

- Grade R overview per term

GRADE R OVERVIEW				
1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
COUNTING				
TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
1.1 Count objects (Estimate and count objects to develop number concept)	Number range: 1 to 5 <ul style="list-style-type: none"> One-to-one correspondence Introduce the Helper's Chart and the sequence in which refreshments are served <ul style="list-style-type: none"> Count in ones <ul style="list-style-type: none"> Concrete apparatus Body parts Clapping hands Stamping feet Climbing steps Rote counting using number rhymes and songs 	Number range: 1 to 7 <ul style="list-style-type: none"> One-to-one correspondence Reinforce Helper's Chart on a daily basis <ul style="list-style-type: none"> Count in ones <ul style="list-style-type: none"> Concrete apparatus Body parts Clapping hands Stamping feet Climbing steps Rote counting using number rhymes and songs Clap many times / fewer times 	Number range: 1 to 10 <ul style="list-style-type: none"> One-to-one correspondence Reinforce Helper's Chart on a daily basis <ul style="list-style-type: none"> Count in ones <ul style="list-style-type: none"> Concrete apparatus Body parts Clapping hands Stamping feet Climbing steps Rote counting using number rhymes and songs Clap many times / fewer times: <ul style="list-style-type: none"> which number of claps are more/less, most/least 	Number range: 0 to 10 <ul style="list-style-type: none"> One-to-one correspondence Reinforce Helper's Chart on a daily basis <ul style="list-style-type: none"> Count in ones <ul style="list-style-type: none"> Concrete apparatus Body parts Clapping hands Stamping feet Climbing steps Rote counting: <ul style="list-style-type: none"> number rhymes and songs Clap many times / fewer times: <ul style="list-style-type: none"> which number of claps are more/less, most/least
1.2 Count forwards and backwards	Number range: 1 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements. Count in: <ul style="list-style-type: none"> ones 	Number range: 1 to 4 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements. Count in: <ul style="list-style-type: none"> ones 	Number range: 1 to 7 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements and number ladder. Count in: <ul style="list-style-type: none"> ones 	Number range: 0 to 10 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements and number ladder. Count in: <ul style="list-style-type: none"> ones two's

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<p>1.3</p> <p>Number symbols and number names</p> <p>(Recognise and identify number symbols and recognise number names)</p>	<p>Number range:</p> <ul style="list-style-type: none"> • Number symbols: 1 • Number names: one - Kinaesthetic (experience with body) - Concrete with 3-D objects that involve the number 1. - Semi-concrete with picture cards that involve the number 1. - Semi-concrete with dots cards that involve the numbers 1. • Reinforce the knowledge gained that involves the number 1. 	<p>Number range:</p> <ul style="list-style-type: none"> • Number symbols: 2 to 4 • Number names: two, three, four. - Kinaesthetic (experience with body) - Concrete with 3-D objects that involve the numbers 2, 3 and 4. - Semi-concrete with picture cards that involve the numbers 2, 3 and 4. - Semi-concrete with dots cards that involve the numbers 2, 3 and 4. • Reinforce the knowledge gained that involve the numbers 1 to 4. 	<p>Number range:</p> <ul style="list-style-type: none"> • Number symbols: 5 to 7 • Number names: five, six, seven - Kinaesthetic (experience with body) - Concrete with 3-D objects that involve the numbers 5, 6 and 7. - Semi-concrete with picture cards that involve numbers 5, 6 and 7. - Semi-concrete with dots cards that involve numbers 5, 6 and 7. • Reinforce the knowledge gained that involves the numbers 1 to 7. 	<p>Number range:</p> <ul style="list-style-type: none"> • Number symbols: 0 to 10 • Number names: zero (naught), eight, nine, ten - Kinaesthetic (experience with body) - Concrete with 3-D objects that involve the numbers 0, 8, 9 and 10. - Semi-concrete with picture cards that involve the numbers 0, 8, 9 and 10. - Semi-concrete with dots cards that involve the numbers 0, 8, 9 and 10. • Reinforce the knowledge gained that involves the numbers 0 to 10

