

IHlelo lokuThuthukisa
iimBalo zeGreyidi R

Grade R Mathematics
Improvement Programme

UmHlahlandlela wemiSebenzi: Ithemu 1 Activity Guide: Term 1



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

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

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

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

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

Ukwenziwa nokukhiqizwa kweensetjenziswa zebandulo nezetlasi zePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R kukghonakele ngomusa wokusekelwa ngemali yephrojekthi ebuya ku-**United States Agency for International Development** kunye ne-**Zenex Foundation**.

IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R ilawulwa yi-**JET Education Services** ne-**Schools Development Unit** ye-**UCT** kunye ne-**Wordworks** njengababambisani kezobuqharhaqharha.

ISchools Development Unit (SDU) ye-**University of Cape Town (UCT)** imbambisani kezobuqharhaqharha beembalo kuPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R. I-SDU iyiyunithi ngaphakathi kwe-School of Education ye-UCT eqalene nokuthuthukiswa kobukghwari babotitjhere beemBalo, iSayensi, ilwazi lokuTlola nokuFunda/iLimi namaKghono wePilo ukusukela kwaGreyidi R ukuya kwaGreyidi 12. I-SDU inikela abotitjhere iziqu zokufundisa neemfundo ze-UCT ezifitjhani eziphasisiweko, umsebenzi onzinze esikolweni, ukwenziwa kwemethiriyeli nerhubhululo ukusekela ukufundisa nokufunda kibo boke ubujamo beSewula Afrika.

Umhlobo lo wemethiriyeli yeembalo uzuze ekuhlanganyeleni ngokubambisana nabasebenzisani be-Wordworks begodu uthuthukiswe ngokulungiswa nemethiriyeli yeHlelo lokuThuthukiswa kweLimi. Kwenziwe ngcono misebenzi yeenkhulu zePhikwana labaNgophisi bokuthuthukiswa kweFundo yabaNtwana nePhikwana labaNgophisi beKharikhyulamu yezeFundo esiSekelo (Ezingeni lesiYingi nesiFunda) womNyango wezeFundo weGauteng abanikele ngokubonakalako kokumumethwe yimethiriyeli begodu bazibandakanye ngokwakhako ukuqinisekisa ukukhambisana nemithethokambiso, imikghwa namagugu weemfunda.

AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

- ★ Iinkhulu zePhiko labaNgophisi leKharikhyulamu, iPhiko labaNgophisi laboTitjhere bezeFundo nePhiko labaNgophisi leFundo eKhethekileko yomNyango wezeFundo weGauteng, ekutjhugululweni kwemethiriyeli yethu.
- ★ Abasebenzisani be-Wordworks, ababambisani kezobuqharhaqharha belimi mayelana nePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R, ngokusebenzisana ekutlanyweni kwemethiriyeli.
- ★ Abasebenzi nabotitjhere be-Western Cape Education Department (WCED) ngokufaka kwabo isandla epumelelweni 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 nabasebenzi be-WCED.

IHlelo lokuThuthukisa iimBalo zeGreyidi R lisuselwe ku-*R-Maths*, eyakhutjhwakokuthoma 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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Ilayisensi lena ivumela abasebenzisi bagodu bona babelane, bahlanganise godu, bajayeze, bese bayakha ngaphezu kwezinto ezivela nanyana kungiyiphi indlela yokuveza imibono nofana indlela incwadi ijame ngakhona nofana ubukhulu bayo ngesibanga sokungazuzi litho, ikani kukobana ukuhlakanipha bunikelwe umtlami okunguye umenzi. Lokha nawuhlanganisa, ujayeza nofana wakha phezu kwezinto, kufuze ulayisense izinto lezo ozitjhugulule ngeyakho indlela ngaphasi kwemigomo yokufana poro.

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Introduction

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

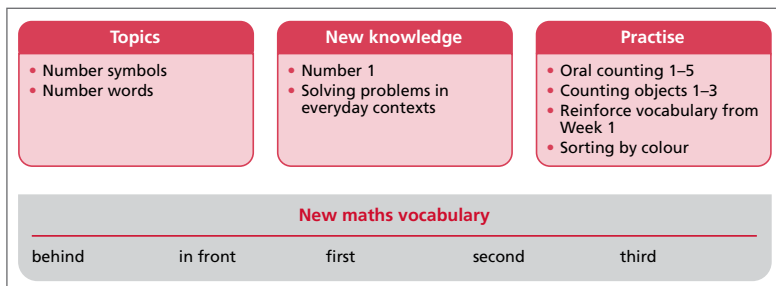
The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

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

Features of Activity Guide: Term 1

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

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



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

Grade R Maths in the daily programme

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

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

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

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

Isingeniso

Ihlelo lokuThuthukisa iimBalo zeGreyidi R (i-Grade R Maths) lisekelwe phezu kwelwazi elihle leembali, ukuzwisisa iragelo phambili lekharikhyulamu yeGreyidi R, nokulemuka bonyana ezinye iindlela zokufundisa zikhambisana ngcono nokukhutjhlulwa kokufunda nemiphumela ethileko.

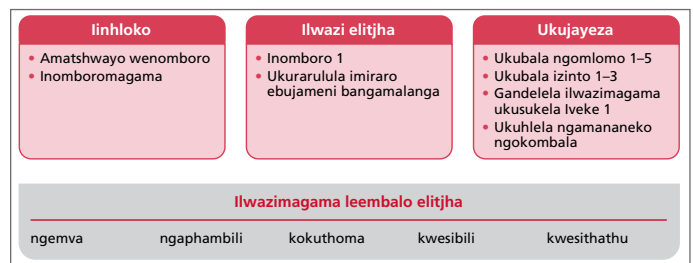
UmHlahlandlela wemiSebenzi ye-Grade R Maths: Ithemu 1 inikela isakhiwo sokufundisa iimBalo kuthemu yokuthoma ye-Greyidi R ngoku:

- landelanisa okumumethweko kwesiGaba sokuMumethweko seemBalo ngasinye eemvekeni ezilitjhumi
- nikela iragelophambili nebelo lokusebenza phakathi kweenGaba zokuMumethweko ezihlanu
- ngophana nesiGaba sokuMumethweko esisodwa esiqakathekileko ngeveke (Nanyana kunjalo, iinhloko ezivela kezinye iinGaba zokuMumethweko zingathulwa bebenziwe phakathi kweveke leyo. Ukufunda nokufundisa okukhambelana neenomboro kwenzeka ngamalanga begodu kuhlanguaniswe nazo zoke iinGaba zokuMumethweko.)
- veza imibono ngemisebenzi yetlasi yoke, ehlahlwa ngutitjhere nomsebenzi wesiqhema ozijameleko.

Amatshwayo womHlahlandlela wemiSebenzi: Ithemu 1

Amatshwayo alandelako akha ingcinye yomHlahlandlela wemiSebenzi: Ithemu 1:

- Ihlathululo yokumumethweko ikhombisa ilwazi elitjha lomnqopho wokuzijayeza ngeveke.
- Ithemu, iveke nomNqopho wesiGaba sokuMumethweko kuthulwe ngokucacileko ekuthomeni kweveke ngayinye.
- Amabhoksi atololwe iinhloko, Ilwazi elitjha noUkujayeza akhombisa lokho okuzakwenziwa evekeni.
- Ilwazimagama elitjha leembali elizakufundiswa lirheliswe ngeveke.
- Irhelo lalokho ofanele ukulungise iveke ngayinye linikelwe.
- Amabhoksi weenyeliso anikela imibono neenkumbuzi.
- Amabhoksi wokuhlanguanisa anikela umbono wokobana iimbalo zingagandelelwa bunjani kezinye iimfundo nemisebenzini yangamalanga ngesikhathi sehlelo leGreyidi R langamalanga.
- Amabhoksi ahlahla ukubona nokuhlola okuragela phambili.
- Ikhasi lokuhlola okuragela phambili linzinze emisebenzini yethemu.
- Iinsetjenziswa nemifuziselo kufakwe ngemva komhlahlandlela.



I-Grade R Maths ehlelweni langamalanga

Ikambiso iqakathekile begodu abantwana bayakuthabela ukubuyelela begodu bazizwa baphephile lokha nabazi bonyana kufanele benzeni nokobana khuyini okulindelwe kibo.

Ukuplana nakho kuqakathekile ukuqinisekisa bonyana ikambiso ikhamba butjhelela. Funda okumumethweko kweveke bese ulungisa yoke imatheriyali ozayidinga yelanga ngalinye isikhathi sisesekhona. Khupha imatheriyali yelanga ngaphambi kwesikhathi kube yoke into sele ilungile ekuseni.

I-Grade R Maths inesiphakamiso semisebenzi elandelanako ebuyelelwa ngamalanga evekeni yamalanga amahlanu. Ukuhleleka kwetlasi nemisebenzi engasetjenziselwa ukufundisa nokugandelela imiqondo yeembali iyaphakanyiswa ngeveke. Lokhu kufaka hlangana:

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

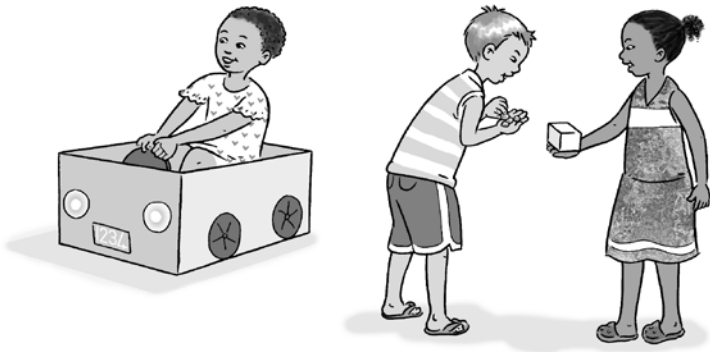
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

- Umlolozelo nofana ingoma
- Ukubala ngomlomo
- Ukubala izinto eziphathekako
- Imisebenzi nemibuzo ehlanganiswe neenhloko zesiGaba sokuMumethweko

Ekupheleni komsebenzi wetlasi yoke, khombisa abafundi lokho ekufanele bakwenze eentetjhini zabo zokusebenzela. Yoke imatheriyali abayidingako ibekwe kuhle kobana bathome benze imisebenzi.



Ukutjintjana: ukusuka komunye umsebenzi udlulele komunye

Ukutjhida phakathi komada nesitetjhi sokusebenzela sikhathi esihle sokuzijayeza ukubala ngegido nangethabo, indlela zokutjhida ngobukghwari, isibonelo, kancani njengekghuru, weqe njengomqasa, buthule njengekhondlo, ngamunye ngamunye namakarada wegama/wetshwayo lesithombe sakhe.

Imisebenzi yesiqhema esincani

- Kunomsebenzi munye ohlahlwa ngutitjhere ngelanga.
- Kunemisebenzi emine yeenqhema ezincani ngelanga. Imisebenzi emine ezijameleko le (nofana imisebenzi yangeqadi) kufanele ihlelwe **eentetjhini zokusebenzela** ezine ngetlasini mazombe – kungaba seentafuleni lapha abafundi bahlezi nofana bajame khona, emadeni, nofana ngaphandle. Abafundi badlhegana ngesitetjhi **sokusebenzela** ngasinye iveke yoke, ngokuya ngendlela utitjhere ahlele ngayo imisebenzi. Khumbuza abafundi kobana badlhegane, babelane imatheriyali bebasizane lokha nabasebenzako.

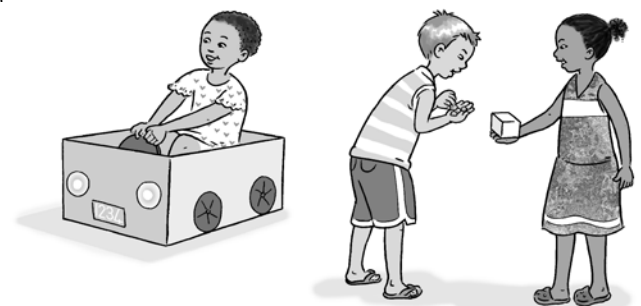
Isikhathi sokubutha

Abafundi kufanele bazi bonyana imatheriyali ihlala kuphi. Itjhelfu nofana itafula ibekelwe iinsetjenziswa ingasiza abafundi bahleleke. Khuthaza abafundi basizane ngesikhathi sokubutha. Ekuthomeni abafundi bazokudinga ukusizwa begodu kuzakufuneka ubakhumbuze bonyana bazibeke kuphi izinto, kodwana bazakujayela ikambiso yokubeka izinto lapha kufanele khona msinyana. Khetha abadosiphambili beenqhema nabasizi bokubutha iveke ngayinye. Banikele imisebenzi neembopho ezinqophileko.

Imisebenzi yokuzikhethela ngokutjhaphulukileko

Hlela imisebenzi yobuhlakani, nekarisako bonyana abafundi bazokwazi ukukhetha kiyo lokha nasele baqeda ukwenza imisebenzi yabo yesitetjhini sokusebenzela. Lokhu kungafaka hlangana:

- amabhlogo nofana ezinye iindlalisi zokwakha
- amaphazili
- ihlama yokudlalisa
- iincwadi ekhoneni lokufundela
- umdlalo weenthombengqondo, isibonelo, ukuthenga
- incwadi yokusebenzela nofana amakhasi wetjhidi lokusebenzela.



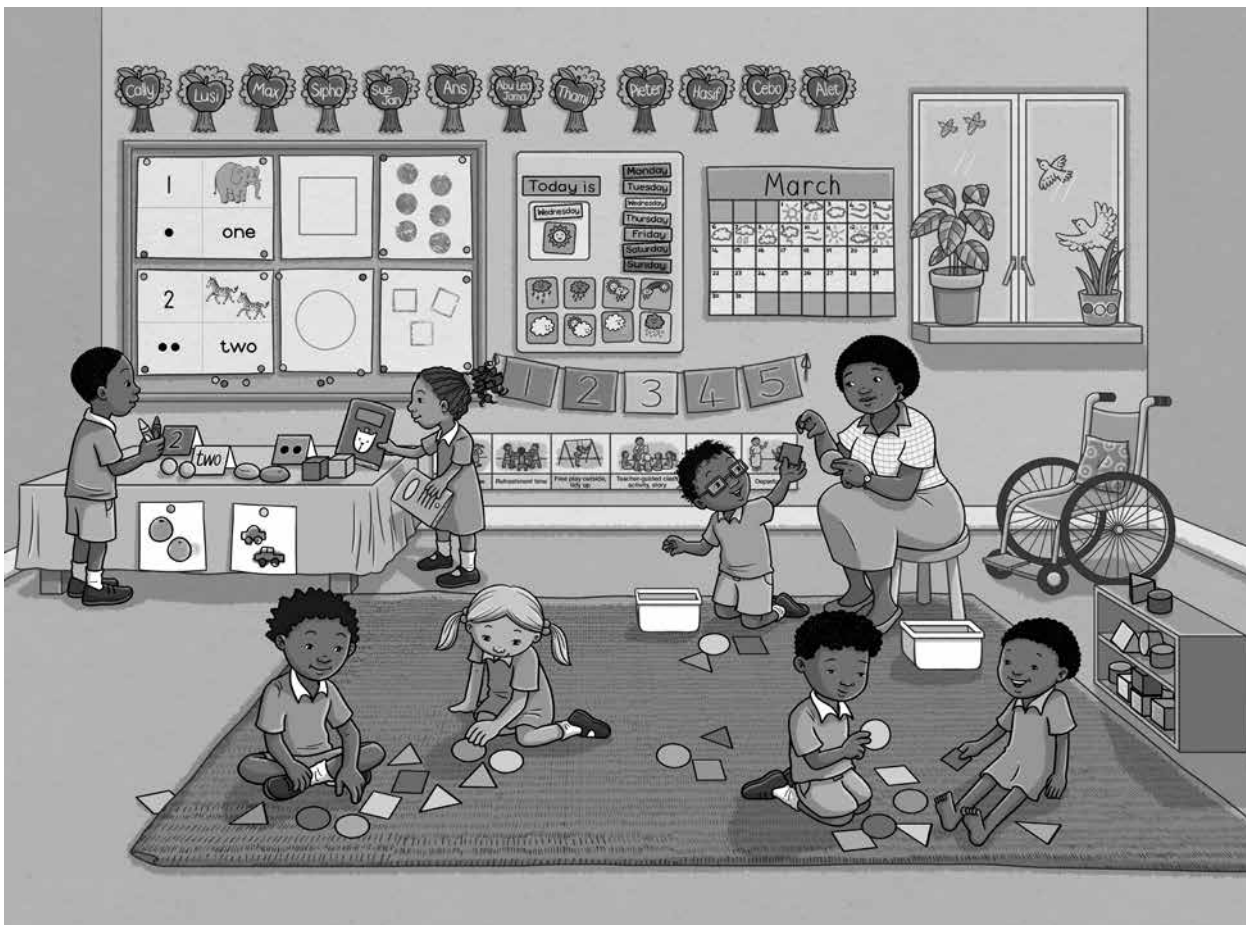
Assessment

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

Grade R Maths in the classroom

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

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



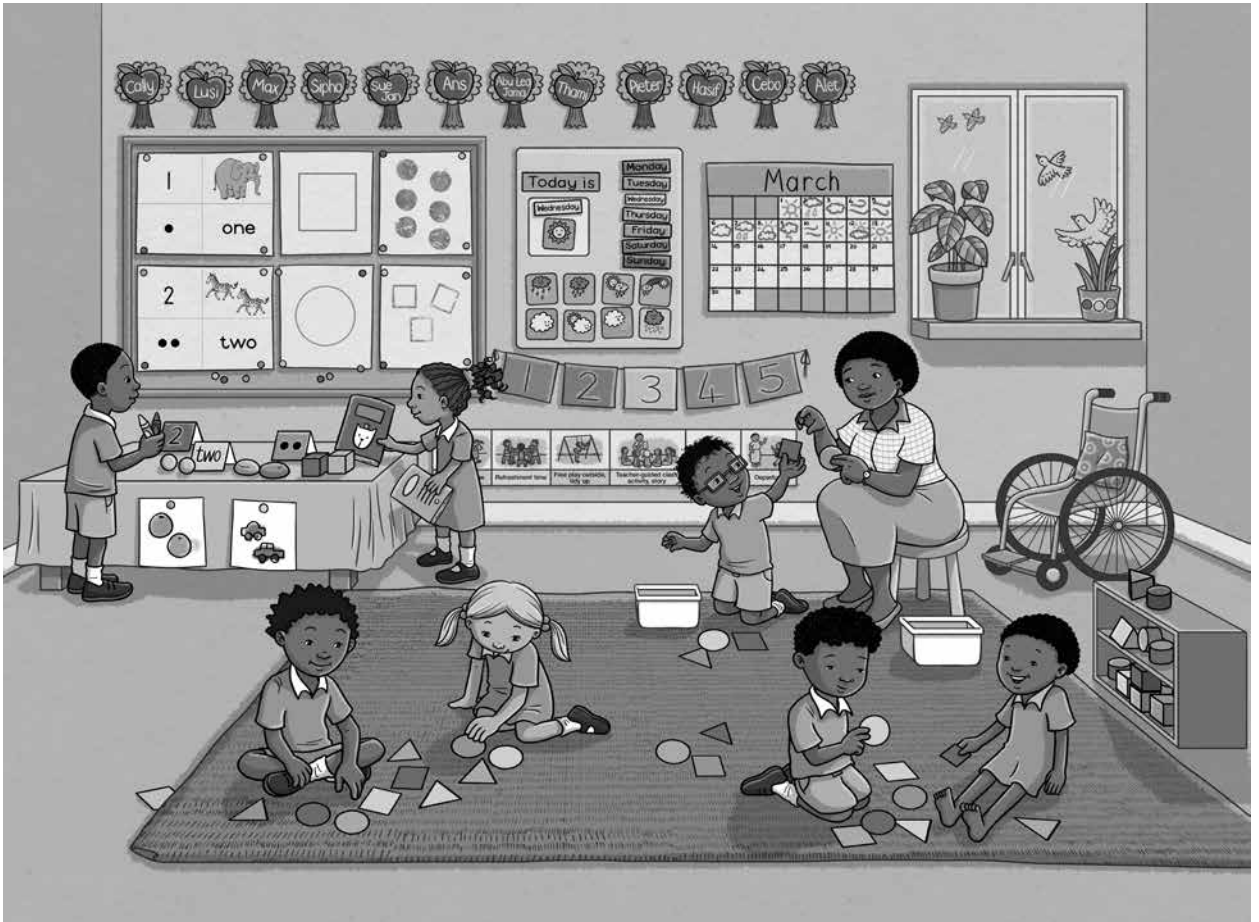
Ukuhlola

Okutjhejiweko nokuhlola okuragela phambili ngesikhathi semisebenzi ehlahlwa ngutitjhere neyetsi yoke kunikela amathuba welwazi nehlathululo ehle yeragelophambili yomfundi ngamunye. Ilwazi leli liqakathekile ukuhlahla ukufundisa okuragela phambili nokungenelela emntwaneni ngamunye. Irhelo lokuhlola ukuhlola okuragela phambili elisekhasini 191 nele-193 womhlahlandlela lo linzinze kilokho okufundiswe kuThemu 1. Umfuziselo lo ungasetjenziselwa ukurekhoda iragelophambili lomfundi ngamunye ngesikhathi sethemu.

I-Grade R Maths ngetlasini

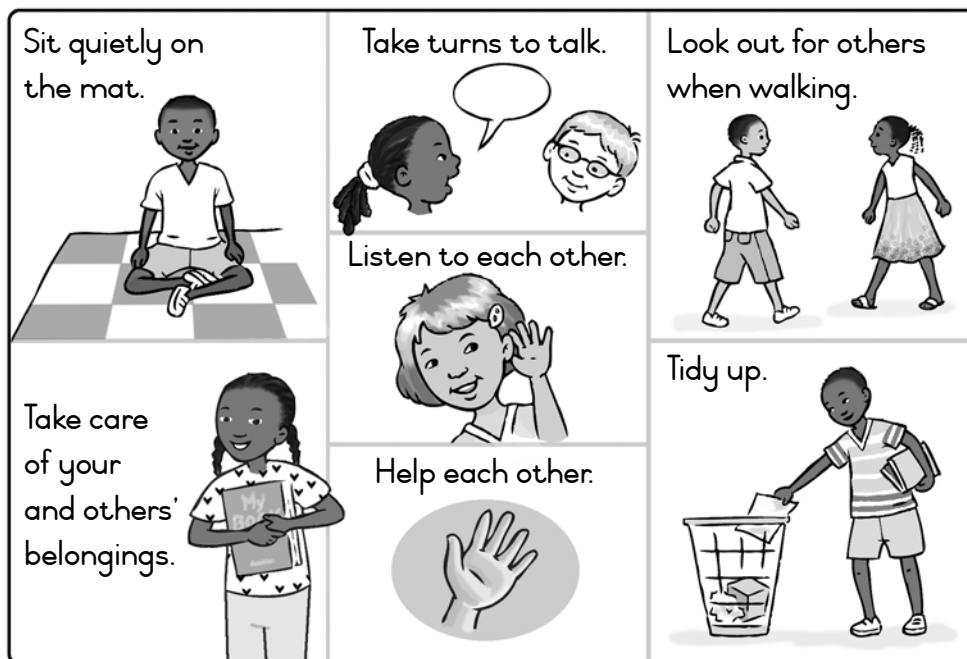
Lungisa indawo ngetlasini oyibekela iimbalo begodu eseduze nomada. Le yindawo ekwabelwana ngayo lapha abafundi banganikela bebazibandakanye nesihloko ebafula ngaso. Indawo yeembalo efanelekileko ifaka hlanguana:

- itafula encani esame ngeboda
- inambalayini eyenziwe ngentambo namaphegi
- itjhadi lobujamo bezulu bangamalanga
- ikhalenda yenyanga ngayinye enamabhlogo welanga ngalinye
- itjhadi elinamagama wamalanga weveke
- ihlelo langamalanga elineenthombe zemisebenzi ehlukeleko
- amakarada namatshwayo wamagama wabafundi ahlelwe ngokuya kwamagama weenqhema zabo
- amatshwayo wabasizi azokukhamba phakathi kwabafundi ngokuya ngokwamalanga weveke
- itjhadi labasizi.



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

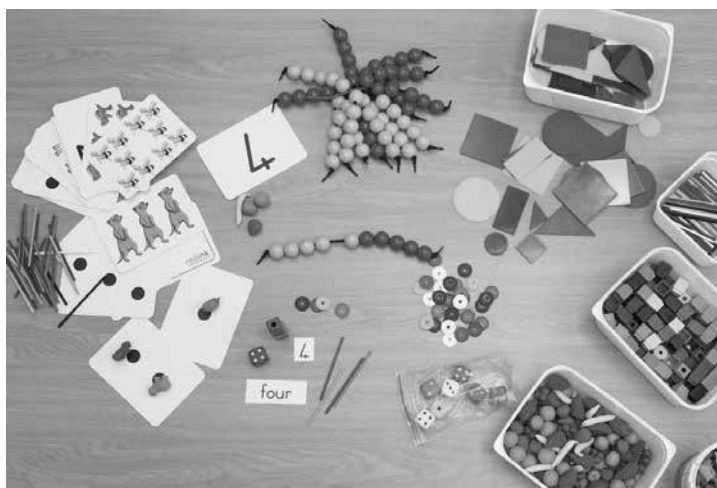


Resources for Grade R Maths

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:

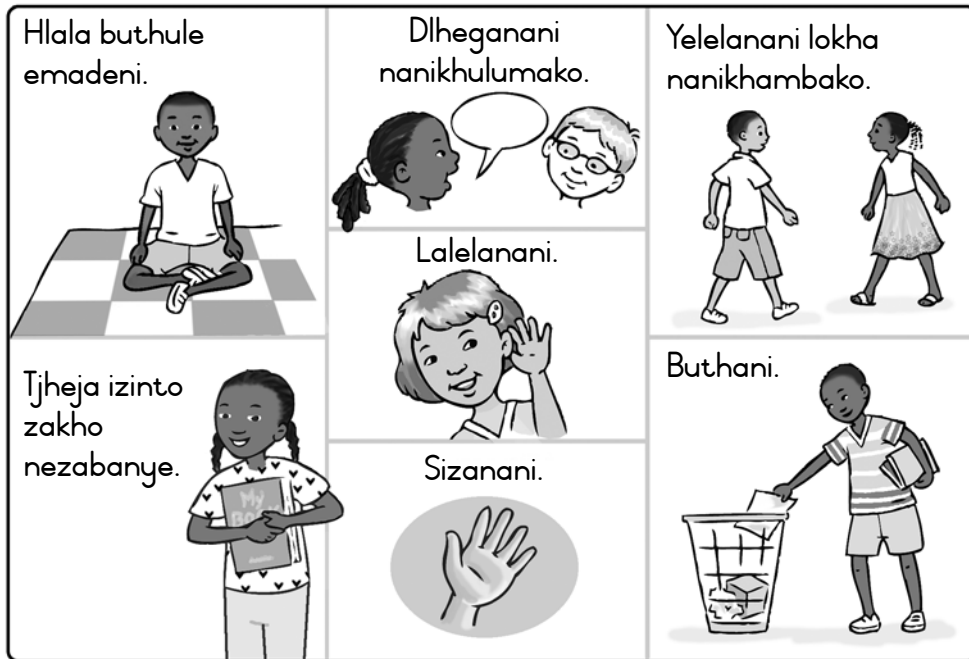
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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.

Yenza iphosta etlolwe 'imithetho yetlasi' nabantwana. Ikhangise lapha bazayibona khona ngobulula. Imithetho ayingadluli kwemithandathu nofana elikhomba.

Imithetho yetlasi lethu



Iinsetjenziswa ze-Grade R Maths

IKhidi yeenSetjenziswa ze-Grade R Maths

I-Grade R Maths inikela ikhidi yokufunda nokufundisa iimbalo enikela ngeenSetjenziswa zeenqhema ezincani zabafundi abasithandathu ukuya kababunane kobana bazisebenzise. Ikhidi ifaka lokhu okulandelako:

- imatheriyali yokubala, isib. amadiski neengojwana zemibala, iimbalisi zeentlo neenlwana, namabhlogo we-*Unifix*
- idayisi elikhulu
- imitja yemincamo ehlelekileko elitjhumi
- amakarada wamaqatjhazi
- amakarada weenomboro: amatshwayo weenomboro (0–10) iinomboromagama (ziro ukuya etjhumini)
- amabhlogo wamatshwayo.



Lokhu akungabi ngizo zodwa iinsetjenziswa utitjhere nabantwana abangazisebenzisa ngesikhathi semisebenzi yeemibalo. Izinto zangamalanga ezibuya emakhaya zifanelekile ekuhleleni ngamaneko, ukubala nekuhloleni amabumbeko.

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

Imatheriyali eyenziwe kabutjha

Bulunga imatheriyali eyenziwe kabutjha ngeemphathini ezilebuliweko ezineemvalo (njengokuthi: izinto zokufaka iinthelo nemirrorho, iimphathi ze-ayisikhrimu ezimalitha ama-2 neenkhaftinyana ze-feta ezi-500-ml). Beka iimphathi lezi etjhelfini nofana kukuphi lapha abantwana bangazifikela khona. Khuthaza abafundi babuyisele izinto ngesikhathi sokubutha nangabe bazisebenzisile eentetjhini zabo zokusebenzela nofana ngesikhathi semisebenzi yokuzikhethela ngokutjhaphulukileko. Nasi eminye imibono mayelana neensetjenziswa zeembalo:

- iimvalo zamabhodlelo (amabumbeko, ubukhulu nemibala ehlukeleko)
- amabhoksi wobukhulu obuhlukeleko (isibha sokuhlamba amazinyo, amabhoksi weenthoro zomlilo, isiriyeli, umtjhoga, wokupaka)
- iimphathi zeplastiki (amabhodlelo wama-500ml, nawelitha eli-1, iinkhaftini zemajarini, iinkhaftini zeyogathi ye-250ml neye-500ml, iimphathi ze-ayisikhrimu, neempakana zemirrorho)
- amatjhubhu namasilinda (irolo lengaphakathi kwethitjhu yendlwaneni, ingaphakathi lethawula yephepha yangekhwitjhini, amarolo wengaphakathi lefoyili, amabhlege)
- amabhoksi wamaqanda
- iinkunubhe, iinlodelo ezidala, iingobho zeplastiki, iingojuwana ze-ayisikhrimu, iinkanapelo zokubopha amaphakethe woburotho
- imihlobo ehlukeleko yeemholo, imigodla yeemhontjisi, amahulahuphu.



Ezinye iinsetjenziswa

Ezinye iinsetjenziswa zokufundisa i-Grade R Maths zifaka hlangana:

- amakhrayoni, ipende, isinamathiseli, iinkere
- ihlama yokudlalisa nofana umdaka wokubumba
- iincwadi ezingasetjenziselwa imikhulumiswano yeembalo
- amabhlogo wokwakha neendlalisi zokwakha (buthelela iinkuni ezisarhiweko nangabe kuyadingeka)
- imihlobohlobo yamaphazili angenelanako nemidlalo, isibonelo, amadomino, iinyoka neenlere, i-Ludo, i-Lotto

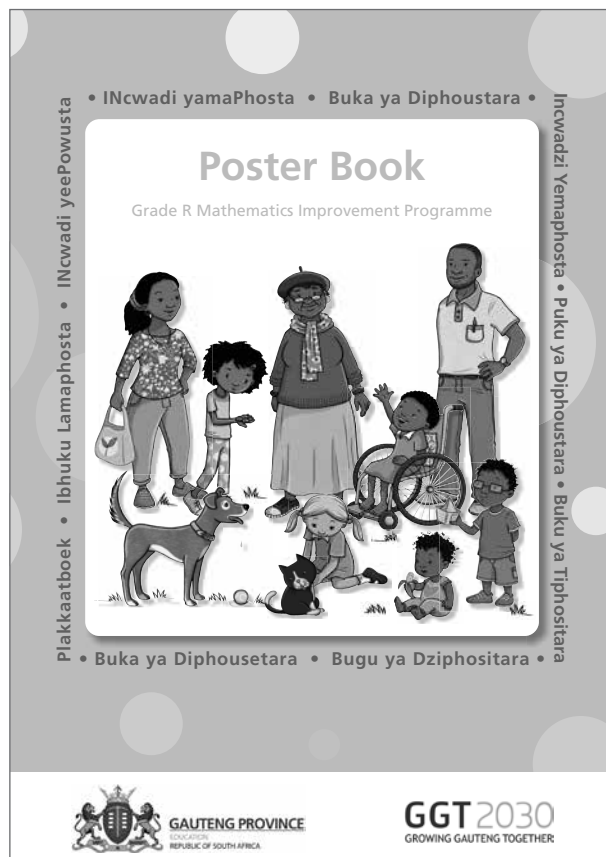
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

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?



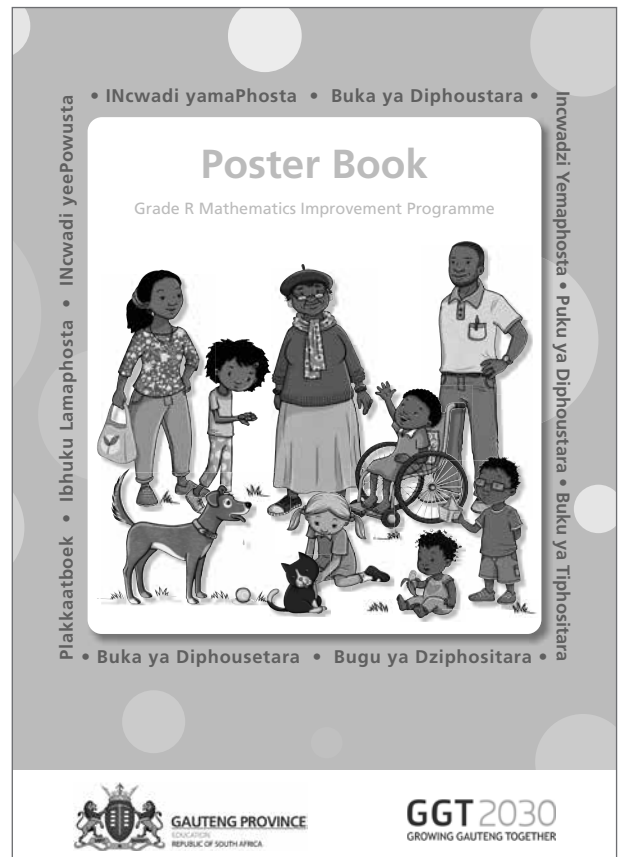
- itjhadi lokuphakama
- amakarada wokudlala amakhulu
- isingamali: iinhlavu namaphepha (yokusetjenziswa esitolo sokudlalisa)
- iwatjhi ekulu yebodeni ye-analogo
- isikala sokudzimelela
- imincamo yokuhlela, ukuphothela nokwenza amaphetheni
- iinsetjenziswa zemidlalo yehlabathi namanzi
- iinsetjenziswa zokukhwelela, ukudzimelela, ukujinka, nokweqayeqa.

INcwadi yamaPhosta ye-Grade R Maths

INcwadi yamaPhosta ye-Grade R Maths inamaphosta alitjhami nanye. Amaphosta la athula ubujamo obujayelekileko lobo abafundi abangazihlobanisa nabo ukubamba amanye amahlangothi weembalo, isibonelo, ngetlasini, etatawini lokudlalela, nangephunyaneni. Amaphosta la anqophe ukuhlahlambisa ikareko nemikhulumiswano yeenhloko zeembalo, okufaka hlangana: iinomboro, amaphetheni, isikhala nebumbeko, ukulandelanisa isikhathi nokumeda. Amaphosta la angasetjenziselwa ukubandakanya abafundi ngokucabangisisa okudephileko. Afaneleke khulu ukuthuthukisa amakghono wokurarulula imiraro nokuphenya ngeembalo.

Abotitjhere bangakhuthaza abafundi bakhulumisane ngamaphosta bese babelane ngemicabango yabo ngokubuza imibuzo yokubahlahla kobana baqalane nephuzu elithileko kuphosta, isibonelo:

- Khuyini okubona esithombeni?
- Ucabanga bonyana abantwana/abantu bakuphi?
- Kwenzekani esithombeni?
- Ungangicocela indatjana mayelana nesithombesi?
- Bangaki ... obabonako? Bekungaba njani nangabe bekukhona ... abanengi/abambalwa?
- Iphi i ...?
- Kuzakwenzekani nange ...?
- Ucabanga bonyana kuzakwenzekani okulandelako?
- Ucabanga bonyana ... babona ini lapha bajame khona ...?
- Ngenjani iphetheni oyibonako? Tlhadlhula iphetheni.
- Ubona amabumbeko anjani?
- Ngiyiphi ... ephakame khulu/efitjhani khulu?
- Ungakwazi ukusebenzisa nofana ngiwaphi amagama weembalo ukutlhadlhula into esesithombeni?



