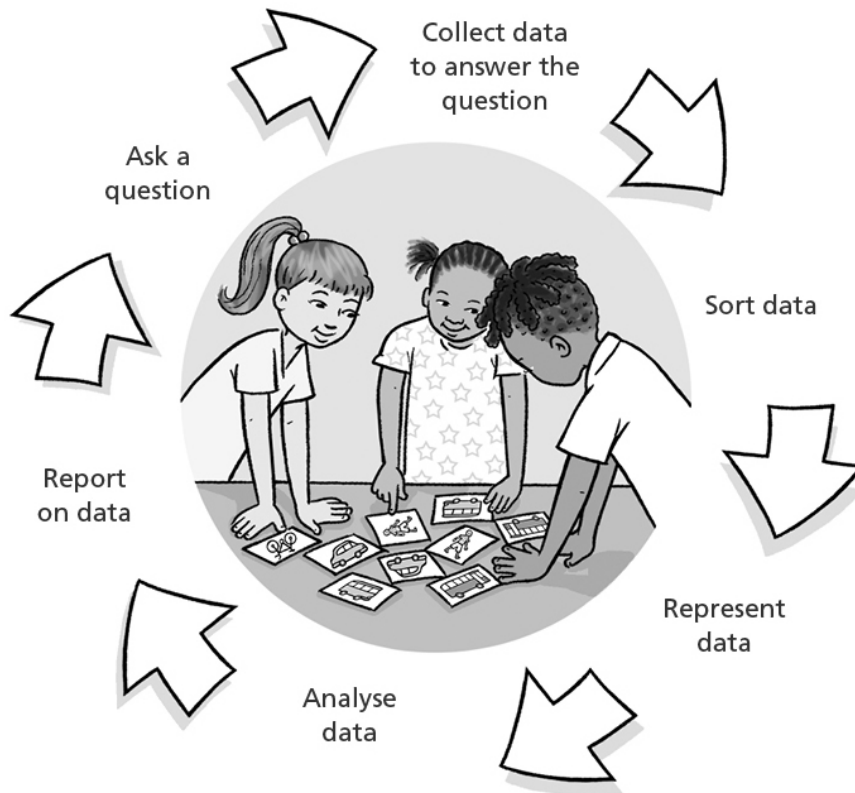
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### Ukusebenza ngedatha

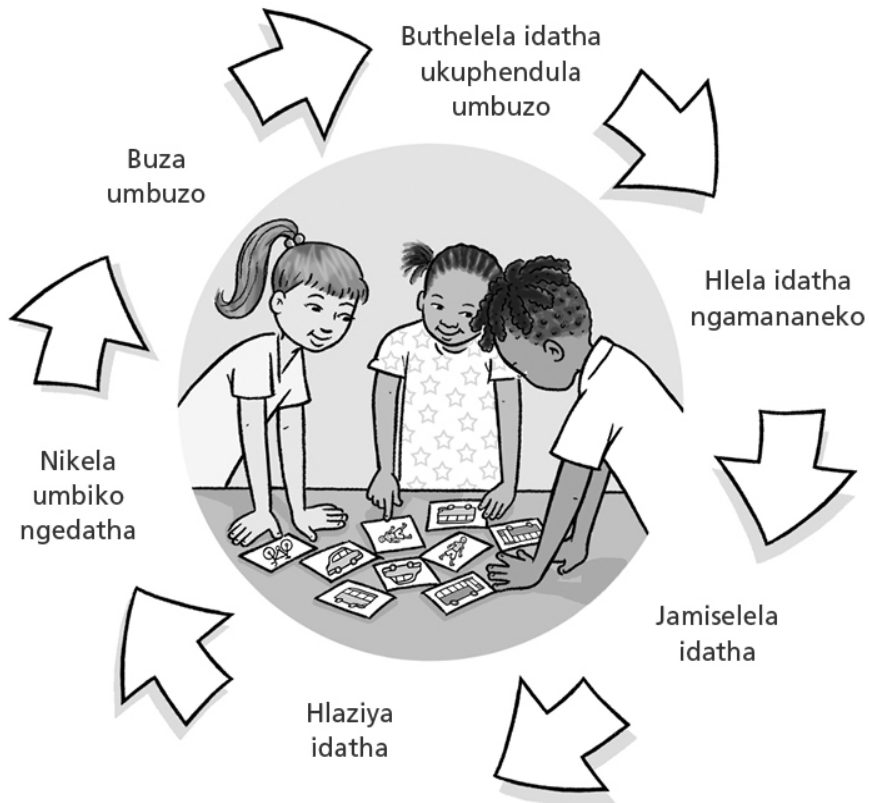
Kilesetjhini, nizakufunda ngomzombe wokuPhatha iDatha njengekambiso yokurarulula imiraro. UkuPhatha iDatha kwaGreyidi R kunqophene nokubuthelela, ukuhlela ngamananeke, ukuhlela, ukujamiselela nokuhlaziya ilwazi elimayelana nabantu nofana izinto. Isizathu esiqakathekileko sokobana sibuthelele idatha kuphendula umbuzo nofana ukurarulula umraro.



People often refer to the process of Data Handling as a cycle because the events or activities that are involved are repeated in the same sequence for each new question that is to be answered.

1. **Ask a question:** Learners decide what they want to find out about. This is the reason for collecting specific data or information.
2. **Collect data:** Learners decide they want to collect data based on the question or problem.
3. **Sort data:** Learners organise and sort data into groups according to the attribute. In order to answer questions and decide how to represent data that have been collected, decisions need to be made about how things could be sorted.
4. **Represent data:** Learners explore different ways of showing or displaying the information they have collected.
5. **Analyse data:** Learners describe and compare the data that is represented.
6. **Report on data:** Learners answer the question that was initially asked.

Objects can be sorted and classified (grouped) according to their similarities, such as colour, animals, plants. The more learners know about the properties of objects, and their similarities and differences, the more they are able to form different classification groups.



Abantu bavame ukuthi ikambiso yokuPhatha iDatha mzombe ngombana izehlakalo nofana imisebenzi ebandakanyekako ibuyelelwa ngelandelano elifanako embuzweni ngamunye ophendulwako.