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER RECOGNITION				
<p>1.4</p> <p>Describe, compare and order numbers</p> <p>(Use numbers in familiar contexts)</p>	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> Learner should know his/her age Completion of the daily attendance register. Make use of a variety of ways to take the daily attendance register e.g. <ul style="list-style-type: none"> Is the learner with the ice-cream symbol/picture here today? Is the learner with the name Siphohere today? Is the learner with the name Siphohere and surname Matlhola here today? Identify numbers in pictures and dot cards Play number card games 	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> Learner should know his/her house number and address Reinforce the use of numbers through completion of the daily attendance register as in first term e.g. <ul style="list-style-type: none"> Is the learner that lives in house number 123 here today? Is the learner living in 123 Wendy Street here today? Is the learner with the telephone/cell number 082 1234567 here today? Identify numbers in pictures and dot cards Play number card games Identify numbers in adverts/flyers, old birthday cards etc. 	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> Learner should know his/her home telephone number and/or cell number (contact number of parent). Reinforce the use of numbers through completion of the daily attendance register as in first term e.g. is the learner celebrating his/her birthday on the 16 of March here today? etc. Identify numbers in pictures and dot cards Play number card games Identify numbers in adverts/flyers, old birthday cards etc 	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> Reinforce knowledge regarding age, house number, address, home telephone/cell number. (contact number) Reinforce the use of numbers through completion of the daily attendance register as in first term e.g. How many learners are absent today? How can we find out? The children discuss this amongst themselves. <ul style="list-style-type: none"> Guess; Count empty lockers; Count empty chairs etc. Identify numbers in pictures and dot cards Play number card games Identify numbers in adverts/flyers, old birthday cards etc Identify numbers in magazines

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER SENSE (RELATIONSHIPS)				
1.4 Describe, compare and order numbers (Identify and describe whole numbers) Compares which of two given collections of objects are: a) Big and small b) Bigger and smaller c) Smallest and biggest Compares which of two given collections of objects are: a) more than b) less than c) Is equal to (the same)	Number range: 1 Identify and describes whole numbers up to 1.	Number range: 1 to 5 <ul style="list-style-type: none"> • Identify and describes whole numbers 2, 3 and 4 • Reinforce numbers 1 to 4 	Number range: 1 to 7 <ul style="list-style-type: none"> • Identify and describes whole numbers 5, 6 and 7 • Reinforce numbers 1 to 7 	Number range: 0 to 10 <ul style="list-style-type: none"> • Identify and describes whole numbers 8, 9, 10 and 0 • Reinforce numbers 0 to 10
	Compares which of two given collections of objects are: <ul style="list-style-type: none"> • Big and small • Bigger and smaller • Biggest and smallest (Introduce the concept) • Orders more than two given collections of objects from smallest to biggest and biggest to smallest 			
	<ul style="list-style-type: none"> • Many and fewer e.g. incidental clapping 	<ul style="list-style-type: none"> • More than, less than, equal to • Many and fewer e.g. incidental clapping 	<ul style="list-style-type: none"> • More than, less than, equal to • Many and fewer e.g. incidental clapping. Ask question which was most/least. 	<ul style="list-style-type: none"> • More than, less than, equal to • Many and fewer e.g. incidental clapping. Ask question which was most/least.

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
Ordinal numbers	<p>Incidentally develop an awareness of ordinal numbers e.g. first, second, third...last, next.</p> <ul style="list-style-type: none"> Introduce during: Refreshment/ Snack Routine and Toilet Routine- 1st, 2nd, last, next 	<p>Incidentally develop an awareness of ordinal numbers e.g. first, second, third, fourth...last, next.</p> <ul style="list-style-type: none"> Reinforce ordinal numbers incidentally through the daily toilet routine Apply during Life Skills Physical development activities as well. Also during creative art activities (where appropriate) 	<p>Incidentally develop an awareness of ordinal numbers e.g. first, second, third, fourth, fifth, last, next.</p> <ul style="list-style-type: none"> Reinforce ordinal numbers incidentally through the daily toilet routine Apply during Life Skills Physical development activities as well. 	<p>Incidentally develop an awareness of ordinal numbers e.g. first, second, third, fourth, fifth, sixth, last, next.</p> <ul style="list-style-type: none"> Introduce ordinal numbers - first, second, third, up to sixth Reinforce ordinal numbers incidentally through the daily toilet routine Apply during Life Skills Physical development activities as well.
SOLVE PROBLEMS IN CONTEXT USING THE FOLLOWING TECHNIQUES:				
<p>1.6</p> <p>Problem solving techniques</p> <p>(Uses the following techniques and strategies)</p>	<p>Uses the following techniques</p> <ul style="list-style-type: none"> concrete apparatus e.g. counters 	<p>Uses the following techniques</p> <ul style="list-style-type: none"> concrete apparatus e.g. counters 	<p>Uses the following techniques</p> <ul style="list-style-type: none"> concrete apparatus e.g. counters physical number ladder 	<p>Uses the following techniques</p> <ul style="list-style-type: none"> concrete apparatus e.g. counters physical number ladder