Content overview: Term 1

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

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

Isirhunyezo sokumumethweko: Ithemu I

TJHEJA: Umnqopho wesiGaba sokuMumethweko kunye neLwazi elitjha kutlolwe ngokubovu. Okhunye okumumethweko okwenziweko evekeni kutlolwa ngokutshelha.

Umnqopho wesiGaba sokuMumethweko	Iveke 1	Iveke 2	Iveke 3	Iveke 4	Iveke 5
1. Inomboro, ama-Opharetjhini noBudlelwana	Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Ukukhambelana kunye kokunye	Inomboro 1 Ukurarulula imiraro ebujameni bangamalanga Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Gandelela ilwazimagama ukusukela Iveke 1	Ukubala izinto 1–5 Ukubala ngomlomo 1–5 Ukugandelela u-1	Inomboro 2 Ukubala ngomlomo 1–5 Inomboro 1 Ukubala izinto 1–5	Imiqondo yenomboro 1 no-2 Ukubala ngomlomo 1–5 Ukubala izinto 1–5
2. AmaPhetheni, amaFanktjhini ne-Aljibhra					
3. Isikhala neBumbeko (iJiyomethri)	Itjhadi lokubutha Amatshwayo wabafundi Itjhadi labasizi Ukwakha iphazili weenquntu ezisithandathu Ukubumba ngehlama yokudlalisa nomdaka Ukwakha ngamabhlogo		Amatshwayo weembholo namabhoksi Izinto ezigedekako nofana ezitjhelelako Isikhundla: ngaphakathi nangaphandle Okukhulu nokuncani Okukulu khulu nokuncani khulu	Indulungu Isimethri Amaphazili weenquntu ezisithandathu	Amabumbeko we-2-D: isikwere Ikomatjhuba: ukuya phambili nokuya emuva Isikhundla: ngaphakathi nangaphandle Indulungu Amabhoksi neembholo Amaphazili weenquntu ezisithandathu
4. Ukumeda	Ukulandelanisa izinto ezenzeka ngamalanga Itjhadi lamabeletho				
5. UkuPhatha iDatha	Ukuhlela ngamananeke ngokombala Ukudweba	Ukuhlela ngamananeke ngokombala	Hlela ngokuya ngobukhulu		

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

Umqopho wesiGaba sokuMumethweko	Iveke 6	Iveke 7	Iveke 8	Iveke 9	Iveke 10
1. Iinomboro, ama-Opharetjhini noBudlelwana	Inomboro 3 Ukulandelanisa iinomboro 1-3 Ukubala ngomlomo 1-5 Ukubala izinto 1-5 Gandelela umqondo wenomboro 1 no-2 Ukurarulula umraro ngokusebenzisa izinto	Ukubala ngomlomo 1-10 Ukubala izinto 1-5 Gandelela umqondo weenomboro 1-3 Ukulandelanisa iinomboro 1-3	Ukubala uye emuva 5-1 Ukubala ngomlomo 1-10 Ukulandelanisa iinomboro 1-3 Ukubala izinto 1-5 Gandelela 1-3	Uziro Isilinganiso Ukurarulula umraro Iinomboro ebujameni obujayelekileko Ukubala uye phambili 1-10 Ukubala uye emuva 5-1 Ukubala izinto 1-5 Ukulandelanisa iinomboro 1-3 Umqondo wenomboro 1-3	Ukubala ngomlomo 1-10 Ukubala izinto 1-5 Ukulandelanisa iinomboro 1-3 Umqondo wenomboro 1-3 Ukurarulula umraro
2. AmaPhetheni, amaFanktjhini ne-Aljibhra	Khomba amaphetheni Kopa amaphetheni				Ngaphambili nangemva Kopa amaphetheni
3. Isikhala neBumbeko (iJiyomethri)		Amabumbeko we-2-D: uncantathu Ukubona isithombe kwesinye isithombe Isikhundla: ngaphambi kwe-nangemva Indulungu, isikwere Isimethri Khulu, ncani Amaphazili weenquntu ezisithandathu	Isikhundla: phezulu, ngaphasi, ngaphezulu, ngenzasi, eduze kwe-, phakathi/hlangana	Ikomatjhuba: phezulu na phasi Indulungu, isikwere noncantathu Amaphazili weenquntu ezisithandathu	
4. Ukumeda			Ukulandelanisa isikhathi: imini nobusuku, ukukhanya nobumnyama Ubude: itjhadi lokuphakama		
5. UkuPhatha iDatha		Ukuhlela ngokwama-bumbeko			Buthelela, hlela ngamananeko begodu jamiselela izinto ezibuthelelweko Cocisanani nibike ngamabuthelelo wezinto ahlelwe ngamananeko

Content Area Focus: Numbers, Operations and Relationships

Topics

- Oral counting
- Counting objects

New knowledge

- Oral counting 1–5
- Counting objects 1–3
- One-to-one correspondence
- Sequencing daily events
- Birthday chart
- Tidy-up chart
- Learners' symbols
- Helpers' chart
- Build a six-piece puzzle

Practise

- Sorting by colour
- Modelling with playdough/clay
- Drawing
- Building with blocks

New maths vocabulary

count	two	four	before	next	sort
one	three	five	after	last	

Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

UmNqopho wesiGaba sokuMumethweko: Inomboro, ama-Opharetjhini noBudlelwana

linhloko	Ilwazi elitjha	Ukujayeza
<ul style="list-style-type: none"> • Ukubala ngomlomo • Ukubala izinto 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–5 • Ukubala izinto 1–3 • Ukukhambelanisa kunye kokunye • Ukulandelanisa izinto ezenzeka ngamalanga • Itjhadi lamabeletho • Itjhadi lokubutha • Amatshwayo wabafundi • Itjhadi labasizi • Ukwakha iphazili yeenquntu ezisithandathu 	<ul style="list-style-type: none"> • Ukuhlela ngamananeke ngokombala • Ukubumba ngehlama yokudlalisa nomdaka • Ukudweba • Ukwakha ngamabhlogo

Ilwazimagama leembalo elitjha					
bala kunye	kubili kuthathu	kune kuhlanu	ngaphambili ngemva	okulandelako kokugcina	hlela ngamananeke

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- yenza amaphaphethi wemino yabalingisi be-Grade R Maths (ikhasi 216)
- isithombe setshwayo somfundi ngamunye
- amakarada weenthombe zemisebenzi esehlweni langamalanga
- sika iinkwere zephepha ezincani zokobana umntwana ngamunye adwebe ubuso bakhe (etjhadini lamalanga wokubelethwa)
- kopa bese ufaka umbala esithombeni somlingisi we-Grade R Maths ngamunye (ekhasini lokugcina) *leNcwadi yamaPhosta*.
- lungisa umboniso webodeni (Qala iLanga 5 ikhasi 31)
- yenza amaphazili weenquntu ezisi-6 (ikhasi 220)
- buthelela amabhlogo (nofana enze ngeensalela zeengodo).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako	
<ul style="list-style-type: none"> • Iphosta yemithetho yetlasi (qala ikhasi 13) 	<ul style="list-style-type: none"> • Amakarada weenthombe zehlelo langamalanga • Amatshwayo wabafundi

1. **Isingeniso:** Khuluma ngokobana silalelana njani, sidlhegana besizane njani.

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

Guiding questions:

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



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

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

Integration

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

Day 2

What you need

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

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



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

2. **Amatshwayo wabafundi:** Nikela umfundi ngamunye isithombe setshwayo abazolisebenzisa njenge 'thegi yegama' ngetlasini, isibonelo, iflarha yeSewula Afrika, iqina, indlovu, ikubabulongwe, iviyaviyani, ibhubezi, ithuthumbo, ikoloyi. Bawa abafundi bakhombe bese bahlathulule isithombe setshwayo ngalinye.
3. **Ukulandelanisa izehlakalo zangamalanga:** Khombisa abafundi amakarada weenthombe zehlelo langamalanga. Khulumani ngokulandelanisa imisebenzi yangamalanga ngokukhomba iinthombe ezifaneleko. Khangisa amakarada weenthombe zehlelo langamalanga abe sezingeni lamehlo wabafundi.

Imibuzo ehlahlako:

- ★ Wenzeni *ngaphambi* kobana uze esikolweni?
- ★ Senzani *ngaphambi* kobana sidle umbambandlala ... *nangemva* kobana sidle umbambandlala wethu?
- ★ Senzani *okulandelako*?
- ★ Khuyini esikwenza *kokugcina ngaphambi* kobana siye emakhaya?



ISIYELELISO

Ngesikhathi sekuseni, khulumani ngobujamo bezulu nemisebenzi abafundi abayenzileko ngaphambi kokuza esikolweni.

4. **Ukwethula imisebenzi yesiqhema esincani:** Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani ilanga ngalinye. Khombisa abafundi iintetjhi zokusebenzela ezihlanu. Hlathulula ukudlhegana kwangamalanga. Khumbuza abafundi amagama weenqhema. Bakhumbuze imithetho yetlasini. Hlathulula bewukhombise imisebenzi yesitetjhi sokusebenzela ngasinye. Hlathulula ikambiso yokubutha.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: landelanisa izehlakalo zangamalanga; imithetho yetlasini.

Ilanga 2

Okudingako

- *INcwadi yamaPhosta*, ikhasi lokugcina
- Amaphaphethi wemino
- Umlolozelo: *Bahlanu emndenini wami* (ikhasi 195)
- *Iphosta yemithetho yetlasi* (ikhasi 13)
- *Itjhadi lokubutha*
- *Itjhadi labasizi*
- *Amatshwayo wabafundi*

1. **Isingeniso:** Khumbuza abafundi ngemithetho yetlasi.
2. **Itjhadi labasizi:** Khulumani ngemisebenzi yeenqhema neyetlasi. Thula itjhadi labasizi netjhadi lokubutha. Sebenzisa amatshwayo wabafundi etjhadini labasizi netjhadini lokubutha.
3. **Umlolozelo:** Yethula umlolozelo, *Bahlanu emndenini wami*, khombisa amaphaphethi womuno ngamunye.



ISIYELELISO







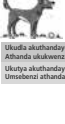

Khumbula ukukhuluma ngehlelo langamalanga, itjhadi labasizi netjhadi lokubutha ngamalanga.

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

Guiding questions:

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

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

 <p>Mom/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Benepe: ondivoyor Gustelngkles: orange Gustelngklesitwite: stop langs die strand of in die berge Umhala azebhandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezimbini Umsebenzi: ngqalshel Umhala azebhandayo: uonny Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezimbini</p>	 <p>Dad/Pappa/UBaba/UFata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Benepe: besuuster van 'n supermark Gustelngkles: blue Gustelngklesitwite: lees oor ander lande Umhala azebhandayo: olufaza okwenziwabakha Athanda ukukwenzeka: ukufunda ngamanye amazwe Umsebenzi: ngumhangaqa wewenkile Umhala azebhandayo: uzaba Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwe</p>
 <p>Mkhulu/Malusi/UMalusi/UMalusi Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Oudondom: R Grade: R Gustelngkles: roomp Gustelngklesitwite: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukufika akubandayo: ayisikhulu Umhala azebhandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Iminyaka: 5 Umhala: R Ukufika akubandayo: ayisikhulu Umhala azebhandayo: obomvu Umsebenzi athanda ukukwenzeka: ukwenza izinto ezimbini nomsinga</p>	 <p>Laylah/Laylah/ULaylah/ULaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Oudondom: 8 Grade: 2 Gustelngkles: pizza Gustelngklesitwite: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukufika akubandayo: ipiza Umhala azebhandayo: ophuzi Athanda ukukwenzeka: ukukhetha ama phuzu kwentlo Iminyaka: 8 Umhala: 2 Ukufika akubandayo: ipiza Umhala azebhandayo: umphuzi Umsebenzi athanda ukukwenzeka: ukugcencela aye kutsho phazulu kwentlo jonke</p>
 <p>Granny/Gumma/UGogga/UMakhulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Benepe: onjansoentis Gustelngkles: para Gustelngklesitwite: sing saam met 'n plaaslike jazz-orkes Umsebenzi: ukumbhalaphansi Umhala azebhandayo: okalwebezane Athanda ukukwenzeka: ukucula nabandho yejed Umsebenzi: ukumbhalaphansi Umhala azebhandayo: umfusa Umsebenzi athanda ukukwenzeka: ukucula nepela lomculo wejazz besokuhlala</p>	 <p>Thami/Thami/UThami/UThami Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Oudondom: 1 Gustelngkles: oisango Gustelngklesitwite: sit alles in haar mond Iminyaka: 1 Ukufika akubandayo: ibhanana Umhala azebhandayo: umphuzi okobhani Athanda ukukwenzeka: ukufaka izinto emlonyeni Iminyaka: 1 Ukufika akubandayo: ibhanana Umhala azebhandayo: ulufaza Umsebenzi athanda ukukwenzeka: ukufaka izinto emlonyeni walthe</p>
 <p>Dash/Dash/UDash/UDash Occupation: retired Favourite food: sandwiches Favourite activity: running fast Gustelngkles: toebroodjes Gustelngklesitwite: hardop vinnig Ukufika akubandayo: ukujijima kukhulu Ukufika akubandayo: iandethi Umsebenzi athanda ukukwenzeka: ukubakha ngamandla apezulu</p>	 <p>Pepper/Pepper/UPepper/UPepper Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Gustelngkles: vis Gustelngklesitwite: slap in bokse Ukufika akubandayo: imintzi Ukufika akubandayo: imintzi Umsebenzi athanda ukukwenzeka: ukubala ezibhokisi</p>

English • Afrikaans • isiZulu • isiXhosa

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

Day 3

What you need

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

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

4. **Indatjana yomndeni we-Grade R Maths:** Khombisa abafundi ikhasi lokugcina *leNcwadi yamaPhosta*. Khuluma ngabalingisi ngamunye bese ufunda ilwazi elimayelana nabo. Balani amalunga womndeni lo ninoko.

Imibuzo ehlahlako:

- ★ Khuyini okubonako?
- ★ Bangaki abantu obabonako? (Khomba bese uyabala.)
- ★ Khuyini okukhumbulako ngabantwaba?
- ★ Bobani amagama wabo?
- ★ Bangaki abantazana/ abesana abakhona?
- ★ Baneminyaka emingaki?
- ★ Bahluke njani omunye komunye? (isibonelo, mfitjhani/mude, mncazana)
- ★ Bangaki abantu abambethe amabhrugu/ amanyathelo, njll.?

Yazana nabalingisi • Hlangana nebalingisi
Divhani vhabvumbezwa • Hlangana na swimvuhatwa

<p>UMhaka/Maka/Mhaka/Mhaka Umbhalo wehlabathi: o-onyi Ino abantu akuyazi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>	<p>UBaba/Baba/Baba/Baba Umbhalo wehlabathi: ukuba imibambamba Ino abantu akuyazi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>
<p>UMalusi/Malusi/Malusi/Malusi Iminyaka: 5 - Iminyaka: 6 Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>	<p>Ulayah/Layah/Layah/Layah Iminyaka: 5 - Iminyaka: 2 Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>
<p>UGogo/Gogo/Gogo/Gogo Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>	<p>UThami/Thami/Thami/Thami Iminyaka: 5 Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>
<p>UDash/Dash/Dash/Dash Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>	<p>UPepper/Pepper/Pepper/Pepper Umbhalo wehlabathi: ukuba imibambamba Umbhalo wehlabathi: isithixo Umbhalo wehlabathi: kubandakanya Kubandakanya: kubandakanya Ino abantu akuyazi: kubandakanya Ino abantu akuyazi: kubandakanya</p>

iNdebele • Siwati • Ixhoma • Xitsonga

5. **Imisebenzi yesiqhema esincani:** Khumbuzisa abafundi ngemisebenzi yesitetji sokusebenzela ngasinye. Hlathulula bewukhombise umsebenzi wesitetji sokusebenzela ngasinye. Khumbuzisa abafundi ngokambiso yokubutha.

Ilanga 3

Okudingako

- Iphosta yemithetho yetlasi (ikhasi 13)
- Amaphaphethi wemino
- Umlolozelo: *Bahlanu emndenini wami* (ikhasi 195)
- *INcwadi yamaPhosta*, iPhosta 4
- Indatjana yomndeni we-Grade R Maths (ikhasi 195)
- Itjhadi labasizi
- Itjhadi lokubutha
- Amatshwayo wabafundi
- Amapleyidi wephepha
- Ikomba yepleyidi ngalinye

1. **Itjhadi labasizi:** Khumbuzisa abafundi bonyana baseenghemi ziphi. Bakhumbuze godu nangemisebenzi nemithetho yetlasi. Ngokusebenzisa ipleiyidi lephepha lesiqhema ngasinye, namathisela amatshwayo wabafundi phezu kwepleyidi lephepha bese ubeka ikomba phezu kwalo. Abafundi bathinta bese babala inani lamatshwayo asepleyidini ngalinye. Sebenzisa ikomba ukukhomba umfundi omdosiphambili wesiqhema esiqhemeni ngasinye.
2. **Itjhadi lokubutha:** Beka itshwayo lomfundi eduze nomsebenzi wokubutha bese uyahlathulula bonyana umfundi unesibopho mayelana nomsebenzi lowo.
3. **Umlolozelo:** Yitjho umlolozelo, *Bahlanu emndenini wami*. Khombisa amaphaphethi womuno ngamunye uhlanganisa nokusikinya umzimba.

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

4. **Ukubala ngomlomo 1–5:** Bala ukusukela ku-1 ukuya esi-5, wahla izandla enomborweni ngayinye. Abafundi ababale bese bawahla kunye nawe. Buyelela lokha nawubiza igama lomfundi ngamunye ngokuwahlela ihlavu ngayinye.

5. **Indatjana yomndeni we-Grade R Maths:** Khombisa abafundi iPhosta 4.

Imibuzo ehlahlako:

- ★ Khuyini okubonako?
- ★ Bangaki abantwana ababhacileko?
- ★ Bangaki abantwana abangemva komnyango?
- ★ Bangaki abanye abantwana abangalingana ngaphasi kwetafula?
- ★ Ucabanga bonyana kubayini uGogo angakabhaci ngaphasi kwetafula?
- ★ Angabhaca kuphi?
- ★ Zingaki iimfuyosithandwa ezikhona?

Ninoke, khombani benibale abantu abadala, abantwana neenlwana abakuPhosta. Coca indatjana yomndeni we-Grade R Maths bese niyalingisa noke nabantwana.

6. **Imisebenzi yesiqhema esincani:** Khulumisanani ngemisebenzi yesitetjhi ngasinye. Khumbuza abafundi ngekambiso yokubutha.

Ilanga 4

Okudingako

- Umlolozelo: *Bahlanu emndenini wami* (ikhasi 195)
- *INcwadi yamaPhosta*, iPhosta 4
- Iinquntu ezincani zephepha
- Amapleyidi wephepha ali-12

1. **Umlolozelo:** Yitjho umlolozele, *Bahlanu emndenini wami*. Abafundi batjengisa isibalo semino esifaneleko ngaso soke isikhathi lokha nabatjho inomborogama.

2. **Ukubala ngomlomo 1–5:** Balani ukusukela ku-1 ukuya ku-5, nibethe iinyawo zenu phezu kwenomboro ngayinye. Abafundi ababale babethe neenyawo kunye nawe.

3. **Ukubala izinto 1–3:** Khombisa abafundi iPhosta 4. Khomba bese nibala ama-ayithemu amathathu ahlukileko akuphosta (isibonelo, incwadi, isitulo,inja) nabafundi.

4. **Ukulandelanisa izehlakalo zangamalanga:** Buza abafundi bonyana benzeni lokha nabavukako. Babuze bonyana benzeni lokha nabafika esikolweni. Bawa umfundi akhombe esithombeni esikhambelanako ehlelweni langamalanga. Buza imibuzo mayelana nerhemo lemisebenzi yehlelo langamalanga.

Imibuzo ehlahlako:

- ★ Besenzani *ngaphambi* kobana senze iimbalo?
- ★ Khuyini esizokwenza *okulandelako*?
- ★ Sizokwenzani ekupheleni kwelanga?
- ★ Kuzokwenzekani *ngemva* kwalokho?

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

Guiding questions:

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

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

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

Day 5

What you need

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

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

Guiding questions:

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

Integration

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

5. **Amalanga wokubelethwa:** Nikela umfundi ngamunye isiquntu esincani sephepha. Abafundi abadwebe ubuso babo ephepheni. Rhemisa abafundi ngokweenyanga zabo zokubelethwa.

Imibuzo ehlahlako:

- ★ Ngiyiphi inyanga enamalanga wokubelethwa amanengi khulu/ abambalwa khulu?
- ★ Ngiziphi iinyanga ezinamalanga wokubelethwa alinganako? Khangisa amapleyidi wephepha ali-12. Tlola igama lenyanga epleyidini ngalinye. Namathisela iinthombe zobuso babafundi emapleyidini wephepha ngokuya ngokweenyanga zokubelethwa wabo.

6. **Imisebenzi yesiqhema esincani:** Khulumisanani ngemisebenzi yesitetjhi ngasinye. Khumbuza abafundi ngekambiso yokubutha.

Ilanga 5

Okudingako

- Umlolozelo: *Bahlanu emndenini wami* (ikhasi 195)
- Amatshwayo wabafundi
- Umkhangiso webodeni

1. **Umlolozelo:** Yitjho umlolozele, *Bahlanu emndenini wami*. Abafundi batjengisa isibalo semino esifaneleko ngaso soke isikhathi lokha nabatjho inomborogama.
2. **Ukubala ngomlomo 1–5:** Abafundi baphakamisela izandla zabo phezulu bese babala ukusukela ku-1 ukuya ku-5 ngaso soke isikhathi.
3. **Amatshwayo wabafundi:** Abafundi bakhomba amatshwayo wabo bese bawabeke phezu kwebhlogo elikhambelanako emkhangisweni webodeni.

Imibuzo ehlahlako:

- ★ Liphi itshwayo lakho?
 - ★ Unjani umbala wetshwayo lakho?
 - ★ Ngicocelani ngamatshwayo wenu.
4. **Imisebenzi yesiqhema esincani:** Khulumani ngemisebenzi yesitetjhi ngasinye. Khumbuza abafundi ngekambiso yokubutha.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: ukuthuthukisa ilwazimagama lomlomo; ukudlhegana ngesikhathi semikhulumiswano; ukuthuthukiswa kwemisipha emincani.

Small group activities



TIP

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



Observe how learners engage during the activities:

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

Workstation 1

What you need

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

Learners sort counters by colour.



Workstation 2

What you need

- Playdough or clay

Learners use playdough or clay to make a model.

Workstation 3

What you need

- Paper
- Crayons

Learners draw a picture of their own choice.

Imisebenzi yesiqhema esincani

ISIYELELISO

Awukho umsebenzi ohlahlwa ngutitjhere eVekeni 1. Khamba phakathi kweentetjhi zokusebenzela utjheje begodu usekele abafundi.



Tjheja bonyana abafundi bazibandakanye bunjani ngesikhathi somsebenzi:

- Bahlanganyela njani?
- Bayakwazi ukulandela imilayelo?
- Bayakwazi ukulalelisa mayelana nomsebenzi?
- Bayakghona ukwabelana?
- Bakhuluma njani nawe begodu nabo bodwa?
- Baziphatha njani iinsetjenziswa?

Isitetjhi sokusebenzela 1

Okudingako

- Isiphathi somntwana ngamunye esinesilwana esihlukileko esinombala neembalisi zeentelo (*IKhidi yeenSetjenziswa*)

Abafundi bahlela iimbalisi ngokombala.



Isitetjhi sokusebenzela 2

Okudingako

- Ihlama yokudlalisa nofana umdaka

Abafundi basebenzisa ihlama yokudlalisa nofana umdaka ukwenza isifanekiso.

Isitetjhi sokusebenzela 3

Okudingako

- Iphepha
- Amakhrayoni

Abafundi badweba isithombe abazikhethela sona ngokwabo.



TIP

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

Workstation 4

What you need

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

Learners build a six-piece puzzle.

Workstation 5

What you need

- Building blocks

Learners use building blocks to create their own constructions.



ISIYELELISO

Khetha irherho lamaphazili elikhambisana namakghono ahlukileko wabafundi.

Isitetjhi sokusebenzela 4

Okudingako

- Iphazili yeenquntu ezisithandathu umfundi ngamunye. (qala ikhasi 220)

Abafundi bakha iphazili yeenquntu ezisithandathu.

Isitetjhi sokusebenzela 5

Okudingako

- Amabhlogo wokwakha

Abafundi basebenzisa amabhlogo wokwakha ukutlama yabo imakhiwo.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Number symbols
- Number words

New knowledge

- Number 1
- Solving problems in everyday contexts

Practise

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

New maths vocabulary

behind

in front

first

second

third

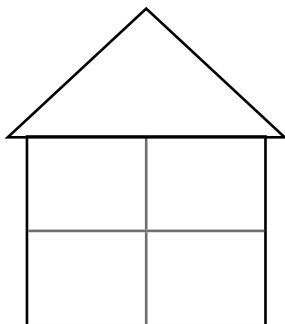
Getting ready



TIP

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

Remember to talk about the daily programme.



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

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



UmNqopho wesiGaba sokuMumethweko: Inomboro, ama-Opharetjhini noBudlelwana

Iinhloko

- Amatshwayo wenomboro
- Inomboromagama

Ilwazi elitjha

- Inomboro 1
- Ukurarulula imiraro ebujameni bangamalanga

Ukujayeza

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–3
- Gandeleda ilwazimagama ukusukela Iveke 1
- Ukuhlela ngamananeke ngokombala

Ilwazimagama leembalo elitjha

ngemva

ngaphambili

kokuthoma

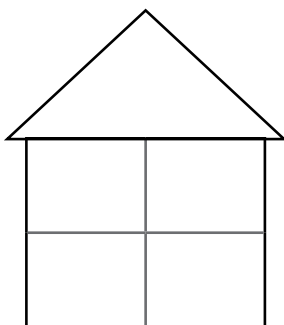
kwesibili

kwesithathu

Ukuzilungiselela

ISIYELELISO

Sebenzisa amathuba wekambiso yangamalanga ukwethula ilwazimagama elitjha. Khumbula ukukhuluma ngehlelo langamalanga.



Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- zalisa umgodlana ngezinto ezaneleko ezincani kobana ube nayinye yomntwana ngamunye
- umhlobiso wenomboro 1:
 - yenza ibumbeko lendlu ephepheni le-A3
 - kopa umfuziselo osekhasini 205 bese uwufaka umbala – 1, kunye, iqatjhazi linye, indlovu yinye
 - namathisela amalebula neenthombe ngendlini le
- hlela indawo yeembalo ngokunqophisa ku '1' – qala iinthombe ezininto yinye
- yenza amakarada ali-15 wamaqatjhazi lenomboro '1'
- yenza amakarada ali-15 wetshwayo lenomboro '1' (ikhasi lomfuziselo 205)
- yenza amakarada ama-5 wenomborogama 'kunye' (ikhasi lomfuziselo 205)
- buthelela amabhoksi wamaqanda ali-10 (Merega ikopi leqanda ngalinye ngeqatjhazi linye, mabili nofana mathathu. Yenza imihlobo ehlukileko yamaqatjhazi ebhoksini lamaqanda ngalinye.)



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

Whole class activities

Day 1



TIP

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

What you need

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

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

Integration

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

- izinto ezibu-8 zangamalanga, isibonelo, ibholo yetenesi, ibhigiri, ipeni, ibhrajhi yeenhluthu, isikere, isilodhlhelo, ufunjathwako
- iimfuziselo yefothokhophi ebu-8 'yenomboro 1' (ikhasi 211) akhavarwe ngeplastiki nofana afakwe ngemisakaneni yeplastiki
- iimvalo zeenkhaftini ezi-3 umntwana ngamunye esiqhemeni esincani (kungapheze kube ziimvalo ezi-18).

Imisebenzi yetlasi yoke

Ilanga 1

ISIYELELISO

Khumbuzi abafundi ngamabizo weenqhema nemithetho yetlasi, nangekambiso yokubutha.

Okudingako

- Ingoma: *I-Hokhi Phokhi* (ikhasi 195)
- *Indatjana yenomboro 1* (ikhasi 197)
- Amakarada ali-15 wamaqatjhazi wenomboro '1'
- Amakarada ali-15 wetshwayo lenomboro '1'
- Izinto ezaneleko ezihlukileko ezincani kobana ukwazi ukuba nayinye yomfundi ngamunye
- Umhlobiso weenomboro: Inomboro 1

1. **Ingoma:** Yethula ingoma, *i-Hokhi Phokhi*, nemisikinyeko.
2. **Ukubala ngomlomo 1–5:** Bala bese ubetha ngenyawo phezu kwenomboro ngayinye. Buyelela nabantwana bahlanganyele kunye nawe.
3. **Ukwethula inomboro '1':** Coca *Indatjana yenomboro 1*. Indlu yeenlwana imnqopho wendatjana. Khombisa iingcenyane zomhlobiso weenomboro lokha nawakha indatjana yesilwana neenthombe zendlu: iinjamiseleli ezihlukileko zenomboro 1, isibonelo, isithombe sendlovu, iqatjhazi, itshwayo negama. Khangisa iingcenyane zomhlobiso ongendlini yesilwana ebodeni endaweni yeembalo.

	
•	kunye
4. **Izitho zomzimba:** Khuluma ngezitho zomzimba ezikhamba ngakhunye, isibonelo, ipumulo yinye, umlomo munye, ihloko yinye, ilimu linye.
5. **Ukukhomba into eyodwa:** Faka izinto ezincani ezaneleko ezihlukileko ngemgodlaneni kobana umfundi ngamunye athathe yinye. Abafundi bayadlhegana ukukhupha into yinye. Batlhadlhula izinto bese batjho bonyana bazozisebenzisa njani. Khuthaza ukusebenzisa igama 'kunye', isibonelo, 'Nginebhrajhi yeenhluthu yinye.' Beka into leyo phezu kwetafula. Abantwana abahlanu ababeke ikarada lenomboro 1 nekarada letshwayo lenomboro 1 eduze nezinto eziphezu kwetafula. Buyelela ikambiso le ngeenqhema ezinye ezimbili zabafundi abahlanu.
6. **Imisebenzi yesiqhema esincani:** Khombisa abafundi iintetjhi zokusebenzela ezine. Batjengise bona umsebenzi wenziwa njani esitetjhini ngasinye. Hlathulula ikambiso yokubutha.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: ukupaka ngokuya ngokwamalebula weenthombe ematjhelpini, amabhoksi neemphathi (ilwazi lokuthoma lokufunda nokutlola); izitho zomzimba.



TIP

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

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

Day 2

What you need

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

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

Guiding questions:

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

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

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

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

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

5. **Practising number '1':** Ask, 'Who can see something that there is only one of in the classroom?' Give a number '1' symbol card to each learner who responds. Learners place the card on the object.

Show learners how to 'write' the number symbol '1' in the air. Learners 'write' '1' in the air, on their hands and legs, and on a friend's back.

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

Ilanga 2

 ISIYELELISO

Ngesikhathi sekambiso yangamalanga nokurhema, sebenzisa iinomborosikhundla njengokuthi: kokuthoma, kwesibili, kwesithathu.

Khumbula ukwenza ikhalenda, amalanga weveke, iinyanga zomnyaka netjhadi lelanga lokubelethwa lelanga ngalinye.

Okudingako

- Ingoma: *I-Hokhi Phokhi* (ikhasi 195)
- Umhlobiso wenomboro: Inomboro 1
- Amakarada wetshwayo lenomboro '1' namakarada wenomborogama 'kunye'

1. **Ingoma:** Vuma ingoma, *i-Hokhi Phokhi*, wenze nezenzo.
2. **Ukubala ngomlomo 1–5:** Abafundi benza kwangathi baziindlovu bese babetha phasi ngeenyawo lokha nababala ukufika ku-5.
3. **Umhlobiso wenomboro:** Khulumani ngomhlobiso weenomboro nendatjana ukusukela iLanga 1.

Imibuzo ehlahlako:

 - ★ Zingaki iindlovu ezihlala ngendlini?
 - ★ Mingaki imithi esetonini?
 - ★ Kubayini ucabanga bonyana indlovu ihlala yodwa?
 - ★ Kubayini ucabanga bonyana kunebhanga elilodwa etonini?
 - ★ Ngiziphi iingcenywe zendatjana ezikuthabisileko? Kubayini?

Nikela abafundi amakarada wetshwayo lenomboro '1' namakarada wenomborogama 'kunye'. Bakhambelanisa lokhu '1' no'kunye' emhlobisweni weenomboro.
4. **Izitho zomzimba:** Dlalani umdlalo. Abafundi kufanele bakope isenzo sakho kwaphela lokha nangabe sikhambelana kuhle namagama wakho:
 - ★ Nginepumulo yinye. (Thinta amehlo womabili.)
 - ★ Nginomlomo munye. (Thinta iindlebe zombili.)
 - ★ Nginentamo yinye. (Thinta intamo yakho.)
 - ★ Nginehloko yinye. (Thinta amazwani wakho.)

Abafundi bakhomba izitho zomzimba abana sinye sazo. Bayabuyelela, lokha nabakhomba kilezizitho emizimbeni yabo 'ihloko yinye, ipumulo yinye, umlomo munye, isilevu sinye, intamo yinye'.
5. **Ukujayeza inomboro '1':** Buza 'Ngubani obona into ekungiyi yodwa ngetlasinapha?' Nikela ikarada letshwayo lenomboro '1' umfundi komunye nomunye umfundi ophendulako. Abafundi babeka ikarada entweni leyo.

Tjengisa abafundi ukutlola itshwayo lenomboro '1' emmoyeni. Abafundi 'batlole' '1' emmoyeni, ezandleni zabo nemilenzeni, nemhlana womngani.
6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Day 3

What you need

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

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

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

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

Day 4

What you need

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

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



Guiding questions:

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

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

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

Ilanga 3

Okudingako

- Ingoma: *I-Hokhi Phokhi* (ikhasi 195)
- Izinto ezi-2 ezihlukileko ezibekwe ngeenqhema zangaku-1, nga-2 nanga-3 (isibonelo, iinkoloyana zokudlalisa, amabhlogo, amakowusu, iimbholo zibekwe mazombe ngetlasini. Iinqhema zezinto kufanele zibe semehlweni wabantwana nalapho zibonakala khona lula.

1. **Ingoma:** Vuma ingoma, *i-Hokhi Phokhi*. Ngezelela elinye ivesi lapho abafundi basebenzisa khona izitho zabo zomzimba, isibonelo, iinyawo nofana umuno.
2. **Ukubala ngomlomo 1–5:** Abafundi bamatjha sikhundla sinye lokha nababala ukufika esihlanwini.
3. **Ukubala izinto 1–3:** Abafundi bafuna izinto ngetlasini mazombe, isibonelo, ibholo yi-1, amabhlogo ama-2, njalonzalo. Dlalani, isibonelo, 'Ngihlola ngamehlwami amancani, into yinye erondo.' (ibholo yinye); 'Ngihlola ngamehlwami amancani, izinto ezimbili ongazitjhayela.' (iinkoloyi ezimbili); 'Ngihlola ngamehlwami amancani, izinto ezintathu engingazisebenzisela ukwakha umbhotjhongo.' (amabhlogo amathathu). Lokha umfundi nakakhomba into/izinto kuhle, baletha izinto phambi kwetlasi. Zithinteni benizibale ndawonye.
4. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 4

Okudingako

- Umlolozelo: *Amabhanana* (ikhasi 195)
- *INcwadi yamaPhosta*, *iPhosta 4*
- Indatjana yomndeni we-*Grade R Maths* (ikhasi 195)
- Amakarada ama-5 wamaqatjhazi wenomboro '1'
- Iimbholo ezirarhwako ezi-2

1. **Umlolozelo:** Yethula umlolozele, *Amabhanana*.
2. **Ukubala ngomlomo 1–5:** Abafundi baqhwarhaza iminwabo bese babala ukufika ku-5.
3. **Ukubala izinto 1–3:** Coca indatjana yePhosta 4 (Indatjana yomndeni we-*Grade R Maths* (ikhasi 195)).

Imibuzo ehlahlako:

- ★ Bobani amagama wabantu nenja?
- ★ Bangaki abantwana obabonako?
- ★ Ucabanga bonyana kubayini uBaba angekho esithombeni lesi?

Balani ninoke bonyana bangaki abantu abakhona nokobana zingaki iinlwana ezikhona.

- ★ Ingabe basese khona abanye abantu nofana ezinye iinlwana esithombeni?
- ★ Khuyini ongakubona esithombeni okungikho kodwa?