1. **Buza umbuzo:** Abafundi bathatha isiqunto ngalokho abafuna ukwazi ngakho. Lokhu kungiso isizathu sokubuthelela idatha nofana ilwazi.
2. **Buthelela idatha:** Abafundi bathatha isiqunto sokobana bafuna ukubuthelela idatha ngokuya ngokombuzo nofana umraro.
3. **Hlela idatha ngamananeko:** Abafundi bayahlela bese bahlukanise idatha ngokweenqhema ngokuya ngokwe-athribhuthi. Ukuze kuphendulwe umbuzo bekuthathwe isiqunto sokobana izokujanyiselelwa njani idatha ebuthelweko, iinqunto kufanele zithathwe mayelana nokobana izinto zingahlelwa njani ngamananeko.
4. **Jamiselela idatha:** Abafundi bahlola iindlela ezihlukileko zokutjengisa nofana ukukhangisa ilwazi abalibutheleleko.
5. **Hlaziya idatha:** Abafundi batlhadlhula begodu bamadanise idatha ejanyiselelweko.
6. **Bika ngedatha:** Abafundi baphendula umbuzo obuziweko ekuthomeni.

Izinto zingahlelwa begodu zingahlukaniswa ngeenqhema (zenziwe iinqhema) ngokufana kwazo, njengombala, iinlwana, iintjalo. Lokha abafundi nabazi ngamatshwayo wezinto, ukufana nokuhluka kwazo, kubalula kibo ukwenza iinqhema ngokuhlukileko.



### Video 1

Watch the video of the class creating and analysing a pictograph to represent the weather.

Discuss how the teacher presents each of the steps in the lesson. Notice the types of questions she uses and how she reinforces the use of correct vocabulary.

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This next activity will take you through the six stages of the Data Handling cycle.



### Activity 3

Take the following animal counters from the Maths Programme *Resource Kit*: three ducks, two chickens and one horse.

1. Consider this question: Are there more ducks or more chickens in the group?
2. Sort and collect data: Organise your animals into groups and then discuss the following with a partner:
  - ◆ Can you see if there are more ducks than chickens now?
  - ◆ How can you check?
3. Represent data: Turn to the grid on page 16. Place animals of the same kind one above the other in a column starting at the bottom of the grid.
4. Analyse and report on data: Look at your columns and discuss with a partner:
  - ◆ Are there more ducks or more chickens? How do you know?
  - ◆ Which column has more animals?
  - ◆ Which column has fewer animals?
  - ◆ Are there the same number of any kind of animal?

Refer to pages 184–187 of *Activity Guide: Term 1* and discuss how this activity is introduced to learners. Refer to pages 212–219 of the *Concept Guide* to read more about Data Handling. Notice the appropriate questions and vocabulary related to the teaching and learning of Data Handling in Grade R.



### Ividiyo 1

Bukelani ividiyo yetlasi eyakha beyihlaziye igrafu yeenthombe ukujamiselela ubujamo bezulu.

Khulumisanani ngokobana utitjhere wethula njani igadango ngalinye esifundweni lesi. Yelela imihlobo yemibuzo ayisebenzisako nokobana ugandelela njani ukusetjenziswa kwelwazimagama elifaneleko.

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Umsebenzi olandelako lo uzakudlulisa eengabeni ezisithandathu zomzombe wokuPhatha iDatha.



### Umsebenzi 3

Thatha iimbalisi zeenlwana ezilandelako ku-*IKhidi yeenSetjenziswa* yeHlelo leemBalo: amadada amathathu, iinkukhu ezimbili nepera yinye.

1. Cabanga ngombuzo lo: Ingabe kunamadada amanengi nofana iinkukhu ezinengi esiqhemeni lesi?
2. Hlela begodu ubuthelele idatha: Hlela iinlwana zakho ngeenqhema bese nikhulumisana nomlingani ngalokhu okulandelako:
  - ◆ Uyakghona ukubona bonyana kunamadada amanengi kuneenkukhu kwanjesi?
  - ◆ Ungahlola njani?
3. Jamiselela idatha: Qala igradi ekhasini 17. Beka iinlwana zomhlobo ofanako sinye ngehla kwesinye ngaphakathi kwekholomu ngokuthoma enzasi kwegridi.
4. Hlaziya begodu ubike ngedatha: Qala amakholomu wakho bese nikhulumisana nomlingani:
  - ◆ Ingabe kunamadada amanengi nofana iinkukhu ezinengi? Wazi njani?
  - ◆ Ngiyiphi ikholomu eneenlwana ezinengi?
  - ◆ Ngiyiphi ikholomu eneenlwana eziimbadlwana?
  - ◆ Kukhona umhlobo weenlwana onenani elifanako?

Qala amakhasi 184–187 *UmHlahlandlela wemiSebenzi: Ithemu 1* bese nikhulumisana ngokobana umsebenzi lo uthulwa njani kubafundi. Qala amakhasi 212–219 *UmHlahlandlela womQondo* ukufunda ngokunabileko ngokuPhatha iDatha. Yelela imibuzo efaneleko nelwazimagama elikhambelana nokufundisa nokufunda ngokuPhatha iDatha kwaGreyidi R.





# Session 2: Numbers, Operations and Relationships

1 hour

The focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships.

## Term 2 Content overview: Numbers, Operations and Relationships



### Activity 4

Refer to the Numbers, Operations and Relationships Content Area on pages 114–123 of the *Concept Guide*.

1. What concepts are covered in Term 2?

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2. What does the Maths Programme add to the content of CAPS?

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### Activity Guide: Term 2

*Activity Guide: Term 2* provides teachers with weekly suggestions for teaching and learning Mathematics.

Look at the Contents page and pages 6–17 of *Activity Guide: Term 2*. You will see that the 'Introduction' in Term 2 is the same as in Term 1.

In Activity 4 you identified the number concepts to be covered in Term 2. In Activity 5 you will make links between these concepts and the New knowledge for the first two weeks of *Activity Guide: Term 2*.

# Isetjhini 2: Iinomboro, ama-Opharetjhini noBudlelwana

I-iri 1

Umnqopho weThemu 2 iimVeke 1 neye-2 ziiNomboro, ama-Opharetjhini noBudlelwana.

## Ithemu 2 Isirhunyezo sokuMumethweko: IiNomboro, ama-Opharetjhini noBudlelwana



### Umsebenzi 4

Qala isiGaba sokuMumethweko iiNomboro, ama-Opharetjhini noBudlelwana amakhasi 114–123 *womHlahlandlela womQondo*.

1. Ngimiphi imiqondo eyenziwa ngeThemu 2?

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2. IHlelo leemBalo lingezelela ini kokumumethweko kwe-CAPS?

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## UmHlahlandlela wemiSebenzi: Ithemu 2

*UmHlahlandlela wemiSebenzi: Ithemu 2* inikela abotitjhere iimphakamiso zangeveke zokufundisa nokufunda iimBalo.