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<p>1.7 Addition and subtraction (Orally solve word problems [story sums] and explains own solution to problems involving: a) Addition and subtraction with answers up to 10)</p> <p>1.9 Grouping and sharing leading to division (equal sharing and grouping with whole numbers up to 10 with answers that include emainers).</p>		<ul style="list-style-type: none"> • Use counters and orally solve problems that involve the numbers 2, 3 and 4. • Reinforce the solving of problems that involve numbers 1 to 4 	<ul style="list-style-type: none"> • Use counters and orally solve problems that involve the numbers 5, 6 and 7. • Reinforce the solving of problems that involve numbers 1 to 7 	<ul style="list-style-type: none"> • Use counters and orally solve problems that involve the numbers 8, 9, 10 and 0. • Reinforce the solving of problems that involve numbers 1 to 10

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
1.11 Money		Money <ul style="list-style-type: none"> Develop an awareness of South African coins. 20c, 50c, R1, R2, R5 Identify colour and which animal appears on each coin Identify similarities and differences between coins e.g. Sort play money according colour and size. Provide play money in the home corner 	Money <ul style="list-style-type: none"> Develop an awareness of South African bank notes. R10, R20, R50, R100, R200, Identify similarities and differences between notes e.g. Sort play money according colour and size. Provide play money in the house corner 	Money <ul style="list-style-type: none"> Provide play money in the house corner
CALCULATE USING:				
1.13 Addition and subtraction (Solves orally stated addition and subtraction problems with solutions up to 10)		Orally solves addition and subtraction problems with answers up to 4.	Orally solves addition and subtraction problems with answers up to 7.	Orally solves addition and subtraction problems with answers up to 10.

• **Problem Types for Grade R**

The problems posed to Grade R learners should initially involve only objects that are present in the classroom, e.g. counters, children, shoes, but not, for example, sweets, rabbits, flowers, etc. Not all young children can pretend that counters or fingers are rabbits — they need the objects themselves. Only in the second half of the year may the teacher use pictures. The concrete objects should still be retained – the pictures are an addition NOT a replacement for the concrete objects. Twigs could be used if the teacher lacks resources

The following problems illustrate the problems types, and should be adjusted by the teacher to suit the level of her learners' understanding.

Grouping

Here are 8 cookies. (Teacher packs out 8 counters, or shows a picture of 8 cookies.) Teddy gets 2 cookies every day. For how many days can he get cookies?

Sharing

There are 6 cookies. (Teacher packs out 6 counters, or shows a picture of 6 cookies.) The 3 teddies must share the cookies so that they all get the same number of cookies. How many cookies can each teddy get?

Addition, subtraction, repeated addition

How many eyes do 2 children have?

How many ears do 4 children have?

How many fingers on one hand?

How many fingers on 2 hands?

Linda has 6 counters. She gives 2 counters to Ben. How many counters does she have now?

Teachers should mix the problem types from day to day. They should also gradually increase the sizes of the numbers they use in the problems, and not simply assume that their learners cannot cope with bigger numbers.

GRADE R OVERVIEW
2. PATTERNS, FUNCTIONS AND ALGEBRA

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
<p style="text-align: center;">2.1 Geometric patterns (Copy and extend simple repeating patterns using physical objects and drawings) (Creates own repeating patterns)</p>	<ul style="list-style-type: none"> • Identify patterns in clothes, objects, and environment • Copy and complete patterns. • Copy patterns using body percussion • Copy, complete and create own pattern 	<ul style="list-style-type: none"> • Copy , extend and create own patterns • Copy a given pattern using coins 	<ul style="list-style-type: none"> • Copy, extend and create own pattern with pictures 	<ul style="list-style-type: none"> • Copy , extend and create own auditory patterns • Copy a noise pattern • Play a game “hop scotch” pattern