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

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Integration

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

- ✦ Khuyini okubonako okukubili?
- ✦ Nangabe besenze iinqhema zezinto ezintathu ezingezandawonye kilesisithombe, kungaba ngiziphi?

Abafundi bayadlhegana ukuzokukhomba izinto esithombeni. Abafundi babeka ikarada leqatjhazi lenomboro 1 lapho kunento eyodwa khona.

4. **Ukurarulula umraro:** Khuluma ngePhosta 4.

Imibuzo ehlahlako:

- ✦ Ucabanga bonyana ngubani odlala ibholo erarhwako le?
- ✦ Nangabe uLaylah noMalusi bobabili bafuna ibholo, zingaki ezinye uMma ekufanele azithenge? (Sebenzisa abafundi ababili neembholo ezimbili ezirarhwako ukutjengisa ngazo.)
- ✦ Bangaki abokatsu obabonako?
- ✦ Mangaki amamaga asetafuleni?
- ✦ Ingabe kunabantu abanengi nofana amamaga amanengi?
- ✦ Mangaki amamaga amanye esiwadingako wabantu boke abasesithombeni kobana babe nalinye ngamunye?

5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 5

Okudingako

- Umlolozelo: *Amabhanana* (ikhasi 195)
- Izinto zangetlasini
- Amakarada wetshwayo lenomboro '1', amakarada weqatjhazi lenomboro '1' namakarada wenomborogama 'kunye'

1. **Umlolozelo:** Yitjho umlolozele, *Amabhanana*.
2. **Ukubala ngomlomo 1–5:** Abafundi bakhothamisa iinhloko bese babala ukufika esihlanwini. Buyelela.
3. **Ukubala izinto 1–3:** Yenza umlandelane wemisikinyeko usebenzise izenzo ezintathu ezihlukileko, isibonelo, igido linye, bakhothamisa ihloko kabili bese bawahlathathu. Buyelela kambalwa. Bawa abafundi banikele imibono yezenzo ezintathu ezihlukileko ukwakha ilandelano elitjha.
4. **Ukugandelela inomboro '1':** Bawa abafundi abambalwa ngesikhathi sinye kobana bayokuthatha into ngetlasini bese bayibeka etafuleni yeembalo. Nikela abanye abafundi amakarada wetshwayo neweqatjhazi lenomboro '1' bawanamathisele entweni esetafuleni. Buyelela.
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo: funa u 'kunye' eendatjaneni nakeminye imisebenzi.

Small group activities

Teacher-guided activity

What you need

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

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

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

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



Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- limbalisi ezizala isandla umfundi ngamunye
- Umfundi ngamunye, isikhafthini esinalokhu:
 - Iqatjhazi lenomboro '1' namakarada wamatshwayo
 - Ikarada lesithombe esijamele into eyodwa
- limbalisi ezi-3 zeenlwana
- Izinto ezibu-8 zokukhambelana namakarada weenthombe
- Iimvalo ezi-3 zeplastiki zeyogathi umfundi ngamunye
- limbalisi zeenlwana ezingezeleleweko
- Ihlama yokudlalisa

1. **Ukubala izinto – kunye kokunye okukhambelanako:** Beka iwobhu leembali zemibala ehlukeleko phambi komntwana ngamunye. Abafundi bayazithinta bese bayazibala.

2. **Ukuhlela ngamaneko:** Abafundi bahlela ngamaneko iimbali zabo zeenlwana ngokwemibala. Babala kobana zingaki zombala owodwa abanazo ngamunye.

3. **Ukujayeza inomboro '1':** Beka izinto ezi-8 ezikhambelana namakarada asemadeni. Bawa umfundi akhethe into yinye ewobhini eliphakathi kwendulungu ekhambelana nekarada lesithombe sakhe. Abafundi batjhentjhisana ngamakarada weenthombe bese bayabuyelela.

Nikela umfundi ngamunye iimvalo ezintathu zeplastiki zeenkafthini zeyogathi. Bawa abafundi babeke isibalisi sesilwana esisodwa kwezingsikhafthinini esivalweni ngasinye. Abafundi babeka amakarada wamaqatjhazi, amakarada wetswayo lenomboro negama eduze kwesivalo ngasinye. Beka iimbali zeenlwana zokungezelela ezimbalwa phezu kwesivalo somfundi ngasinye. Bawa abafundi basuse iimbali benze isivalo ngasinye sibe 'nakunye' godu.

Yenza/tlola u '1' emmoyeni. Nikela umfundi ngamunye ihlama yokudlalisa encani bese uba bawona benze ibumbeko letshwayo lenomboro '1'.



TIP

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



Check that learners are able to:

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

Workstation 1

What you need

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

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



Workstation 2

What you need

- Playdough
- Paper
- Crayons

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

ISIYELELISO

Tjheja, usekela begodu ubuze abafundi imibuzo. Kuqakathekile ukwazi lokho abafundi esele bakwazi ukwenzela kobana ukghone ukwakhela phezu kwelwazi labo langaphambili. Bulunga amanothi azeleko mayelana nomfundi ngamunye esiqhemeni.



Tjheja bonyana abafundi bayakwazi uku:

- hlela iimbalisi ngokuya ngokombala
- bala isiqhema sezinto ngokusebenzisa kunye kokunye okukhambelanako
- khambelanisa into eyodwa nekarada letshwayo lesithombe netshwayo lomfundi
- khambelanisa itshwayo lenomboro '1' nekarada letshwayo lenomboro '1' nento eyodwa

Isitetjhi sokusebenzela 1

Okudingako

- Amabhoksi wamaqanda ali-10 ameregwe ngeenqhema zamaqatjhazi ukusukela kwelilodwa ukuya kamathathu ngekopini leqanda ngalinye
- lwobhu leembali zeentlo lomfundi ngamunye

Abafundi bakhetha ibhoksi lamaqanda. Bakhambelanisa isibalo seembali zeentlo nesibalo samaqatjhazi ngekopini ngalinye. Abafundi babuyelela lokhu ngokusebenzisa amabhoksi wamaqanda ahlukileko.



Isitetjhi sokusebenzela 2

Okudingako

- Ihlama yokudlalisa
- Amakhrayoni
- Iphepha

Abafundi basebenzisa ihlama yokudlalisa ukwenza into yinye. Abafundi badweba isithombe sento leyo.

Workstation 3

What you need

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

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



Workstation 4

What you need

- Building blocks

Learners use building blocks to build anything of their choice.



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

Isitetjhi sokusebenzela 3

Okudingako

- Umfuziselo wehlama yokudlalisa: • Ihlama yokudlalisa
Inomboro 1 umntwana
ngamunye (ikhasi 211)

Abafundi basebenzisa ihlama yokudlalisa ukubumba inomboro '1', ukugeda ibholo yinye yehlama yokudlalisa bayoyibeka emuthini, bese bageda enye ibholo yehlama yokudlalisa bayoyibeka kugridi.



Isitetjhi sokusebenzela 4

Okudingako

- Amabhlogo wokwakha

Abafundi basebenzisa amabhlogo wokwakha ukwakha nofana khuyini abazikhethela yona.



ISIYELELISO

Imisebenzi ezijameleko ifaka hlangana ukuphothela, amabhodi wamaphegi ukufaka iinkunubhe, ukuzibha, ukudweba nokupenda.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

roll
slide
big/biggest

small/smallest
in
out

side
corner
edge

straight
flat
round

Getting ready

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

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

Whole class activities

Day 1

What you need

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

1. **Rhyme:** Say the rhyme, *Bananas*.

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijiyomethri)

Iinhloko

- Khumbula, fanisa nokutjho amagama wezinto ze-3-D
- Tlhadlhula, hlela ngamananeke nokumadanisa izinto ze-3-D: iimbholo namabhoksi
- Isikhundla, ubujamo nokuqaleka kwento: ngaphakathi nangaphandle

Ilwazi elitjha

- Ukubala izinto 1–5
- Amatshwayo weembholo namabhoksi
- Izinto ezigedekako nofana ezitjhelelako
- Isikhundla: ngaphakathi nangaphandle
- Okukhulu nokuncani
- Okukhulu khulu nokuncani khulu

Ukujayeza

- Ukubala ngomlomo 1–5
- Ukugandelela u-1
- Hlela ngokuya ngobukhulu

Ilwazimagama leembali elitjha

gedeka
tjhelela
khulu/kulu khulu

ncani/ncani khulu
ngaphakathi
ngaphandle

ihlangothi
ikhona
umphetho

nqophileko
spara
rondo

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- Iinthombe ezi-5 zebhanana zobukhulu be-A5
- Iimfesi ezincani ezi-5 zekhadibhodi
- Ifesi yi-1 ekulu yekhadibhodi, ekulu ngokwaneleko ukufaka iimfesi ezi-5 zekhadibhodi
- Amabhoksi wekhadibhodi amabili wobukhulu obuphakathi, linye libe nelebula 'khulu' yesithombe bese elinye linelebula yesithombe 'ncani'
- Irempu encani eyenziwe ngekavara yencwadi eqinileko, ibhodi yesigodo/iplanka, nofana ingaphezulu letafula elibekwe phezu kwelitje elincani nofana ibhoksi
- Iphephandaba
- Amabhoksi wekhadibhodi amancani ali-12, isibonelo, isibha sokuhlaza amazinyo, isibha nofana ibhoksi leenungo
- Ibuthlelo leembholo zobukhulu obuhlukileko.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Amabhanana* (ikhasi 195)
- Iinthombe ezihlanu zamabhanana
- Ibuthlelo lamabhoksi neembholo zobukhulu obuhlukileko

1. **Umlolozelo:** Yitjho umlolozele, *Amabhanana*.

2. **Oral counting:** The learners pat their knees and count from 1 to 5.
3. **Counting objects 1–5:** Six learners stand at the front. Give one learner the five banana pictures. All the learners say the *Bananas* rhyme while the learner holding the banana pictures gives one to each of the other five learners standing in the front. Discuss:
 - ★ How many bananas is *each* learner holding? (Count one for each learner.)
 - ★ How many bananas are there all together? (Count these.)
 Two learners stay standing. The others give their banana pictures to them and then sit down. Ask the class who has more bananas and who has less. Count the bananas that each learner has.
4. **Discovering properties of boxes:** Place five different-sized boxes on the mat. Count the boxes. Hold up a box and discuss.

Guiding questions:

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

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

Guiding questions:

- ★ What can you tell me about this ball?
- Ask the learners to sit in a circle and pass the ball around. As it is passed from learner to learner, they describe the shape of the ball. Prompt the learners to tell you that it is round and that it has no corners or edges.
- ★ What can you tell me about the surface of the ball?
 - ★ Does the ball have corners or edges?

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

Guiding questions:

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

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

**TIP**

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

2. **Ukubala ngomlomo:** Abafundi babhambada amadolo wabo bese babala ukusukela ku-1 ukuya ku-5.
3. **Ukubala izinto 1–5:** Abafundi abathandathu bajama ngaphambili. Nikela umfundi munye iinthombe ezihlanu zamabhanana. Boke abafundi abatjho umlolozelo *Amabhanana* lokha umfundi ophethe iinthombe zebhanana anikela umfundi ngamunye kabahlanu abajame ngaphambili isithombe sinye. Khulumisanani:

- ★ Mangaki amabhanana aphethwe mfundi *ngamunye*? (Bala linye kumfundi ngamunye.)
- ★ Mangaki amabhanana nasele ahlange? (Abale.)

Abafundi ababili basala bajamile. Abafundi abanye babanikela iinthombe zabo zebhanana bese bahlala phasi. Buza itlasi bonyana ngubani ophethe amabhanana amanengi begodu ngubani ophethe amancani. Bala amabhanana aphethwe mfundi ngamunye.

4. **Ukuthola amatshwayo wamabhoksi:** Beka amabhoksi wobukhulu obuhlukileko emadeni. Bala amabhoksi. Phakamisa ibhoksi bese niyakhulumisana.

Imibuzo ehlahlako:

- ★ Ungangitjela ini mayelana nebhoksi leli?
- ★ Ukhona ongangikhombisa bonyana ungalibona kuphi ikhona ngetlasini yethu? (Bawa umfundi munye ajame ekhoneni.)
- ★ Ukhona ongangikhombisa ikhona kileli bhoksi?
- ★ Akhe sibaleni woke amakhona kileli bhoksi.
- ★ Ningangikhombisa ihlangothi linye lebhoksi?
- ★ Ningangikhombisa elinye ihlangothi lebhoksi?
- ★ Mangaki amahlangothi nasele awoke?
- ★ Sipi isiphetho sebhoksi?
- ★ Singayibala yoke imiphetho?

5. **Ukuthola amatshwayo weembholo:** Phakamisa ibholo kobana itlasi iyibone.

Imibuzo ehlahlako:

- ★ Ungangitjela ini mayelana nebholo le?
- Bawa abafundi bahlale ngokwendulungu bese badluliselane ibholo mazombe. Lokha nayidluliswa ukusuka komunye umfundi ukuya komunye, batlhadhlula ibumbeko lebholo. Khuthaza abafundi bakutjele bonyana irondo nokobana ayinawo amakhona nofana imiphetho.
- ★ Ungangitjela ini mayelana nelingaphandle lebholo?
 - ★ Ingabe ibholo inamakhona nofana umphetho?

6. **Ukutjhelela nokugedeka:** Abafundi bagedelana ibholo. Tlhadhlula bonyana ibholo ikhamba njani: siyayi 'geda'. Khombisa abafundi ibhoksi.

Imibuzo ehlahlako:

- ★ Ibholo itjhida njani?
- ★ Singaligeda ibhoksi?
- ★ Ngiyiphi indlela engcono yokutjhidisa ibhoksi phasi? (Khuthaza abafundi bathi, tjhelela.)

7. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi yeentetjhi zokusebenzela ezine. Khumbuza abafundi ngekambiso yokubutha.

 **ISIYELELISO**

Lokha nawuqalisa kezinye izinto zangetlasini, isibonelo, ideske, iincwadi nofana amabhlogo, sebenzisa ilwazimagama njenge: rondo, amahlangothi, amakhona, imiphetho, nqophileko, para.

Day 2

What you need

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

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

Guiding questions:

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

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

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

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

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

Guiding questions:

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

★ Which group will you put it in?

★ Why do you think it belongs in this group?

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

Guiding questions:

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

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

★ What makes it the biggest?

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

★ Is there anything smaller than this in the classroom?

★ Can anyone think of something else that is bigger?

★ Can anyone think of something else that is smaller?

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



TIP

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

Ilanga 2

Okudingako

- Umlolozelo: *Umntwana munye wefesi* (ikhasi 197)
- Iimfesi ezi-5 zekhadibhodi
- Ibhoksi elinganalitho lokufaka iimfesi ngaphakathi
- Ibuthlelo leemholo namabhoksi wobukhulu obuhlukileko
- Ithamborini nofana iinkhuhluzi

1. **Umlolozelo nokubala izinto 1–5:** Phakamisela phezulu bese ubala iimfesi zekhadibhodi ezihlanu lokha abafundi nabatjho umlolozelo othi, *Umntwana munye wefesi*. Bawa abafundi abahlanu basikime babambe ifesi yinye ngamunye. Abafundi abahlanwaba bafaka ifesi ngebhoksini lokha woke umuntu atjho umlolozelo ndawonye.
2. **Ukubala ngomlomo 1–5:** Balela igido lethamborini nofana iinkhuhluzi.
3. **Ukurarulula umraro:** Sebenzisa iimfesi ezihlanu ezingebhoksini ukurarulula umraro.

Imibuzo ehlahlako:

- ★ Nangabe ngikhuphe iimfesi ezaneleko ngibambe eyodwa esandleni sami ngasinye, ngizabe ngiphethe iimfesi ezingaki?
- ★ Nangikhupha enye ifesi godu, ngizabe sengiphethe iimfesi ezingaki? Bala 1, 2, 3 yefesi kunye netlasi. Khupha enye ifesi bese nibala 1, 2, 3, 4 ndawonye. Buyelela lokhu, ngokubala ukufika ku-5.
- ★ Ngizabe ngiphethe iimfesi ezingaki nangibuyisela ifesi yinye ngebhoksini?

4. **Ukulela ngamaneko nokumadanisa iimholo namabhoksi:** Beka ibuthlelo lamabhoksi neemholo zobukhulu obungalinganiko emadeni. Bawa abafundi bakukhombise into enamakhona, into erondo, into enomphetho into engagedeka. Hlela iimholo namabhoksi ngamaneko ngokweenqhema ezimbili nabantwana. Khetha abafundi abazakudlhegana ukuyokuthatha ibhoksi nofana ibholo ebuthlelweni.

Imibuzo ehlahlako:

- ★ Ungangicocela ngebhoksi/ibholo?
- ★ Ungayifaka kisiphi isiqhema?
- ★ Kubayini ucabange bonyana ifaneleka esiqhemeni lesi?

5. **Ukumadanisa ubukhulu bamabhoksi:** Abafundi bakhomba bonyana ngiliphi ibhoksi elikhulu nokobana ngiliphi elincani. Madanisa ibhoksi elikhulu nebhoksi elincani.
6. **Ukumadanisa ubukhulu beemholo:** Abafundi bakhomba bonyana ngiziphi iimholo ezikulu nokobana ngiziphi ezincani. Madanisa ibholo ekulu nencani.
7. **Ukujayeza u 'khulu' no 'ncani':** Buza abafundi ngobukhulu nobuncani bezinto.

Imibuzo ehlahlako:

- ★ Ngubani ongakhomba into ekulu khulu ewobhini?
- ★ Ngubani ongakhomba into ekulu khulu ngetlasini?
- ★ Khuyini okuyenza ibe yikulu khulu?
- ★ Ngubani ongakhomba into encani khulu ewobhini?
- ★ Ingabe ikhona into encani kunale ngetlasini?
- ★ Ukhona ongacabanga ngenye into ekulu khulu?
- ★ Ukhona ongacabanga ngenye into encazana?

8. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yangamalanga yokubutha.


ISIYELELISO

Lisani iimholo namabhoksi ngeemphathini etafuleni nofana eduze netafula yeembalo kobana abafundi baragele phambili bazihlolele ngesikhathi sabo.

Day 3

What you need

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

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

Guiding questions:

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

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

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

Guiding questions:

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

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

Guiding questions:

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

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

**TIP**

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



Ilanga 3

Okudingako

- Umlolozelo: *Umntwana munye wefesi* (ikhasi 197)
- Amakhadibhodi amahlanu wefesi
- Ikhadibhodi eli-1 lefesi elikhulu
- I-Prestiki
- Ibuthelo lembholo namabhoksi wobukhulu obuhlukileko
- Iremp encani
- Ibholo nebhoksi letafula yeembalo

1. **Umlolozelo:** Phakamisa ifesi yekhadibhodi kanyekanye nokutjho umlolozelo, *Umntwana munye wefesi*. Bawa abafundi abahlanu bajame bese ngamunye apha the ifesi. Abafundi abahlanu bafaka ifesi ngebhoksini lokha nabatjho umlolozelo ndawonye.
2. **Ukubala ngomlomo:** Abafundi basikinya iinhloko sakuvuma bese babala ukusukela ku-1 ukufikela esi-5.
3. **Ukujayeza u 'khulu' no 'ncani':** Phanyeka ifesi ekulu ebodeni ngehla kwetafula yeembalo. Yithi, 'Ifesi ekulu le ifuna ukudla ifesi encani ngebhoksini.' Nikela abafundi abahlanu abahlukile iimfesi ezincani ezihlanu zekhadibhodi. Yitjhoni ndawonye, 'Idla ifesi yinye.' 'Idla enye ifesi.' Lokha umntwana ngamunye nakanamathisela ifesi encani efesini ekulu. Ngemva kobana kufakwe ifesi ngayinye, buza imibuzo elandelako.

Imibuzo ehlahlako:

- ★ Zingaki iimfesi ezincani ezidliwe yifesi ekulu?

Raga ngalendlela boke abantwana baze banamathisele iimfesi ezincani. Buza abafundi bonyana zingaki iimfesi ezincani ezidliwe yifesi ekulu nasezizoke? Bala iimfesi ezincani.

4. **Ukumadanisa amatshwayo wamabhoksi neweembholo:**

Hlanganisa ibuthelo lamabhoksi neleembholo. Abafundi bahlela ngamananeke amabhoksi neembholo.

Imibuzo ehlahlako:

- ★ Kubayini uwahlele ngaleya ndlela?
- ★ Khuyini okufanako mayelana nazo zoke izinto ezisesiqhemeni lesi? (Khomba emabhoksini.)
- ★ Kilesi isiqhema? (Khomba eembholweni.)
- ★ Ungazihlela ngamananeke ngenye indlela?
- ★ Kubayini ufake lokhu kilesi isiqhema?
- ★ Le yona ingaya kuphi? Kubayini?
- ★ Nangabe ukhetha into enamakhona, ngisiphi isiqhema okufanele uyifake kiso?
- ★ Nangabe ukhethe into enamahlangothi asipara, ngisiphi isiqhema ekufanele ingene kiso?

5. **Ukutjhelela nokugedeka:** Lungisa irempe. Abafundi bakhetha ibholo nofana ibhoksi.

Imibuzo ehlahlako:

- ★ Ngikuphi kwalokhu ocabanga bonyana kuzakutjhelela kuye phasi erempeni?
- ★ Kubayini ucabanga bonyana zizakutjhelela?
- ★ Ngikuphi kwalokhu ocabanga bonyana zizakugedeka?
- ★ Kubayini ucabanga bonyana zizakugedeka?
- ★ Ngikuphi ocabanga bonyana kuzakufika phasi macangi? Kubayini?

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi esentetjhini zokusebenzela nekambiso yokubutha yangamalanga.

ISIYELELISO

Lomsebenzi werempe kufanele wenziwe ngaphandle. Nikela abafundi isikhathi sokulinga ukutjhelelisa nokugedekisa amabhoksi neembholo.



Day 4

What you need

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

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

Guiding questions:

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



TIP

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

Day 5

What you need

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

1. **Rhyme:** Say or sing any of the rhymes or songs from Weeks 1 to 3.
2. **Oral counting:** Learners swing their arms and count from 1 to 5.
3. **Counting 1–5:** Take the pictures of the smaller fish off the big fish, and count them as you put them in the box on the maths table.
4. **Introducing 'in' and 'out':** Talk about where the fish are. This is a movement activity that requires space. Learners work in groups and follow instructions:

- ★ Jump into a hula hoop and jump out.
- ★ Stand with one leg in the hula hoop and one leg out.
- ★ Climb into the box and climb out.
- ★ Throw a beanbag into a bucket and take it out.

Learners say where they are, or where the beanbag is.



TIP

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

Ilanga 4

Okudingako

- Umlolozelo: *Umntwana munye wefesi* (ikhasi 197)
- Ibutholelo leembholo zobukhulu obuhlukileko namabhoksi abekwe ngetlasini mazombe

1. **Umlolozelo:** Yitjho umlolozele, *Umntwana munye wefesi*. Faka izenzo. Khetha abafundi abahlanu bonyana babe ziimfesi ezihlanu. Buyelela bese unikela nabanye abafundi ithuba.
2. **Ukubala ngomlomo:** Abafundi baqwarhazisa imino bese babala ukusukela ku-1 ukuya ku-5 ngokwegido lethamborini nofana iinkhuhluzi.
3. **Ukugandelela 1, ukuzijayeza khulu no ncani:** Khetha abafundi abambalwa bayokuthatha into yinye ekulu/encani ngetlasini bese babuyela emadeni. Abatjele isiqhema bonyana khuyini into abayiphetheko nokobana yikulu nofana yincani. Abafundi babeka izinto zabo ngokweenqhema zezinto ezikulu nezinto ezincani.
4. **Ukugandelela ukutjhelela nokugedeka:** Abafundi batlhadhlula okwenzeka ngeLanga 3 ngamabhoksi neembholo phezu kwerepe. Abafundi abambalwa bathatha iimbholo namabhoksi bese bazigedela nofana bazitjhelelisa komunye umfundi ngendulungwini. Khulumani bonyana ngiziphi izinto ezigedekako nokobana ngiziphi izinto ezitjhelelako.
Imibuzo ehlahlako:
 - ✦ Ngiziphi izinto ezigedekako? Kubayini ucabanga bonyana ziyagedeka?
 - ✦ Ngiziphi izinto ezitjhelelako? Kubayini ucabanga bonyana ziyagedeka?
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi esentetjhini zokusebenzela nangekambiso yokubutha.

ISIYELELISO

Thola indawo ephasi etjhelelako yomsebenzi lo ngombana amabhoksi avame ukungatjheleli lula emadeni.

Ilanga 5

Okudingako

- Nofana ngiwuphi umlolozele nofana ingoma yeVeke 1–3
- Amahulahuphu wesiquntu sabantwana
- Isithombe esikhulu sefesi neenthombe ezi-5 zeemfesi ezincani (ukusukela ngeLanga 3)
- Amabhoksi amakhulu wokungena ngaphakathi
- Imigodlana yeembhontjisi
- Amathunga nofana iimphathi ezikulu

1. **Umlolozelo:** Yitjho nofana vuma nofana ngiwuphi umlolozele nofana ingoma yeVeke 1 ukuya keye 3.
2. **Ukubala ngomlomo:** Abafundi bajika imikhono yabo bese babala ukusukela ku-1 ukuya ku-5.
3. **Ukubala 1–5:** Thatha iinthombe zeemfesi ezincani uzisuse kezikulu, bese uyabala lokha nawuzifaka ngebhoksini elisetafuleni yeembalo.
4. **Ukwethula 'ngaphakathi' no 'ngaphandle':** Khulumani ngokobana zikuphi iimfesi. Lo msebenzi wokusikinyeka ofuna indawo. Abafundi basebenza ngeenqhema bese balandela imilayelo:
 - ✦ Yeqela ngaphakathi kwehulahuphu bese weqela ngaphandle.
 - ✦ Jama ngenyawo linye ngaphakathi kwehulahuphu bese elinye inyawo libe ngaphandle.
 - ✦ Ngena ngaphakathi kwebhoksi bese uphumela ngaphandle.
 - ✦ Phosela umgodla weembhontjisi ngaphakathi kwethunga bese uwukhuphela ngaphandle.
 Abafundi bayatjho bonyana bakuphi, nofana umgodla weembhontjisi ukuphi.

ISIYELELISO

Dweba amabumbeko ngetjhogo nangabe awunawo amahulahuphu nofana amabhoksi amakhulu. Yenza iimbholo ngamaphephandaba nangabe awunayo imigodla yeembhontjisi.

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

Integration

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

Small group activities

Teacher-guided activity

What you need

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

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

Guiding questions:

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

5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nangekambiso yokubutha.

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo: beka isibalo esithileko samabhoksi ngaphandle bonyana abafundi bazokulinga u 'ngaphakathi' no 'ngaphandle'.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Ukukhetha izinto zangamalanga ezibumbeke sabholo nasabhoksi
- Amabhlogo wokwakha amakhulu namancani
- Irempe encani
- Izinto ezili-15 ezikulu nezincani

1. **Ukubala 1–5:** Abafundi baphakamisa isandla bese babala ukusukela ku-1 ukuya ku-5 ngemino yabo.
2. **Umdlalo we 'khulu' no 'ncani':** Beka izinto ezi-15 ezikhethiweko ezikulu nezincani phakathi kwesiqhema. Khulumani ngokobana ngiziphi ezikulu nokobana ngiziphi ezincani. Hlathululela abafundi ngomdlalo: Biza igama lomfundi bese uthi 'khulu' nofana 'ncani'. Masinyana ngokungakghoneka umfundi uthatha into ekulu nofana encani. Umfundi ngamunye unethuba.
Ekupheleni komdlalo abafundi babuyisela izinto phakathi komada. Buza abafundi bonyana bebaphethe into ekulu nofana encani, nokobana bekuyini into leyo.
3. **Ukuhlela ngamaneko izinto ngobu 'khulu' nangobu 'ncani', ukubala:** Nikela umfundi ngamunye amabhlogo anobukhulu obuhlukileko angahleleka ngokwamaneko wobukhulu nobuncani. Abafundi babala amabhlogo wabo. Abafundi bakhombisa isiqhema amabhlogo wabo amakulu khulu namancani khulu. Abafundi barhemisa amabhlogo ukusuka kelincani khulu ukuya kelikulu khulu. Abafundi barhemisa amabhlogo ukusuka kelikulu khulu ukuya kelincani khulu.
4. **Umdlalo wamatshwayo weembholo namabhoksi:** Beka izinto ezikhethiweko ezinebumbeko elisabholo nelisabhoksi emadeni. Biza igama lomfundi netshwayo elilodwa lebhoksi nofana lebholo, isibonelo, inamakhona, irondo, inomphetho, inamahlangothi, iyagedeka, iyatjhelela. Abafundi bakhomba into enetshwayo lelo. Abafundi bayayibamba into ingakhonjwa. Madanisa ukufana nokuhluka phakathi kwezinto zabo.

Imibuzo ehlahlako:

- ★ Ngiziphi ezinamakhona?
- ★ Ngiziphi ezirondo?
- ★ Ngiziphi ezinamahlangothi?

Sort objects that slide and roll. Choose five objects.

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

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

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

Integration

Home Language and Life Skills (outdoor activities):

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



Check that learners are able to:

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

Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

Hlela izinto ezitjhelelako nezigedekako ngamananeko. Khetha izinto ezihlanu.

- ✦ Ngiziphi izinto ocabanga bonyana ziyagedeka? Kubayini?
- ✦ Ngiziphi izinto ocabanga bonyana ziyatjhelela? Kubayini?

Abafundi basebenzisa irempe ukuhlola bonyana izinto ziyagedeka nofana ziyatjhelela. Abafundi benza amawobhu amabili wezinto: lezo ezitjhelelako nezigedekako.

- ✦ Zingaki izinto esinazo ezitjhelelako? Zingaki ezigedekako?
- ✦ Ngisiphi isiqhema esinezinengi? Ngisiphi isiqhema esinezincani?

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo (imisebenzi yangaphandle):

- Ukuthuthukiswa kwelwazimagama (amagama aphikisanako) nokuphendula ngokwemilayelo.
- Abafundi basebenza ngeenqhema ukuhlola bonyana ngiziphi izinto ezigedekako nofana ezitjhelelako ukwehla erempeni.
- Ukugandelela umqondo wokukhulu nokuncani, abafundi bazisonga sabumbeko lebhola elincani bese bayazelula ukuzenza babe bakhulu ngendlela ebakghona ngayo.



Tjheja bonyana abafundi bayakwazi uku:

- hlela ngamananeko nokumadanisa iimbholo amabhoksi
- fanisa amatshwayo weembholo newamabhoksi
- fanisa izinto ezigedekako nezitjhelelako
- zwisisa isikhundla 'ngaphathi' no 'ngaphandle' (Tjheja ngesikhathi somsebenzi wesiqhema soke ngeLanga 5.)
- zwisisa imiqondo 'khulu' no 'ncani'

Isitetjhi sokusebenzela 1

Okudingako

- Amabhoksi wobukhulu obuhlukileko
- Isinamathiseli nofana iintikha
- Imitletlana yephephandaba

Abafundi basebenzisa amabhoksi, isinamathiseli (nofana iintikha) nemitletlana yephephandaba ukwakha izinto abazikhethela zona ngokwabo.

Isitetjhi sokusebenzela 2

Okudingako

- Ihlama yokudlalisa
- Amabhoksi ama-2, linye lelebula yesithombe 'khulu' elinye libe nelebula yesithombe 'ncani'

Abafundi benza iimbholo zehlama yokudlalisa ezinamalebula 'khulu' no 'ncani' bese bawahlela ngokuwabeka ngamananeko ngemabhoksini alebulwe 'khulu' no 'ncani'.

TIP

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

Workstation 3

What you need

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

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



Workstation 4

What you need

- Building blocks of different sizes
- Plastic farm animals

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



Isitetjhi sokusebenzela 3

ISIYELELISO

Bulunga imigadangiso ekhethelwe umkhangiso ekuzakukhulunywa ngawo iVeke 5.

Okudingako

- Ipende engemathreyini
- Iimpontji ezisipara (akukakateleleki)
- Iphepha
- Amabhlogo wobukhulu obuhlukileko nofana amabhoksi

Thela ilarha lepende elilula ngaphakathi kwesikhafthini nofana kwethreyi yeplastiki. Abafundi batjheba ihlangothi elilodwa lebhlogo (nofana ibhoksi lekhadibhodi elincani, isibonelo, isibha samazinyo, isibha nofana ibhoksi leenungo) ngethreyini yepende. Bagandelela ibhlogo phasi ukwenza imigadangiso.



Isitetjhi sokusebenzela 4

Okudingako

- Amabhlogo wokwakha wobukhulu obuhlukileko
- Iinlwana zeplasi zeplastiki

Khupha amabhlogo weengodo neenlwana zeplasini zeplastiki. Abafundi bakha iimbaya zeenlwana.



Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

- Circle
- Number 2
- Symmetry

Practise

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

New maths vocabulary

circle
same

curved line
shape

top
bottom

middle

Getting ready

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

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

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijiyomethri)

Iinhloko

- Khumbula, fanisa nokutjho amabumbeko we-2-D: indulungu
- Tlhadlhula, hlela ngamananeko nokumadanisa izinto ze-3-D namabumbeko we-2-D (indulungu)
- Isimethri

Ilwazi elitjha

- Indulungu
- Inomboro 2
- Isimethri

Ukujayeza

- Ukubala ngomlomo 1–5
- Inomboro 1
- Ukubala izinto 1–5
- Amaphazili weenquntu ezisithandathu

Ilwazimagama leembalo elitjha

indulungu fanako

umuda ogobeneko ibumbeko

phezulu ngaphasi

phakathi

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- itafula yeembalo zenomboro '2'. Susa izinto namakarada asetjenziselwe inomboro '1'.
- umhlobiso wenomboro 2 ngokusebenzisa iphahla lendlu ekhasini 37 neemfuziselo esekhasini 207 (2, *kubili*, *amaqatjhazi amabili*, *amadube amabili*)
- isede yamakarada wenomboro '2': itshwayo, igama neqatjhazi
- ibhoksi elinebuthelelo lezinto eziyindulungu ezili-16, isibonelo, ikopi, ipleyidi, ibhlege, ithunga, iwatjhi, isikotlelo, irolo lengaphakathi lekhadibhodi lephepha lendlwaneni, iimvalo
- iindulungu ezi-2 ezikulu ezilebuliweko
- iinthombe zefesi nesirhwarhwa
- isithombe si-1 sekubabulongwe (umfuziselo osekhasini 217)
- iinthombe ezi-10 zeendulungu – ezidwetjiweko nofana ezisikwe kumegezini nofana ephephandabeni
- iimfuziselo e-8 efothokhophiweko 'yenomboro 2' (ikhasi 213) ekhavarwe ngeplastiki nofana engemgodlaneni weplastiki
- iphahla lendulungu elidwetjwe ephepheni le-A4 lomfundi ngamunye
- iphazili weenquntu ezi-6 (umfuziselo ekhasini 220)
- amaphamflethi wokukhangisa, amamegezini namaphephandaba
- iimvalo ezi-2 zeyogathi zeplastiki
- amakarada weenthombe wa-1 na-2.

Whole class activities

Day 1



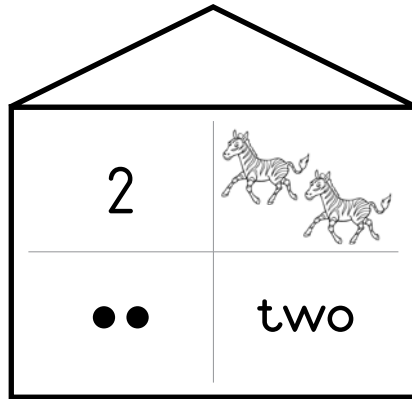
TIP

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

What you need

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

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



Guiding questions:

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

Imisebenzi yetlasi yoke

Ilanga 1

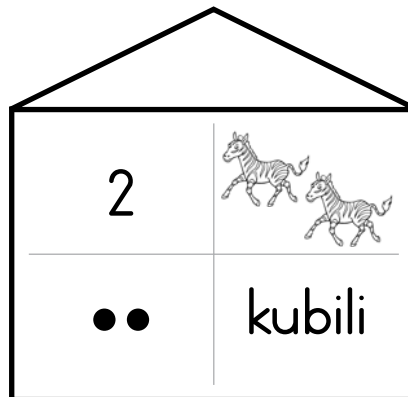
ISIYELELISO

Khumbula ukusebenzisa ikambiso yendlwaneni ukujayeza iinomborosikhundla (kokuthoma, kwesibili, kwesithathu) nobujamo (ngaphambi kwe, ngemva, -de khulu, fitjhani khulu).