Qala ikhasi lokumumethweko namakhasi 6–17 *womHlahlandlela wemiSebenzi: Ithemu 2*. Uzakubona bonyana 'Isingeniso' kuThemu 2 siyafana nakuThemu 1.

Umsebenzi 4 uveze imiqondo yenomboro ezakwenziwa kuThemu 2. Umsebenzi 5 uzakwenza iinhlanganisi phakathi kwemiqondo le neLwazi elitjha leemveke ezimbili zokuthoma *zomHlahlandlela wemiSebenzi: Ithemu 2*.



### Activity 5

Refer to 'Content overview: Term 2' (*Activity Guide: Term 2*, pages 18–21).

1. What new knowledge is introduced to learners in the Numbers, Operations and Relationships Content Area?

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2. Go back to Activity 4 and highlight or circle the concepts covered.

### Understanding numbers

In Term 1, the numbers 1, 2 and 3 were taught. You used the same routine for each number taught, adding one more to the number each time a new number was introduced. In Term 2 Week 1, the focus is on the concept of number again. Learners are introduced to the number 4, using the same routine as for numbers 1, 2 and 3.



### Activity 6

Refer to the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

1. Discuss how the number '4' is introduced.

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2. Think about your own classroom practice and how this routine has been working so far. Complete the table.



## Umsebenzi 5

Qala 'Isirhunyezo sokuMumethweko: Ithemu 2' (*UmHlahlandlela wemiSebenzi: Ithemu 2*, amakhasi 18–21).

1. Ngiliphi ilwazi elitjha elithulwe kubafundi kusiGaba sokuMumethweko iiNomboro, ama-Opharetjhini nobuDlelwana?
- 
- 

2. Buyela emuva uqale Umsebenzi 4 bese uyatjengisa nofana undulungele imiqondo eyenziweko.

## Ukuzwisisa iinomboro

NgeThemu 1, iinomboro 1, 2 no-3 zifundisiwe. Usebenzise ikambiso efanako enomborweni ngayinye efundisiweko, ungezelela kunye ngaphezulu ngaso soke isikhathi nakwethulwa inomboro etja. NgeThemu 2 iVeke 1, umnqopho uphezu komqondo wenomboro godu. Abafundi bathulelwa inomboro 4, ngokusebenzisa ikambiso efanako njengeenomborweni 1, 2 no-3.



## Umsebenzi 6

Qala imisebenzi yetlasi yoke enqophene nenomboro 4 ngeVeke 1. *UmHlahlandlela wemiSebenzi: Ithemu 2*: ikhasi 25 (Ilanga 1 #4), ikhasi 27 (Ilanga 2 #5), ikhasi 29 (Ilanga 3 #4), ikhasi 31 (Ilanga 4 #4 namalanga 5 #4).

1. Hlathulula bonyana inomboro '4' yethulwe njani.
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- 

2. Cabanga ngendlela yetlasi lakho nokobana ikambiso le isebenze njani bekube la. Qedelela ithebula.

Activity	What worked well?	What did not work so well?
Telling the story and building up the number frieze		
Dramatising the story		
Collecting objects for the maths area		
Matching objects to pictures, dot cards, number symbols and number words		
Using the <i>Poster Book</i>		

Umsebenzi	Khuyini okusebenze kuhle?	Khuyini okungakasebenzi kuhle?
Ukucoca indatjana nokwakha umhlobiso wenomboro		
Ukulingisa indatjana		
Ukubuthelela izinto zendawo yeembalo		
Ukukhambelanisa izinto neenthombe, amakarada wamaqatjhazi, amatshwayo weenomboro neenomboromagama.		
Ukusebenzisa <i>iNcwadi yamaPhosta</i>		

## Maths vocabulary

Part of learning new concepts involves new language. Learners need the vocabulary to talk and think about maths concepts (**interaction principle**). You can encourage learners to use maths vocabulary by using it yourself when you speak to them about maths concepts and by rephrasing what they say into maths language.

## Money

In Term 2 Week 2 learners are introduced to money. Learners in Grade R are developing an awareness about the features of money and they need opportunities to explore what real South African coins look like.

Activity 7 focuses on helping learners to recognise the similarities and differences between coins: their size, shape and the animals on the coins.



### Activity 7



1. What questions could you ask learners to help them recognise the different features of these coins?

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2. What new vocabulary will you introduce?

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Learners first need to be able to identify and name coins before they are ready to understand their value.



## Ilwazimagama leembalo

Ingenye yokufunda imiqondo emitjha ibandakanya ilimi elitjha. Abafundi badinga ilwazimagama kobana bakhulume begodu bacabange ngemiqondo yeembalo (**umthethokambiso wokukhulumisana**). Ungakhuthaza abafundi ukusebenzisa ilwazimagama leembalo ngokulisebenzisa ngokwakho lokha nawukhuluma nabo ngemiqondo yeembalo nangokuhlalisa kabutjha lokho abakutjhoko ngelimi leembalo.

## Imali

NgeThemu 2 iVeke 2 abafundi baziswa ngemali. Abafundi bakwaGreyidi R bakha ilemuko mayelana namatshwayo wemali begodu badinga amathuba wokuhlola bonyana iinhlavu zamambala zeSewula Afrika ziqaleka njani.

Umsebenzi 7 unqophene nokusiza abafundi ukubona ukufana nokuhluka phakathi kweenhlavu: ubukhulu bazo, ibumbeko neenlwana eziphezu kweenhlavu.



### Umsebenzi 7



1. Ngimiphi imibuzo ongayibuza abafundi ukubasiza ukukhumbula amatshwayo ahlukileko weenhlavu lezi?

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2. Ngiliphi ilwazimagama elitjha ozaletshula?

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Kokuthoma abafundi kufanele bakwazi ukufanisa bebatjho amagama weenhlavu zemali ngaphambi kobana balungele ukuzwisisa ubungako bazo.

Learners need to be exposed to the purpose of money. Teachers can help learners understand that money is used to buy things like food and clothes and to do different things like travelling by taxi or bus. Expose learners to money and its purpose by setting up a play-shop with pretend coins and notes and items that can be bought.

Refer to the whole class activities and small group activities that focus on money on pages 40–51 of *Activity Guide: Term 2*. In your group, complete Activity 8.



### Activity 8

1. What money concepts are being taught and learnt in the whole class activities?

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2. How are learners encouraged to explore the purpose of money?

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3. How does the teacher consolidate this new knowledge in the small group activities?