GRADE R OVERVIEW				
3. SPACE AND SHAPE (GEOMETRY)				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>3.1</p> <p>Position, orientation and views</p> <p>Describes one 3-D object in relation to another (e.g. 'in front and behind)</p>	<p>Spatial Relationships</p> <p>The position of two or more objects in relation to the learner</p> <ul style="list-style-type: none"> • In front of and behind • On, on top, under and below • In and out • Up and down • next to and between <p>Outdoor play is important. The jungle gym can be used to reinforce, for example:</p> <ul style="list-style-type: none"> • Maths concepts • Creative art • Physical development 	<p>Spatial Relationships</p> <p>The position of two or more objects in relation to the learner</p> <ul style="list-style-type: none"> • On and under 	<p>The position of two or more objects in relation to each other and to one another</p> <ul style="list-style-type: none"> • In front of and behind • On, on top, under, bottom and below • Next to • Middle • Left and right • Pegboard work <p>Describe objects from different perspectives, e.g. a doll, house from the front, the back, the sided depending on where you stand</p>	<p>Spatial Relationships</p> <p>The position of two or more objects in relation to the learner</p> <ul style="list-style-type: none"> • In front of and behind • On top, under or below • Top and bottom • Next to, between and middle • Left and right <p>The position of two or more objects in relation to one another</p> <ul style="list-style-type: none"> • Pegboard work • In front of and behind • On top, under or below • Top and bottom • Next to, between and middle • Left and right
<p>Follows directions (alone and/or as a member of a group or team) to move/place self within a specific space (directionality)</p>	<ul style="list-style-type: none"> • Directionality - forwards/ backwards • Games such as tracking the train • Obstacle course-following a direction • Physical education and music activities 		<ul style="list-style-type: none"> • Forward/ backwards • Arrow Chart 	<ul style="list-style-type: none"> • Forwards and backwards • Up and down, • Upwards and downwards • Left and right • Where does the sound come from?

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>3.2</p> <p>3-D objects</p> <p>(Recognise, identifies and names three dimensional objects in the classroom:</p> <p>a) balls</p> <p>b) boxes</p>	<ul style="list-style-type: none"> • balls: Introduce and explore balls • boxes : Introduce and explore boxes 			
<p>3.2</p> <p>3-D objects</p> <p>Describes, sorts and compares 3-D objects and 2-D shapes according to:</p> <p>a) Size (big/small)</p> <p>b) Colour (red, blue, yellow, green,)</p> <p>c) Shape (circle, triangle, square rectangle)</p> <p>d) objects that roll</p> <p>e) objects that slide</p>	<ul style="list-style-type: none"> • Introduce Tidy-up Chart (sorting toys) • Size: Sort 3-D objects according to size • Colour: Sort 3-D objects and 2-D shapes according to Primary colours • Shape: Sort 3-D objects and 2-D shapes according to shapes • Objects that roll <ul style="list-style-type: none"> - Identify and explore objects that roll - Reinforce objects that roll • Objects that slide <ul style="list-style-type: none"> - Identify and explore objects that slide - Recognise and explore objects that can slide and roll 	<ul style="list-style-type: none"> • Sort according to similarities and differences • Size: Sort 3-D objects according to size • Colour: Identify and sort counters according to the colours red, blue, yellow, and green • Shape: Sort 3-D objects and 2-D shapes according to shapes 	<ul style="list-style-type: none"> • Size: Sort 3-D objects according to size • Colour: Sort 3-D objects and 2-D shapes according to colours • Shape: Sort 3-D objects and 2-D shapes according to shapes 	<ul style="list-style-type: none"> • Size: Sort 3-D objects according to size • Colour: Sort 3-D objects and 2-D shapes according to colours • Shape: Sort 3-D objects and 2-D shapes according to shapes