Okudingako

- Umlolozelo: *Umntwana munye wefesi* (ikhasi 197)
- *Indatjana yenomboro 2* (ikhasi 197)
- Umhlobiso wenomboro: Inomboro 2
- Beka iimpara ezi-5 zezinto mazombe ngetlasini
- Amakara ali-15 wamaqatjhazi, wegama newetshwayo wenomboro '2'

1. **Umlolozelo:** Yitjho umlolozele, *Umntwana munye wefesi*.
2. **Ukubala ngomlomo:** Abafundi babala ukusuka ku-1 ukuya ku-5 bese bathinta amadolo wabo. Buyelela lokha abafundi nabathinta amahlombe wabo.
3. **Ukwethula inomboro '2':** Khulumani *Ngendatjana yenomboro 1*. Coca *Ngendatjana yenomboro 2*. Umnqopho wendatjana yindlu yeenlwana. Bakhombise iingcenywe zomhlobiso wenomboro lokha nawakha indatjana yeenlwana neenthombe zendlu: iinjamiseleli ezihlukileko zenomboro 2, isibonelo, isithombe, amaqatjhazi, itshwayo negama. Khangisa iingcenywe zomhlobiso ngendlini yeenlwana ebodeni lendawo yeembalo.



Imibuzo ehlahlako:

- ★ Mangaki amadube ahlala ngendlini le?
 - ★ Khuyini okhanye okungakubili endatjaneni?
 - ★ Amadube manengi kangangani kuneendlovu eenthombeni?
 - ★ Ungacabanga ngezinto ezimbili ongefuna ukuzingezelela?
4. **Ukukhambelanisa amaqatjhazi, iinthombe, amatshwayo namagama wa '2':** Bawa abafundi bakhambelanise isithombe, iqatjhazi netshwayo lomhlobiso weNomboro 2. Khombisa abafundi inomborogama bese utjho igama 'kubili'. Bawa umfundi akhambelanise inomborogama nomhlobiso.
 5. **Ukuthola izinto ezi-2:** Khetha abafundi bafune izinto ezimbili ezifanako ngetlasini. Nikela abanye abafundi ikarada lenomboro '2' ukukhambelanisa nezinto lezo. Zibeke etafuleni yeembalo.
 6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi eentetjhini zokusebenzela ezine. Khumbuza abafundi ngekambiso yokubutha.

Day 2

What you need

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

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

Guiding questions:

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

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

Guiding questions:

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

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

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



Ilanga 2

Okudingako

- Isithombe sefesi
- Isithombe sesirhwarhwa
- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Ibholo erarhwako
- Amatjhidi wephepha amakhulu ama-2 nekhokhi
- Izinto eziyindulungu ezi-16
- Ithreyi engatjhingiko enepende
- Iphepha
- Amabhlogo anamatshwayo weendulungu (*IKhidi yeenSetjenziswa*)
- Iindulungu ezikulu ezi-2 ezilebuliweko

1. **Umlolozelo:** Yitjho umlolozelo, *Kunye, kubili, kuthathu, kune, kuhlanu*, lokha nawukhombisa iinthombe zefesi nesirhwarhwa. Abafundi batjho umlolozelo kunye nawe.
2. **Ukubala ngomlomo:** Abafundi bapharuma njengeenrhwarhwa bese babala ukusuka ku-1 ukuya ku-5.
3. **Ukubala izinto 1-5:** Abafundi baphakamisa isibalo semino esifaneleko lokha nabatjho umlolozelo. Yitjho umlolozelo, niwahlele inomboro ngayinye kanye. Khulumani ngomlolozelo.

Imibuzo ehlahlako:

★ Umfundi ubambe iimfesi ezingaki? Zingaki iinrhwarhwa?

4. **Ukumadanisa amabumbeko we-2-D nezinto ze-3-D:** Khulumani 'ngebumbeko': yoke into inebumbeko. Kunamabumbeko amanengi ahlukileko, isibonelo, umzimba wakho unebumbeko, amafasidere wangetlasini anebumbeko, ibholo erarhwako inebumbeko, isithombe sinebumbeko.

Imibuzo ehlahlako:

- ★ Khuyini ongangitjela khona mayelana nebumbeko lamafesdere?
- ★ Khuyini ongangitjela khona mayelana nebumbeko lebhlo erarhwako?
- ★ Ngimaphi amanye amabumbeko esiwabonako ngetlasini yethu?
- ★ Ngiwaphi amabumbeko eniwakhumbulako wangelamawini wenu wokulala emakhenu?

5. **Ukusuka ku-3-D uye ku-2-D:** Bawa umfundi oyedwa ajame. Batjengise lokho ngokuya ngokobana lapha, ungakghona ukubona umfundi ngendlela ehlukeleko – ukusuka ngaphambili, ngemva, ihlangothi nangehla (sebenzisa isitulo ujame phezu kwaso). Batjengise bonyana kuyakghoneka ukutjhugulula umfundi mazombe, ukumbamba nokumsingatha.

Umfundi akalale ngomhlana phezu kwephepha elikhulu. Mdwebe mazombe. Yenza abafundi batjheje lokho okwenzako lokha nawudwebako: 'zomba ihloko yakhe', 'emahlangothini'. Lokha umfundi nasikimako, buza bonyana abafundi babonani ephepheni (isithombe somzimba womfundi).





TIP

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



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

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

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

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

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

Day 3

What you need

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

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



TIP

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

ISIYELELISO

Beka iinthombe ezimbili zendulungu ezilebuliweko ebodeni ngehla kwetafula yeembalo.



6. **Ukwethula indulungu:** Abafundi bahlala ngababili. Beka ibhoksi elinebuthelelo lezinto ezinebumbeko eliyindulungu emadeni. Umfundi munye kwababili uthatha into. Badlhegana ngababili ukukhambisa umuno bawuzombise emiphethweni yezinto eziyindulungu, isibonelo, umphetho wekomitji, umphetho wepleyidi.

Thatha into yinye, isibonelo, ipleiyidi. Yithi, 'Kuzakwenzekani nasingadweba sizombe umphetho wepleyidi?'

Beka isiquntu sephepha emadeni. Dweba uzombe ipleiyidi ngekhokhi. Buza abafundi bonyana bayazi kobana ibumbeko leli libizwani. Batjele bonyana yindulungu. Buza mayelana nebumbeko. Bawa abafundi baqale umuda lokha nawudwebako. Khulumani ngokobana umuda ugobeka njani lokha nawuzomba into.

Bawa umfundi akhethe enye into bese ubasize ukudweba bayizombe. Khulumani ngokobana umuda ugobeka njani. Buza abafundi bonyana ikhona into abayibonako eyindulungu ngetlasini.

7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nangekambiso yokubutha.

Ilanga 3

Okudingako

- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Ingoma: *lindulungu* (ikhasi 197)
- Iinthombe ezi-10 zeendulungu (ezidwetjiweko nofana ezisikwe kibomegezini nofana emaphephandabeni)

1. **Umlolozelo:** Yitjho umlolozele, *Kunye, kubili, kuthathu, kune, kuhlanu*.
2. **Ukubala ngomlomo:** Abafundi banyakazisa izandla njengamaphiko wefesi lokha nababala ukusuka ku-1 ukuya ku-5.
3. **Ukubala izinto 1–5:** Abafundi bakhombisa iminwabo lokha nababala ukusuka ku-1 ukuya esi-5.
4. **Ukugandelela inomboro '2':** Dweba inomboro '2' ekulu emmoyeni. Abafundi bakopa kuwe bese badwebe '2' ezandleni zabo nemihlana yabangani babo. Buza bonyana ngiziphi izitho zemizimba yethu esinambili zazo (izandla, iinhlakala, imikhono, imilenze, amehlo, iindlebe, iinyawo, amadolo, iinthende, iindololwana, iinyonga, amahlombe). Bala izitho zomzimba lokha nabazitjhoko: 'izandla 1, 2' njalonjalo.
5. **Ingoma:** Ukwethula ingoma, *lindulungu*. Faka izenzo.
6. **Ukufuna iindulungu:** Bawa abafundi abambalwa ngesikhathi sinye bathole iindulungu ezimbili ngetlasini bese bazibeka emadeni. Buza abanye abafundi bonyana amabumbeko lawo woke aziindulungu na. Bawa abafundi abambalwa bonyana babeke iindulungu ngeenqhema zangakubili.
7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nangekambiso yokubutha.

ISIYELELISO

Sebenzisa ithuba leli ukukhuluma ngokobana ingabe boke abantu banezandla ezimbili, iinhlakala, imikhono, njalonjalo.

Day 4

What you need

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

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

Guiding questions:

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

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

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



TIP

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

Day 5

What you need

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

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



Ilanga 4

Okudingako

- Ingoma: *lindulungu* (ikhasi 197)
- Ibhola ekulu
- Iimbalisi ezi-5 (*IKhidi yeenSetjenziswa*)
- Iimboniboni (akukakateleleki)

1. **Ingoma:** Vuma ingoma, *lindulungu*.
2. **Ukubala ngomlomo:** Abafundi badluliselana ibholo mazombe, babala ukusuka 1 ukuya 5. Buyelela lokhu woke umfundi abe athole idlhego lokudlulisa ibholo.
3. **Ukubala izinto 1–5:** Khombisa iimbalisi ezihlanu bese ubuza bonyana bacabanga kobana zingaki oziphetheko. Balani iimbalisi ndawonye.
4. **Ukugandelela indulungu:** Sebenzisa itjhogo ukudweba ngemaqadi kwezinto ezingaba zihlanu ezikulu ezirondo (isibonelo, ihulahuphu, ithunga, itayere) eziphasi. Abafundi bayadlhegana ngokweenqhema ukukhamba phezu kwamabumbeko adwetjiweko.
5. **Isimethri:** Bawa umfundi oyedwa ajame aqalane nabanye abafundi.

Imibuzo ehlahlako:

- ★ Ngikuphi u _____ anakho ngakilehlangothi lakhe lomzimba (khomba ngesinceleni somzimba womfundi, isibonelo, indlebe, ilihlo, umkhono, umlenze) anakho nangakelinye ihlangothi lomzimbakhe?
 - ★ Ingabe unawo umkhono ngakelinye ihlangothi? Nendlebe?
- Abafundi abaqalane ngababili bese bakhomba izitho zomzimba abanazo lezo ezikhambelanako ngehlangothini ngalinye.
6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

ISIYELELISO

Nangabe uneemboniboni ezikhona, abafundi abaziqale eembonibonini ukuhlola isimethri emizimbeni yabo ngokukhomba izitho zemizimba yabo ezikhambelanako ngesinceleni nangesidleni.

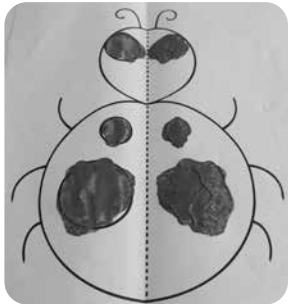
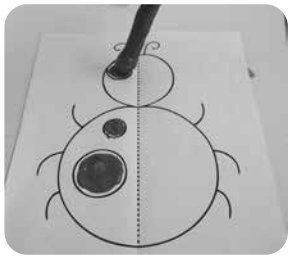
Ilanga 5

Okudingako

- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Ingoma: *lindulungu* (ikhasi 197)
- Amabhlogo wamathribhuthi ama-5 amakhulu wombala ohlukileko (*IKhidi yeenSetjenziswa*)
- *INcwadi yamaPhosta, iPhosta 8*
- *Isithombe sekubabulongwe* (ikhasi 217)
- *Ipende nebhratjhi yokupenda*

1. **Umlolozelo nengoma:** Yitjho umlolozelo, *Kunye, kubili, kuthathu, kune, kuhlanu*, bese uvuma ingoma, *lindulungu*.
2. **Ukubala ngomlomo:** Abafundi babhambada izandla zabo zombili emahlombe wabo bese babala ukusuka ku-1 ukuya ku-5. Buyelela ukubhambada ihlombe ngalinye ngesandla esinye.
3. **Ukubala izinto 1–5:** Nikela abafundi abahlanu ngamunye ibhlogo le-athribhuthi yendulungu lombala ohlukileko. Abaleni ndawonye. Buza bonyana mangaki abovu, asarulani, ahlaza samkayi, njalonjalo.
4. **Ukufuna iindulungu:** Qala iPhosta 8. Abafundi bafuna iindulungu kuphosta.





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

Guiding questions:

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

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

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

Integration

Home Language and Life Skills:

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

Small group activities

Teacher-guided activity

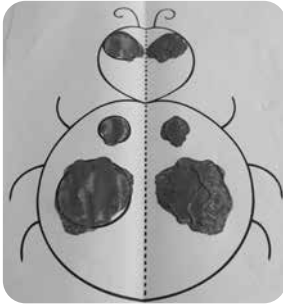
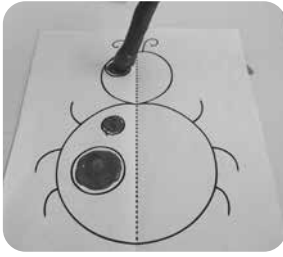
What you need

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

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

Guiding questions and instructions:

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



5. **Isimethri eendulungwini:** Khombisa abafundi isithombe sekubabulongwe. Babuze bonyana babona iindulungu ezingaki – umzimba, ihloko, amaqatjhazi amabili nelihlo linye. Balani iindulungu ndawonye. Coca indatjana yekubabulongwe nasi: 'Ukubabulongwe utshwenywa kukobana akafani nezinye iinkubabulongwe. Imizimba yazo ifana ngokunembako ngehlangothini ngalinye. Naye ufuna ukuba namaqatjhazi amabili nelihlo elinye ngehlangothini ngalinye lomzimba wakhe.'

Imibuzo ehlahlako:

- ★ Ucabanga bonyana ikubabulongwe le singayisiza njani irarulule umraro wayo?

Beka ipende phezu kwamabala womabili kunye nelihlo ngehlangothini elilodwa lesithombe sekubabulongwe. Bhinca isithombe sekubabulongwe emudeni ophakathi naphakathi sibesiquntu, kobana amaqatjhazi amabili nelihlo linye kugadangiseke ngakelinye ihlangothi lekubabulongwe. Khulumani nabafundi bonyana bacabanga kobana amahlangothi wekubabulongwe ayafana na.

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo:

- Ukuthuthukiswa kwelwazimagama (-fanako/-hlukileko).
- Umsebenzi wangaphandle: Dweba nazombe ingeqadi lemizimba yabafundi ngokusebenzisa itjhogo nofana isigojwana. Siza abafundi ukudweba umuda obandula phakathi imizimba yabo ebayidwebileko.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Iimbalisi ezi-30 zemibala ehlukeleko – I inthombe 'zendulungu' (ikhasi 218)
- Umfundu ngamunye:
- Isikhafthini esinalokhu:
 - Amakarada wamathswayo, iinthombe namaqatjhazi: 1 na-2 (IKhidi yeenSetjenziswa)
 - Iimbalisi ezi-5 zemibala (IKhidi yeenSetjenziswa)
- Amabhodi wetjhogo amancani, amabhodi amhlophe nofana iphepha le-A4
- Itjhogo/iimeregi zebhodi emhlophe/amakhrayoni
- Iimvalo zeplastiki ezi-2 zeyogathi

1. **Ukujayeza inomboro '2':** Nikela umfundu ngamunye isikhafthini. Khulumani ngokumumethweko. Abafundi bakhupha bese babeka amakarada wabo weenthombe ngalinye lika 'kunye' no 'kubili' phambi kwabo.

Imibuzo ehlahlako nemilayelo:

- ★ Khuyini okubonako?
- ★ Khuyini okufanako? Khuyini umahluko phakathi kwazo?
- ★ Zingaki iinthombe ezikelinye nelinye ikarada lakho lesithombe?
- ★ Khambelanisa ikarada leqatjhazi ngalinye nekarada lesithombe (1 no 2).
- ★ Zingaki iimbalisi ozidingako ukukhambelanisa ikarada lesithombe ngalinye?
- ★ Khambelanisa ikarada lakho lenomboro '2'. (Khomba inomboro yomhlobiso u-2 ngehla kwetafula yeembalo.)

 **TIP**

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



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

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

Guiding questions:

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

Hold up a coloured disc counter.

Guiding questions and instructions:

- ★ What shape does this look like?

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

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

Give each learner two plastic yoghurt lids.

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

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



Check that learners are able to:

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

ISIYELELISO

Abafundi abangakabi ukulungela ukutlola nofana ukudweba bangasebenzisa ihlama yokudlalisa ukubumba u-'2' nezinto ezimbili.



Tlola u '2' omkhulu ebhodini yetjhogo, ibhodi emhlophe nofana iphepha. Abafundi bakopa lokhu bese badweba izinto ezimbili ebhodini yabo yetjhogo, ibhodi emhlophe nofana iphepha.

2. **Ukugandelela indulungu:** Abafundi bathatha iinthombe ezibunane ekhasini 218 bazikhupha ngesikhafthinini. Bazibeka emadeni phambi kwabo.

Imibuzo ehlahlako:

- ★ Khuyini okubonako eenthombeni lezi?
- ★ Ungangitjelani mayelana namabumbeko asesithombeni ngasinye?
- ★ Khomba ibumbeko elingasiyo indulungu. Kubayini lokhu kungasiyo indulungu?
- ★ Sazi njani nangabe into iyindulungu?

Phakamisa isibalisi sediski esinombala.

Imibuzo ehlahlako nemilayelo:

★ Ibumbeko leli lifana nani?
Beka iwobhu leembali emadeni bese unikela imilayelo. Bawa abafundi:

- ★ Badobhe isibalisi esihlaza samkayi.
- ★ Badobhe isibalisi esisodwa esibovu.
- ★ Badobhe isibalisi esisodwa esisarulani.
- ★ _____, thatha isibalisi esibovu bese usinikela u _____.
- ★ _____, thatha nofana ngisiphi isibalisi esinombala.
- ★ _____, thola isibalisi esifana ngokunembako nalesa u _____ anaso.

Nikela umfundi ngamunye iimvalo zeyogathi ezimbili zeplastiki.

- ★ Omunye nomunye akathathe isibalisi esisodwa bese usibeka phezu kwesivalo.
- ★ Noke nisitholile sinye? Asihloleni.
- ★ Omunye nomunye akathathe iimbalisi ezimbili bese azibeke phezu kwesivalo sakhe esinye seplastiki.
- ★ Noke nithole zimbili? Asizibaleni.
- ★ Ungazihlela iimbalisi zakho ezimbili ngokuhlukileko esivalweni sakho?
- ★ Balani godu.

Abafundi bakhambelanisa amakarada wabo wamaqatjhazi 1 no-2 neembali eziphezu kwesivalo. Khuthaza abafundi bahlele iimbalisi zabo zikhambelane nezakho.



Tjheja bonyana abafundi bayakwazi uku:

- khambelanisa iinthombe zenomboro u-2 nezinto ezimbili, amakarada wamaqatjhazi namakarada wethshwayo lenomboro
- khumbula, fanisa nokutjho indulungu

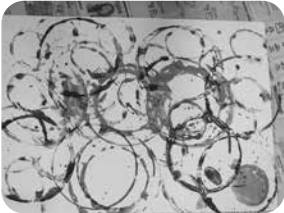
Workstation 1

What you need

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

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

Workstation 2



What you need

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

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

Workstation 3



What you need

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

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



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

Workstation 4

What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

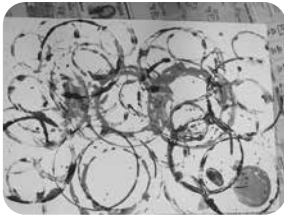
Isitetjhi sokusebenzela 1

Okudingako

- Umfuziselo wehlama yokudlalisa: Inomboro 2 umfundi ngamunye (ikhasi 213)
- Ihlama yokudlalisa

Abafundi basebenzisa ihlama yokudlalisa ukubumba inomboro '2', ukurola iimbholo ezimbili zehlama yokudlalisa zokubekwa phezu komuthi, bese barola iimbholo ezimbili zehlama yokudlalisa zokubekwa ngakugridi.

Isitetjhi sokusebenzela 2



Okudingako

- Ipende ingemathreyini angatjhingiko
- Amatjhidi amakhulu wamaphepha womfundi ngamunye
- Izinto zobukhulu obuhlukileko ezinengaphandle eliyindulungu (isibonelo, iimphathi zeyogathi, amabhlege, irolo yengaphakathi lephepha lendlwaneni, amakomitji alahlwako, iimvalo)

Abafundi bayagadanga ngokusebenzisa izinto ezinebumbeko eliyindulungu. Gandlela into ngependeni bese uyigandlela ephepheni ukwenza umgadango oyindulungu.

Isitetjhi sokusebenzela 3



Okudingako

- Iinthombe zokudla zamaphamfledi wokukhangisa, amamegezini namaphephandaba
- Indulungu yi-1 ekulu edwetjwe ephepheni le-A4 umfundi ngamunye
- Iinkere nesinamathiseli

Abafundi basika iindulungu zokwenza 'ipleyidi'. Bayasika bese banamathisela iinthombe zokudla emapleyidini wabo.



ISIYELELISO

Abafundi abatlhaga ngokusika bangadabula iinthombe begodu bangarola ihlama yokudlalisa benze ibumbeko le'soseji' balibeke emphethweni 'wepleyidi'.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili womongo 'umzimba'

Umfundi ngamunye wakha iphazili.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

square
corner

side
straight

flat
surface

forwards
backwards

Getting ready

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

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



TIP

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

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijiyomethri)

linhloko	Ilwazi elitjha	Ukujayeza
<ul style="list-style-type: none"> • Khumbula, khomba begodu utjho amabumbeko we-2-D: isikwere • Tlhadlhula, hlela ngamananeko begodu umadanise izinto ze-3-D namabumbeko we-2-D • Ikombatjhuba: ukuya phambili nokuya emuva • Isikhundla: ngaphakathi nangaphandle 	<ul style="list-style-type: none"> • Amabumbeko we-2-D: isikwere • Ikombatjhuba: ukuya phambili nokuya emuva • Isikhundla: ngaphakathi nangaphandle 	<ul style="list-style-type: none"> • Indulungu • Imiqondo yenomboro 1 no-2 • Ukubala ngomlomo 1–5 • Ukubala izinto 1–5 • Amabhoksi neembholo • Amaphazili weenquntu ezisithandathu

Ilwazimagama leembalo elitjha			
isikwere ikhona ihlangothi	ngqopa spara	ilingaphandle/ ilingaphezulu	ukuya phambili ukuya emuva

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- ibhoksi elikhulu elinobuso besikwere obubili ubuncani
- isikwere nendulungu zekhadibhodi
- amabumbeko wesikwere wombala nobukhulu nofana ngibuphi
- amaphepha ama-5 aneenkwere ezibovu namanye amaphepha ama-5 aneenkwere ezihlaza samkayi
- iinkwere zombala zomfundi ngamunye
- izinto zebumbeko lesikwere, isibonelo, amabhlogo wesigodo, incwajana encani esikwere, umgodla weembhontjisi osikwere, idayisi, iinquntu zemozeyikhi, amabhlogo wama-athribhuthi asikwere
- izinto zebumbeko lendulungu: isibonelo, isivalo sebhodlelo leplastiki lebis, iimvalo zeplastiki, iinkunubhe ezikulu, amabhlogo wama-athribhuthi ayindulungu
- yenza amasede asi-6 wamakarada wamaqatjhazi ama-2 aneqatjhazi li-1 nama-2, amakarada weenthombe anesithombe si-1 neenthombe ezi-2 zeenlwana kweenkhafthini zabafundi
- iinthombe ezi-7 zeenkwere
- amakarada wamaqatjhazi neenlwana (*Khidi yeenSetjenziswa*).

ISIYELELISO

Khumbula ukusebenzisa ikambiso yendlwaneni ukujayeza iinomboro sikhundla: kokuthoma, kwesibili, kwesithathu; isikhundla: ngaphambi kwe, ngemva, phakathi, -de khulu, fitjhani khulu.

Whole class activities

Day 1

What you need

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

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

Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

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

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

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

Guiding questions:

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

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

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

Guiding questions:

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



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

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Izinto ze-3D ezinjengamabhlogo, amabhoksi wobukhulu obuhlukileko, iimphathi ezisikwere zetafula yeembalo
- Isikwere si-1 esikhulu sekhadibhodi
- Ibhoksi li-1 elikhulu
- Itjhidi li-1 lephepha elikhulu
- Ikhokhi

1. **Umlolozelo:** Yitjho nofana ngiwuphi umlolozele wokubala ukusukela eemvekeni ezidlulileko.
2. **Ukubala ngomlomo:** Abafundi babhambada amathumbu wabo bese babala ukusukela ku-1 ukuya ku-5.
3. **Ukubala izinto 1-5:** Beka amabhoksi namabhlogo emadeni. Bawa abafundi bathathe ibhlogo linye nebhoksi linye.

Imibuzo ehlahlako:

- ★ Sinezinto ezingaki?

Babawe bayokuthatha elinye ibhlogo.

- ★ Zingaki izinto esinazo kwanje?

Buyelela bekube nezinto ezihlanu. Abafundi bayabala lokha nabathinta into ngayinye.

- ★ Ingabe sinamabhoksi amanengi nofana amabhlogo amanengi?

- ★ Ngiziphi esinezimbalwa zazo?

4. **Ukwenza iinkwere:** Khulumani ngelinye lamabhoksi angetlasini. Dweba magega nebhoksi elikhulu elisikwere ukwenza isikwere. Khulumani ngokobana umuda ukhamba njani bunqopho ngokugega, wenza ijika elibukhali ekhoneni bese uyanqopho godu, magega nemiphetho yoke.

Imibuzo ehlahlako:

- ★ Uyazi bonyana ibumbeko leli libizwani?

- ★ Isikwere sinamalayini amangaki anqophileko?

- ★ Isikwere lesi sinamakhona amangaki?

- ★ Ngiwaphi amanye amahlangothi engingawasebenzisa kilelibhoksi ukwenza elinye ibumbeko lesikwere ephepheni?

- ★ Ingabe kuzakufana? Kubayini?

Dweba uzombe ihlangothi abafundi abalikhombako, uhlathulule amalayini lokha nawenza njalo.

5. **Amatshwayo wesikwere:** Khombisa isikwere sekhadibhodi.

Imibuzo ehlahlako:

- ★ Ukhona owaziko bonyana ibumbeko leli libizwani?

- ★ Ingabe ibumbeko leli liyafana naleli esisanda ukulidweba? Kubayini?

ISIYELELISO

Lokha nawudweba uzomba ibhoksi, qalana nemida kobana inqophile kunokobana iyagobeka (nikhulume lokha nawudweba uzomba njengendulungu eVekeni 4).





TIP

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

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

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

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

Day 2

What you need

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

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

Guiding questions:

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

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

Guiding questions:

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

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



TIP

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

ISIYELELISO

Ekupheleni kwelanga bawabafundi babuye nezinto ezibumbeke njengesikwere emakhaya zeLanga 2.

Khambisa amabhlogo wama-athribhuthi asikwere mazombe ngetlasini kobana abafundi bazwelele bebahlolile amatshwayo.

- ✦ Khuyini okuzwako magega nomphetho wezinto lezi?
- ✦ Amahlangothi afana nani? Amakhona wona?
- ✦ Khuyini okhanye okubonako nokuzwako esikwereni sakho?
- ✦ Lokhu kuhluka njani ebumbekweni lendulungu esilikalileko ngeveke ephelileko?

6. **Imisebenzi yesiqhema esincani:** Hlathululela abafundi ngemisebenzi eseentetjhini zokusebenzela ezine. Khumbuza abafundi ngekambiso yokubutha.

Ilanga 2

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- Izinto ezinebumbeko lesikwere ezibuya emakhaya
- Isikwere si-1 esikhulu nekhadibhodi yi-1 eyindulungu esikiweko

1. **Umlolozelo:** Yitjho Umlolozelo, *linkguru ezihlanu ezithabileko*.
2. **Ukubala ngomlomo:** Abafundi bacwayizisa amehlo kabuthaka bese babala ukusuka ku-1 ukuya ku-5. Ababuyelele, bacwayize msinyana.
3. **Ukubala izinto 1–5:** Beka izinto ezibumbeke njengesikwere, isibonelo, incwadi, ibhoksi, isivalo nofana ibhlogo emadeni. Bawa abafundi abahlanu bathathe into ngamunye bese bajama ngaphambili. Balani ndawonye ukusuka ku-1 ukuya ku-5. Abafundi batlhadhlhula izinto zabo bese babala amakhona, amahlangothi nemiphetho.

Imibuzo ehlahlako:

- ✦ Khuyini okwenza izinto lezi zibe sikwere?
 - ✦ _____ thatha enye godu into esikwere.
 - ✦ Khuyini okufanako ngento ephethwe ngu _____ naleyo ephethwe ngu _____?
 - ✦ Ungacabanga enye into obewungayiletha yekhaya enebumbeko lesikwere?
4. **Ukumadanisa iinkwere neendulungu:** Beka amakhadibhodi weenkwere amakhulu neendulungu ebodeni. Buza abafundi bonyana amabumbeko la abizwani. Bawa abafundi 'bakhambe' bundulungu, bese sikwere. Bawa abafundi badwebe isikwere nendulungu emmoyeni. Khulumani ngomahluko nokufana phakathi kwesikwere nendulungu.
- ### Imibuzo ehlahlako:
- ✦ Khuyini okuhlukileko phakathi kwamabumbeko amabili la?
 - ✦ Ngiliphi elinemida enqophileko? (Balani lokhu.)
 - ✦ Ngiliphi elinomuda ogobekileko?
 - ✦ Ngiliphi elinamakhona? (Balani lokhu.)
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

ISIYELELISO

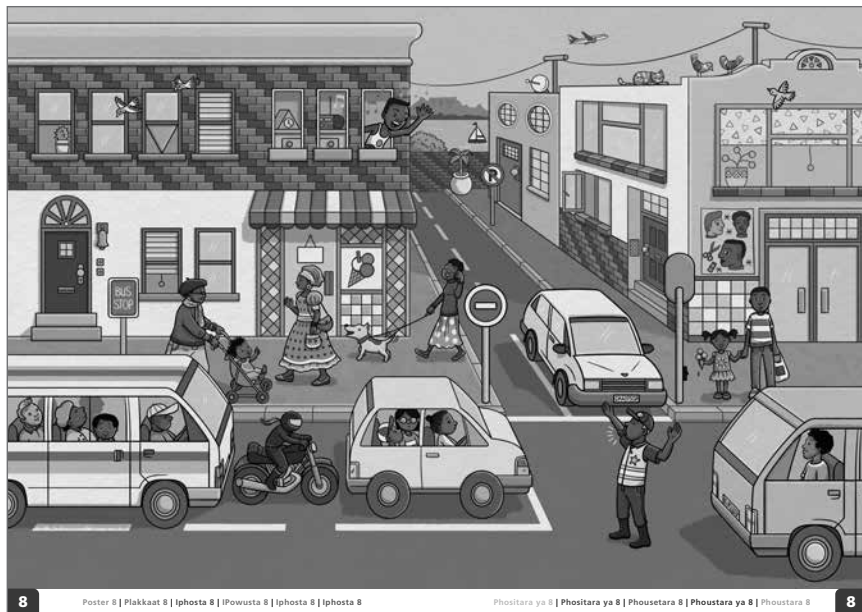
Zilungiselele ukunikela ezinye izinto ezinebumbeko lesikwere, isibonelo, amathayela, imozeyikhi, iimvalo, amabhlogo, iimboniboni, iLego, iDuplo njalonzalo.

Day 3

What you need

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

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



Guiding questions:

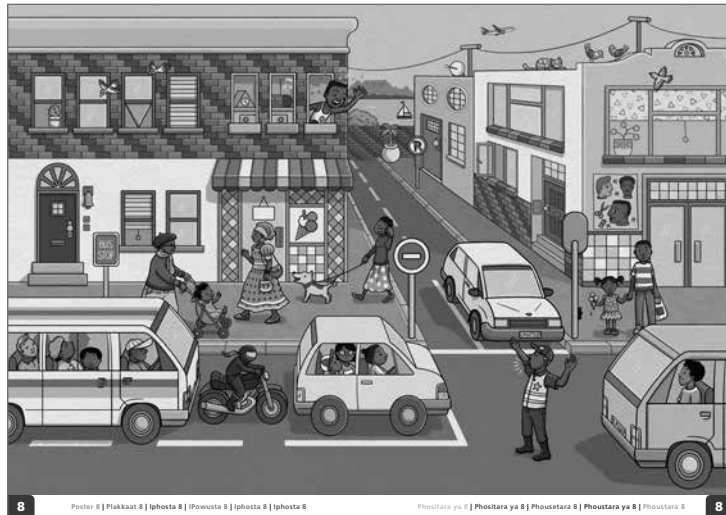
- ★ What do you see in this picture? What are the people doing?
 - ★ Can you see any squares? (Count these.)
 - ★ How do we know that these are squares?
 - ★ Can you see any circles?
 - ★ Are there more squares or more circles? How do you know? (Count them.)
 - ★ How many cars are waiting for the traffic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

Ilanga 3

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- *INcwadi yamaPhosta, iPhosta 8*
- Iinthombe ezi-5 zeenkwere zobukhulu nombala nofana ngimuphi

1. **Umlolozelo:** Yitjho umlolozele, *linkguru ezihlanu ezithabileko*, ufake nezenzo.
2. **Ukubala ngomlomo:** Abafundi banyakaza kabuthaka bese babala ukusuka ku-1 ukuya ku-5.
3. **Ukubala izinto 1-5:** Beka iinthombe ezihlanu zeenkwere mazombe ngetlasini. Abafundi bayadlhegana ukuthola iinthombe zeenkwere. Abafundi bakhuluma ngokobana bayavuma bona iinthombe ezitholwe bafundi ziziinkwere, bese bahlathulula kobana kubayini.
4. **Ukurarulula umraro:** Khuluma ngePhosta 8.



Imibuzo ehlahlako:

- ★ Ubonani esithombeni lesi? Abantu benzani?
 - ★ Kukhona iinkwere ozibonako? (Balani lokhu.)
 - ★ Sazi njani bonyana lokhu ziinkwere?
 - ★ Kukhona iindulungu ozibonako?
 - ★ Kuneenkwere ezinengi nofana iindulungu ezinengi? Wazi njani? (Zibaleni.)
 - ★ Zingaki iinkoloyi ezilindele ipholisa lendlela kobana lizitjele zikhambe?
 - ★ Zingaki iinthuthuthu ezikhona?
 - ★ Nangabe ikoloyi emhlophe iyakhamba (vala ikoloyi le esesithombeni), kuzakusala zingaki? (Balani iinkoloyi ndawonye.)
 - ★ Bangaki abantu obabonako ngaphakathi kwekoloyi encani esarulani?
 - ★ Ngiyiphi enabanengi ngaphakathi kwayo: ikoloyi encani esarulani nofana iteksi?
 - ★ Bangaki abantu obabona kupheyivimente?
 - ★ Kukhona abantu obabonako ngaphakathi kwemakhiwo?
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Day 4



TIP

If space is limited, do these activities outdoors.

What you need

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

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

Day 5

What you need

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

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

Guiding questions:

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



TIP

If space is limited, do these activities outdoors.

Ilanga 4

 ISIYELELISO

Nangabe indawo yincani, yenzela imisebenzi le ngaphandle.

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- Ikoloyi yokudlalisa ekulu

1. **Umlolozelo:** Yitjho umlolozelo, *linkguru ezihlanu ezithabileko*, faka nezenzo.
2. **Ukubala ngomlomo:** Abafundi baphakamisa amahlombe bese babala ukusuka ku-1 ukuya ku-5.
3. **Ukubala izinto 1–5:** Bawa abafundi abathathu bajame ngaphambili. Babuze bonyana kungaba nabafundi abangaki nange kungangezelelwa ngamunye. Omunye umfundi ujama ngaphambili. Balani ndawonye. Buyelela bekube nabafundi abahlanu ngaphambili.
4. **Ukwethula 'ukuya phambili' no 'ukuya emuva':** Abafundi banyakaza buthaka njengekghuru baya phambili nemuva ngendlela ezihlukileko, isibonelo, bakhamba baye phambili bese bakhasela emuva, bakhasela phambili bese beqele emuva. Veza umahluko phakathi 'ukukhamba uye emuva' no 'ukukhamba uye phambili'. Tjhidisela ikoloyana yokudlalisa uyise phambili nemuva ngeendlela ezihlukileko. Bawa abafundi bahlathulule bonyana utjhidisela ikoloyi phambili nofana emuva. Yitjhoni amagama 'phambili' no 'emuva' ndawonye lokha nawenza lokhu. Nikela abafundi abambalwa idlhego lokutjhidisela ikoloyi phambili nemuva bese bayatjho bonyana bayitjhidisa bunjani.
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 5

 ISIYELELISO

Nangabe indawo yincani, yenzela imisebenzi le ngaphandle.