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Abafundi kufanele batjengiswe ihloso yemali. Abotitjhere bangasiza abafundi ukuzwisisa bonyana imali isetjenziselwa ukuthenga izinto ezinjengokudla nezambatho nokwenza izinto ezinye ezihlukileko njengokukhamba ngeteksi nofana ngebhesi. Vezela abafundi imali nehloso yayo ngokwakha isitolo sokudlalisa ngesingamali yeenhlavu neyamaphepha nama-ayithemu angathengwa.

Qala imisebenzi yetlasi yoke nemisebenzi yesiqhema esincani enqophene nemali emakhasini 40–51 *womHlahlandlela wemiSebenzi: Ithemu 2*. Esiqhemeni sakho, yenzani Umsebenzi 8.



### Umsebenzi 8

1. Ngimiphi imiqondo yemali efundisiwa begogu ifundwe emisebenzini yetlasi loke?

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2. Abafundi bakhuthazwa njani ukuhlola ihloso yemali?

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3. Utitjhere ulihlanganisa njani ilwazi elitjha leli emisebenzini yesiqhema esincani?

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# Session 3: Space and Shape (Geometry)

1 hour

The focus of Term 2 Week 3 is Space and Shape (Geometry).

## Term 2 Content overview: Space and Shape (Geometry)

Refer to pages 126–131 of the *Concept Guide*.



### Activity 9

1. What Space and Shape (Geometry) concepts are covered in Term 2?

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2. What does the Maths Programme add to the content of CAPS?

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## Triangles

In Term 2 Week 3, learners continue their exploration of two-dimensional shapes as they describe, sort and compare them. In this session you will deepen your understanding of the properties of triangles.

Refer to Day 2 #4 on page 58 of *Activity Guide: Term 2* and then complete Activity 10 in your group.



### Activity 10

'How is the triangle different to other shapes in the classroom?' What answers would you expect from your learners?

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# Isetjhini 3: IsiKhala neBumbeko (Ijijomethri)

I-iri 1

Umnqopho weThemu 2 iVeke 3 siKhala neBumbeko (Ijijomethri).

## Ithemu 2 Isirhunyezo sokuMumethweko: IsiKhala neBumbeko (Ijijomethri)

Qala amakhasi 126–131 *womHlahlandlela womQondo*.



### Umsebenzi 9

1. Ngimiphi imiqondo yesiKhala neBumbeko (Ijijomethri) eyenziwa ngeThemu 2?

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2. IHlelo leemBalo lingezelela ini kokumumethweko kwe-CAPS?

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### Aboncantathu

NgeThemu 2 iVeke 3, abafundi baragela phambili ngokuhlola kwabo amabumbeko abusombili ngesikhathi bawathadhlula, bawahlela nalokha bawamadanisa. Kilesetjhini uzakuqinisa ukuzwisisa kwakho amatshwayo waboncantathu.

Qala Ilanga 2 #4 ekhasini 59 lomHlahlandlela *wemiSebenzi: Ithemu 2* bese nenza Umsebenzi 10 esiqhemeni senu.



### Umsebenzi 10

*'Uncantathu uhluke njani kamanye amabumbeko angetlasini?'* Ngimiphi imibuzo ongayilindela evela kubafundi?

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When learners are given opportunities to sort and group different shapes, they need to focus on the properties of the shapes to make their decisions, e.g. the number of sides, whether the sides are straight or curved and the number of corners.

Stories are a great way to introduce shape concepts to learners. Listen to the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198) as told by your facilitator and then complete Activity 11 in your group.



### Activity 11

1. What questions could you ask learners to help them learn more about the properties of triangles?

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2. Are most of these questions open-ended or closed questions?

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**Note:** Use *Activity Guide: Term 1* and *Term 2* to help you plan for teaching these weeks. The ideas and activity suggestions are a guide and resource. Set up the maths area with the content focus for each week.

Lokha abafundi nabanikelwa amathuba wokuhlela ngamaneko nokuhlela ngeenqhema amabumbeko ahlukileko, kufanele banqophane namatshwayo wamabumbeko ukuthatha iinqunto zabo, isib. inani lamahlangothi, kobana amahlangothi anqophile nofana agobene kunye nenani lamakhona.

Iindatjana ziyindlela ehle yokwethula imiqondo yebumbeko kubafundi. Lalelani indatjana, *Baruthula bebaruthula*, yeVeke 3 (*UmHlahlandlela wemiSebenzi: Ithemu 2*, amakhasi 63 ne-199) njengombana icocwa mkghonakalisi wenu bese nenza Umsebenzi 11 esiqhemeni senu.



### Umsebenzi 11

1. Ngimiphi imibuzo ongayibuza abafundi ukubasiza bafunde okunengi ngamatshwayo waboncantathu?

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2. Ingabe eminengi yemibuzo le imibuzo evulekileko nofana evulekileko?

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**Yeleya:** Sebenzisa *UmHlahlandlela wemiSebenzi: Ithemu 1 neThemu 2* ukukusiza ukuhlelela ukufundisa eemvekeni lezi. Imibono neemphakamiso zomsebenzi mlahlandlela neensetjenziswa. Lungisa indawo yeembalo nomnqopho wokumumethweko kweveke ngayinye.

# Session 4: Planning for teaching

2 hours



## Video 2

Watch the video of the teacher-guided activity. Observe how the teacher uses questions to prompt and guide the learners during the activity.

Discuss how you have managed your teacher-guided activities in Term 1. Have you faced any challenges? If so, what strategies have you used to resolve them?

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## Terms 1 and 2 Content Summary (Term 1 (Week 10) and Term 2 (Weeks 1–3))

Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3) outlines the main Content Area Focus for each week, the topics to be covered, the new knowledge and practise focus for each week, and suggested activities for whole class, teacher-guided and independent group work for the week.



## Activity 12

Look at Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3). Answer the questions.



## Isetjhini 4: Ukuhlelela ukufundisa

Ama-iri 2



### Ividiyo 2

Bukela ividiyo yomsebenzi ohlahlwa ngutitjhere. Yelela bonyana utitjhere uyisebenzisa njani imibuzo ukukhuthaza nokuhlala abafundi ngesikhathi somsebenzi.

Hlathulula bonyana uyilawule njani imisebenzi ehlahlwa ngutitjhere ngeThemu 1. Kuneentjhijilo okhe waqalana nazo? Nangabe kunjalo, ngiwaphi amaqhinga owasebenzisileko ukuzirarulula?