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Builds 3-D objects using concrete materials (e.g. building blocks)	<p>Ongoing</p> <ul style="list-style-type: none"> • Provide building blocks and construction materials during free play inside on a daily basis • Explore with Building blocks 	<p>Ongoing</p> <ul style="list-style-type: none"> • Provide building blocks and construction materials during free play inside on a daily basis • Explore with Building blocks 	<p>Ongoing.</p> <ul style="list-style-type: none"> • Provide building blocks and construction materials during free play inside on a daily basis • Let learners build own construction by copying from a given construction example • Copy the same construction from a design or picture card • Reinforce copying the same construction from a design or picture card 	<p>Ongoing</p> <ul style="list-style-type: none"> • Provide building blocks and construction materials during free play inside on a daily basis • Ongoing during free play inside
<p>3.3 2-D shapes</p> <p>Recognise, identifies and names two-dimensional shapes in the classroom and in pictures, including:</p> <p>a) Learners Symbols b) Class name</p> <p>How to build puzzles</p> <p>Minimum:</p> <p>a) (Term 1: 6 pieces) b) (Term 2: 12 pieces) c) (Term 3: 18 pieces) d) (Term 4: 24 pieces)</p>	<ul style="list-style-type: none"> • Allow each learner to choose own symbol card the first day • Display only the learner’s symbol/photo the first 3 months of the year • Introducing the class name e.g. by using a picture – the “Teddy Bear” class. • Label on classroom door with teachers name • Label indicating Grade R class <p>Puzzles</p> <ul style="list-style-type: none"> • Introduce puzzles and give guidance on how to build them. • Discuss the puzzle picture with special attention to detail such as colour, people/animals, objects, position of people/animals and objects • Learners should be able to at least complete a 6-piece puzzle at the end of term 1. 	<p>Display the learner’s symbol/photo and learner’s name the next 3 months.</p> <p>Ongoing</p> <p>Puzzles (Ongoing)</p> <ul style="list-style-type: none"> • Provide a variety of puzzles during free play inside on a daily basis • Learners should be able to at least complete a 12-piece puzzle at the end of term 2. • Make and complete own 4- piece puzzle 	<p>Display only the learner’s name on a label the last 6 months of the year</p> <p>Ongoing</p> <p>Puzzles (Ongoing)</p> <ul style="list-style-type: none"> • Provide a variety of puzzles during free play inside on a daily basis • Learners should be able to at least complete a 18 piece puzzle at the end of term 3. • Make and complete own 5-piece puzzle 	<p>Display the learner’s name on a label the last 6 months of the year.</p> <p>Ongoing</p> <p>Puzzles (Ongoing)</p> <ul style="list-style-type: none"> • Provide a variety of puzzles during free play inside on a daily basis • Learners should be able to at least complete a 24-piece puzzle at the end of term 4.

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>3.3</p> <p>2-D shapes</p> <p>Figure-ground Perception</p> <p>Geometric shapes</p> <p>a) circle</p> <p>b) triangle</p> <p>c) square</p> <p>d) rectangle</p> <p>e) Conservation of shapes (Form constancy)</p>	<ul style="list-style-type: none"> Introduce figure- ground perception (Identify objects- "I spy with my little eye") Introduce a circle Introduce a triangle Introduce a square 	<ul style="list-style-type: none"> Reinforce figure- ground perception through sorting activities, matching and grouping activities and tidy up routine. Reinforce the triangle Shape Conservation (form constancy of triangle) 	<ul style="list-style-type: none"> Reinforce figure- ground perception through sorting activities, matching and grouping activities and tidy up routine. Reinforce the square Shape Conservation (form constancy of shapes learnt up to date) 	<ul style="list-style-type: none"> Reinforce figure- ground perception through sorting activities, matching and grouping activities and tidy up routine. Reinforce circle, triangle, square and rectangle Shape Conservation (Form constancy of shapes learnt up to date)
<p>3.4</p> <p>Symmetry</p> <p>(Recognises line of symmetry in self, and own environment)</p>	<ul style="list-style-type: none"> Identify body parts (Under counting) Head, eyes, nose, mouth, chin, neck, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes One's body has two sides Reinforce the awareness that one's body has two sides e.g. "the one side" and "the other side" leading to "left and right" Crossing the midline incorporated with counting. <p>Above to be done during physical development</p> <ul style="list-style-type: none"> Using Rhymes and Songs during Creative Art 	<ul style="list-style-type: none"> Crossing the midline - performing actions Apply crossing of the midline during Life Skills (Physical Development) Rhymes and Songs Creative Art activities 	<ul style="list-style-type: none"> Crossing the midline – chalkboard activities Apply crossing of the midline during Life Skills (Physical Development) 	<ul style="list-style-type: none"> Develop the awareness that there is symmetry in objects Apply crossing of the midline during Life Skills (Physical Development)