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- Amakhasi a-5 anesikwere esibovu
- Izinto ezi-30 zangetlasini mazombe
- Amakhasi ama-5 anesikwere esihlaza samkayi

1. **Umlolozelo:** Yitjho umlolozelo, *linkguru ezihlanu ezithabileko*, faka nezenzo.
2. **Ukubala ngomlomo:** Abafundi bamatjhela phambili babala ukusuka ku-1 ukuya ku-5. Buyelela, nabafundi nimatjhele emuva.
3. **Ukubala izinto 1–5:** Beka izinto ezitholakala ngetlasini mazombe emadeni. Balani ndawonye bese nibale ukusuka ku-1 ukuya ku-5 lokha abafundi nabakhupha izinto ezihlanu. Buyelelani lokha abafundi nabenza iinqhema zezinto ezihlanu.
4. **Ukugandelela isikwere ngokusebenzisa iphetheni:** Khombisa abafundi ikhasi elinesikwere esibovu.

Imibuzo ehlahlako:

- ★ Libizwani ibumbeko elisekhasini leli?
- ★ Ibumbeko leli linombala onjani?

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

Repeat with the blue square.

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

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

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

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

Integration

Home Language and Life Skills:

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

Small group activities

Teacher-guided activity

What you need

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

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

- ★ Kukhona okubonako ngetlasini okukukhumbuza isikwere?
- ★ Kukhona okubonako okunombala ofanako?

Buyelela ngesikwere esihlaza samkayi.

Nikela abafundi ababili isikwere esibovu ngamunye, nabanye ababili abafundi bathole isikwere esihlaza samkayi ngamunye. Bahlele ngokwephepheni yombala obovu, ohlaza samkayi, obovu, ohlaza samkayi, ngendlela yokobana abanye bakwazi ukubona amabumbeko wabo. Abafundi batjho imibala ndawonye lokha nawukhombako.

- ★ Ungangitjelani mayelana nendlela iinkwere ezihlelwe ngayo?
- ★ Kulandela ini ngemva kwesikwere sokuthoma esibovu? Bese kulandela ini godu?
- ★ Ngifake isikwere esibovu nofana isikwere esihlaza samkayi ekugcineni kwephepheni le?
- ★ Kubayini ucabanga njalo?

Nikela abanye abafundi abasithandathu amakhasi aneenkwere ezibovu nofana ezihlaza samkayi bese ubabawe bajame ngeenyawo kobana benze iphepheni edanyana.

5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo:

- Ukukhulumisana ngeenthombe, ukuthuthukisa ilwazimagama (amabumbeko).
- Umdlalo wangaphandle: Nikela amabhoksi wekhadibhodi wokupaka amakhulu kobana abafundi badlale ngaphakathi bawahlole. Bangakha ngawo njengengcenyane yomdlalo wokuzenzela.
- Umdlalo wangaphandle: Ukupharuma ngokombala – sebenzisa itheyibhu yokufihla nofana itjhogo ukudweba isikwere phasi bese nidlala umdlalo wokupharuma nofana umdlalo womvumo weenkwere.

Imisebenzi yesiqhema esincani

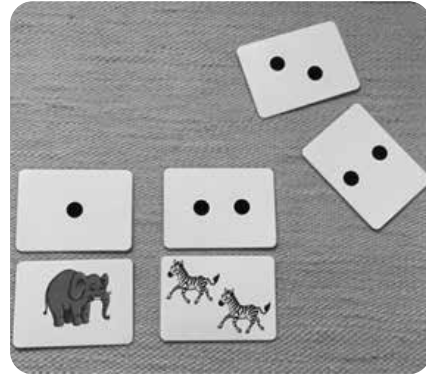
Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Umfundi ngamunye, isikhafthini esinalokhu:
 - limbalisi zeenlwana ezi-3 (ku-1 komhlobo owodwa naku-2 okhunye)
 - Amakarada wamaqatjhazi, wamagama, namatshwayo weenomboro, ku-1 naku-2
- Amakarada amabili weenthombe zesilwana ezi-2 ezikhambelana neembalisi ezikhethiweko
- Umgodlana wokuzwelela neemholo namabhoksi
- Ibhoksi lekhadibhodi eli-1 elikhulu elisikwere
- Amatjhidi amakhulu wephepha
- Ikhokhi

1. **Ukubala ngomlomo:** Abafundi bambhambada phasi bese bakhambisa izandla zabo ukuya phambili lokha nababala ukusuka ku-1 ukuya ku-5. Buyelela, nabafundi babuyisela izandla zabo emuva.
2. **Ukubala izinto 1–5:** Abafundi bayaqalana ngababili bese bakhambelanisa isandla esisodwa nesomngani. Bathintanisa umuno ngamunye nokhambelanako kunye nobhonzi, babala ukusuka ku-1 ukuya ku-5 lokha nabenza lokho. Abafundi babuyelela ngesinye isandla.

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



Guiding questions:

- ★ Can you match the zebras to another card?

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

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

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

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

Guiding questions:

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

TIP

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

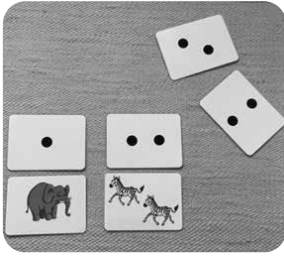
TIP

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



Check that learners are able to:

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



3. **Ukukhambelanisa amakarada wamaqatjhazi ka-1 no-2:** Tjengisa amakarada wamaqatjhazi ka-1 no-2 (*IKhidi yeenSetjenziswa*) bese uwabeka emadeni. Khombisa iinthombe zendlovu nedube. Abafundi bakhambelanisa indlovu nekarada leqatjhazi 1, namadube akhambelaniswa nekarada lamaqatjhazi ama-2.

Imibuzo ehlahlako:

- ★ Ungawakhambelanisa amadube nelinye ikarada?

Abafundi bakhupha amakarada wabo wamaqatjhazi bese bawabeke ngokuwaqalisa phasi emadeni. Baphendula nofana ngiliphi ikarada bese bayadlhegana ukutjho bonyana ikarada labo lijamele yiphi inomoro. Bakhambelanisa inomoro efaneleko yeembalisi zesilwana nekarada. Buyelela ngelinye ikarada lamaqatjhazi.

- ★ Ngisiphi isilwana ophethe sinye saso?
- ★ Ngisiphi isilwana ophethe zimbili zaso?
- ★ Uneenlwana ezingaki onazo sezizoke? (Zibaleni.)

Abafundi bakhambelanisa amakarada wabo weenthombe namakarada wamaqatjhazi. Amakarada wabo wetshwayo lenomoro nenomborogama bawakhambelanisa namakarada wabo weenthombe.

4. **Ukugandelela amabhoksi neembholo:** Hlathululela isiqhema bonyana umgodla wokuzwelela usetjenziswa njani. Ngaphandle kokuwuqala, umfundi uzwelela into engaphakathi komgodla bese utlhadlhula lokho akuzwelelako. Abanye abafundi batjho lokho abacabanga bonyana ngikho. Umfundi ukhupha into engaphakathi komgodla bese abanye abafundi bayayiqala ndawonye, bakhulume ngawo woke amatshwayo. Khuthaza abafundi basebenzise ilwazimagama elinjengaleli: amahlangothi, tjhelela, rondo, amakhona abukhali namahlangothi anqophileko.

5. **Umsebenzi wokuhlola amatshwayo webhoksi– 3-D:** Abafundi bahlola ingaphakathi nengaphandle lebhoksi elikhulu. Bangena ngaphakathi kwebhoksi bese baphumela ngaphandle kwebhoksi, balibhode bazwelela imiphetho yebhoksi ngezandla, bathinta amakhona bebaliphekghule. Balani amahlangothi webhoksi ndawonye.
6. **Umsebenzi wokuhlola isikwere – 2-D:** Phezu kwetjhidi elikhulu lephepha, dweba mazombe ugege nobuso obubodwa bebhoksi elikhulu.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana ibumbeko leli lizakuba njani?
- ★ Wazi njani bonyana sikwere?
- ★ Singadweba mazombe elinye ihlangothi lebhoksi leli nangabe sifuna ukwenza esinye isikwere?
- ★ Isikwere sinemida emingaki? Ngicocela ngayo.

ISIYELELISO

Dweba ubuso ehlangothini ngalinye lebhoksi ukusiza abafundi ukubala amahlangothi.

ISIYELELISO

Tjheja iragelophambili labafundi kizo zoke iinGaba zokuMumethweko zeemBalo zakwaGreyidi R lezo ezenziwe eemvekeni ezidlulileko.



Tjheja bonyana abafundi bayakwazi uku:

- khumbula, ukutjho nokutlhadlhula isikwere
- fanisa amatshwayo webumbeko lebhoksi nelesikwere
- landela iinlayelo zokutjhida uyephambili nokuya emuva
- landela iinlayelo eziphathelene nelingaphakathi nelingaphandle
- khambelanisa izinto namakarada wamaqatjhazi, iinthombe, namatshwayo weenomboro



Workstation 1

What you need

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

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

Workstation 2

What you need

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

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



TIP

Prepare squares for those learners who struggle with tracing.

Workstation 3 (This is a group activity.)

What you need

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

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



Workstation 4

What you need

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

Learners build puzzles with a minimum of six puzzle pieces.



TIP

Choose puzzles based on the learners' abilities.



Isitetjhi sokusebenzela 1

Okudingako

- Ihlama yokudlalisa
- Amabhodi wehlama yokudlalisa womfundi ngamunye
- Amarola neensikihlama (iinkwere neendulungu)

Abafundi benza amabumbeko wehlama yokudlalisa basebenzisa iinsiki zendulungu nesikwere. Basebenzisa amabumbeko la ukwenza imifanekiso abazikhethela yona.

Isitetjhi sokusebenzela 2

Okudingako

- Iphepha elinombala
- linkere nesinamathiseli
- Iphepha elinganalitho lomfundi ngamunye
- Amakhyubhu nofana amabhlogo

Abafundi badweba mazombe ulandelele amakhyubhu nofana amabhlogo ukudweba isikwere. Basika iinkwere zobukhulu nombala ohlukileko. Bazinamathisela ephepheni elinganalitho ukwenza isithombe.

Isitetjhi sokusebenzela 3 (Lo msebenzi wesiqhema.)

Okudingako

- Umfundi ngamunye: izinto zangamalanga ezinebumbeko lesikwere nendulungu
- Isiquntu esikhulu sephepha esidwetjwe indulungu
- Isiquntu esikhulu sephepha esidwetjwe isikwere

Abafundi bahlela izinto ngamananeko ngokweenqhema ezimbili – izinto ezisikwere neziyindulungu. Babeka izinto phezu kwesiquntu sephepha elinebumbeko elikhambelanako.



Isitetjhi sokusebenzela 4

Okudingako

- Iphazili yeenquntu ezisithandathu umfundi ngamunye (qala ikhasi 220)

Abafundi bakha amaphazili ngeenquntu ezisithandathu ubuncani.

ISIYELELISO

Lungisa iinkwere zabafundi labo abatlhagako nokudweba ukulandelela okuthileko.

ISIYELELISO

Khetha amaphazili ngokuya ngokwamakghono wabafundi.

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns

New knowledge

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

Practise

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

New maths vocabulary

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

Getting ready

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

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



TIP

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

UmNqopho wesiGaba sokuMumethweko: AmaPhetheni, amaFanktjhini ne-Aljibhra

Iinhloko

- Amaphetheni wejyomethri

Ilwazi elitjha

- Khomba amaphetheni
- Kopa amaphetheni
- Inomboro 3
- Ukulandelanisa iinomboro 1-3

Ukujayeza

- Ukubala ngomlomo 1-5
- Ukubala izinto 1-5
- Gandlela umqondo wenomboro 1 no-2
- Ukurarulula umraro ngokusebenzisa izinto

Ilwazimagama leembalo elitjha

kufana na akufani na

kuhlukile iphetheni

kopa buyelela

okulandelako ekuthomeni

ekugcineni

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro 3 (ikhasi 209)
- isede yamakarada wamatshwayo weenomboro, iinomboromagama namaqatjhazi 1-3
- iindulungu ezikulu ezi-3 zephepha elibovu, iindulungu ezikulu ezi-3 zephepha elihlaza samkayi neendulungu ezincane ezi-3 zephepha elihlaza samkayi
- ukubuthelela izinto zangamalanga – zokusetjenziselwa ukwenza iinghema, isibonelo, iinkunubhe, amabhoksi wometjisi, amakhandlela wobukhulu obulinganako, amakhrayoni, iimvalo zamabhodlelo, amakomitji weplastiki, iingobho
- amakarada weenthombe, amakarada wamaqatjhazi namakarada wetshwayo lenomboro 3 (isede eyodwa yomntwana ngamunye esiqhemeni)
- amasede ama-3 wamabumbeko weendulungu namabumbeko ama-3 weentembu zeenkwere ezenziwe ngesipontji, isigodo nofana ikhuni (isede eyodwa yomntwana ngamunye esiqhemeni)
- imitletlana yamaphetheni ali-10 ezenziwe ngeentembu
- amatjhidi wephepha anesikhala sokobana abafundi bagadangise umzimba wesibungu (qala ikhasi 117)
- amakarada wamaphetheni ali-10 ngokusebenzisa iingojuana neembalisi ze*Khidi yeenSetjenziswa* (ama-ayithemu angabuyelelwa ngerhelo lenomboro 1-3)
- umfuziselo wehlama yokudlalisa: Inomboro 3 (qala ikhasi 215).

ISIYELELISO

Khumbula ukusebenzisa ikambiso yendlwaneni ukujayeza iinomboro sikhundla: kokuthoma, kwesibili, kwesithathu; isikhundla: ngaphambi kwe, ngemva, phakathi, de khulu, fitjhani khulu.

Whole class activities

Day 1

What you need

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

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

Guiding questions:

- ★ What pattern do you hear?

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

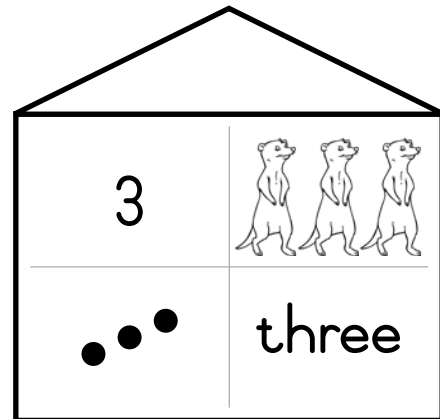
Guiding questions:

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

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

Guiding questions:

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



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- Umhlobiso weenomboro 1–3
- Amakarada wamatshwayo, wenomborogama namaqatjhazi weenomboro 1, 2, no-3
- *Indatjana yenomboro 3* (ikhasi 199)
- Amapleyidi wephepha nofana iindulungu zephepha ezi-3 zobukhulu obulinganako (phezu kwetafula yeembalo)

1. **Umlolozelo:** Yitjho umlolozele, *linkguru ezihlanu ezithabileko* ukusuka Iveke 5.
2. **Ukubala ngomlomo:** Abafundi bawahla izandla lokha nababala ukusuka ku-1 ukuya ku-5. Betha igido phezu kwebhoksi nofana phezu kwetafula. Betha igido elihlukileko eliphasi nofana eliphezulu. Abafundi babala ngokuthambileko nangokuphezulu.

Imibuzo ehlahlako:

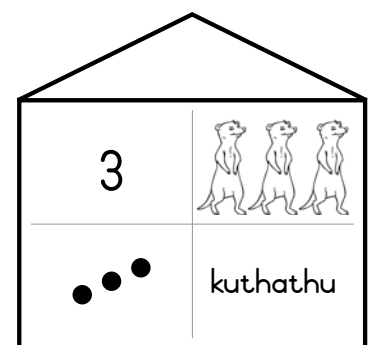
- ★ Ngiyiphi iphetheni oyizwako?
3. **Ukubala izinto 1–5:** Bawa abafundi bakhombe into yinye, mbili nofana zintathu ngetlasini. Noke nibale lokha nabakhombako.
 4. **Ukwethula inomboro '3':** Khomba imihlobiso ye 'Nomboro 1' ne 'Nomboro 2'.

Imibuzo ehlahlako:

- ★ Ngubani ohlala ngendlini yokuthoma? (Khomba kilokhu.)
 - ★ Zingaki iindlovu ezihlala ngaphaya? Ngubani ohlala endlini elandelako?
 - ★ Mangaki amadube ahlala ngaphaya?
 - ★ Kunamadube amanengi nofana iindlovu ezinengi? Kunengi ngangaki?
 - ★ Zingaki iinlwana ocabanga bonyana zizakuhlala endlini elandelako?
 - ★ Zingaba zinengi nofana zingaba ngaphasi kwezimbili?
5. **Ukwethula inomboro '3':** Coca *Indatjana yenomboro 3* bese nikhuluma ngomhlobiso we 'Nomboro 3'.

Imibuzo ehlahlako:

- ★ Ngubani owakhe wabona ubudorwana ngaphambilini? Ubudorwana buhlala kuphi?
 - ★ Bungaki obunye ubudorwana obukhona ngaphezu kwamadube?
 - ★ Khuyini umahluko phakathi kwendlu yeendlovu nendlu yobudorwana?
 - ★ Zingaki iinlwana eziimbawlana ezingendlini yeendlovu kunangendlini yobudorwana?
 - ★ Nangabe ubudorwana obubodwa buya ngendlini yamadube, zingaki iinlwana ezizakuba ngendlini yamadube? Ngendlini yobudorwana ke?
6. **Ukukhambelanisa amakarada weenomboro nomhlobiso wenomboro 3:** Nikela abafundi ikarada linye letshwayo lenomboro, lamaqatjhazi nelenomborogama ka-1, 2, no-3. Abafundi bayadlhegana ukukhambelanisa amakarada wabo nomhlobiso wenomboro ngamunye.



Guiding questions:

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

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

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

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

Guiding questions:

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

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

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

**TIP**

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

Day 2**What you need**

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

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

Guiding questions:

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

Imibuzo ehlahlako:

- ★ Khuyini u _____ akuphethe esandleni sakhe?
- ★ Ngiyiphi indlu ekhambelana nayo? Kubayini?
- ★ Ngubani ophethe ikarada lamaqatjhazi elinamaqatjhazi amanengi? Lamaqatjhazi amancani khulu ke?

Tjela abafundi bonyana leli elinamaqatjhazi amancani khulu kufanele kube ngelokuthoma.

- ★ Ngimuphi umfundi ekufanele abeke ikarada lakhe kokuthoma?
- ★ Ngubani ekufanele alandele? Kubayini?

7. **Qala izinto ezintathu:** Abafundi benza iinqhema zangabathathu. Baphumela ngaphandle baqale izinto ezintathu bese baziletha ngaphakathi. Ngaphakathi ngetlasini isiqhema ngasinye sikhombisa lokho esikutholileko.

Imibuzo ehlahlako:

- ★ Ngubani omunye othole _____? Asizibaleni.

Abafundi benza iinqhema zezinto ezintathu phezu kwetafula yeembalo bese bakhambelanisa amakarada wamatshwayo wenomboro nawenomborogama.

8. **Imisebenzi yesiqhema esincani:** Hlathulula imisebenzi esentetjhini ezine zokusebenzela. Khumbuza abafundi ngekambiso yokubutha.


ISIYELELISO

Khumbuza abafundi bonyana bangahlola itafula yeembalo bese batjintja izinto ekukhambeni kwesikhathi.

Ilanga 2**Okudingako**

- Ingoma: *Nginengolovana* (ikhasi 199)
- Iindulungu ezi-3 ezikulu zephepha elibovu neendulungu ezi-2 ezincani zephepha elihlaza samkayi
- Indulungu yi-1 encani yephepha elihlaza samkayi neendulungu ezi-3 ezikulu zephepha elihlaza samkayi zokungezelela

1. **Ingoma:** Vuma ingoma, *Nginengolovana*. Bawa abafundi balalele kobana zingaki iinrharafu zehlabathi ezifakwe ngengolovaneni. Vumani ingoma ndawonye kube nezenzo.
2. **Ukubala ngomlomo:** Abafundi bakhetha bonyana ngiziphi izitho zomzimba abafuna ukuzisebenzisa lokha nababala ukusuka ku-1 ukufika ku-5 ngeLanga 1. Bawa imibono yabafundi abahlukileko mayelana nezitho zomzimba ezingasetjenziswa.
3. **Ukubala izinto 1–5:** Balani ndawonye ukusuka ku-1 ukuya ku-5 lokha abafundi abahlanu baya ngaphambili bese bathatha ibumbeko. Abafundi bathatha ibumbeko baqale itlasi.

Imibuzo ehlahlako:

- ★ Mangaki amabumbeko esiwabonako?
- ★ Mangaki amabumbeko aphethwe mfundi ngamunye?
- ★ Khuyini okufanako ngamabumbeko la?
- ★ Khuyini umahluko phakathi kwawo?
- ★ Ungakwazi ukwenza isiqhema seendulungu ezihlaza samkayi nesiqhema seendulungu ezibovu?
- ★ Ngisiphi isiqhema esineendulungu ezinengi? Iindulungu ezimbalwa ke?
- ★ Khuyini esikudingako ukwenza kobana isiqhema ngasinye sibenesibalo esifanako seendulungu?

TIP

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

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



Guiding questions:

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

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

Guiding questions:

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

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

Day 3

What you need

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

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

ISIYELELISO

Yenza ilandelano libe lifitjhani belibe lula bese unqophana nobukhulu nofana imibala yeendulungu.

4. **Ukuhlola iphetheni:** Nikela omunye umfundi indulungu encani eseleko ehlaza satjani. Bawa abafundi abaphethe iindulungu ezihlaza samkayi bangahlali phasi bese labo abaphethe iindulungu ezibovu bazibeke emadeni. Nikela abafundi abathathu iindulungu ezintathu ezikulu ezihlaza samkayi. Hlela abafundi ngomjeje neendulungu zabo kobana benze iphetheni: encani, ekulu, encani ekulu. Buza abafundi bonyana yindulungu engangani ekufanele ilandele. Buyelela lokhu abafundi boke bebajame ngeenyawo emjejeni neendulungu zabo.



Imibuzo ehlahlako:

- ★ Uyayibona iphetheni? Ngicocela ngayo.
 - ★ Iphetheni ithoma kuphi?
 - ★ Yindulungu engangani esekuthomeni? Yindulungu engangani elandelako?
 - ★ Nange singangezelela ngenye indulungu ekugcineni kwephetheni, kuzakuba ngengangani? Elandelako yona?
5. **Ukufanisa amaphetheni ngetlasini:** Bawa abafundi bafune amaphetheni phezu kwezambatho zabo begodu/nofana ngetlasini bese bayawatlhadlhula.
- ### Imibuzo ehlahlako:
- ★ Ngiyiphi iphetheni oyibonako? Kubayini ucabanga bonyana yiphetheni?
6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 3

Okudingako

- Ingoma: *Nginengolovana* (ikhasi 199)
- *INcwadi yamaPhosta*, iPhosta 7
- Iindulungu ezi-3 zephepha elibovu neendulungu ezi-3 ezihlaza samkayi zibe nobukhulu obulinganako zoke

1. **Ingoma:** Vuma ingoma, *Nginengolovana*, faka nezenzo.
2. **Ukubala ngomlomo:** Bala ukusuka ku-1 ukuya ku-5. Wahla, gida, wahla, gida.
3. **Ukubala izinto 1–5:** Fanisa iphetheni kuPhosta 7. Fanisa bese ubala izinto 1–5.

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

Guiding questions:

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

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

Guiding questions:

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

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

Guiding questions:

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

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



TIP

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

Day 4

What you need

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

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

4. **Ukucarulula umraro 1–3:** Khuluma ngePhosta 7.**Imibuzo ehlahlako:**

- ★ Ucabanga bonyana sikhathi bani semini? Kubayini?
- ★ Ucabanga bonyana khuyini uBaba azokuthenga ngokulandelako? Kungaki?
- ★ Mangaki amaphayinapula akhona? Kuzakusala mangaki nangesingathenga linye?

5. **Ukugandelela iphetheni:** Abafundi abathathu baphethe iindulungu ezintathu ezibovu. Buza bonyana udinga abafundi abangaki abazokuphatha iindulungu ezihlaza samkayi. Abafundi benza iinghema ezimbili, munye uphethi iindulungu ezibovu omunye uphethi ezihlaza samkayi. Hlela abafundi ngendlela yokobana benze iindulungu njengokulandelako: hlaza samkayi, bovu, hlaza samkayi, bovu, bese batjho amagama wemibala.**Imibuzo ehlahlako:**

- ★ Ngicocelani ngephetheni.
- ★ Ngiwuphi umbala esithome ngawo? Kwalandela muphi?

Buza abafundi bonyana kuyakghoneka ukuzwa amaphetheni nofana angabonwa kuphela. Yenza iphetheni yamatjhada womzimba, wenze itjhada ngalinye kabili, isibonelo, wahla, wahla, gida, gida, wahla, wahla, gida, gida, wahla, wahla. Buyelela amaphetheni kambalwa.

Imibuzo ehlahlako:

- ★ Uzweni?
- ★ Ngiwahle kangaki? (Wahlani bese niyabala ndawonye.)
- ★ Ngigide kangaki? (Gidani bese niyabala ndawonye.)
- ★ Ngenzeni okulandelako?
- ★ Bekuyini amatjhada amabili wokuthoma?
- ★ Khuyini okulandele emva kwalokho?
- ★ Ngiwaphi amatjhada amabili abuyelelweko?
- ★ Ngiyiphi iphetheni engiyenzileko?

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

ISIYELELISO

Abafundi abanye abenze iphetheni efitjhani yamatjhada womzimba abanye abafundi abangayikopa. Bangadinga ukuhlahlwa. Isibonelo, 'Ngiwaphi amatjhada owafunako ekuthomeni?' 'Ngiwaphi amatjhada ofuna alandele?' njalonjalo.

Ilanga 4

Okudingako

- Ingoma: *Nginengolovana* (ikhasi 199)
- Iimbalisi zesilwana
- Iinomboro 1–5 eziphezu kwedrada yokweneka

1. **Ingoma:** Vuma ingoma, *Nginengolovana*, kube nezenzo.
2. **Ukubala ngomlomo:** Abafundi bayakhetha bonyana ngiziphi izitho zomzimba abafuna ukuzisebenzisa lokha nababalako ukusuka ku-1 ukuya ku-5, njengangeLanga 1. Bawa abafundi abahlukileko banikele imibono mayelana nezitho zomzimba abangazisebenzisa.
3. **Ukubala izinto 1–5:** Abafundi bakhetha iimbalisi zamadada ezihlanu nezeenkukhu ezihlanu bese bayazibala.

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

Guiding questions:

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

Complete the pattern together.

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

Day 5

What you need

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

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

Guiding questions:

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

Add another learner to one of the hula hoop groups.

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

4. **Ukugandelela iphetheni:** Abafundi abalitjumi bajama ngaphambili, ngamunye baphethe isibalisi sedada nofana sekukhu. Umfundi ngamunye uyatjho bonyana mhlobo bani wesilwana seplasi asiphetheko. Babawe bazihlele ngokwabo ngeenqhema ezimbili: esisodwa sinamadada esinye sineenkukhu. Buza bonyana khuyini okufanako ngeenlwana abafundi abaziphetheko eenqhemeni zabo, nokobana khuyini okuhlukileko. Buza bonyana ungabahlela njani abafundi ukwenza iphetheni ngokusebenzisa iinlwana. Ndawonye netlasi, hlela abafundi bajame umjeje ukwakha iphetheni. Buza abafundi bonyana ngubani ongambiza olandelako. Yitjho amagama weenlwana ezikuphetheni, isibonelo, idada, ikukhu, idada, ikukhu, idada, ikukhu.

Imibuzo ehlahlako:

- ★ Ngisiphi isilwana ekufanele sisifake ukuragela phambili kilephetheni?
- ★ Singakwazi ukwenza iphetheni ehlukeleko ngokusebenzisa iinlwana eziphethwe bafundi? (isibonelo, idada, idada, ikukhu, idada, idada, ikukhu)

Qedelelani iphetheni ndawonye.

5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 5

Okudingako

- Ingoma: *Nginengolovana* (ikhasi 199)
- Amahulahuphu ama-2
- Amakarada ama-2 wamaqatjhazi newetshwayo lenomboro '3'
- Iimbalisi (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vuma *Nginengolovana*.
2. **Ukubala ngomlomo:** Abafundi bayakhetha bonyana ngiziphi izitho zomzimba abafuna ukuzisebenzisa lokha nababala ukusuka ku-1 ukuya ku-5. Bawa abafundi abahlukileko imibono yabo mayelana nokobana ngiziphi izitho zomzimba abangazisebenzisa.
3. **Ukubala 1–5:** Balani ndawonye isiqhema sabafundi abahlanu bajame ngaphambili bazokwenza izenzo zengoma. Vuma ingoma kambalwa, abafundi abangaphambili benza izenzo.
4. **Ukurarulula umraro 1–3:** Beka amahulahuphu emaduzana phakathi komada. Bawa abafundi bajame ngaphakathi kwehulahuphu ngayinye.

Imibuzo ehlahlako:

- ★ Bangaki abafundi abangakumahulahuphu?
- ★ Kufanele ngenzeni ukwenza isiqhema esisodwa sibe ngaphezulu kwesinye.

Ngezelela ngomfundi omunye kesisodwa isiqhema samahulahuphu.

- ★ Ingabe iinqhema ziyafana nofana ziyahluka? Zihluka njani?
- ★ Isiqhema lesi sinangakhi abanengi? (Khomba isiqhema esinabafundi abathathu.)

Count how many learners there are in each group.

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

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

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

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

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



TIP

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

Small group activities

Teacher-guided activity

What you need

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

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

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

Guiding questions:

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

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



ISIYELELISO

Nqophana nokuzijayeza uku-1, 2 no-3 ngokubeka izinto ngakumahulahuphu angena ngakileli irhemo.

Bala kobana bangaki abafundi abasesiqhemeni ngasinye.

- ★ Khuyini ekufanele sikwenze kobana senze isiqhema sababili sifane nesiqhema sabathathu?

Ngezelela ngomunye umfundi esiqhemeni sababili. Bala isiqhema ngasinye. Abafundi ababili bathatha amakarada wamaqatjhazi weenomboro ezikhambelana nesiqhema ngasinye etafuleni yeembalo. Abafundi ababili bathatha amakarada wamatshwayo weenomboro ezikhambelana neenqhema. Abafundi ababili besiqhema sinye namunye wesinye isiqhema bayokuhlala netlasi yoke. Bala isibalo sabafundi abaseleko esiqhemeni ngasinye.

- ★ Ingabe amakarada weenomboro la asakhambelana neenqhema?
- ★ Kufanele senzeni ukukhambelanisa namakarada?

5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Umfundi ngamunye, isikhafthini esinalokhu:
 - Amakarada wamatshwayo weenomboro 1–3
 - Amakarada wamaqatjhazi 1–3
 - Iimbalisi zeentelo ezi-10 (*IKhidi yeenSetjenziswa*)
 - Iingojuana ezisi-6 zemibala
- Amakarada wamaqatjhazi (*IKhidi yeenSetjenziswa*)
- Amapleyidi wephepha nofana iimphathi ezincani zeyogathi zeplastiki – ku-2 umfundi ngamunye (*NOFANA amatjhidi wephepha le-A4 aneendulungu ezi-2-ngalinye – linye umfundi ngamunye*)
- Intambo ede

1. **Ukubala izinto ezi-5:** Nikela umfundi ngamunye isikhafthini. Abafundi babala iimbalisi zeentelo ezihlanu ngamunye.
2. **Amakarada wamaqatjhazi 1–3:** Khombisa amakarada wamaqatjhazi wenomboro 1 no-2. Khombisa ikarada elilodwa lamaqatjhazi ama '3' bese uyabuza, 'Mangaki amaqatjhazi?' Bawa abafundi babeke iimbalisi ngendlela ekuhlele ngayo. Babuze bonyana bangakwazi ukuhlela iimbalisi ngenye indlela. Buyelela uhlele ikarada lamaqatjhazi lenomboro '3' ngokuhlukileko.
3. **Ukukhambelanisa amakarada wamaqatjhazi neembalisi 1–3:** Abafundi basebenzisa iimbalisi zeentelo ukubala nokukhambelanisa nekarada lamaqatjhazi ngalinye.

Imibuzo ehlahlako:

- ★ Zingaki iimbalisi zeentelo ozidingako ukukhambelanisa ikarada lamaqatjhazi lokuthoma?
 - ★ Zingaki ezinye ozazinga zekarada elilandelako leqatjhazi?
4. **Ukukhambelanisa amakarada wamaqatjhazi namakarada wamatshwayo weenomboro 1–3:** Abafundi bagcina iimbalisi zabo namakarada wamaqatjhazi ngokuhlelekileko phambi kwabo. Beka isede yamakarada wamatshwayo weenomboro 1, 2, no-3 phambi kwabo. Babuze bonyana bayakhumbula bona ngiziphi iinlwana ezisendatjaneni yeenomboro ezikhambelana nekarada lenomboro ngalinye. Khomba ikarada ngalinye bese ubuza abafundi batjho iinomboro. Abafundi bacocisana ngokobana ngimaphi amakarada wamatshwayo nenomborogama akhambelana namakarada wamaqatjhazi. Bamadanisa amakarada wamatshwayo lenomboro weenkhafthini zabo neembalisi namakarada wamaqatjhazi.



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

Guiding questions:

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

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

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

Guiding questions:

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

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

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

Add two learners to one of the sides.

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

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



TIP

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

Integration

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



Check that learners are able to:

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

5. **Ukugandelela iphetheni:** Yenza iphetheni elula ngeembali zeenthelo, isibonelo, ibhanana, amabheri, ibhanana, amabheri. Abafundi batjho amagama weenthelo ngendlela ezihlelwe ngayo.

Imibuzo ehlahlako:

- ✦ Wazi njani bonyana lokhu yiphetheni?
- ✦ Ngisiphi isithelo osibonako ekuthomeni kwephetheni?
- ✦ Ngisiphi isithelo esilandelako osibonako?

6. **Ukukopa iphetheni:** Yenza enye iphetheni usebenzise iinthelo lezi. Bawa abafundi bakope iphetheni ngeembali zabo.

7. **Ukwenza iinqhema zifane 1–3:** Beka isiquntu sentambo phasi phakathi komada. Bawa umfundi oyedwa ajame ngehangothi ngalinye.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abangakileli ihlangothi? Bese ngakelinye ihlangothi-ke?

- ✦ Kuzanjani amahlangothi womabili afane?

Ngezelela ngomunye umfundi ngakelinye ihlangothi. Khulumani ngomahluko phakathi kwamahlangothi womabili.

- ✦ Kufanele senzenjani ukwenza amahlangothi womabili afane?

Ngezelela ngabafundi ababili ngakelinye lamahlangothi.

- ✦ Ngitjelani bonyana kufanele ngenzeni ukwenza amahlangothi womabili afane.

8. **Ukucarulula umraro ngokusebenzisa izinto:** Nikela umfundi ngamunye iimphathi ezimbili zeyogathi neengojwana ezisithandathu. Babawe bafake iingojwana ngaphakathi kweemphathi ngendlela yokobana iimphathi zombili zizokuba nesibalo esifanako seengojwana. Babuze bonyana 'ukufana' kutjho ukuthini. Nikela umfundi ngamunye idlhego lokubala izinto ngesiphathini ngasinye ukuhlola kobana ziyafana.

ISIYELELISO

Abafundi bangenza iinqhema ngeembali zabo zeenthelo ngo-1, 2, no-3 nganofana ngiyiphi indlela. Umnqopho kukobana kutholakale isibalo esifaneleko seembali. Abafundi bazakubona bona izinto ezintathu zingafakwa eenqhemeni nofana njani zihlale zizizinto ezintathu.

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo: ikghono lokubona nokuhlathulula izinto (amaphetheni eenthombeni); amaphetheni eengomeni nakumilolozelo.

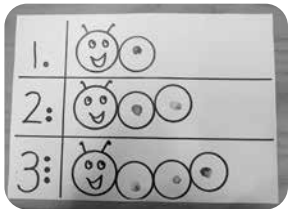


Tjheja bonyana abafundi bayakwazi uku:

- khumbula, ukumadanisa nokutjho amatshwayo wenomboro, inomborogama namakarada wamaqatjhazi 1–3
- khambelanisa izinto namakarada wamaqatjhazi 1–3
- fanisa amaphetheni
- kopa amaphetheni

TIP

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



Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

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

Workstation 3

What you need

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

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

Workstation 4

What you need

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

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

ISIYELELISO

Sebenzisa imitletlana yamaphetheni emibili nangabe isiqhema sikhulu kobana boke bakghone ukubona. Umtletlana wephetheni ungoma, namathisela imidwebo emakhasini anemikhawulo.