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### **AmaThemu 1 neye-2 Isirhunyezo sokuMumethweko (Ithemu 1 (iVeke 10) neThemu 2 (iimVeke 1-3))**

Isithasiselo A: Ithemu 1 ne-2 Isirhunyezo sokuMumethweko kwaQobe yiVeke: Ithemu 1 (iVeke 10) neThemu 2 (iimVeke 1-3) sihlathulula umNqopho wesiGaba sokuMumethweko kweveke ngayinye oqakathekileko, iinhloko ezizakwenziwa, ilwazi elitjha nomnqopho wokujayeza weveke ngayinye, nemisebenzi ephakanyisiweko yetlasi yoke, imisebenzi yeveke ehlahlwa ngutitjhere neyisiqhema esizijameleko.



### Umsebenzi 12

Qala Isithasiselo A: Ithemu 1 ne-2 Isirhunyezo sokuMumethweko kwaQobe yiVeke: Ithemu 1 (iVeke 10) neThemu 2 (iimVeke 1-3). Phendula imibuzo.

<b>Questions</b>	<b>Week 10 Term 1</b>	<b>Week 1 Term 2</b>	<b>Week 2 Term 2</b>	<b>Week 3 Term 2</b>
What is the Content Area Focus for the week?				
What are the key concepts that learners will be learning?				
What new knowledge is introduced?				
What skills are being practised?				

<b>Imubuzo</b>	<b>Iveke 10 Ithemu 1</b>	<b>Iveke 1 Ithemu 2</b>	<b>Iveke 2 Ithemu 2</b>	<b>Iveke 3 Ithemu 2</b>
Khuyini umNqopho wesiGaba sokuMumethweko weveke?				
Ngiyiphi imiqondo eqakathekileko ezakufundwa bafundi?				
Ngiliphi ilwazi elitjha elethuliweko?				
Ngimaphi amakghono ajayezwako?				

## Activity Guide: Term 1: Week 10 and Activity Guide: Term 2: Weeks 1–3

Refer to Week 10 in *Activity Guide: Term 1* and Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Complete Activity 13 in your group.



### Activity 13

Find Week 10 in *Activity Guide: Term 1*. Answer the questions.

1. What is the Content Area Focus for the week?
2. What topics and new knowledge are taught in this week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching this week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for this week of teaching.
7. In your small group refer back to Week 10 in Appendix A. Match the whole class activities and small group activities in Week 10 of *Activity Guide: Term 1* to the Weekly Content Summary in Appendix A.



### Activity 14

Find Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Answer the questions.

1. What is the Content Area Focus for each week?
2. What topics and new knowledge are taught in each week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching each week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for these three weeks of teaching.
7. In your small group refer back to Weeks 1–3 in Appendix A. Match the whole class activities and small group activities in Weeks 1–3 of *Activity Guide: Term 2* to the Weekly Content Summary in Appendix A.



Remember that the eye in the shaded block at the end of the teacher-guided activities (**Check that learners are able to**) reminds us that we need to observe the learners while they are busy, and we need to listen carefully while they are talking to us and to their peers.

Make a mental note of each learner and once the learners have left for the day, write down your observations in a dedicated observation book that has space for each learner's notes.

## UmHlahlandlela wemiSebenzi: Ithemu 1: Iveke 10 nomHlahlandlela wemiSebenzi: Ithemu 2: Iimveke 1–3

Qala iVeke 10 *kumHlahlandlela wemiSebenzi: Ithemu 1* neemVeke 1, 2 neye-3 *kumHlahlandlela wemiSebenzi: Ithemu 2*. Yenzani Umsebenzi 13 esiqhemeni sakho.



### Umsebenzi 13

Thola iVeke 10 *kumHlahlandlela wemiSebenzi: Ithemu 1*. Phendula imibuzo.

1. Khuyini umNqopho wesiGaba sokuMumethweko weveke le?
2. Ngiziphi iinhloko nelwazi elitjha elifundiswako evekeni le?
3. 'Ukujayeza' okumumethweko kuhlangu njani neveke ephelileko?
4. Khuyini okudingako kokuzilungiselela ngaphambi kokufundisa iveke le?
5. Funda yoke imisebenzi yetlasi yoke nemisebenzi yesiqhema esincani.
6. Khulumisanani esiqhemeni sakho esincani ngokobana uzakuplana begodu uhlele njani itlasi yakho ngeveke le yokufundisa.
7. Esiqhemeni sakho esincani qalani emuva Iveke 10 Isithasiselo A. Khambelanisa imisebenzi yetlasi yoke nemisebenzi yesiqhema esincani ngeVeke 10 *yomHlahlandlela wemiSebenzi: Ithemu 1* nesiRhunyezo sokuMumethweko kwaQobe yiVeke Isithasiselo A.



### Umsebenzi 14

Thola iimVeke 1, 2 and 3 *kumHlahlandlela wemiSebenzi: Ithemu 2*. Phendula imibuzo.

1. Khuyini umNqopho wesiGaba sokuMumethweko weveke ngayinye?
2. Ngiziphi iinhloko nelwazi elitjha elifundiswako iveke ngayinye?
3. 'Ukujayeza' okumumethweko kuhlangu njani neveke ephelileko?
4. Khuyini okudingako kokuzilungiselela ngaphambi kokufundisa iveke ngayinye?
5. Funda imisebenzi yetlasi yoke nemisebenzi yesiqhema esincani.
6. Khulumisanani esiqhemeni sakho esincani ngokobana uzakuplana begodu uhlele njani itlasi yakho kilezi iimveke ezintathu zokufundisa.
7. Esiqhemeni sakho esincani qalani emuva iimVeke 1–3 Isithasiselo A. Khambelanisa imisebenzi yetlasi yoke nemisebenzi yesiqhema esincani yeemVeke 1–3 *zomHlahlandlela wemiSebenzi: Ithemu 2* nesiRhunyezo sokuMumethweko kwaQobe yiVeke Isithasiselo A.



Khumbula bonyana ilihlo elingebhlogweni elitshetlha ekupheleni kwemisebenzi ehlahlwa ngutitjhere (**Tjheja bonyana abafundi bayakwazi uku**) lisikhumbuza bonyana kufanele sitjheje abafundi lokha nebamajadu, begodu kufanele silalele kuhle lokha nabakhuluma nathi nalokha nabakhuluma nabangani babo.