GRADE R OVERVIEW

4. MEASUREMENT

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>4.1 Time:</p> <p>Describes the time of day in terms of day or night.</p> <p>Sequence recurring events in own daily life.</p> <p>a) Daily Programme</p> <p>b) Weather Chart</p>	<ul style="list-style-type: none"> • Introduce both the concepts “day and night” and “light /dark” • Morning, afternoon, tonight - (incidental learning during daily programme and weather chart) <ul style="list-style-type: none"> • Introduce the Daily programme <ul style="list-style-type: none"> - Learners experience the sequencing of events during a day. - Pictures are displayed from left to right developing reading direction - The leader of the day moves a movable arrow as the activities on the daily programme progress. • Introduce the Weather Chart (daily) <ul style="list-style-type: none"> - The teacher guides learners to determine the name of the day, date and month with song and rhyme, flash cards and displays labels and symbols on a calendar representing a week. - Develop an awareness of the time concept. - Indicate birthdays, outing, special days, holidays during the week - Sequencing months of the year through a song 	<ul style="list-style-type: none"> • Daily Programme (ongoing) <ul style="list-style-type: none"> - Reinforce the sequencing of recurring events in one day through the Daily programme • Weather chart (daily) <ul style="list-style-type: none"> - The teacher guides learners to determine the name of the day, date and month with flash cards and displays labels and symbols on a weekly calendar. 	<ul style="list-style-type: none"> • Daily Programme (ongoing) <ul style="list-style-type: none"> - Reinforce the sequencing of recurring events in one day through the Daily programme • Weather chart (daily) <ul style="list-style-type: none"> - The learners determine the name of the day, date and month with flash cards and displays labels and symbols on a weekly calendar. 	<ul style="list-style-type: none"> • Daily Programme (ongoing) <ul style="list-style-type: none"> - Reinforce the sequencing of recurring events in one day through the Daily programme • Weather chart (daily) <ul style="list-style-type: none"> - The learners determine the name of the day, date and month with flash cards and displays labels and symbols on a weekly calendar.

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>4.1 Time:</p> <p>Sequence recurring events in own daily life.</p> <p>c) Days of the week</p> <p>d) Seasons Chart</p> <p>Introduce Birthday Chart</p>	<ul style="list-style-type: none"> • Days of the Week <ul style="list-style-type: none"> - Teacher teaches learners a song or a rhyme about the days of the week. Repeat every day as weather chart is discussed. - Sequencing days of the week using a song • Seasons chart <ul style="list-style-type: none"> - Introduce the chart showing the four seasons indicating: <ul style="list-style-type: none"> o Summer o Autumn o Winter o Spring • Introduce the Birthday Chart • Learners should know their age • Develop an awareness of reading direction • Learners should know their own birth date (day and month) 	<ul style="list-style-type: none"> • Days of the Week (Ongoing) <ul style="list-style-type: none"> - Teacher teaches learners a song or a rhyme about the days of the week. Repeat every day as weather chart is discussed. • Seasons chart <ul style="list-style-type: none"> - The arrow indicating the present season is moved as the seasons change - The first day after the school holiday the teacher should ask learners what they did during holidays - Develop an awareness of what the learner does from the time he/she wakes up until going to school. - Develop an awareness of what happens between supertime and bedtime. • Continuous whenever a learner has a birthday • Ongoing 	<ul style="list-style-type: none"> • Days of the Week (Ongoing) • Seasons chart <ul style="list-style-type: none"> - The arrow indicating the present season is moved as the seasons change - The first day after the school holiday the teacher should ask learners what they did during holidays • Continuous whenever a learner has a birthday • Ongoing 	<ul style="list-style-type: none"> • Days of the Week (Ongoing) • Seasons chart <ul style="list-style-type: none"> - The arrow indicating the present season is moved as the seasons change - The first day after the school holiday the teacher should ask learners what they did during holidays • Continuous whenever a learner has a birthday • Ongoing

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>4.2 Length</p> <p>Concretely compare and order objects using appropriate vocabulary to describe length</p> <ul style="list-style-type: none"> • Introduce Height Chart <ul style="list-style-type: none"> - Measure with hands (Visual and incidental) - Measure with Footprints (Visual and incidental) - Measure with tape measure (Visual and incidental) - long, short, - longer, shorter, - tall, taller/ tallest (visual) - estimate 	<p>Length</p> <ul style="list-style-type: none"> • Long and short, tall, taller and tallest (visual) • Introduce the concept of length • Height chart with hands/feet 	<p>Length</p> <ul style="list-style-type: none"> • Longest and shortest, longer and shorter (explore length) • Reinforce the concept of length • Learners discover whether they have grown since the last term <p><i>(Learners can compare their heights against something in the class, e.g., cupboard)</i></p>	<p>Length</p> <ul style="list-style-type: none"> • Estimate the length of different objects • Estimate and measure the length of different objects using feet, hands, a piece of string, a stick etc. 	<p>Length</p> <ul style="list-style-type: none"> • Measure the height of the learners with a tape measure <i>(Replace hands with tape measure)</i>