Isitetjhi sokusebenzela 1

Okudingako

- Imitletlana yepetheni
- Isipontji, iingodo, nofana iintembu zekhuni
- Isiquntu si-1 sephepha le-A4 umfundi ngamunye
- Isiquntu si-1 sephepha le-A5 umfundi ngamunye
- Ipende ngamathreyi wepholistirini
- Amakhrayoni

Abafundi basebenzisa iintembu ukukopa iphetheni benze umkhawulo ephepheni le-A4. Beka umtletlana wephetheni phakathi etafuleni kobana bazokukopa.

Ephepheni le A-5, badweba isithombe sananya ngiziphi izinto ezintathu abazithandako.

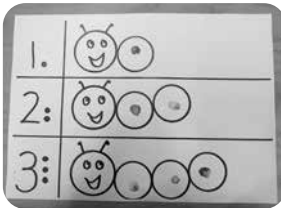
Isitetjhi sokusebenzela 2

Okudingako

- Ipende
- Ikhasi li-1 lokubala iimbungu umfundi ngamunye
- Isiquntu si-1 sephepha le-A4 umfundi ngamunye
- Isitja esinamanzi
- Ithawula

Abafundi batjheba imino yabo ngependeni bese benza isibalo esifaneleko semigadangiso yemino yabo – ku-1, 2, nofana ku-3 ukubumba umzimba wesibungu ngasinye ephepheni lokubala iimbungu.

Lokha nabaqeda isibungu, basebenzisa ipende yemino ukwenza iinthombe zabo ezijamele izinto ezintathu.



Isitetjhi sokusebenzela 3

Okudingako

- Iphepha namakhrayoni
- Amakarada wephetheni (ukujamiselela iimbalisi nokunamathisela amaphetheni)
- Iimbalisi neengojwana ku*Khidi yeenSetjenziswa* – ezanele umfundi ngamunye kobana akope ikarada lephetheni

Abafundi bakhetha ikarada lephetheni. Bakopa iphetheni ngokusebenzisa iimbalisi neengojwana.

Isitetjhi sokusebenzela 4

Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 3 umfundi ngamunye (ikhasi 215)

Abafundi benza ihlama yokudlalisa bese bayibeka endaweni efaneleko emfuziselweni wehlama yokudlalisa. Kufanele basebenzise ihlama yokudlalisa ukubumba inomboro '3', barole iimbholo ezintathu zehlama yokudlalisa bazibeke phezu komuthi, bese barola iimbholo ezintathu zehlama yokudlalisa bazibeke phezu kwegridi.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

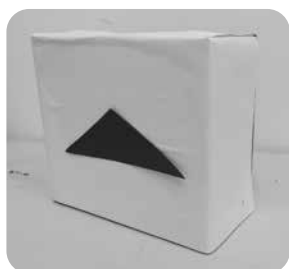
triangle
corner points

smooth
in front of

behind
smaller

bigger

Getting ready



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

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



UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijijomethri)

Iinhloko

- Khumbula, fanisa bese utjho amabumbeko we-2-D: uncantathu
- Madanisa izinto ze-3-D namabumbeko we-2-D
- Hlela amabumbeko we-2-D ngamaneko
- Ukubona isithombe kwesinye isithombe
- Isimethri

Ilwazi elitjha

- Ukubala ngomlomo 1–10
- Amabumbeko we-2-D: uncantathu
- Ukubona isithombe kwesinye isithombe
- Isikhundla: ngaphambi kwe- nangemva

Ukujayeza

- Indulungu, isikwere
- Ukubala izinto 1–5
- Gandlela umqondo weenomboro 1–3
- Ukulandelanisa iinomboro 1–3
- Isimethri
- Khulu, ncani
- Ukuhlela ngokwamabumbeko
- Amaphazili weenquntu ezisithandathu

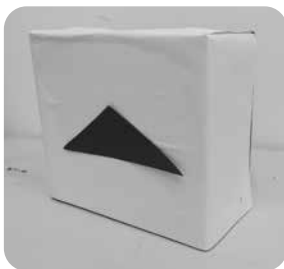
Ilwazimagama leembalo elitjha

uncantathu
ikhona lamaphuzu

tjhelela
ngaphambi kwe-

ngemva
ncazana

khudlwana



Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amaphaphethi ama-3 wemigodlana yamaphepha wobukhulu obuhlukileko (qinisekisa bonyana ubukhulu buhlukaniswe ngokucacileko: kukhulu, kukhudlwana, kukhulukhulu)
- amabhengele ama-3 ukujamisa amaphaphethi
- yenza ibhoksi leposi li-1 elikhulu nali-1 elincani
- aboncantathu bephepha abancani (boke babe nobukhulu obufanako) nabakhulu (boke babe nobukhulu obufanako) abenziwe ngamaphephandaba, abomegezini nofana iphepha elinganalitho
- uncantathu, indulungu, isikwere noncamane bamakhadibhodi asikiweko wobukhulu nemibala ehlukeleko
- ikhophi yephepha le-A4 elinaboncantathu (ikhasi 219) umfundi ngamunye esiqhemeni
- indulungu encani, isikwere noncathathu ezisikwe ephepheni ezinemibala umfundi ngamunye
- yenza amaphazili weenquntu ezisithandathu nangabe awunawo (ikhasi 220)
- pendela umzila weenomboro 1–10 ngaphandle.



Whole class activities

Day 1

What you need

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

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

Guiding questions:

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

Guiding questions:

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

Guiding questions:

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

Hold up the large cardboard triangle.

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

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *Nguncantathu lo* (ikhasi 199)
- Imihlobiso yeenomboro 1–3
- Amabhlogo wama-athribhuthi weenkwere ezi-3, weendulungu ezi-4 naboncantathu aba-5 (*IKhidi yeenSetjenziswa*)
- Indulungu, isikwere noncantathu omkhulu wekhadibhodi
- Isiquntu esikhulu sephepha
- Ikhokhi

1. **Ingoma:** Ukwethula ingoma, *Nguncantathu lo*. Khombisa isithombe sikancantathu bese ukhomba amakhona namahlangothi lokha abafundi nabavuma ingoma. Abafundi baphakamisela imikhono yabo ngehla kweenhloko zabo bese bahlanganise imino yabo ukwenza ibumbeko likancantathu.
2. **Ukubala ngomlomo 1–10:** Abafundi bayapharuma nofana bayeqa magega nomzila weenomboro lokha nababala ukusuka ku-1 ukuya ku-10.
3. **Ukujayeza u-1–3 ngemihlobiso yeenomboro:** Khomba imihlobiso yeenomboro.

Imibuzo ehlahlako:

- ★ Ngisiphi isilwana esikhona esisodwa?
 - ★ Ngiyiphi indlu eneenlwana ezinengi?
 - ★ Ingabe kunamadube amanengi nofana ubudorwana obunengi?
 - ★ Nangabe umngani olidube uvakatjhela amadube amabili, kuzakuba namadube amangaki ngendlini yawo?
 - ★ Nangabe ubudorwana obubodwa busuka buyokuhlala nendlovu, kuzabe kusele ubudorwana obungaki ngendlini yobudorwana?
4. **Ukubala izinto 1–5:** Beka amabhlogo wama-athribhuthi wesikwere, indulungu noncantathu emadeni. Balani ndawonye iinkwere bese nizibeka ngeenqhema. Yenza okufanako nangeendulungu naboncantathu.

Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema esinamabumbeko amanengi khulu?
 - ★ Ngisiphi isiqhema esinamabumbeko amancani khulu?
 - ★ Singaqiniseka njani?
5. **Ukwethula aboncantathu:** Khomba amabhlogo wama-athribhuthi wendulungu nesikwere. Buza abafundi bonyana bayawakhumbula amagama wamabumbeko la. Phakamisa uncantathu.

Imibuzo ehlahlako:

- ★ Kukhona owaziko bonyana ibumbeko leli libizwani?
 - ★ Kukhona ongabona ibumbeko elifana naleli nofana kukuphi ngetlasinapha?
- Phakamisa uncantathu omkhulu wekhadibhodi.
- ★ Ibumbeko leli linamahlangothi amangaki? (Balani lokhu.)
 - ★ Linamakhona amangaki? (Balani lokhu.)

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

Guiding questions:

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

Tell me about the triangle we have drawn.

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

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

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

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



Day 2

What you need

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

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

Guiding questions:

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

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



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

6. **Ukuhlola aboncantathu:**

Dweba mazombe ulandelele uncantathu wekhadibhodi wekhadibhoksi phezu kwesiquntu sephepha.

Imibuzo ehlahlako:

- ★ Libizwani ibumbeko eliphezu kwephepha?
- ★ Ingabe ibumbeko leli liyafana nalelo elisemadeni?

Ngicocelani ngoncantathu esimdwebileko.

- ★ Unemida emingaki?
- ★ Khuyini ongangitjela khona mayelana nemida le?

Khupha aboncantathu ngaphakathi kwe*Khidi yeenSetjenziswa*.

Abafundi bahlola aboncantathu ngababili, bazwelela amahlangothi anqophileko begodu bathinte neempente.

- ★ Mangaki amahlangothi akhona? Mangaki amakhona?
- ★ Azwakala anjani?

7. **Imisebenzi yesiqhema esincani:** Hlathulula imisebenzi eseentetjhini zokusebenzela. Khumbuza abafundi ngekambiso yokubutha.



Ilanga 2

Okudingako

- Umlolozelo: *Ngilalela nangibalako* (ikhasi 199)
- Ithamborini
- Amabhlogo ali-10 wama-athribhuthi waboncantathu (*IKhidi yeenSetjenziswa*)
- Ingoma: *Nguncantathu lo* (ikhasi 199)
- Indulungu ekulu yekhadibhodi isikwere noncantathu ebodeni elingemva kwetafula yeembalo
- Ipleyidi
- *INcwadi yamaPhosta*, iPhosta 8

ISIYELELISO

Khuthaza abafundi beqe phezu kwelere yeenomboro ukusuka ku-1 ukuya ku-10 ngesikhathi sokudlala ngaphandle.

1. **Umlolozelo:** Ukwethula umlolozelo, *Ngilalela nangibalako*.
2. **Ukubala ngomlomo 1–10:** Abafundi bayagida bese babala igido ukusuka ku-1 ukuya ku-10 lokha ngesikhathi udlala ithamborini.
3. **Ukubala izinto 1–5:** Beka amabhlogo ali-10 wama-athribhuthi waboncantathu phezu kwetafula. Balani abafundi abahlanu baye ngaphambili. Buza bonyana uzakudinga aboncantathu abangaki kobana umntwana ngamunye apha the oyedwa. Bawa omunye umfundi anikele umfundi ngamunye kilabo abangaphambili uncantathu oyedwa.

Imibuzo ehlahlako:

- ★ Bangaki abafundi abaphakise abanye abafundi aboncantathu?
- ★ Bangaki abafundi abaphethe uncantathu?
- ★ Nangabe umfundi munye unginikela uncantathu wakhe (umfundi munye uhlala phasi), bangaki aboncantathu abaseleko? (Balani ndawonye.)

Buyelela bekube kulapha boke abafundi bahlezi phasi. Ngaso soke isikhathi buza bonyana bangaki abafundi/aboncantathu abaseleko.

4. **Identifying triangles:** Point to the large triangle on the wall.
Guiding questions:
 - ★ What do you remember about the triangle? What makes it a triangle?
 - ★ How many corners does it have? How many sides? How many lines?

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

Day 3

What you need

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

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

4. **Ukufanisa aboncantathu:** Khomba kuncantathu omkhulu osebodeni.

Imibuzo ehlahlako:

- ✦ Khuyini okukhumbulako mayelana noncantathu? Khuyini okumenza abe nguncantathu?
- ✦ Unamakhona amangaki? Amahlangothi amangaki? Mingaki imida? Vuma, *Nguncantathu lo*.

5. **Ukumadanisa amabumbeko:** Khomba indulungu, isikwere noncantathu omkhulu osebodeni.

Imibuzo ehlahlako:

- ✦ Ngiliphi ibumbeko elinemida enqophileko njengoncantathu?
- ✦ Uncantathu unamahlangothi amangaki? Isikwere sona-ke?
- ✦ Ngiliphi ibumbeko elinamahlangothi amanengi, isikwere nofana uncantathu?
- ✦ Indulungu ihluke ngani kunesikwere? Kuncantathu khona-ke?

6. **Ukurarulula imiraro 1–5:** Khuluma ngePhosta 8. Abafundi bafuna amabumbeko kancantathu esithombeni.

Imibuzo ehlahlako:

- ✦ Kukhona aboncantathu obabonako? Ngikhombisa lapha bakhona.
- ✦ Ngiwaphi amanye amabumbeko owabonako?
- ✦ (Khomba ibumbeko lesikwere nofana lendulungu). Ibumbeko leli liyindulungu? Kubayini kunjalo/kungasinjalo?
- ✦ Zingaki iinkupu ze-ayisikhrimu eziphethwe mntazanyana?
- ✦ Zingaki iinkupu azazitjhiya nangabe udla isikupu esisodwa?
- ✦ Ucabanga bonyana sikhathi bani selanga kwanjesi? Wazinjani?

7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 3

Okudingako

- Umlolozelo: *Ngilalela nangibalako* (ikhasi 199)
- Ithamborini
- Amakarada wamaqatjhazi, weenlwana namtshwayo weenomboro 1–3
- Irobho yokweqayeqa

1. **Umlolozelo:** Yitjho umlolozele, *Ngilalela nangibalako*, faka nezenzo.
2. **Ukubala ngomlomo 1–10:** Yeqa kabuthaka lokha nawubala ukusuka ku-1 ukuya ku-10 ngokwegido lethamborini.
3. **Ukubala izinto 1–5:** Bala abafundi abahlanu batjho umlolozele, *Ngilalela nangibalako* ndawonye. Buyelela ngabanye abafundi abahlanu.
4. **Ukujayeza iinomboro 1–3:** Khombisa amakarada wamaqatjhazi, iinlwana namatshwayo weenomboro 1–3. Bawa abafundi bathathe etafuleni yeembalo isibalo sezinto ezijanyiselweko ekaradeni.

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

Guiding instructions:

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

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

Guiding questions:

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

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



TIP

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

Day 4

What you need

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

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

Guiding questions:

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

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



ISIYELELISO

Hlathulula izitho zomzimba onambili zazo ezitholakala kiwo womabili amahlangothi womzimba.

5. **Ukuhlola isikhundla:** Beka abafundi ngababili. Nikela umfundi ngamunye inomboro 'kunye' nofana 'kubili'.

Imilayelo ehlahlako:

- ★ Kunye jama ngemva kokubili.
- ★ Kunye jama eduze kokubili.
- ★ Kubili jama ngaphambi kokunye.

6. **Ukuhlola isimethri:** Umfundi uyajama uqala ngetlasini. Ubamba intambo yokweqayeqa ngendlela yokobana ilengela ngaphambi komfundi, ukuya phasi emudeni wakhe obandula phakathi.

Imibuzo ehlahlako:

- ★ Mangaki amehlo/iindlebe/iinyawo u _____ anazo ngehlangothi lakhe elilodwa. Nangakelinye ihlangothi?
- ★ Kukuphi emzimbenakhe lapho ubona khona isitho somzimba esisodwa?
- ★ Kwenzekani epumulwenakhe lokha intambo yokweqayeqa nayilengela phasi phakathi kwengaphambili lomzimbakhe?

7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 4

Okudingako

- Umlolozelo: *Ngilalela nangibalako* (ikhasi 199)
- Ithamborini
- Ibuthelole lezinto zetlasini ezi-3
- Amakarada wesithombe, amaqatjhazi netshwayo weenomboro 1–3
- Amaphaphethi ama-3 wobukhulu obuhlukileko
- Amabhlege ama-3 wokujamisa amaphaphethi
- Aboncantathu bephepha abakhulu nabancani umfundi ngamunye
- Ibhoksi leposi elikhulu nelincani

1. **Umlolozelo:** Yitjho umlolozele, *Ngilalela nangibalako*, ufake nezenzo.
2. **Ukubala ngomlomo 1–10:** Abafundi bajika iinyonga zabo babala ukusuka ku-1 ukuya ku-10 ngokwegido lethamborini.
3. **Ukubala izinto 1–5:** Balani ndawonye abafundi abahlanu abahlukileko ukusuka eLangeni 3 batjho umlolozele, *Ngilalela nangibalako*. Buyelela nabanye abafundi abahlanu.
4. **Ukuhlola ukhulu noncane:** Khangisa amaphaphethi phezu kweenjamiso zamabhlege.

Imibuzo ehlahlako:

- ★ Ngiyiphi ekulu khulu/encane khulu? Wazi njani?
- ★ Ingabe le yikudlwana kunale?
- ★ Khuyini okuyenza ibe ngekudlwana/ncazana?

Nikela abafundi abathathu iphaphethi ngamunye. Babawe bajame ngaphambili baphathe amaphaphethi ukusuka kwekulu khulu ukuya kwencane khulu. Buyelela nabafundi abathathu abahlukileko. Tjharaganisa irhemo lamaphaphethi bese ubabawe bawahlele ngokwabo ukusuka kencane khulu ukuya kekulu khulu. Bawa itlasi kobana ikhombe encane khulu, ekulu khulu, ekudlwana, njalonzalo.



TIP

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

Guiding questions:

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

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

Day 5

What you need

- Rhyme: *Hear me count* (page 198)
- 5 classroom objects
- Number 1–3 picture, dot and symbol cards
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

Guiding instructions:

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



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

Integration

Home Language and Life Skills:

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.

ISIYELELISO

Gcina amabhoksi weposi phezu kwetafula yeembalo.

5. **Ukuhlela ngamananeko – okukhulu nokuncani:** Tjengisa abafundi amabhoksi weposi.

Imibuzo ehlahlako:

- ★ Ngiliphi ibhoksi elikhudlwana? Ngiliphi ibhoksi elincazana?

Nikela abafundi uncantathu omkhulu nofana omncani. Baphosela aboncantathu abakhulu ngebhoksini leposi elikhulu naboncantathu abancani ngebhoksini leposi elincani.

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 5

Okudingako

- Umlolozelo: *Ngilalela nangibalako* (ikhasi 199)
- Izinto zangetlasini ezi-5
- Amakarada wesithombe, amaqatjhazi netshwayo weenomboro 1–3
- Imigodla yeembhontjisi

1. **Umlolozelo; ukubala 1–10:** Yitjho umlolozele, *Ngilalela nangibalako*, ufake nezenzo.
2. **Ukubala ngomlomo 1–10:** Abantwana bayajama ngokwendulungu bese babala ukusuka ku-1 ukuya ku-10. Beqela phambili nemuva ngokubala ngakunye bese beqela phezulu nabafika ku-10.
3. **Ukubala izinto 1–5:** Abafundi bakhombisa isibalo semino lokha nawuthi, 'Ngifisa ngathi benginamaswidi amabili, amaswidi amane,' njalonzalo, ukusuka kukunye ukuya kukuhlanu.
4. **Ukuhlola isimethri:** Abafundi bajama ngokwendulungu. Yithi, 'Thinta iindlebe zakho, amehlo, amahlombe, amadololo.' Buza, 'Zingaki iinyawo, izandla, iinlevu, iimpumulo, amathumbu onawo?'
5. **Ukujayeza isikhundla:** Nikela umfundi ngamunye umgodla weembhontjisi nofana into angayiphatha. Jama ufulathele abafundi bese wenza iminyakazo ethileko nabo.

Iinlayelo ezihlahlako:

- ★ Beka umgodla weembhontjisi ngakileli ihlangothi lomzimbakho. Nangakelinye ihlangothi. (Kwenze lokhu.)
 - ★ Beka umgodla weembhontjisi ngaphambi komzimbakho. Nangemva komzimbakho.
 - ★ Ubeke eduze neenyawo zakho. Naphezu kweenyawo zakho.
6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.



Ukuhlanganisa

ILimi leKhaya namaKghono wePilo:

- Ukuthuthukisa ilwazimagama (abondaweni).
- Coca indatjana ukugandelela kuncani, kuncazana, kuncani khulu, kukhulu, kukhudlwana, kukhulu khulu.
- Abafundi batjhida phakathi kwesiqabo esilula. Qalana neenkombatjhuba, isibonelo, ngehla, ngaphasi, ngemva, ngaphezu kwe-.

Small group activities

Teacher-guided activity

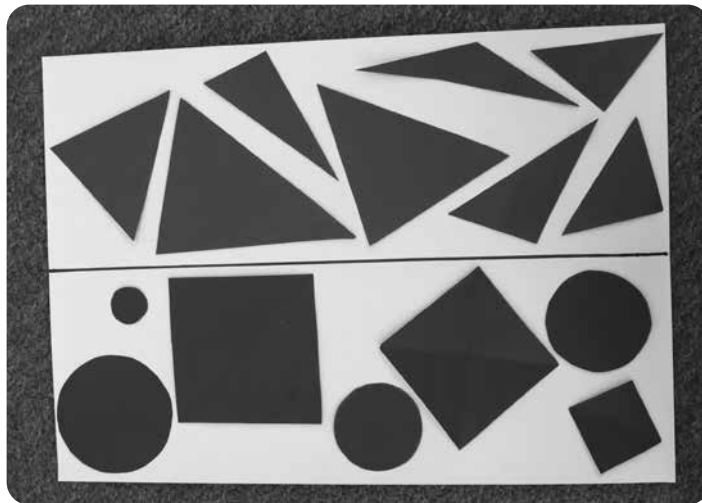
What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
 - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

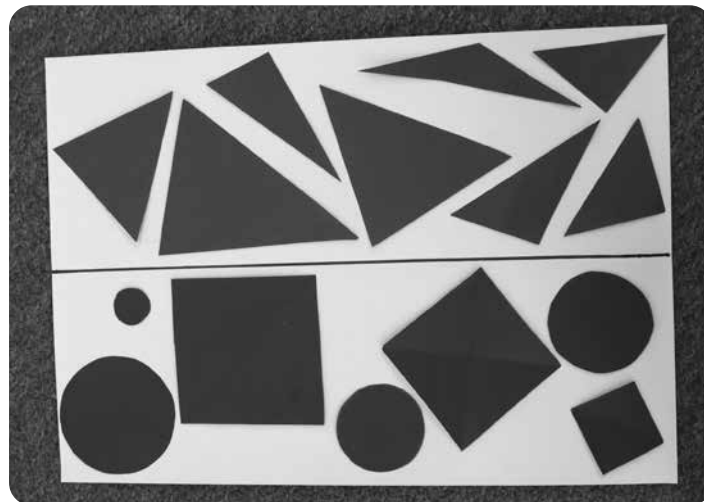
Okudingako

- Iwobhu lamabhlogo we-*Unifix* umntwana ngamunye
- Amabhlogo wama-athribhuthi weendulungu, iinkwere naboncantathu (aboncantathu abanengi kunamanye amabumbeko)
- Uncantathu, indulungu, isikwere, aboncamane abasikiweko

1. **Ukubala 1–10:** Abafundi bakhombisa imino yabo lokha nababala ukusuka ku-1 ukuya ku-10.
2. **Ukubala izinto 1–5:** Nikela abafundi iwobhu lamabhlogo we-*Unifix*. Babawe bakhe umbhotjhongo wamabhlogo amahlanu.
3. **Ukugandelela uncantathu:** Bawa abafundi bakukhombise indulungu, isikwere noncantathu.

Imibuzo ehlahlako:

- ★ Ibumbeko lelo liyini? (indulungu, isikwere, uncantathu) Wazi njani?
 - ★ Ungangitjelani ngebumbeko lelo?
4. **Ukuhlela amabumbeko ngamaneko:** Abafundi benza iinqhema ezimbili zamabumbeko ngamabhlogo wama-athribhuthi: aboncantathu namanye amabumbeko.



Imibuzo ehlahlako:

- ★ Kubayini ufake lokhu esiqhemeni lesi?
- ★ Singahlola bunjani bonyana lokhu nguncantathu?
- ★ Ngisiphi isiqhema esinamabumbeko amanengi/ambadlwana?
- ★ Ngisiphi isiqhema esinamabumbeko amanengi khulu/amancani khulu?



Tjheja bonyana abafundi bayakwazi uku:

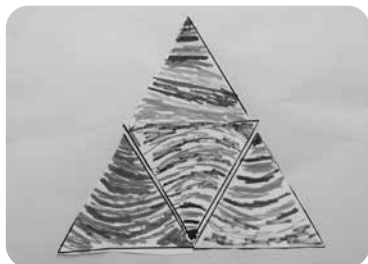
- bala ngomlomo ukusuka ku-1–10
- bala izinto ezi-5
- khumbula nokutjho aboncantathu bese batlhadlhula amatshwayo
- hlela amabumbeko we-2-D abe boncantathu namanye amabumbeko

Workstation 1

What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

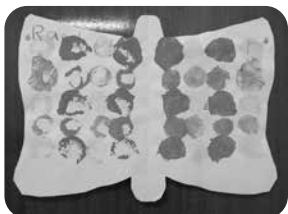
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



Workstation 2

What you need

- A4 paper folded in half
- Paint



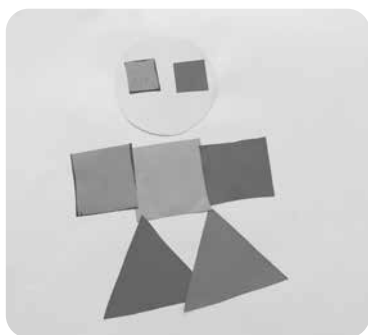
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

Workstation 3

What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



TIP

You will need to demonstrate this before learners begin the activity.

Workstation 4

What you need

- Shape puzzles, minimum six pieces, for each learner

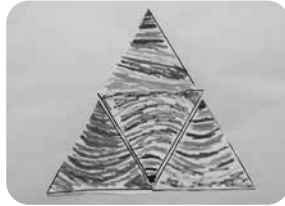
Learners complete shape puzzles.

Isitetjhi sokusebenzela 1

Okudingako

- Ikhophi yekhasi le-A4 elinaboncantathu abane umfundi ngamunye (ikhasi 219)
- Ikhasi li-1 le-A4 elinganalitho umfundi ngamunye
- linkere, amakhrayoni nesinamathiseli

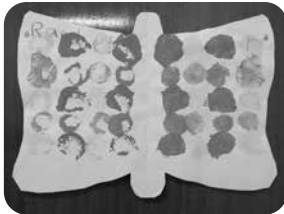
Abafundi basika magega nemida ukwenza aboncantathu abane. Bahlobisa aboncantathu babo bese babanamathisela phezu kwekhasi ngendlela eyenza uncantathu oyedwa omkhulu, njengoba bekangakhona.



Isitetjhi sokusebenzela 2

Okudingako

- Iphepha le-A4 elibhincwe laba siquntu
- Ipende



Abafundi bathontisela amaqatjhazi wepende esiquntwini sinye sephepha. Babhinca iphepha libesiquntu kobana ipende igadangise isiquntu esinye.

Isitetjhi sokusebenzela 3

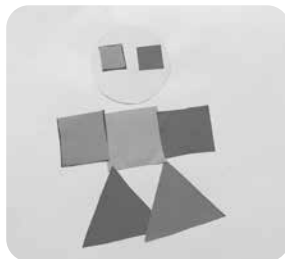
Okudingako

- Iphepha nesinamathiseli
- Iindulungu, iinkwere, aboncantathu bamaphepha amancani anombala
- Iphepha li-1 lobukhulu be A-4 elinganalitho umntwana ngamunye

ISIYELELISO

Uzakufanela ukutjengisa abafundi ngaphambi kobana bathome umsebenzi.

Abafundi banamathisela amabumbeko phezu kwetjhidi lephepha ukwenza umuntu wamabumbeko.



Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili wamabumbeko, iinquntu ezisithandathu ubuncani, zomfundi ngamunye

Abafundi benza amaphazili wamabumbeko.

Content Area Focus:

Measurement

Topics

- Time: day and night
- Height
- Compare and order objects to describe length

New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

New maths vocabulary

on top	under	between	morning	dark	tallest
below	underneath	day	evening	taller	shortest
on	next to	night	light	shorter	

Getting ready



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

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

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

UmNqopho wesiGaba sokuMumethweko: Ukumeda

Iinhloko

- Isikhathi: imini nobusuku
- Ukuphakama
- Madanisa nokurhemisa izinto ukuhlathulula ubude

Ilwazi elitjha

- Ukulandelanisa isikhathi: imini nobusuku, ukukhanya nobumnyama
- Ubude: itjhadi lokuphakama
- Isikhundla: phezulu, ngaphasi, ngaphezulu, ngenzasi, eduze kwe-, phakathi/hlangana
- Ukubala uye emuva 5-1

Ukujayeza

- Ukubala ngomlomo 1-10
- Ukulandelanisa iinomboro 1-3
- Ukubala izinto 1-5
- Gandelela 1-3

Ilwazimagama leembali elitjha

ngaphezulu	ngenzasi	imini	umkhanyo	-de khulu
ngenzasi	eduze kwe	ubusuku	ubumnyama	fitjhani khulu
phezulu	phakathi/	ekuseni	-danyana	
ngaphasi	hlangana	entambama	fitjhezana	

Ukuzilungiselela

ISIYELELISO

Khumbula ukusebenzisa ikambiso yendlwaneni ukujayeza iinomborosikhundla nesikhundla.

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- ilanga li-1 nenyanga yi-1 ezikulu ezisikiweko
- amafu, ikwekwezi, inyanga nelanga (ubukhulu be-A4) ezisikiweko ezi-5
- amalampa ama-3 namakhandlela ama-2 asikiweko
- izinto zekhaya ezihlukileko ukujamiselela imisebenzi yemini nebusuku, isibonelo, ibhrajhi yamazinyo, ibhrajhi yeenhluthu, isitja sokudla kwekuseni nesigobho, incwadi yeendatjana zeenthombe, itotjhi, ikhandlela, iswitjhi yamalampa, umsamelo
- amakarada weenthombe zezinto lezi
- itafula neengubo ezaneleko ukuyigubuzesa ngokupheleleko
- iinthombe zobusuku ezi-5 neenthombe zemini ezi-5 (isibonelo, ukuqala iinkwekwezi, amakhandlela avuthako, ukulala embhedeni, amalampa westradeni, ukwembatha izambatho zokulala, ukudlala ibholo erarhwako, ukufika esikolweni, ukududa ngelanga elitjhisako, ukosa inyama ngaphandle, ukupha ifuyosithandwa)
- iinkhwama zemini nobusuku lapho kungangena khona iinthombe zilingane (qala ikhasi 151)
- ikhasi lemini nobusuku umfundi ngamunye esiqhemeni (qala ikhasi 153)
- ikhasi li-1 le-A4 elineendulungu zobukhulu nombala ohlukileko umfundi ngamunye
- amasede ama-5 weenthombe ezi-5 zamaphazili ezikhambelanako zemini/ebusuku (ezibuya kumamegezini nofana ezidwetjiweko).

Whole class activities

Day 1

What you need

- Song: *The sun is in the sky* (page 198)
- 1 sun and 1 moon cut-out
- A length of string per learner

1. **Song:** Introduce the song, *The sun is in the sky*. Use the sun and moon cut-outs.
2. **Oral counting 1–10:** Learners count from 1 to 10 as they jump. They clap and count backwards from 5 to 1 as you point to the number washing line.
3. **Day and night:** Discuss day and night.

Guiding questions:

- ★ What did you do last night?
- ★ Could you have done this in the day? Why not?
- ★ What do you do in the morning when you wake up?
- ★ What do you do in the evening before it gets dark?
- ★ Have you ever seen the moon?
- ★ What do you do during the day?
- ★ What do you do at night?

4. **Measuring:** Guide learners to discuss different ways of measuring things.

Guiding questions:

- ★ If we wanted to know who was the tallest between _____ and _____, what could we do?
- ★ What could we do to measure people and/or things?
- ★ Have you ever seen anybody measuring anything before? How did they do it?

5. **Measurement:** Call a group of learners to stand one next to the other in front of the class.

Guiding questions:

- ★ Who is the tallest in this group? How do you know?
- ★ Who is the shortest in this group? How do you know?
- ★ Is anyone the same height? How do you know?
- ★ How can we find out?

Learners stand back to back to compare height.

- ★ Is there another way we could measure the height of each learner?

The group of learners stand with their backs against the wall. Draw a line with chalk above their heads.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *Ilanga lise McKayini* (ikhasi 199)
- Ilanga li-1 nenyanga yi-1 ezisikiweko
- Intambo ede umfundi ngamunye

1. **Ingoma:** Yethula ingoma, *Ilanga lise McKayini*. Sebenzisa ilanga nenyanga ezisikiweko.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukusuka ku-1 ukuya ku-10 lokha nabeqako. Bayawahla bebabale ukuya emuva ukusukela ku-5 ukufika ku-1 lokha nawukhomba idrada yokweneka yeenomboro.
3. **Imini nobusuku:** Khulumani ngemini nobusuku.

Imibuzo ehlahlako:

- ★ Gade wenzani izolo ebusuku?
- ★ Bewungakwenza lokhu emini? Kubayini?
- ★ Wenzani ekuseni lokha nawuvukako?
- ★ Wenzani ntambama ngaphambi kobana kubemnyama?
- ★ Wakhe wayibona inyanga?
- ★ Wenzani emini?
- ★ Wenzani ebusuku?

4. **Ukumeda:** Hlahla abafundi bakhulume ngeendlela ezihlukileko zokumeda izinto.

Imibuzo ehlahlako:

- ★ Nangabe besifuna ukwazi bonyana ngubani omude khulu phakathi kuka _____ no _____, singenzani?
- ★ Kufanele senzeni nasimeda umuntu begodu/nofana izinto?
- ★ Wakhe wabona nofana ngubani ameda nofana khuyini ngaphambili? Bakwenze njani?

5. **Ukumeda:** Biza isiqhema sabafundi bajame emaduzana ngaphambi kwetlasi.

Imibuzo ehlahlako:

- ★ Ngubani omude khulu esiqhemeni lesi? Wazi njani?
- ★ Ngubani omfitjhani khulu esiqhemeni lesi? Wazi njani?
- ★ Ingabe boke baphakeme ngokufanako? Wazi njani?
- ★ Singathola njani?

Abafundi bajama bayafulathelana ukumadanisa ukuphakama.

- ★ Ingabe ikhona enye indlela yokumeda ukuphakama komfundi ngamunye?

Isiqhema sabafundi sijama sifulathela iboda. Dweba umuda ngetjhogo ngehla kweenhloko zabo.

Write each learner's name on the line. Cut individual lengths of string for each learner according to their height. Attach the string to each learner's name as they are measured. Ask one learner to come and point to the name of the shortest person in the group, and one to point to the name of the tallest person in the group. Discuss whether learners think that someone else in the class will be taller than/shorter than the learners in this group.



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

Day 2

What you need

- Song: *The sun is in the sky* (page 198)
- Number 1, 2 and 3 symbol, word, dot and picture cards
- Tambourine
- 5 large star cut-outs and 5 large cloud cut-outs
- 1 moon and 1 sun cut-out
- String lengths for one group for the height chart

1. **Song:** Sing the song, *The sun is in the sky*, with actions.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Point to the number washing line as learners count backwards from 5 to 1 to the beat of a tambourine.
3. **Counting objects 1–5:** Place five clouds and five star cut-outs on the walls around the classroom. Ask learners to find the clouds and put them on the wall in the maths area. Ask other learners to find the stars and put them on the wall. Together, count the clouds and stars as the learners find them.

Guiding questions:

- ★ Do we see clouds in the sky in the daytime or the night-time?
 - ★ Do we see stars in the sky in the daytime or the night-time?
 - ★ How many stars have been collected so far? And clouds?
4. **Practising numbers 1–3:** Put number symbol cards 1, 2 and 3 on the wall below the number friezes. Place dot cards, picture cards and number word cards for 1, 2 and 3 in a box. Learners take turns to reach into the box without looking and take one card. They attach the card to the wall next to either 1, 2 or 3.

Guiding questions:

- ★ Is this card in the right place? How do we know?

Ask three learners to put one moon or sun next to number symbol 1, two stars next to number symbol 2 and three clouds next to number symbol 3.

Tlola igama lomfundi ngamunye emudeni. Sika ubude bentambo yomfundi ngamunye ngokuya ngokuphakama kwakhe. Namathisela intambo egameni lomfundi ngamunye lokha nabamedako. Bawa umfundi oyedwa azokukhomba egameni lomuntu omfitjhani khulu esiqhemeni, omunye azokukhomba egameni lomuntu omude khulu esiqhemeni. Khulumani kobana abafundi bacabanga bonyana omunye ngetlasini angaba mudanyana/fitjhazana kunabafundi besiqhema lesi.