Yenza inothi lenqondo ngomfundi ngamunye bese lokha abafundi nasele bakhambile utlola phasi lokho okutjhejileko ngencwadini yokutlola okutjhejiweko enesikhala samanothi womfundi ngamunye

## Closing activities



### Activity 15

**Lessons learnt:** Think about what you learnt during the workshop and complete the table.

Things I am already doing that work well	New ideas that I would like to try

## Imisebenzi yokuvala



### Umsebenzi 15

**Iimfundo ezifundiweko:** Cabanga ngalokho okufundileko ngesikhathi sesifundobandulo bese uqedelela ithebula.

Izinto engizenzako ezisebenza kuhle	Imibono emitjha engingathanda ukuyizama



### **Take back to school task**

1. Continue with your observations to build up a complete picture of each learner.
2. During the teacher-guided activities complete the *Check that learners are able to* section (after the teacher-guided activity in each week) for each learner being observed.
3. Make a copy of the Exemplar Record of Continuous Assessments in *Activity Guide: Term 1* (pages 190–193).
4. Use the information collected in your observation notes to date and record each learner's development. (Remember that patterns of development need to be recorded over time.)
5. Use *Activity Guide: Term 1* (Week 10) and *Activity Guide: Term 2* (Weeks 1–3) to plan and implement Term 1 Week 10 and Term 2 Weeks 1–3 of the Maths Programme, including creating a maths area with a focus on the concept for each week.
6. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning. Bring your evaluation report to the next workshop.

### **Evaluation**

Complete the Evaluation Form.





### **Umsebenzi obuyiselwa esikolweni**

1. Ragela phambili ngetjhejo lakho ukwakha isithombe esipheleleko somfundi ngamunye.
2. Ngesikhathi semisebenzi ehlahlwa ngutitjhere zalisa isigaba *Tjheja bonyana abafundi bayakwazi uku* (ngemva kwemisebenzi ehlahlwa ngutitjhere iveke ngayinye) somfundi ngamunye otjhejiweko.
3. Yenza ikhophi yesibonelo seRekhodi yokuHlola okuRagela phambili *kumHlahlandlela wemiSebenzi: Ithemu 1* (amakhasi 190–193).
4. Sebenzisa ilwazi elibuthelelweko bekube namhlanje lamanothi wakho wokutjheja bese urekhode ituthuko yomfundi ngamunye. (Khumbula bonyana amaphetheni wokuthuthuka kufanele arekhodwe ngasosoke isikhathi.)
5. Sebenzisa *UmHlahlandlela wemiSebenzi: Ithemu 1* (Iveke 10) *nomHlahlandlela wemiSebenzi: Ithemu 2* (Iimveke 1–3) ukuhlela nokusebenzisa Ithemu 1 Iveke 10 neThemu 2 Iimveke 1–3 zeHlelo leemBalo, ukufaka hlangana indawo yeembalo nomnqopho ophezu komqondo weveke ngayinye.
6. Tlola ukuhlunga ngalokho okusebenze kuhle, nalokho okungakasebenzi kuhle nokobana khuyini ongakwenza ngendlela ehlukeleko ukuthuthukisa ukufundisa nokufunda. Yiza nombiko wakho wokuhlunga kusifundobandulo esilandelako.

### **Ukuhlunga**

Zalisa iForomo lokuHlunga.

## APPENDIX A: TERM 1 AND 2 WEEKLY CONTENT SUMMARY: TERM 1 (WEEK 10) AND TERM 2 (WEEKS 1–3)

### Term 1: Activity Plan

Week 10				
<b>CONTENT AREA:</b> DATA HANDLING				
<b>TOPIC:</b> Collect and sort objects, represent sorted collections of objects, discuss and report on sorted collections of objects				
<b>INTRODUCE NEW KNOWLEDGE:</b> Collect, sort and represent collections of objects (weather); discuss and report on sorted collections; create own pattern				
<b>PRACTISE:</b> Oral counting 1–10, counting backwards from 5, sequencing numbers 1–3, counting objects 1–5, number concept 1–3, copy patterns, problem-solving techniques				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Sorting and classifying, waste items.	Oral counting. Touch and count – one-to-one correspondence. Sorting and classifying activities – animals. Representing and interpreting data.	<b>Activity 1</b>	Sorting waste.
<b>Day 2</b>	Data collection, sorting clothing items.		<b>Activity 2</b>	Sorting colours.
<b>Day 3</b>	Sorting and classifying, group game.		<b>Activity 3</b>	Sorting tray, natural items.
<b>Day 4</b>	Use data collected from the weather discussions, represent and analyse how many days were sunny, raining etc.		<b>Activity 4</b>	Copy pattern using concrete objects and then create own pattern.
<b>Day 5</b>	Weather data collection, representing and analysing.			

### Term 2: Activity Plan

Week 1				
<b>CONTENT AREA:</b> NUMBERS, OPERATIONS AND RELATIONSHIPS				
<b>TOPIC:</b> Recognise number symbols and number words, describe, order and compare numbers				
<b>INTRODUCE NEW KNOWLEDGE:</b> More than/fewer than/equal to, introduce number 4				
<b>PRACTISE:</b> Oral counting 1–10, sequencing numbers 1–3, counting objects 1–5, reinforce number concept 1–3				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Introduce 4 (giraffes).	Counting objects 1–5. Matching objects to number dot, symbol and word cards 1–4. Arrange counters to match dot cards. Practise more than, fewer than, equal. Write number 4 (as with numbers 1 to 3).	<b>Activity 1</b>	Playdough mat 4 (as for previous numbers).
<b>Day 2</b>	Introduce more than/less than/equal to, maths table.		<b>Activity 2</b>	Number ordering puzzle activity to 4 (forms a picture).
<b>Day 3</b>	Reinforce 1–4, dot cards and ordering.		<b>Activity 3</b>	Matching number symbols, words and concrete objects to 4.
<b>Day 4</b>	Reinforce 1–4, Unifix blocks and hoops.		<b>Activity 4</b>	Number puzzles (no number words).
<b>Day 5</b>	Reinforce number 4, Poster 6.			