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>4.3</p> <p>Mass</p> <p>Works concretely comparing and ordering objects using appropriate vocabulary to describe the following:</p> <p>a) Light, heavy</p> <p>b) Lighter, heavier</p> <p>c) Continuous during water and sand play</p>			<p>Mass</p> <ul style="list-style-type: none"> • Introduce the concept of mass by comparing the masses of different objects e.g. <ul style="list-style-type: none"> - light/heavy - lighter/heavier • Reinforce mass (Lightest/heaviest) 	
<p>4.4</p> <p>Capacity/Volume</p> <p>Works concretely comparing and ordering objects using appropriate vocabulary to describe the following:</p> <p>a) empty, full,</p> <p>b) a lot, a little</p> <p>c) less than, more than,</p> <p>d) Continuous during water and sand play</p>			<p>Capacity/Volume</p> <ul style="list-style-type: none"> • Introduce the measuring concept of capacity by comparing how much various containers hold e.g. <ul style="list-style-type: none"> - “empty/full” - “more than/less than” - a lot, a little • Continuous during water and sand play 	

GRADE R OVERVIEW				
5. DATA HANDLING				
TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>5.1</p> <p>Collect and sort objects</p> <p>Collects physical objects of a similar kind (alone and/or as a member of a group or a team) e.g. ten leaves, ten shapes</p> <p>Sort physical objects according to one attribute. e.g. size of leaves</p>	<ul style="list-style-type: none"> Introduce the concept of data handling by collecting data of how many boys and how many girls are in the class 	<ul style="list-style-type: none"> Collect objects (twigs of different sizes) 	<ul style="list-style-type: none"> Pose a question: "Are names with six letters most popular?" Collect data to answer this question using the learners name cards. 	<ul style="list-style-type: none"> Use the Birthday Chart to determine whose birthdays are in which month. Collect data from the learners to determine the colour of the play dough for the following week e.g. blue, yellow, green <p>Collect data (Which mode of transport do learners use to come to school?)</p> <ul style="list-style-type: none"> Sort the data according to the relevant birthday month of each learner. Each child selects one block representing the colour of his/her choice of play dough for the week Sort the collected data (walk, with parent's car, taxi or bus)
	<ul style="list-style-type: none"> Sort the data by letting learners stand in a boys and girls row. 	<ul style="list-style-type: none"> Sort the collected objects (twigs of different sizes) 	<ul style="list-style-type: none"> Sort the name cards according to the number of letters in each name. 	<ul style="list-style-type: none"> Sort the data according to the relevant birthday month of each learner. Each child selects one block representing the colour of his/her choice of play dough for the week Sort the collected data (walk, with parent's car, taxi or bus)
<p>5.2</p> <p>Represent sorted collections of objects</p> <p>(Draw graphs to display data. Draws a picture as a record of collected objects)</p>	<ul style="list-style-type: none"> Make a graph representation the data using blocks or shapes 	<ul style="list-style-type: none"> Draw a graph of collected objects (twigs of different sizes) 	<ul style="list-style-type: none"> Draw a graph by pasting each name card below the relevant columns 	<ul style="list-style-type: none"> Draw a graph representing the learners birth days in each month. Make use of real objects to make a graph such as blocks, stacking cubes, Lego or Duplo blocks representing the colours of dough you plan to make e.g. blue, yellow, and green.
				<ul style="list-style-type: none"> Draw a pictograph representing the learners walking, coming by taxi, with a parent's car and arriving by bus.

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
<p>5.3 Discuss and report on sorted collections of objects</p> <p>Read and interpret graphs.</p> <p>Answer questions based on own picture or own sorted objects. (e.g. "How many big leaves did you draw? Which are the most, the big leaves or the small leaves?")</p>	<ul style="list-style-type: none"> Read and interpret data by using play dough to make a representation of the number of boys and girls in the class. 	<ul style="list-style-type: none"> Read and interpret graphs using questions 	<ul style="list-style-type: none"> Read and interpret data by counting the number cards in each column and coming to a conclusion. 	<ul style="list-style-type: none"> Read and interpret graphs using questions to determine which month has the most birthdays According to the choice of the learners the colour of the play dough for the week will for example be yellow Read and interpret graphs (How many walk, come by taxi, bus, etc.)