6. **Imisebenzi yesiqhema esincani:** Hlathulula imisebenzi esentetjhini zokusebenzela. Khumbuza abafundi ngekambiso yokubutha.

Ilanga 2

Okudingako

- Ingoma: *Ilanga lise McKayini* (ikhasi 199)
- Amakarada weenthombe, itshwayo, igama, namaqatjhazi weomboro 1, 2 no-3
- Ithamborini
- Iinkwekwezi ezikulu ezisikiweko ezi-5 namafu amakhulu ama-5 asikiweko
- Ilanga li-1 nenyanga yi-1 ezisikiweko
- Iintambo ezide zesiqhema sinye zetjhadi lokuphakama

1. **Ingoma:** Vuma ingoma, *Ilanga lise McKayini*, kube nezenzo.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukuya phambili ukusuka ku-1 ukuya ku-10. Khomba edradeni yokweneka yeenomboro lokha abafundi nababala ukuya emuva ukusuka ku-5 ukuya ku-1 ngokwegido lethamborini.
3. **Ukubala izinto 1–5:** Beka amafu amahlanu neenkwekwezi ezihlanu ezisikiweko ebodeni mazombe ngetlasini. Bawa abafundi bathole amafu bawabeke ebodeni endaweni yeembalo. Bawa abanye abafundi bathole iinkwekwezi bese bazibeke ebodeni. Balani ndawonye amafu neenkwekwezi lokha abafundi nabazitholako.

Imibuzo ehlahlako:

- ★ Ingabe siyawabona amafu emkayini emini nofana ebusuku?
 - ★ Ingabe siyazibona iinkwekwezi emkayini emini nofana ebusuku?
 - ★ Zingaki iinkwekwezi ezibuthelelweko njenganje? Amafu wona-ke?
4. **Ukujayeza iinomboro 1–3:** Beka amakarada wamatshwayo weenomboro 1, 2 no-3 ebodeni ngenzasi komhlobiso wenomboro. Beka amakarada wamaqatjhazi, amakarada weenthombe namakarada wenomborogama waka-1, 2 no-3 ngebhoksini. Abafundi bayadlhegana ukuya ebhoksini ngaphandle kokuqala bese bathatha ikarada linye. Banamathisela ikarada ebodeni eduze kwenye yenomboro 1, 2 no-3.

Imibuzo ehlahlako:

- ★ Ikarada leli lisendaweni efaneleko? Sazi njani?

Bawa abafundi abathathu babeke inyanga nofana ilanga eduze netshwayo lenomboro 1, iinkwekwezi ezimbili eduze netshwayo lenomboro 2 bese abathathu babeke amafu eduze netshwayo lenomboro 3.

5. **Day and night:** Discuss day and night with learners.

Guiding questions:

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

Guiding questions:

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is _____ taller or shorter than _____?

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

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.



TIP

Link sequencing daily events to the activities in the daily programme.



TIP

Do oral counting activities in a new and exciting way every day.

5. **Imini nobusuku:** Khulumani ngemini nobusuku kunye nabafundi.

Imibuzo ehlahlako:

- ★ Bekukhanya nofana bekumnyama lokha nawuvukako namhlanje ekuseni?
- ★ Khuyini okwenza kokuthoma lokha nawuvukako: ukudla, ukuhlamba, ukwembatha?
- ★ Khuyini okulandelako okwenzako?
- ★ Bekukhanya nofana bekumnyama lokha nawufika ekhaya ngemva kwesikolo izolo?
- ★ Khuyini okwenzileko lokha nawufika ekhaya?
- ★ Khuyini okwenzileko ngemva kwalokho?
- ★ Unyula isikhathi semini nofana isikhathi sebusuku? Kubayini?
- ★ Khuyini othanda ukuyenza khulu ebusuku?
- ★ Khuyini oyithanda khulu ngesikhathi semini?
- ★ Khuyini ozakwenza ngemva kokuphuma kwesikolo namhlanje?

6. **Ukumeda:** Qala itjhadi lokuphakama. Meda esinye isiqhema sabafundi. Abafundi bayalinganisa bonyana ngubani wesiqhema lesi ozakuba mfitjhazana nofana abe mudanyana kunabafundi abamedwe izolo.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana ngubani ozakuba mude khulu namhlanjesi?
- ★ Ucabanga bonyana ngubani ozakuba mfitjhani khulu namhlanjesi?
- ★ Kubayini utjho njalo?

Hlola ngokujamisa abafundi bafulathelane.

- ★ U _____ mudanyana nofana mfitjhazana kuno _____?

7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

 **ISIYELELISO**

Hlanganisa ukulandelanisa izehlakalo zangamalanga nemisebenzi yehlelo langamalanga.

Ilanga 3

Okudingako

- Umlolozelo: *linkguru ezihlanu ezithabileko* (ikhasi 197)
- Amakarada wamatshwayo, weenthombe namaqatjhazi weenomboro 1, 2 no-3 (*IKhidi yeenSetjenziswa*)
- limbalisi zeenlwana ezi-5 ngesiphathini esikhanyelako
- Amabhontjisi nofana iinkunubhe ezi-5 ngesiphathini esikhanyelako
- Ubude bentambo yesiqhema sinye yetjhadi lokuphakama

1. **Umlolozelo:** Yitjho umlolozelo, *linkguru ezihlanu ezithabileko*, yeVeke 5. Buza abafundi kobana bacabanga bonyana iinkghuru zenzani emini nebusuku. Yenza isenzo sokungena ngeqepheni lekghuru.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1. Yeqelani phambili nemuva ngaphandle emzileni weenomboro.

 **ISIYELELISO**

Yenzani umsebenzi wokubala ngomlomo ngendlela etja nethabisako ngamalanga.

3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.

Guiding questions:

- ★ Whose answer was the closest?
- ★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

- ★ Are there the same number of objects in each container?
4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.

Guiding questions:

- ★ Are there more stars or more candles?
- ★ If one star falls from the sky, how many stars are left?
- ★ Which groups have the same number of objects?
- ★ I want to have the same number of lamps and candles as the stars. What must I do?



TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

3. **Ukubala izinto 1–5:** Khombisa iimphathi ezimbili ezineembalisi zeenlwana namabhontjisi nofana iinkunubhe ngaphakathi kwazo. Bawa abafundi babale kobana zingaki abacabanga bonyana zingaphakathi kwesiphathi ngasinye. Zibaleni ndawonye.
Imibuzo ehlahlako:
 - ★ Ngeyakabani ipendulo epeze yanemba?
 - ★ Ingabe kunesibalo seembali esifanako ngesiphathini ngasinye? Khulumani ngokobana iembali zeenlwana zithatha isikhala esikhulu kuneembhontjisi/iinkunubhe, kodwana kusese sibalo esifanako ngesiphathini ngasinye.
 - ★ Ingabe kunesibalo esifanako sezinto ngesiphathini ngasinye?
4. **Ukujayeza inomboro 1–3:** Hlangahlanganisa amakarada wamaqatjhazi, iinthombe netshwayo. Khombisa abafundi lokhu. Dlalani umdlalo ukubona bonyana bangatjho msinyana kangangani bona inomboro ijameleni.
5. **Ukumeda:** Abafundi bayalinganisa bonyana ngubani esiqhemeni esilandelako ongabamfitjhani nofana ongabamude kunabafundi bayizolo. Meda isiqhema esilandelako sabafundi bese utlola amagama wabo ebodeni? Abafundi bajama bafulathelane ukumadanisa ukuphakama.
6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 4

Okudingako

- Ingoma: *Ilanga lisekayini* (ikhasi 199)
- Amakarada wetshwayo, igama namaqatjhazi wenomboro '3'
- Izinto zekhaya ezihlukileko ukujamiselela imisebenzi yemini nobusuku
- Amakhandlela ama-3 asikiweko, amalampa ama-3 neenkwekwezi ezi-3
- *INcwadi yamaPhosta, iPhosta 1 no 4*
- Iintambo zobude zetjhadi lokuphakama zesiqhema sinye

1. **Ingoma:** Vuma *Ilanga lisekayini*.
2. **Ukubala ngomlomo 1–10:** Bala, gadanga bese uwahla ukusuka ku-1 ukuya ku-10.
3. **Ukubala izinto 1–5:** Beka isibalo esihlukileko sezinto zobukhulu obuhlukileko ngeemphathini ezikhanyelako. Abafundi balinganisa bonyana zingaki ezingemphathini bese bayabala ukuhlola inembo yokuqagela kwabo.
4. **Ukujayeza 1–3:** Beka ikhandlela, ilampa, nekwekwezi esikiweko emadeni. Abafundi bayadlhegana ukuyokuthatha amakhandlela amathathu, iinkwekwezi ezintathu namalampa amathathu. Babeka lokhu ngeenqhema bese bakunamathisela phezu kweboda. Khambelanisa itshwayo lenomboro 3, amakarada weqatjhazi negama nesiqhema sezinto ezintathu. Bala isiqhema ngasinye sezinto kunye netlasi.

Imibuzo ehlahlako:

- ★ Kuneenkwekwezi ezinengi nofana amakhandlela amanengi?
- ★ Nangabe ikwekwezi eyodwa iwa emkayini, kusele iinkwekwezi ezingaki?
- ★ Ngisiphi isiqhema esinesibalo sezinto ezifanako?
- ★ Ngifuna ukuba nesibalo samalampa namakhandlela esifana neseenkwekwezi. Kufanele ngenzeni?

ISIYELELISO

Sebenzisa izinto zetafula yeembalo (ukujamiselela imini nobusuku) nofana izinto ezikhambelana nomongo mayelana nemisebenzi yokubala.

- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

Guiding questions:

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?



Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?



6. **Position:** Talk about Poster 4.

Guiding questions:

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

- ★ Nangabe abantu ababili bacima amalampa wabo, mangaki azakusala akhanya? (Susa mabili.)
- ★ Kunamakhandlela ambadlwana nofana amalampa ambadlwana?

5. **Ubusuku nemini:** Khuluma ngePhosta 1.

Imibuzo ehlahlako:

- ★ Ngubani ombonako esithombeni lesi?
- ★ Wenzani?
- ★ Ucabanga bonyana sikhathi semini nofana sikhathi sebusuku? Wazi njani?
- ★ Siyalivula ikhetheni emini? Kubayini?
- ★ Khuyini okwenzako ekuseni?
- ★ Uzabe enzani umntwana uThami nangabe lesi bekusikhathi sebusuku?
- ★ Abanye abantu bebazabe benzani nangabe bekusikhathi sebusuku?



Khulumani ngePhosta 4.

- ★ Ngubani ombona esithombeni lesi?
- ★ Wenzani?
- ★ Ucabanga bonyana uMma ubuyaphi? Wazi njani?
- ★ Ngubani emndenini wakho okhamba ayokusebenza ngesikhathi semini?
- ★ Ucabanga bonyana kusekuseni nofana kungemva kwamadina?
- ★ Ucabanga bonyana bazokwenzani okulandelako?
- ★ Wenzani ngemva kwamadina?
- ★ Wenzani ntambama?
- ★ Kubayini uMalusi abhaca ngaphasi kwetafula?



6. **Isikhundla:** Khuluma ngePhosta 4.

Imibuzo ehlahlako:

- ★ Uphi uGogo?
- ★ Uphi uPepper?
- ★ Uphi uMalusi?
- ★ Ukhona emndenini ongakghona ukungena ngaphasi kwetafula? Kubayini?
- ★ Khuyini okubona ngaphezu kwetafula?
- ★ Ubhace kuphi uLaylah?
- ★ Kunesithombe esilenga ebodeni. Ngubani osesithombeni?
- ★ Ingabe kunento esebodeni ngenzasi kwesithombe?
- ★ Ubonani eduze nesitulo?
- ★ Ngubani ongaphandle?
- ★ Ingabe uMma ungaphakathi nofana ngaphandle kwendlu?

7. **Ukugandelela ukumeda – ukuphakama:** Itlasi ilinganisa bonyana ngubani esiqhemeni sabafundi esilandelako ozakuba mfitj hazana nofana ozakuba mudanyana kunabafundi bayizolo. Meda isiqhema esilandelako sabafundi bese utlola amagama wabo ebodeni. Abafundi bajama bafulathelane ukumadanisa ukuphakama.

8. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Day 5

What you need

- Song: *The sun is in the sky* (page 198)
- 5 large star, moon and sun pictures
- Sun, moon, star, cloud, lamp and candle cut-outs
- Number 1, 2 and 3 dot, symbol, word and picture cards
- 6 chairs
- Tambourine
- Story: *Malik gets it wrong* (page 200)
- 5 night pictures and 5 day pictures

1. **Song:** Sing the song, *The sun is in the sky*. Use a sun and a moon picture to show the sun coming up and going down, and the sun and moon in the sky.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Learners count backwards from 5 to 1 and jump once on each count as you point to the number washing line.
3. **Counting objects 1–5:** Count the five stars. Count five other things on the maths table that shine at night, for example, moon, candles, lamps (use cut-outs).
4. **Practising numbers 1–3:** Hand out the number dot, picture, symbol and word cards to some learners to match with the number friezes on the wall.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.

Guiding questions:

- ★ Who is the tallest in the class?
 - ★ Who is the shortest in the class?
 - ★ Is there anyone you live with who is very tall? Tell us about him/her.
 - ★ Is there anyone at home who is shorter than you? Tell us about him/her.
 - ★ Who is the tallest person you know?
6. **Position:** Place six chairs in front of the class. Place these pictures on the mat behind the chairs: three moons, one sun and three stars. Select learners to follow instructions.

Guiding instructions:

- ★ Put two moons on a chair.
- ★ Put one sun next to a chair.
- ★ Put one moon under a chair.
- ★ Fetch one star. Where do you want to put the star?
- ★ Fetch two stars and tell us where you are going to put them.
- ★ What do tortoises do at night when they sleep? Learners lie down and go into their tortoise shells.



TIP

Highlight ways in which learners may be discriminated against as this relates to physical appearance and height.

Ilanga 5

Okudingako

- Ingoma: *Ilanga lise McKayini* (ikhasi 199)
- Iinkwekwezi ezi-5 ezikulu, neenthombe zenyanga nelanga
- Ilanga, inyanga, ikwekwezi, ilifu, ilampa nekhandlela ezisikiweko
- Amakarada weenomboro 1, 2 no 3 wamaqatjhazi, itshwayo, igama nesithombe
- Iintulo ezi-6
- Ithamborini
- Indatjana: *UMalik udurhile* (ikhasi 201)
- Iinthombe zebusuku ezi-5 neenthombe zemini ezi-5

1. **Ingoma:** Vuma ingoma, *Ilanga lise McKayini*. Sebenzisa isithombe selanga nenyanga ukukhombisa ilanga naliphumako nalokha nalitjhingako, nelanga nenyanga emkayini.
2. **Ukubala ngomlomo 1–10:** Abafundi babala ukuya phambili ukusuka ku-1 ukuya ku-10. Abafundi babala ukuya emuva ukusuka ku-5 bese beqa kanye ukubala ngakunye lokha nawukhomba idrada yokweneka yeenomboro.
3. **Ukubala izinto 1–5:** Balani iinkwekwezi ezihlanu. Bala ezinye izinto ezihlanu ezisetafuleni yeembalo eziphazimako ebusuku, isibonelo, inyanga, amakhandlela, amalampa (sebenzisa okusikiweko).
4. **Ukujayeza iinomboro 1–3:** Phakisa abanye babafundi amakarada wamaqatjhazi, iinthombe, amatshwayo namagama bawakhambelanise nomhlobiso weenomboro osebodeni.
5. **Ukumeda:** Itlasi ilinganisa bonyana ngubani esiqhemeni sabafundi esilandelako ozakuba mfitjhezana nofana ozakuba mudanyana kunabafundi bayizolo. Meda isiqhema esilandelako sabafundi bese utlola amagama wabo ebodeneni. Abafundi bajama bafulathelane ukumadanisa ukuphakama.

 ISIYELELISO

Tjengisa iindlela abafundi abangakhethululwa ngazo njengombana lokhu kuhlobana nokubela komzimba nokuphakama.

Imibuzo ehlahlako:

- ✦ Ngubani omude khulu ngetlasini?
 - ✦ Ngubani omfitjhani khulu ngetlasini?
 - ✦ Ukhona ohlala naye omude khulu? Sicocela ngaye.
 - ✦ Ingabe ukhona ekhenu omfitjhani kunawe? Sicocela ngaye.
 - ✦ Ngubani umuntu omude khulu omaziko?
6. **Isikhundla:** Beka iintulo ezisithandathu phambi kwetlasi. Beka iinthombe lezi emadeni ngemva kweentulo: iinyanga ezintathu, ilanga elilodwa neenkwekwezi ezintathu. Khetha abafundi abazakulandela imilayelo.

Iinlayelo ezihlahlako:

- ✦ Beka iinyanga ezimbili esitulweni.
- ✦ Beka ilanga elilodwa eduze nesitulo.
- ✦ Beka inyanga eyodwa ngaphasi kwesitulo.
- ✦ Thatha ikwekwezi eyodwa. Ufuna ukuyibeka kuphi ikwekwezi?
- ✦ Thatha iinkwekwezi ezimbili bese usitjele bonyana uyoziyibeka kuphi.
- ✦ Zenzani iinkghuru ebusuku lokha nazilalako? Abafundi balala phasi bese bangena emaqepheni wabo weenkghuru.

7. **Day and night:** Tell the story, *Malik gets it wrong*.

Guiding questions:

- ★ What was the story about?
- ★ Did the daytime or the night-time come first in the story?
- ★ How do we know? What happened at the beginning of the story?
- ★ What happened during the night/day? Why?
- ★ What would happen if we went to school at night?

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

Integration

Home Language and Life Skills: Talk about which activity learners did first in the day and which will follow. Ask learners how long different activities will take to complete. The daily weather chart, days of the week and weather calendar are linked to the concept of time.

Small group activities

Teacher-guided activity

What you need

- 5 candle, 5 lamp, 5 star and 5 moon cut-outs
- 3 blankets
- Day and night pockets and pictures
- 5 different animal counters in each learner's tub (the same animals for each learner)
- 10 blocks

1. **Oral counting:** Learners count from 1 to 10. They 'walk' their fingers forwards on the floor to show 1–5, and then backwards to show 6–10.
2. **Counting objects 1–5:** Learners count the moon, lamp, candle and star cut-outs.

Guiding questions:

- ★ How many stars are there? If I take one away how many will be left?
- ★ If I only have three candles, but I want five candles, how many more candles do I need?
- ★ Are there more stars or more candles? How do we know?

3. **Exploring dark and light:** Learners sit underneath the blankets.

Guiding questions:

- ★ What does it feel like underneath the blanket?
- ★ What can you see underneath the blanket?
- ★ Why is it so dark?



TIP

Don't force learners to sit underneath the blankets as some may be afraid of the dark.

7. **Imini nobusuku:** Coca indatjana, *UMalik udurhile*.

Imibuzo ehlahlako:

- ★ Indatjana beyimayelana nani?
- ★ Ingabe sikhathi semini nofana sikhathi sebusuku esivele kokuthoma endatjaneni?
- ★ Sazi njani? Kwenzekeni ekuthomeni kwendatjana?
- ★ Kwenzekeni ngesikhathi sebusuku/semini? Kubayini?
- ★ Bekuzokwenzekani nangabe besiya esikolweni ebusuku?

8. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: Khulumani ngokobana ngiwuphi umsebenzi abafundi abawenze kokuthoma emini nokobana ngiwuphi ozakulandela. Buza abafundi bonyana imisebenzi ehlukileko izakuthatha isikhathi esingangani ukuphela. Itjhadu lobujamo bezulu bangamalanga, amalanga weveke kunye nekhalenda yobujamo bezulu kuhlangukane nomqondo wesikhathi.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Amakhandlela ama-5, amalampa ama-5, iinkwekwezi ezi-5 neenyanga ezi-5 ezisikiweko
- lingubo ezi-3
- linkhwama zemini nobusuku neenthombe
- Iimbali ezi-5 zeenlwana ezihlukileko ngeskhafthinini somfundi ngamunye (iinlwana ezifanako umfundi ngamunye)
- Amabhlogi ali-10

1. **Ukubala ngomlomo:** Abafundi babala ukusuka ku-1 ukuya ku-10. 'Bakhambisa' imino yabo phasi ukuya phambili ukukhombisa 1–5, bese babuyela emuva ukukhombisa 6–10.

2. **Ukubala izinto 1–5:** Abafundi babala iinyanga, amalampa, amakhandlela neenkwekwezi ezisikiweko.

Imibuzo ehlahlako:

- ★ Zingaki iinkwekwezi ezikhona? Lokha nangisusa yinye zingaki ezizakusala?
- ★ Nangabe nginamakhandlela amathathu kwaphela, kodwana ngifuna amakhandlela amahlanu, mangaki amakhandlela amanye engiwadingako?
- ★ Ingabe kuneenkwekwezi ezinengi nofana amakhandlela amanengi? Sazi njani?

3. **Ukhlola ubumnyama nokukhanya:** Abafundi bahlala ngaphasi kweengubo.

Imibuzo ehlahlako:

- ★ Kunjani ngaphasi kweengubo?
- ★ Khuyini ongakubona ngaphasi kweengubo?
- ★ Kubayini kube mnyama kangaka?

ISIYELELISO

Ungakateleli abafundi bonyana bahlale ngaphasi kweengubo ngombana abanye kungenzeka basaba ubumnyama.



TIP

Remember to give learners time to think and respond when you ask questions. Be sensitive to quieter learners who may find it difficult to speak in a group.

Ask learners to sit on top of the blankets.

- ★ How do you feel when it's dark at night?
- ★ What do you do at night when it gets dark?
- ★ Why does it feel different to be out in the light again?
- ★ What do you do in the light during the daytime that you can't do in the dark at night?

Show the day and night pictures to the group and talk about them. Spread the pictures on the mat. Learners take turns to find a day or night picture and put it in the correct pocket.



4. **Position:** Give each learner five animal counters and two blocks.

Guiding instructions:

- ★ Put the cow on the mat in front of you.
 - ★ Put the sheep next to the cow.
 - ★ Put the cow between the duck and the sheep.
 - ★ Put the horse on top of the block.
 - ★ Put the chicken under the block.
 - ★ Put all your animals underneath a blanket.
 - ★ Put all your animals in your tub.
5. **Height chart:** Ask learners to stand in a line from tallest to shortest. Ask the tallest learner to stand next to their name on the wall. Ask the shortest learner to stand next to their name on the wall. Ask the learner standing between _____ and _____ to go to their name. Repeat, asking for taller or shorter learners, until each learner is standing against the height chart.



Check that learners are able to:

- sort pictures into day or night
- position themselves against the height chart
- follow instructions about positions: on, under, on top of, below, next to, between

ISIYELELISO

Khumbula ukunikela abafundi isikhathi sokucabanga bese bayaphendula lokha nawubuza umbuzo. Zwelana nabafundi abathule khudlwana abathola kunzima ukukhuluma phakathi kwesiqhema.

Bawa abafundi bahlale phezu kweengubo.

- ★ Uzizwa njani lokha nakumnyama ebusuku?
- ★ Wenzani ebusuku lokha nakubamnyama?
- ★ Kubayini kuzwakala kuhlukile ukuphumela emkhanyweni godu?
- ★ Khuyini ongayenza emkhanyweni ngesikhathi semini ongeze wayenza emnyameni ebusuku?

Khombisa isiqhema iinthombe zemini nezebusuku bese nikhuluma ngazo. Rhatjha iinthombe emadeni. Abafundi bayadl hegana ukuthola isithombe semini nofana sebusuku bese basifaka ngesikhwameni esifaneleko.



4. **Isikhundla:** Nikela umfundi ngamunye iimbalisi zeenlwana ezihlanu namabhlogo amabili.

Iinlayelo ezihlahlako:

- ★ Beka ikomo emadeni phambi kwakho.
 - ★ Beka imvu eduze nekomo.
 - ★ Beka ikomo phakathi kwedada nemvu.
 - ★ Beka ipera phezu kwebhlogo.
 - ★ Beka ikukhu ngaphasi kwebhlogo.
 - ★ Faka zoke iinlwana zakho ngaphasi kwengubo.
 - ★ Faka zoke iinlwana zakho ngesikhafthinini sakho.
5. **Itjhadi lokuphakama:** Bawa abafundi bajame umjeje ukusuka komude khulu ukuya komfitjhani khulu. Bawa umfundi omude khulu ajame eduze negama lakhe ebodeni. Bawa umfundi omfitjhani khulu ajame eduze negama lakhe ebodeni. Bawa umfundi ojame phakathi ko _____ no _____ aye egameni lakhe. Buyelela, ubawe umfundi omudanyana nofana omfitjhazana, bekufike lapha boke abafundi bajama eduze netjhadi lokuphakama.



Tjheja bonyana abafundi bayakwazi uku:

- hlela iinthombe ngokwemini nofana ubusuku
- zihlela ngokwabo ngokwetjhadi lokuphakama
- landela iinlayelo mayelana neenkhundla: phezulu, ngaphasi, ngaphezu kwe, ngenzasi, eduze ne, phakathi

Workstation 1

What you need

- Scissors, glue, crayons
- Magazines, newspapers, advertising pamphlets
- A day and night page for each learner

Learners draw or cut out day- and night-themed pictures. They glue them to the correct side of the page.



Workstation 2

What you need

- Crayons
- Paper for each learner



Learners draw a picture of their family members from the tallest to the shortest.

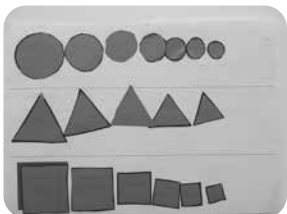
Workstation 3

What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue



Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

Workstation 4

What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.

Isitetjhi sokusebenzela 1

Okudingako

- linkere, isinamathiseli, amakhrayoni
- Amamegezini, amaphephandaba, amaphamflethi wokukhangisa
- Ikhasi lemini nobusuku umfundi ngamunye

Abafundi badweba nofana basika iinthombe ezinomongo wemini nobusuku. Bazinamathisela ehlangothini elifaneleko lekhasi.



Isitetjhi sokusebenzela 2



Okudingako

- Amakhrayoni
- Iphepha lomntwana ngamunye

Abafundi badweba isithombe samalunga wemindeni yabo ukusuka komude khulu ukuya komfitjhani khulu.

Isitetjhi sokusebenzela 3

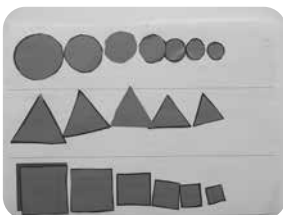


Sikela abafundi abadinga ukusekelwa amabumbeko.

Okudingako

- Iinthombe zeendulungu, aboncantathu neenkwere zobukhulu nemibala ehlukeleko
- linkere zesinamathiseli

Abafundi basika iindulungu, aboncantathu neenkwere zobukhulu nemibala ehlukeleko, bese bazinamathisela ukusuka kekhulu khulu ukuya kencani khulu.



Isitetjhi sokusebenzela 4

Okudingako

- Amasede ama-5 akhambelanako weenthombe ezi-5 zemini/zobusuku – ipara yi-1 umfundi ngamunye

Ngababili, abafundi bakhambelanisa iinthombe zemini nobusuku. Basusa isede bese bathatha enye isede beziphelele zohlanu.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Numbers in familiar contexts
- Describe, compare and order numbers
- Problem solving
- Direction

New knowledge

- Zero
- Estimation
- Direction: up and down
- Problem solving
- Numbers in familiar contexts

Practise

- Counting forwards 1–10
- Counting backwards 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Circle, square and triangle
- Six-piece puzzles

New maths vocabulary

before
after
guess

estimate
more
less

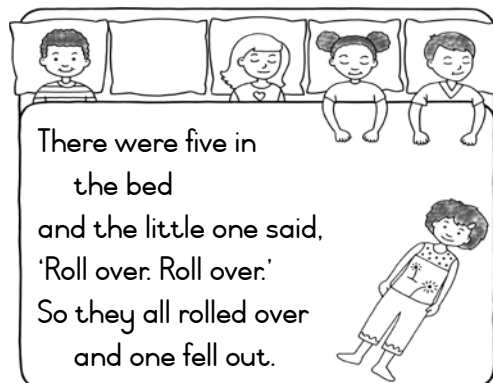
one more
one less
up

down
zero

Getting ready

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

- group symbol cards
- 5 pegs, each with a number 1–5 written on it
- 5 boxes: box 1 has any 10 small objects in it; box 2 has number symbol cards 1–3; box 3 has number word cards one, two and three; box 4 has dot cards 1–3; box 5 has number picture cards 1–3
- a poster with *Five in a bed* lyrics written on the bed 'cover', number symbol cards that can be removed and 5 cut-out pictures of children



- 3 see-through containers with 5, 3 and 1 objects respectively
- 2 large arrow cut-outs
- tambourine or other musical instrument
- percussion instruments for about 21 learners, for example, sticks, blocks, cans, buckets, plastic bottles filled with rice, beans, stones
- 3 hula hoops.

UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

- Inomboro ebujameni obujayelekileko
- Tlhadlhula, madanisa nokurhemisa iinomboro
- Ukurarulula umraro
- Ikomatjhuba

Ilwazi elitjha

- Uziro
- Isilinganiso
- Ikomatjhuba: phezulu na phasi
- Ukurarulula umraro
- Iinomboro ebujameni obujayelekileko

Ukujayeza

- Ukubala uye phambili 1–10
- Ukubala uye emuva 5–1
- Ukubala izinto 1–5
- Ukulandelanisa iinomboro 1–3
- Umqondo wenomboro 1–3
- Indulungu, isikwere noncantathu
- Amaphazili weenquntu ezisithandathu

Ilwazimagama leembali elitjha

ngaphambili
ngemva
qagela

linganisa
-nengi
ncani kuna

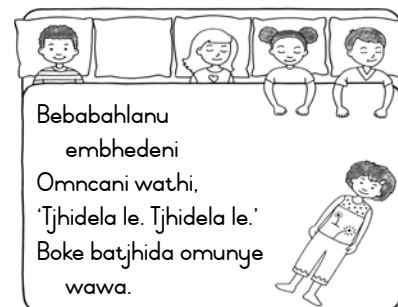
ngaphezulu ngakunye
ncani ngakunye
phezulu

phasi
ziro

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amakarada wamatshwayo wesiqhema
- amaphegsi ama-5, ngalinye libe nenomboro 1–5 etlolwe phezu kwalo
- amabhoksi ama-5: ibhoksi 1 linananyana ngiziphi zinto ezincani ngaphakathi kwalo, ibhoksi 2 linamakarada wamatshwayo weenomboro 1–3; ibhoksi 3 linamakarada wenomborogama kunye, kubili, kuthathu; ibhoksi 4 linamakarada wamaqatjhazi 1–3; ibhoksi 5 linamakarada weenthombe zeenomboro 1–3
- iphosta etlolwe amagama *Bahlanu embhedeni* atlolwe 'kukhava' yombhede, amakarada wetswayo lenomboro esikwako neenthombe ezi-5 zabafundi
- iimphathi ezikhanyelako ezinezinto ezi-5, 3 ne-1 ngokulandelana
- iintjengisi ezi-2 ezikulu ezisikiweko
- ithamborini nofana ezinye iinlilisi zomvumo
- iinliliswa zomvumo zabafundi abama-21, isibonelo iingojwana, amabhlogo, amabhlege, amathunga, amabhodlelo weplastiki azaliswe ngereyisi, amabhontjisi, amatje
- amahulahuphu ama-3.



Whole class activities

Day 1



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

What you need

- Group symbol cards
- 3 numbered pegs
- 5 boxes of items (see 'Getting ready')
- Tambourine or other musical instrument
- Percussion instruments for 21 learners
- 3 hula hoops

1. **Oral counting:** Ask groups of five learners to stand and count from 1 to 10 as you show them their group symbol cards. Learners count backwards from 5 to 1 and sit as you touch them individually on the shoulder.
2. **Counting numbers 1–5:** Learners sit in a circle. Show learners the box that has ten objects in it. Count five objects together as you take them out of the box. Count the remaining objects to make a second group of five objects.
3. **Ordering and matching groups of 1–3:** Ask one learner to fetch one object, one to fetch two objects and one to fetch three objects. Ask these three learners to arrange their groups of objects in order from 1 to 3 on the mat.

Three other learners fetch dot cards and match the groups. Another three fetch number symbol cards and match the correct group. Another three learners fetch number word cards and match them to groups of objects.

Guiding questions:

- ★ Are there more objects in this group or in this group? How do we know?
- ★ Which group has the most objects? Which has the fewest?

Ask three learners to put the numbered pegs 1, 2 and 3 in order onto the three empty boxes on the maths table. Ask another learner to collect all the things belonging to the number 1 group and to put them into the correct box. Repeat with 2 and 3.

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

Imisebenzi yetlasi yoke

Ilanga 1

 **ISIYELELISO**
 Khumbula ukusebenzisa ikambiso yendlwana ukujayeza iinomboro sikhundla nobujamo.

Okudingako

- Amakarada wamatshwayo weenqhema
- Amaphegi ama-3 anenomboro
- Amabhoksi ama-5 wama-ayithemu (qala 'Ukuzilungiselela')
- Ithamborini nofana esinye isililiswa somvumo
- Iinliliswa zomvumo zabafundi abama-21
- Amahulahuphu ama-3

1. **Ukubala ngomlomo:** Bawa iinqhema zabafundi abahlanu bajame ngeenyawo bese ubala ukusuka ku-1 ukuya ku-10 lokha nawubakhombisa amakarada wamatshwayo weenqhema zabo. Abafundi babala ukuya emuva ukusuka ku-5 ukuya ku-1 bese bahlala phasi lokha nawubathinta ngamunye ehlonbe.
2. **Ukubala iinomboro 1–5:** Abafundi bahlala ngokwendulungu. Khombisa abafundi ibhoksi elinezinto ezilitjhumi ngaphakathi. Balani izinto ezihlanu ndawonye lokha nawuzikhupha ngebhoksini. Bala izinto eziseleko ukwenza isiqhema sesibili sezinto ezihlanu.
3. **Ukurhemisa nokukhambelanisa iinqhema 1–3:** Bawa umfundi munye ayokuthatha into eyodwa, omunye ayokuthatha izinto ezimbili bese omunye ayokuthatha izinto ezintathu. Bawa abafundi abathathu laba bonyana bahlele iinqhema zezinto zabo ngokulandelana ukusuka ku-1 ukuya ku-3 emadeni.

Abanye abafundi abathathu bayokuthatha amakarada wamaqatjhazi bese bawakhambelanisa nesiqhema esifaneleko. Abanye abathathu bayokuthatha amakarada wetshwayo lenomboro bese bawakhambelanisa nesiqhema esifaneleko. Abanye abafundi abathathu bayokuthatha amakarada wenomborogama bese neenqhema zezinto.

Imibuzo ehlahlako:

- ★ Kunezinto ezinengi esiqhemeni lesi nofana kilesi? Sazi njani?
- ★ Ngisiphi isiqhema esinezinto ezinengi khulu? Ngisiphi esinezimbalwa khulu?

Bawa abafundi abathathu babeke amaphegi anonjoriweko 1, 2 no-3 ngokuhleleka emabhoksini amathathu anganalitho etafuleni yeembalo. Bawa omunye umfundi abuthelele zoke izinto zesiqhema senomboro 1 bese uzifaka ngebhoksini elifaneleko. Buyelela ngo-2 no-3

4. **Imisebenzi yesiqhema esincani:** Hlathulula imisebenzi eseentetjhini ezine zokusebenzela. Khumbuza abafundi ngekambiso yokubutha.

Day 2

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- 2 sets of number 1–3 number word, symbol and dot cards
- Set of dot and number symbol cards (*Resource Kit*)
- 2 clear containers, one with 3 fruit counters and the other with 5 fruit counters
- Tambourine

1. **Song:** Introduce the song, *Five in a bed*.
2. **Oral counting:** Learners stand in a circle and count from 1 to 10 as they skip together. They stop and face the front of the class. They count backwards from 5 to 1, sitting on 1.
3. **Counting objects 1–5:** Show learners the *Five in a bed* poster. Count the five empty beds on the poster. Ask learners to count the cut-outs of children as you put them into bed.

Guiding questions:

- ★ How many children can you see in the bed?
- ★ How many children are there if I put one more in? And then another one?

Take one cut-out child out of the bed as you count backwards.

- ★ How many children would be left in the bed if one fell out?
- ★ If two children fell out of the bed, how many would be left?