**ISITHASISELO A: ITHEMU 1 NE-2 ISIRHUNYEZO SOKUMUMETHWEKO KWAQOBE YIVEKE: ITHEMU 1 (IVEKE 10) neTHEMU 2 (IIMVEKE 1-3)**

**Ithemu 1: Ihlelo lomSebenzi**

Iveke 10			
ISIGABA SOKUMUMETHWEKO: UKUPHATHA IDATHA			
ISIHLOKO: Buthelela bese uhlela izinto ngamananeko, jamiselela amabuthelwelelo wezinto ezihlelwe ngamananeko, khulumisanani bese nibika ngamabuthelwelelo wezinto ezihlelwe ngamananeko UKWETHULA ILWAZI ELITJHA: Buthelela, hlela nokujamiselela amabuthelwelelo wezinto (ubujamo bezulu); khulumisanani bese nibika ngamabuthelwelelo ahlelwe ngamananeko; Yakhani amaphetheni wenu UKUJAYEZA: Ukubala ngehloko 1-10, ukubala ukuya emuva ukusuka ku-5, ukulandelanisa iinomboro 1-3, ukubala izinto 1-5, umqondo wenomboro 1-3, kopa iphetheni, amaqhinga wokurarulula umraro			
Imisebenzi yetlasi yoke		Umsebenzi ohlahlwa ngutitjhere	Imisebenzi yesitetjhi sokusebenzela
<b>Ilanga 1</b>	Ukuhlela nokuhlukanisa, ama-ayithemu weenzibi ngeengaba.	Ukubala ngehloko.	<b>Umsebenzi 1</b> <b>Umsebenzi 2</b> <b>Umsebenzi 3</b> <b>Umsebenzi 4</b> Ukuhlela iinzibi ngamananeko. Ukuhlela imibala ngamananeko. Ithreyi yokuhlelela, ama-ayithemu wemvelo. Ukukopa iphetheni ngokusebenzisa izinto eziphathekako nokwakha iphetheni yakho.
<b>Ilanga 2</b>	Ukubuthelwelela idatha, ukuhlela ama-ayithemu wezambatho ngamananeko.	Ukuthinta nokubala – kunye kokunye okukhambelanako.	
<b>Ilanga 3</b>	Ukuhlela nokuhlukanisa, umdlalo wesiqhema.	Ukuhlela nokuhlukanisa imisebenzi ngamananeko – iinlwana.	
<b>Ilanga 4</b>	Ukusebenzisa idatha ebuthelwele emikhulumiswaneni yobujamo bezulu, ukujamiselela nokuhlaziya bonyana mangaki amalanga agade abalele, anezulu, njll.	Ukujamiselela nokurhumutjha idatha.	
<b>Ilanga 5</b>	Ukubuthelwelela idatha yobujamo bezulu, ukujamiselela nokuhlaziya.		

**Ithemu 2: Ihlelo lomSebenzi**

Iveke 1			
ISIGABA SOKUMUMETHWEKO: IINOMBORO AMA-OPHARETJHINI NOBUDLELWANA			
ISHLOKO: Khumbula amatshwayo wenomboro namagama weenomboro, thadhlhula, rhemisa bese umadanisa iinomboro UKWETHULA ILWAZI ELITJHA: Ngaphezulu kuna/mbadlwana kuna/kulingana na, yethula inomboro 4 UKUJAYEZA: Ukubala ngehloko 1-10, ukulandelanisa iinomboro 1-3, ukubala izinto 1-5, gandlelela umqondo wenomboro 1-3			
Imisebenzi yetlasi yoke		Umsebenzi ohlahlwa ngutitjhere	Imisebenzi yesitetjhi sokusebenzela
<b>Ilanga 1</b>	Yethula u- 4 (iindlulamithi).	Ukubala izinto 1-5.	<b>Umsebenzi 1</b> <b>Umsebenzi 2</b> <b>Umsebenzi 3</b> <b>Umsebenzi 4</b> Umada 4 wehlama yokudlalisa (njengeenomboro zangaphambili). Umsebenzi wephazili yokurhemisa iinomboro ukuya ku-4 (kwakha isithombe). Ukukhambelanisa amatshwayo, igama lenomboro nezinto eziphathekako ukuya ku-4. Amaphazili weenomboro (akunamagama weenomboro).
<b>Ilanga 2</b>	Yethula ngaphezulu kuna/ncani kuna/kulingana na, itafula yeembalo.	Ukukhambelanisa izinto namakarada wamaqatjhazi, wetshwayo newegama lenomboro 1-4.	
<b>Ilanga 3</b>	Gandlelela 1-4, amakarada wamaqatjhazi nokurhemisa.	Ukuhlela iimbalisi uzikhambelanise namakarada wamaqatjhazi.	
<b>Ilanga 4</b>	Gandlelela 1-4, amabhlogo we- <i>Unifix</i> namahuphu.	Ukujayeza ngaphezulu kuna, mbadlwana kuna, kuyalingana.	
<b>Ilanga 5</b>	Gandlelela inomboro 4, iPhosta 6.	Ukulola inomboro 4 (njengeenomboro ukusuka ku-1 ukuya ku-3).	

Week 2				
<b>CONTENT AREA:</b> NUMBERS, OPERATIONS AND RELATIONSHIPS				
<b>TOPIC: Money: develop an awareness of South African coins</b>				
<b>INTRODUCE NEW KNOWLEDGE:</b> South African coins, ordinal numbers first to fourth, making equal groups the same to 4, counting objects 1–6				
<b>PRACTISE:</b> Oral counting 1–10 and 5–1, sequencing numbers 1–4, reinforce number concept 1–4, biggest to smallest/smallest to biggest				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Introduce South African coins (cents and rands), Poster 7.	Number concept 1–4. Estimation. Shake and break with 4. South African coins – match coins to ‘goods in shop’. Use cut-out coins; sorting, ordering, matching. Make equal groups to 4 – using counters.	<b>Activity 1</b>	Make own coin (give a circle shape).
<b>Day 2</b>	Maths table – shopping, ordinal numbers first to fourth.		<b>Activity 2</b>	Number caterpillar – sequencing numbers 1–4.
<b>Day 3</b>	Matching number/dot cards and number words.		<b>Activity 3</b>	Draw or paste objects to match numbers 1–4.
<b>Day 4</b>	Ordering number 1–4, shopping.		<b>Activity 4</b>	Posting activity using number and colour 1–4.
<b>Day 5</b>	Problem solving up to 4 (Poster 7).			

Week 3				
<b>CONTENT AREA:</b> SPACE AND SHAPE (GEOMETRY)				
<b>TOPIC: Position, orientation and views; describes sorts and compares 2-D shapes</b>				
<b>INTRODUCE NEW KNOWLEDGE:</b> Position: underneath, oral counting 1–15, counting objects 1–7, orientation and views				
<b>PRACTISE:</b> Oral counting 1–10 and 5–1; sequencing numbers 1–4; reinforce number concept 1–4; count backwards 5–1; shapes: circle, square, triangle; position: in front of, behind, on top, between, next to; direction: forwards, backwards				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Positions, shape game.	Counting. Use shapes to show correct number (1–4). Position: next to, between, in front of, behind, on top, underneath. Direction: forwards, backwards.	<b>Activity 1</b>	Colour triangles.
<b>Day 2</b>	Reinforce the triangle.		<b>Activity 2</b>	Carrot activity (cut out triangles and add correct number of leaves).
<b>Day 3</b>	Position (next to, between, in front of, behind, on top, underneath).		<b>Activity 3</b>	Sorting tray – according to colour, shape <b>or</b> size (one attribute).
<b>Day 4</b>	Reinforce all the shapes done, shape story.		<b>Activity 4</b>	Building towers with construction blocks.
<b>Day 5</b>	Following direction: How do I get to ...? Poster 9. Orientation and views using a toy car.			

Iveke 2				
ISIGABA SOKUMUMETHWEKO: IINOMBORO AMA-OPHARETJHINI NOBUDLELWANA				
ISHLOKO: Imali: yenza ilemuko mayelana neenhlabu zemali yeSewula Afrika				
UKWETHULA ILWAZI ELITJHA: Iinhlabu zemali yeSewula Afrika iinomborosikhundla kokuthoma ukuya kokwesine, ukwenza iinqhema ezilinganako ezifanako naku-4, ukubala izinto 1-6				
UKUJAYEZA: Ukubala ngehloko 1-10 naku-5-1, ukulandelanisa iinomboro 1-4, gandeleda umqondo wenomboro 1-4, okukhulu khulu ukuya kokuncani khulu/okuncani khulu ukuya kokukhulu khulu				
Imisebenzi yetlasi loke		Umsebenzi ohlahlwa ngutitjhere		Imisebenzi yesitetjhi sokusebenzela
<b>Ilanga 1</b>	Ukwethula iinhlabu zemali yeSewula Afrika (amaseende namaranda), iPhosta 7.	Umqondo wenomboro 1-4. Isilinganiso. Khuhluza bese uhlukanisa ngaku-4. Iinhlabu zemali yeSewula Afrika - khambelanisa iinhlabu zemali 'nepahla engesitolo'. Sebenzisa iinhlabu zemali ezisikiweko, hlela, rhemisa, khambelanisa. Yenza iinqhema ezilinganako ezifika ku-4 - ngokusebenzisa iimbalisi.	<b>Umsebenzi 1</b> <b>Umsebenzi 2</b> <b>Umsebenzi 3</b>  <b>Umsebenzi 4</b>	Yenza ihlabu lakho lemali (nikela ibumbeko lendulungu). Isibungu seenomboro - ukulandelanisa iinomboro 1-4. Dweba nofana namathisela izinto ukukhambelanisa iinomboro 1-4. Umsebenzi wokuposa ngokusebenzisa inomboro nombala 1-4.
<b>Ilanga 2</b>	Itafula yeembalo - ukuthenga, iinomborosikhundla kokuthoma ukuya kwesine.			
<b>Ilanga 3</b>	Ukukhambelanisa iinomboro/amakarada wamaqatjhazi neenomboromagama.			
<b>Ilanga 4</b>	Ukurhemisa iinomboro 1-4, ukuthenga.			
<b>Ilanga 5</b>	Ukurarulula umraro ukufika ku-4 (iPhosta 7).			

Iveke 3				
ISIGABA SOKUMUMETHWEKO: ISIKHALA NEBUMBeko (IJIYOMETHRI)				
ISHLOKO: Isikhundla, ubujamo nokuqaleka kwento; ukutlhadlhula imihlobo nokumadanisa amabumbeko we-2-D				
UKWETHULA ILWAZI ELITJHA: Isikhundla: ngaphasi, ukubala ngomlomo 1-15, ukubala izinto 1-7, ubujamo nokuqaleka kwento				
UKUJAYEZA: Ukubala ngehloko 1-10 nokusuka ku-5-1; ukulandelanisa iinomboro 1-4; gandeleda umqondo wenomboro 1-4; ukubala ukuya emuva ukusuka ku-5-1; amabumbeko: indulungu, isikwere, uncantathu; isikhundla: ngaphambi kwe, ngemva, phezu kwe, phakathi, eduze ne; ikombatjhuba: ukuya phambili, ukuya emuva				
Imisebenzi yetlasi loke		Umsebenzi ohlahlwa ngutitjhere		Imisebenzi yesitetjhi sokusebenzela
<b>Ilanga 1</b>	Iinkhundla, umdlalo webumbeko.	Ukubala. Sebenzisa amabumbeko ukukhombisa inomboro efaneleko (1-4). Isikhundla: eduze kwe, phakathi, ngaphambi kwe, ngemva, phezu kwe, ngaphasi. Ikombatjhuba: ukuya phambili, ukuya emuva.	<b>Umsebenzi 1</b> <b>Umsebenzi 2</b>  <b>Umsebenzi 3</b>  <b>Umsebenzi 4</b>	Aboncantathu bemibala. Umsebenzi womhlaza (sika aboncantathu bese uhlanganisa nenani elifaneleko lamakari). Ithreyi yokuhlela - ukuya ngombala, ibumbeko <b>nofana</b> ubukhulu (i-athribhuthi elilodwa). Ukwakha imibhotjhongo ngamabhlogo wokwakha.
<b>Ilanga 2</b>	Gandeleda uncantathu.			
<b>Ilanga 3</b>	Isikhundla (eduze kwe, phakathi, ngaphambi kwe, ngemva, phezu kwe, ngaphasi).			
<b>Ilanga 4</b>	Gandeleda woke amabumbeko enziweko, indatjana yebumbeko.			
<b>Ilanga 5</b>	Ukulandela ikombatjhuba: Ngifika njani e...? IPhosta 9. Ubuja nokuqaleka kwento ngokusebenzisa ikoloyana yokudlalisa.			

# Workshop 4 Evaluation Form

1. Did the workshop meet your expectations?

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2. What did you learn in this workshop that helped you the most?

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3. Was there anything that you did not like or had difficulty understanding?

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4. How will you apply what you have learnt in your Grade R classroom?

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5. Do you have any suggestions for improving further workshops?

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# Isifundobandulo 4 Iforomo lokuHlunga

1. Ingabe isifundobandulo sibe ngilokho ebegade ukulindele?

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2. Khuyini okufundileko kilesisifundobandulo okukusize khulu?

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3. Ikhona into nofana khuyini ongakhange uyithande nofana obenobudisi ukuyizwisisa?

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4. Uzokusebenzisa njani lokho okufundileko ngetlasini yakho yakwa-Greyidi R?

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5. Kukhona imibono onayo emayelana nokwenza iimfundobandulo ezizako zibe ngcono?

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