4. **Matching numbers 1–3 game:** Choose nine learners. The others stand in a circle around them. Keep a set of number 1–3 cards and hand the other set out to nine learners. Place three hula hoops on the mat with a number symbol 1, 2 or 3 inside each one. Beat the tambourine. When the music stops, hold up any card. Learners check their cards and jump into the hula hoop if their card corresponds to the number you are holding up. Continue in this way for all the numbers. Repeat with other learners.
5. **Estimate and count 1–5:** Show the two containers with fruit counters.

Guiding questions:

- ★ How many fruit counters do you think there are in this container?
- ★ And in this container?
- ★ Which container do you think has the most fruit counters in it?
- ★ How do you know?

Show the container with five fruit counters in it.

- ★ How many fruit counters do you think are in this container?
- ★ Do you think there are more/fewer than three fruit? Let's count.
- ★ Did anyone guess this number correctly?

Ilanga 2

Okudingako

- Ingoma: *Bahlanu embhedeni* (ikhasi 201)
- Iphosta *Bahlanu embhedeni* nabantwana abasikiweko
- Iinsede ezi-2 zamakarada wenomborogama, wamatshwayo namaqatjhazi weenomboro 1–3
- Isede yamakarada wamaqatjhazi namatshwayo wenomboro (*IKhidi yeenSetjenziswa*)
- Iimphathi ezi-2 ezikhanyelako, sinye sibe neembalisi zeentlo ezi-3 esinye sibe neembalisi zeentlo ezi-5
- Ithamborini

1. **Ingoma:** Thula ingoma, *Bahlanu embhedeni*.
2. **Ukubala ngomlomo:** Abafundi bajama ngokwendulungu bese babala ukusuka ku-1 ukuya ku-10 lokha nabeqa ndawonye. Bayajama baqala phambili etlasini. Babala ukuya emuva ukusuka ku-5, bayahlala ku-1.
3. **Ukubala izinto 1–5:** Khombisa abafundi iphosta *Bahlanu embhedeni*. Bala imibhede enganalitho kuphosta. Bawa abafundi babale abantwana abasikiweko ngesikhathi ubabeka embhedeni.

Imibuzo ehlahlako:

- ★ Bangaki abantwana obabona embhedeni?
- ★ Bangaki abantwana abakhona nangabe ngifaka omunye? Nangifaka omunye godu?

Khupha munye umntwana osikiweko embhedeni lokha nanibala ukuya emuva.

- ★ Kuzokusala abantwana abangaki embhedeni nangabe omunye uwela ngaphandle?
- ★ Nangabe abantwana ababili bawela ngaphandle kombhede, bangaki abazakusala?

4. **Umdlalo wokukhambelanisa iinomboro 1–3:** Khetha abafundi abalithoba. Abanye bajama ngokwendulungu babazombelezile. Gcina isede yamakarada weenomboro 1–3 bese uphakisa abafundi abalithoba isede enye. Beka amahulahuphu amathathu emadeni namatshwayo weenomboro 1, 2, no-3 ngaphakathi kwelinye nelinye. Betha ithamborini. Lokha umvumo nawujamako, phakamisa nofana ngiliphi ikarada. Abafundi bahlola amakarada wabo bese beqela ngaphakathi kwamahulahuphu nangabe amakarada wabo akhambelana nenomboro oyiphakamisileko. Raga ngalendlela kizo zoke iinomboro. Buyelela nabanye abafundi.
5. **Linganisa bese uyabala 1–5:** Khombisa iimphathi ezimbili ezineembalisi zeentlo.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana zingaki iimbalisi zeentlo ezingesiphathini lesi?
- ★ Bese ngakilesi isiphathi-ke?
- ★ Ngisiphi isiphathi ocabanga bonyana sineentlo ezinengi ngaphakathi?
- ★ Wazi njani?

Khombisa isiphathi esineembalisi zeentlo ezihlanu ngaphakathi.

- ★ Ucabanga bonyana zingaki iimbalisi zeentlo ngaphakathi kwesiphathi lesi?
- ★ Ucabanga bonyana zinengi/zimbadlwana kuneentlo ezintathu? Asibaleni.
- ★ Ingabe kukhona oqagele inomboro ekungiyiyo?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

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

Day 3

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

Guiding questions:

- ★ How many objects do you think are here? (Count together.)
 - ★ If I take one away, how many will be left? (Count together.)
 - ★ If I take two away, how many are left? (Count together.)
 - ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)
5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other arrow down and ask which way it is pointing. Point the arrows to show the direction (up or down) that the birds are flying. Put the arrows on the wall to show the birds' direction. When you point the arrow up, learners stand up. When you point the arrow down, learners sit down.

Khombisa isiphathi esineembalisi zeentelo ezintathu ngaphakathi.

- ★ Ucabanga bonyana zingaki iimbalisi zeentelo ezingaphakathi? Asibaleni.

Khupha iimbalisi zeentelo ngeemphathini. Zibeke ngeenqhema njengangeemphathini.

- ★ Ngisiphi isiqhema sineentelo ezinengi?

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 3

Okudingako

- Ingoma: *Bahlanu embhedeni* (ikhasi 201)
- Iphosta *Bahlanu embhedeni* nabentwana abasikiweko
- Ingubo/itjhidi
- Amaphegi weenomboro 1–5
- Amakarada weenomboro 1–3 (*IKhidi yeenSetjenziswa*)
- Izinto ezi-5 ezikhambelana nomongo
- Iinkomba ezi-2 ezikulu ezisikiweko
- Amakhasi ama-2 we-A4 anomdwebo wenyoni ngalinye

1. **Ingoma:** Vuma ingoma, *Bahlanu embhedeni*.
2. **Ukubala ngomlomo:** Jamani bese nibala ukuya phambili ukusuka ku-1 ukuya ku-10. Gugubalani bese nibala ukuya emuva ukusuka ku-5 bese niyeqa nanifika ku-1.
3. **Ukubala izinto 1–5:** Bala abantwana abasembhedeni. Bala abafundi abahlanu balingise ingoma. Abafundi balala phasi ngerhemo. Bagubuzese ngengubo nofana ngetjhidi. Vuma ingoma lokha nabagedekela phasi munye ngamunye. Itlasi ibala 1–5 lokha abafundi nabagedekako.
4. **Ukurarulula umraro ngezinto 1–5:** Beka izinto ozikhethileko emadeni.

Imibuzo ehlahlako:

- ★ Zingaki izinto ocabanga bonyana zilapha? (Balani ndawonye.)
 - ★ Nangabe ngisusa yinye, zingaki ezizakusala? (Balani ndawonye.)
 - ★ Nangithatha zimbili, zingaki esiseleko? (Balani ndawonye.)
 - ★ Zingaki engifanele ukuzibuyisela kobana kube nezinto ezihlanu emadeni? (Balani ndawonye lokha nawujamiselela izinto.)
5. **Ikombatjhuba – phezulu, phasi:** Lokha nawuthi ‘phezulu’, abafundi bakhomba phezulu esilinghini bese lokha nawuthi ‘phasi’ bakhomba phasi. Khetha umfundi ajame ngaphambili. Lokha nakaphakamisa izandla zakhe, abafundi bayasikima. Lokha nakehlisa izandla zakhe, abafundi bahlala phasi. Buyelela nabanye abafundi ababili. Beka ebodeni isithombe sinye senyoni silingane nokuphakama kwehloko bese esinye usibeka enzasana siqale phasi. Khombisa abafundi iinkomba eziqale phasi naphezulu. Khomba phezulu ngekomba bese ubuza bonyana ikomba iqale ngenca ngaphi. Khomba ngekomba ukukhombisa ilayelo (phezulu nofana phasi) ngenca ngapho iinyoni ziphaphela khona. Beka iinkomba ebodeni ukukhombisa lapha iinyoni ziphaphela khona. Lokha nawukhomba phezulu, abafundi bayasikima. Lokha nawukhomba phasi, abafundi bahlala phasi.

- Practising 1–3:** Show the animal cards 1–3. Hold them ‘up’ or ‘down’ and learners say ‘one elephant up’, ‘two zebras down’, and so on.
- Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket
- Number 1–3 symbol and dot cards
- *Poster Book, Poster 1*
- Tambourine

- Song:** Sing the song, *Five in a bed*.
- Oral counting:** Girls count forwards from 1 to 5. Boys count from 6 to 10. All learners count backwards from 5 to 1 and clap on 1.
- Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
- Practising numbers 1–3:** Learners move to the beat of the tambourine. When the music stops, show a number 1, 2, or 3 number symbol or dot card. Learners make groups according to the card that has been shown.
- Problem solving – more and less:** Talk about Poster 1. Learners use their fingers to show the correct number to answer your questions.



TIP

It is important to include parents/ caregivers in their children’s development. Encourage parents to be involved and support their children’s mathematical learning at home and in the community.



- ★ How many people are in the kitchen?
- ★ If one goes outside, how many would we see?
- ★ How many animals are there?
- ★ How many chairs are there? How many bowls? How many spoons?
- ★ How many mugs can you see in the picture?
- ★ How many mugs are on the table?
- ★ How many other mugs can you see?
- ★ How many plates do you see?
- ★ How many blocks do we need for each person in this picture to have one?

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

6. **Ukujayeza 1–3:** Khombisa amakarada weenlwana 1–3. Abambele 'phezulu' nofana 'phasi' bese abafundi bathi 'indlovu yinye phezulu', 'amadube amabili phasi', njalonzalo.
7. **Imisebenzi yesiqhema esincani:** Khumbuzisa abafundi ngemisebenzi esentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 4

Okudingako

- Ingoma: *Bahlanu embhedeni* (ikhasi 201)
- Iphosta *Bahlanu embhedeni* nabantwana abasikiweko
- Ingubo
- Amakarada wamatshwayo namaqatjhazi weenomboro 1–3
- *INcwadi yamaPhosta*, iPhosta 1
- Ithamborini

1. **Ingoma:** Vuma ingoma, *Bahlanu embhedeni*.
2. **Ukubala ngomlomo:** Abantazana babala ukuya phambili ukusuka ku-1 ukuya ku-5. Abesana babala ukusuka si-6 ukuya li-10. Boke abafundi babala ukuya emuva ukusuka ku-5 bese bayawahla nabafika ku-1.
3. **Ukubala izinto 1–5:** Bala abafundi abahlanu balingise ingoma njengangeLanga 3.
4. **Ukujayeza iinomboro 1–3:** Abafundi banyakazela igido lethamborini. Lokha umvumo nawujamako, khombisa inomboro 1, 2, nofana-3 ikarada letshwayo nofana lamaqatjhazi wenomboro 3. Abafundi benza iinqhema ngokuya ngokwekarada elikhonjisiweko.

5. **Ukucarulula umraro – nengi no ncani:** Khuluma ngePhosta 1. Abafundi basebenzisa imino yabo ukukhombisa inomboro efaneleko ukuphendula imibuzo yakho.

- ★ Bangaki abantu abangephunyaneni?
- ★ Nangabe omunye uyangaphandle, bangaki esizababona?
- ★ Zingaki iinlwana ezikhona?
- ★ Zingaki iintulo ezikhona? Zingaki izitja? Zingaki iingobho?
- ★ Zingaki iimbhigiri ozibonako esithombeni?
- ★ Zingaki iimbhigiri eziphezu kwetafula?
- ★ Zingakhi ezinye iimbhigiri ozibonako?
- ★ Mangaki amapleyidi owabonako?
- ★ Mangaki amabhlogo esiwadingako kobana umuntu ngamunye osesithombeni nalinye?



ISIYELELISO

Kuqakathekile ukufaka hlangana ababelethi/ abathogomeli etuthukweni yabantwana babo. Khuthaza ababelethi bazibandakanye begodu basekele abantwana babo ekufundeni iimbalo ekhaya neemphakathini.

6. **Imisebenzi yesiqhema esincani:** Khumbuzisa abafundi ngemisebenzi esentetjhini zokusebenzela nekambiso yokubutha.

Day 5

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A collection of 10 everyday objects
- Number 1–3 symbol, dot and word cards

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1. Then all sit down.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Give each learner a number symbol, word or dot card. They don't show their cards to each other. They move around until they find the other learners with matching numbers.
5. **Using numbers in familiar contexts:** Look for numbers in the classroom. Learners point to the number.

Guiding questions:

- ★ What numbers can you see in the classroom?
- Look at the birthday chart and discuss learners' birthdays.
- ★ How old are you?
 - ★ When is your birthday? What date is your birthday?
 - ★ Can you show me that number on the calendar?
- Learners point to their picture and say their birth date.

6. **Practising position and direction:** Play 'Sizwe says'. Learners follow the 'Sizwe says' actions. If you don't say 'Sizwe says' then learners must keep still and not do the action.

Guiding instructions:

- ★ Put your hands behind your back.
- ★ Put your hands on your head.
- ★ Put this hand in front of this shoulder.
- ★ Stretch up and turn.
- ★ Bend down and touch your toes.

**TIP**

Identifying numbers in familiar contexts can be done during routine times, between activities and in games, for example, when using the register, playing card games, and doing weather and calendar activities.

**TIP**

Use actions that encourage midline crossing. Focus on positional words such as: this side, that side, up, down, on, under, on top, below, next to, between, in, out, inside, forwards, backwards, in front of, behind.

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

Ilanga 5

Okudingako

- Ingoma: *Bahlanu embhedeni* (ikhasi 201)
- Iphosta *Bahlanu embhedeni* nabentwana abasikiweko
- Ibuthelelo lezinto zangamalanga ezi-10
- Amakarada wamatshwayo, amaqatjhazi namagama weenomboro 1–3

1. **Ingoma:** Vuma ingoma, *Bahlanu embhedeni*.
2. **Ukubala ngomlomo:** Jamani ngeenyawo nibale ukuya phambili ukusuka ku-1 ukuya ku-10. Gugubalani bese nibala ukuya emuva ukusuka ku-5, neqele phezulu nanifika ku-1. Bese nihlala phasi noke.
3. **Ukubala izinto 1–5:** Bala abafundi abahlanu balingisele ingoma yeLanga 3.
4. **Ukujayeza iinomboro 1–3:** Nikela umfundi ngamunye ikarada letshwayo lenomboro, inomborogama nofana lamaqatjhazi. Abakhombisani amakarada wabo. Bakhamba mazombe be bathole abanye abafundi abaneenomboro ezikhambelanako.
5. **Ukusebenzisa iinomboro ebujameni obujayelekileko:** Qala iinomboro ngetlasini. Abafundi bakhomba inomboro.

Imibuzo ehlahlako:

- ★ Ngiziphi iinomboro ozibonako ngetlasini?

Qala itjhadi lamalanga wokubelethwa bese nikhuluma ngamalanga wabafundi wokubelethwa.

- ★ Uneminyaka emingaki?

- ★ Linini ilanga lakho lokubelethwa? Ilanga lakho lokubelethwa lingaliphi ilanga?

- ★ Ungangikhombisa inomboro leyo kukhalenda?

Abafundi bakhomba isithombe sabo bese batjho amalanga wabo wokubelethwa.

6. **Ukuzijayeza isikhundla nekombatjhuba:** Dlalani 'USizwe uthi'. Abafundi balandela izenzo zomdlalo 'USizwe uthi'. Nangabe awutjho ukuthi 'USizwe uthi', abafundi bayajama bangenzi isenzo.

Iinlayelo ezihlahlako:

- ★ Beka izandla zakho ngemva kwakho.
- ★ Beka izandla zakho phezu kwehloko.
- ★ Beka isandla lesi ngaphambi kwehloko leli.
- ★ Zilule bese uyajika.
- ★ Khothama bese uthinta amazwani wakho.

ISIYELELISO

Ukukhomba iinomboro ebujameni obujayelekileko kungenziwa ngesikhathi sekambiso yendlwana, phakathi kwemisebenzi nemidlalo, isibonelo, lokha nawusebenzisa irejista, nakudlalwa imidlalo yamakarada, nalokha nakwenziwa imisebenzi yobujamo bezulu nekhalenda.

ISIYELELISO

Sebenzisa izenzo ezikhuthaza ukweqa umuda ophakathi. Qalana namagama wobujamo njengokuthi: ngehlangothini leli, ngehlangothini lelo, phezulu, phasi, phezu kwe-, ngenzasi, eduze ne, phakathi, ngaphakathi, ngaphandle, phakathi kwe, ukuya phambili, ukuya emuva, ngaphambi kwe, ngemva.

7. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi esentetjhini zokusebenzela nekambiso yokubutha.

Small group activities

Teacher-guided activity

What you need

- 6 small toy cars
- 3 cardboard boxes with openings cut out for cars to 'drive' into
- Number 1–3 word, dot and symbol cards
- A tub for each learner with number 1–3 symbol, word and dot cards, and 6 fruit counters (from the *Resource Kit*)
- A clear container with no more than 5 fruit counters
- 2 large round plastic lids for each learner

1. **Oral counting 1–10:** Learners clap as they count from 1 to 10. Learners tap the mat as they count backwards from 5 to 1.
2. **Matching number symbols to cars:** Make garages by placing three cardboard boxes in a row with the openings facing the learners. Display a 1, 2 or 3 number symbol card on top of each box. Give three learners number 1–3 dot cards. They choose the correct number of cars to match their dot cards and park their cars in the correct garage.

Guiding questions:

- ★ Where are you going to park your car/s? Why?
 - ★ How many cars should you park in this garage?
 - ★ Which garage has more/fewer cars?
 - ★ Which garage has two cars in it?
3. **Matching numbers and fruit counters:** Give each learner a tub. They pack out the counters in order from 1 to 3. Then they match the number symbol, word and dot cards.

Guiding questions:

- ★ How many fruit counters do you have in each group?
 - ★ Can you show me the group that has two fruits in it?
 - ★ What number comes after 2? Show me the group with that number.
- Focus on the group with three counters:
- ★ Give me one fruit. How many fruit do you have now?
 - ★ Does the group of fruit still match the number cards?
 - ★ How many fruit do I need to give you to make that number again?
4. **Estimating:** Place fruit counters (not more than five) in a clear container. Ask learners to estimate how many there are. Then count the items.
 5. **Shake and break:** Show the learners the three fruit counters in your hands. Count them. Play 'Shake and break' with the fruit counters.



Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

Guiding questions:

- ★ How many fruit counters do I have in this hand? And in this hand?
- ★ When I put them together how many do I have?

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- linkoloyi ezincani zokudlalisa ezi-6
- Amabhoksi wekhadibhodi ama-3 avulwe ngokusikwa kobana iinkoloyi 'zitjhayelwe' zingene ngaphakathi
- Amakarada wamagama, amaqatjhazi namatshwayo weenomboro 1–3
- Isikhafthini somfundi ngamunye esinamakarada wamatshwayo, weenomboromagama, newamaqatjhazi weenomboro 1–3, kunye neembalisi zeenthelo ezi-6 (*IKhidi yeenSetjenziswa*)
- Isiphathi esikhanyelako esineembalisi zeenthelo ezingadluli kezi-5
- Iimvalo ezi-2 ezikulu nezirondo zeplastiki zomfundi ngamunye

1. **Ukubala ngomlomo 1–10:** Abafundi bayawahla lokha nababala ukusuka ku-1 ukuya ku-10. Abafundi babhambada umada lokha nababala ukuya emuva ukusuka ku-5 ukuya ku-1.
2. **Ukukhambelanisa amatshwayo weenomboro neenkoloyi:** Yakha amagaratjhi ngokubeka amabhoksi wamakhadibhodi amathathu ngokuwarhemisa ukuvuleka kwawo kuqale ngebafundini. Khangisa amakarada wamatshwayo weenomboro 1, 2, no-3 ngaphezu kwebhoksi ngalinye. Nikela abafundi abathathu amakarada wamaqatjhazi weenomboro 1–3. Bakhetha iinomboro zeenkoloyi ezifaneleko ukukhambelanisa namakarada wabo wamaqatjhazi bese baphaga iinkoloyi zabo ngegaratjhi.

Imibuzo ehlahlako:

- ★ Uyoyiphaga kuphi ikoloyi yakho? Kubayini?
- ★ Zingaki iinkoloyi ongaziphaga ngegaratjhi le?
- ★ Ngiyiphi igaratjhi eneenkoloyi ezinengi/eziimbadolwana?
- ★ Ngiyiphi igaratjhi eneenkoloyi ezimbili ngaphakathi kwayo?

3. **Ukukhambelanisa iinomboro neembalisi zeenthelo:** Nikela umfundi isikhafthini. Bapaka iimbalisi ngokuzirhemisa ukusuka 1 ukuya 3. Bese bazikhambelanisa namakarada wamatshwayo, amagama namaqatjhazi.

Imibuzo ehlahlako:

- ★ Uneembalisi zeenthelo ezingaki esiqhemeni ngasinye?
- ★ Ungangikhombisa isiqhema esineenthelo ezimbili kiso?
- ★ Ngiyiphi inomboro eza ngemva ku-2? Ngikhombisa isiqhema esinenomboro leyo?

Qalana nesiqhema ezineembalisi ezintathu:

- ★ Nginikela isithelo esisodwa. Sele uneenthelo ezingaki kwanjesi?
- ★ Ingabe isiqhema seenthelo sisakhambelana namakarada weenomboro?
- ★ Kufanele ngikunikele iinthelo ezingaki ukwenza inomboro leyo godu?

4. **Ukulinganisa:** Beka iimphathi zeenthelo (zingadluli kwezihlanu) ngesiphathini esikhanyelako. Bawa abafundi balinganise bonyana zingaki. Bese nibala ama-ayithemu.

5. **Khuhluza bese uyaphula:** Khombisa abafundi iimbalisi zeenthelo ezintathu oziphethe ezandleni zakho. Zibaleni. Dlalani umdlalo 'Khuhluza uphule ngeembalisi zeenthelo.

Imibuzo ehlahlako:

- ★ Zingaki iimbalisi zeenthelo engiziphethe ngakilesi isandla? Ngesandleni lesi khona?
- ★ Lokha nangizihlanganisako, ngiba nezingaki?



ISIYELELISO

Ukulinganisa kuzama ngendlela enembako ukuqagela inomboro. Ukuqagela nje akusikho ukulinganisa.



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



6. **Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
7. **Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



Check that learners are able to:

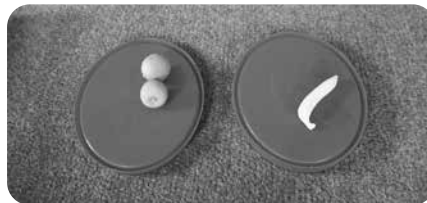
- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3



Abafundi babala iimbalisi zeentlo ezintathu ngeenkafthinini zabo bese bazibeka emadeni ngaphambi kwabo. Nikela umfundi ngamunye iimvalo ezimbili. Dlalani umdlalo 'Kuhluza uhlukane' ndawonye: Abafundi babeka iimbalisi zabo phezu kweemvalo zabo ezimbili njengombana sele 'bazihlukanisile' bese bayadlhegana ukutjho bonyana zingaki esele banazo phezu kwesivalo ngasinye.

- ★ Uzihlukanise njani iimbalisi zakho?
- ★ Zingaki onazo esivalweni ngasinye?
- ★ Ngezikabani ezifanako? Ngubani owenze into ehlukileko? Kubayini zifana/zihlukile?

Buyelela, ubawe abafundi bahlukanise iimbalisi ngeendlela ezinengi ezihlukileko ngendlela abangakghona ngayo.



6. **Ukwethula uziro:** Nangabe umfundi akanazo iimbalisi phezu kwesivalo esisodwa abe nazihlanu phezu kwesinye isivalo, khulumani ngesivalo esinganalitho. Khuluma ngokungabi nalitho nofana uziro esivalweni esisodwa nokuba nazihlanu kwesinye isivalo.
7. **Ikombatjhuba:** Dlalani umdlalo ngokusebenzisa amakarada weenkomba. Abafundi balandela iinkomba eziya phezulu naphasi ngokusebenzisa imino, imikhono, imilenze nemizimba yabo.



Tjheja bonyana abafundi bayakwazi uku:

- linganisa isibalo sezinto
- sebenzisa amaqhinga wokurarulula umraro: ukubala koke
- fanisa okunengi ngakunye nokuncani ngakunye ebuthelweni lezinto
- landela iinkombatjhuba zaphasi naphezulu
- fanisa nokuhlela amabuthelo wa-1, 2 na-3

Workstation 1



What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

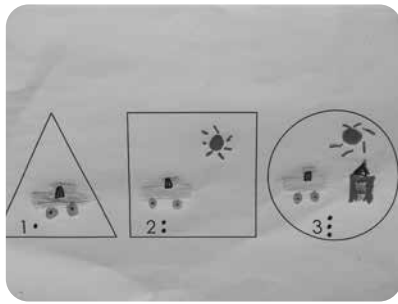
Learners make playdough objects of their choice and place them next to each number.

Workstation 2

What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



Workstation 3



What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

Workstation 4

What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

Integration

Home Language and Life Skills: While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.



TIP

Provide puzzles that are developmentally appropriate.

Isitetjhi sokusebenzela 1

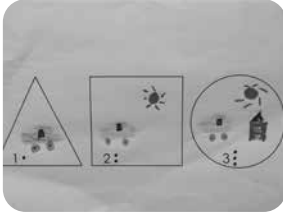


Okudingako

- Ikhasi li-1 elilungisiweko (njengombana kukhonjisiwe esithombeni) umfundi ngamunye
- Ihlama yokudlalisa

Abafundi benza izinto ngehlama yokudlalisa abazikhethela zona bese bazibeka eduze nenomboro ngayinye.

Isitetjhi sokusebenzela 2



Okudingako

- Iphepha li-1 elilungisiweko (njengombana kukhonjisiwe esithombeni) umfundi ngamunye
- Amakhrayoni

Abafundi badweba nofana ngiyiphi into nofana izinto ukuzikhambelanisa neenomboro ezikumabumbeko asemakhasini wabo.

Isitetjhi sokusebenzela 3



Okudingako

- Iphepha li-1 elilungisiweko (njengombana kukhonjisiwe esithombeni) umfundi ngamunye
- ngesikhaftthinini somfundi ngamunye
- Imithi esikiweko emi-2, inyanga yi-1 neenkwekwezi ezi-3
- Isinamathiseli namakhrayoni

Abafundi benza isithombe ngokunamathisela iinkwekwezi ezi-3, imithi emi-2 nenyanga yi-1 emakhasini wabo. Bathatha isiqunto sokobana khuyini okuzakuba semkayini nokobana khuyini okuzakuba phasi ehlabathini bese badweba eminye imiminingwana yamakhetho wabo.

Isitetjhi sokusebenzela 4



ISIIYELELISO
Nikela ngamaphazili
athuthukisa
ngokufaneleko.

Okudingako

- Iphazili yi-1 (iinquntu ezisithandathu ubunengi) umfundi ngamunye

Abafundi bakha amaphazili.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: WhLokha abafundi nabadlala ngaphandle, sebenzisa ilwazimagama leenkombatjhuba, isibonelo, phezu kwelere, phasi ngomtjhelelezi. Dlalani umdlalo wokweqela ngaphakathi nangaphandle. Sebenzisa irobho bese wenze ngathi ihlangothi elinye mlambo bese elinye lidonga lomlambo. Abafundi beqela ngemlanjeni bese beqela ngaphandle ngaphambi kobana 'ingwenya' ifike kibo.

Content Area Focus:

Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

New maths vocabulary

collect
collection
group

sort
compare
match

always
sometimes
never

column
row
all

some
altogether
calendar

Getting ready

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

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

UmNqopho wesiGaba sokuMumethweko: UkuPhatha iDatha

Iinhloko

- Ukubuthelela nokuhlela izinto ngamananeko
- Ukujamiselela amabuthelelo wezinto ahlelwe ngamananeko
- Ukucocisana nokubika ngamabuthelelo wezinto ahlelwe ngamananeko

Ilwazi elitjha

- Buthelela, hlela ngamananeko begodu jamiselela izinto ezibuthelelweko
- Cocisanani nibike ngamabuthelelo wezinto ahlelwe ngamananeko

Ukujayeza

- Ukubala ngomlomo 1–10
- Ukubala izinto 1–5
- Ukulandelanisa iinomboro 1–3
- Umqondo wenomboro 1–3
- Ngaphambili nangemva
- Kopa amaphetheni
- Ukurarulula umraro

Ilwazimagama leembali elitjha

buthelela	hlela ngamananeko	ngeenkhati zoke	ikholomu	okhunye
ibuthelelo	madanisa	kesinye isikhathi	irhemo	ngokupheleleko
isiqhema	khambelanisa	angekhe	koke	ikhalenda

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- isithombe seteksi
- ubuso obu-10 obumomothekako obudwetjwe phezu kweenquntu zamakarada ukujamiselela abantwana abangetekisini
- izinto ezihlanzekileko ezenziwe kabutjha zemihlobo ehlukeleko: amabhodlelo webisi weplastiki, imigodlana yeplastiki, iimphathi zeplastiki, amabhodlelo webisi wekhabibhodi, amabhoksi wekhabibhodi, iimvalo
- amalebula wamatshwayo wobujamo bezulu belanga elibaleleko, obunozulu, amafu nommoya
- ikhalenda yenyanga ephezulu lapho abafundi barekhoda khona ubujamo bezulu bangamalanga. Yenza amalebula aneleko wobukhulu obufanako womhlobo wobujamo bezulu ngabunye obutjengiswe kukhalenda: kubalele, kunezulu, kunamafu, kunommoya.
- itjhidi lephepha elikhulu lokwenza igrafu yeenthombe zamatshwayo wobujamo bezulu. Dweba amatshwayo amane wobujamo bezulu magega nomphetho wetjhidi lephepha.
- ibuthelelo lezambatho: iinkhafu, iingwani, iinkhwama, amadlhavu, amakowusu, amabhande, iinthayi
- isikhafthini somfundi ngamunye esinamabuthelelo ahlukeleko weenqhema zanga-4, 3, 2 zeembalisi zeenlwana eziku*Khidi yeenSetjenziswa*
- ikhasi le-A4 lomfundi ngamunye elinamakhholomu ama-3 namareyi ama-4.

ISIYELELISO

Khumbula ukusebenzisa ikambiso yendlwaneni ukujayeza iinomborosikhundla nobujamo.

Whole class activities

Day 1

What you need

- Number friezes 1–3
- Number 1–3 dot, word, symbol and picture cards (*Resource Kit*)
- A rubbish bag filled with clean recycled objects
- Cards with learners' names and symbols

1. **Song/rhyme:** Practise a song or rhyme taught this term.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** Place the recycled objects on the mat. Talk about what these objects are used for. Together count a group of five objects.
4. **Practising numbers 1–3:** Give learners dot, word, symbol and picture cards for numbers 1–3. Other learners count out groups of three recycled objects. Learners match the cards to the groups.
5. **Sorting and classifying:** Put all the recycled objects together in one pile.

Guiding questions:

- ★ How do you think we should sort these objects?
- ★ Why do you think we should sort them like that?
- ★ Can we sort them another way?
- ★ Which of these objects are the same? Why? (Collect them and put them together into a group.)
- ★ What can we call this group? (for example, objects made out of plastic, objects we use to keep food in)

Put the objects together in a different group.

- ★ What can we call this group?

Repeat so that you have three groups, for example, milk containers, plastic bags and boxes.

- ★ Are the materials used to make any of the objects in any of the groups the same?

Put the objects all together in one big group again.

- ★ Can you think of any other groups we could make using these objects?

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

Day 2

What you need

- Rhyme: *Taxi, taxi* (page 200)
- Picture of a taxi and 10 smiling faces
- Number 1–3 symbol cards
- A box with a collection of clothes, for example, scarves, hats, bags, gloves, socks, belts, ties

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Imihlobiso yeenomboro 1–3
- Amakarada wamaqatjhazi, amagama, amatshwayo neenthombe (*IKhidi yeenSetjenziswa*)
- Umgodla weenzibi ozele izinto ezenziwe kabutjha ezihlanzekileko
- Amakarada anamagama namatshwayo wabafundi

1. **Ingoma/umlolozelo:** Ukujayeza ingoma nofana umlolozelo ofundiswe ithemu le.
2. **Ukubala ngomlomo:** Balani ukuya phambili ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1.
3. **Ukubala izinto 1–5:** Bekani izinto ezenziwe kabutjha emadeni. Khulumani ngokobana izinto lezi zisetjenziselwa ini. Balani ndawonye isiqhema sezinto ezihlanu.
4. **Ukujayeza iinomboro 1–3:** Nikela abafundi amakarada wamaqatjhazi, amagama, amatshwayo neenthombe zeenomboro 1–3. Abanye abafundi babala iinqhema ezintathu zezinto ezenziwe kabutjha. Abafundi bakhambelanisa amakarada neenqhema.
5. **Ukuhlela ngamaneko nokuhlukanisa ngeengaba:** Beka zoke izinto ezenziwe kabutjha ndawonye ewobhini elilodwa.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana singazihlela njani ngamaneko izinto lezi?
- ★ Kubayini ucabanga bonyana singazihlela ngamaneko ngaleyo indlela?
- ★ Singazihlela ngamaneko ngenye indlela?
- ★ Ngiziphi zalezi zinto ezifanako? Kubayini? (Zibuthelele bese uzibeka ndawonye ngeenqhema.)
- ★ Singasibizani isiqhema lesi? (isibonelo, izinto ezenziwe ngeplastiki, izinto esizisebenzisela ukubulungela ukudla ngaphakathi)

Beka izinto ndawonye esiqhemeni esihlukileko.

- ★ Singasibizani isiqhema lesi?

Buyelela ukwenzela bona ube neenqhema ezintathu, isibonelo, iimphathi zebisi, imigodlana yeplastiki namabhoksi.

- ★ Ingabe imatheriyali esetjenzisiweko ukwenza nofana ngiyiphi into nofana ngakisi iphi isiqhema iyafana?

Beka izinto zoke ndawonye esiqhemeni esisodwa esikhulu godu.

- ★ Ungacabanga nofana ngiziphi iinqhema ezinye esingazenza ngokusebenzisa izinto lezi?

6. **Imisebenzi yesiqhema esincani:** Hlathulula imisebenzi eseentetjhini zokusebenzela ezine. Khumbuza abafundi ngekambiso yokubutha.

Ilanga 2

Okudingako

- Umlolozelo: *Teksi, teksi* (ikhasi 201)
- Isithombe seteksi nobuso obumomothekako obu-10
- Amakarada wamatshwayo weenomboro 1–3
- Ibhoksi lezambatho ezibutheleleweko, isibonelo, iinkhafu, iingwani, iinkhwama, amadlhavu, amakowusu, amabhande, iinthayi

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

Guiding questions:

- ★ If we make a line with these learners, who should stand first? Second? Third?
- ★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

- ★ Does _____ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



Guiding questions:

- ★ How can we group these items?
 - ★ Which of these items are the same? Why? (Collect them and put them together into a group.)
 - ★ What can we call this group? (for example, socks, scarves, belts, hats)
 - ★ Can we group them into clothes we wear when it is hot or cold?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

1. **Umlolozelo:** Yethula umlolozele, *Teksi, teksi*. Beka iinthombe zobuso obumomothekako ngeteksini esebodeni lokha nawutjho umlolozele.
2. **Ukubala ngomlomo:** Balani ukuya phambili ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1, nikhombe eentombeni zeteksi.
3. **Ukubala izinto 1–5:** Balani ndawonye ubuso obumomothekako 1–5. Bese nibala okhunye 1–5.
4. **Ukujayeza inomboro 1–3:** Nikela abafundi abathathu ikarada letshwayo lenomboro 1, 2 nofana ku-3 ngerhemo elingakahleki. Bakhombisa itlasi amakarada wabo. Tjela itlasi bonyana abafundi laba balindele iteksi.

Imibuzo ehlahlako:

★ Nangabe senza umjeje wabafundi laba, ngubani okufanele ajame kokuthoma? Kwesibili? Kwesithathu?

★ Ngiyiphi inomboro yokugcina kilomjeje?

Bawa umfundi ophethe inomboro 2 akhethe umngani kobana babe babili.

★ Ingabe u _____ ophethe ikarada lenomboro 1 kufanele akhethele isiqhema sakhe umngani? Kubayini kungakafaneli?

Bawa umfundi ophethe inomboro 3 akhethe abangani ababili kobana babe bathathu.

5. **Ukubuthelela nokuhlela ngamananeke idatha:** Sabalalisa ama-ayithemu wezambatho.



Imibuzo ehlahlako:

★ Singawahlela njani ngokweenqhema ama-ayithemu lawa?

★ Ngiwaphi ama-ayithemu afanako kilawa? Kubayini? (Abuthelele bese uyawahlanganisa abe siqhema.)

★ Singasibizani isiqhema lesi? (isibonelo, amakowusu, iinkhafu, amabhande, iingwani)

★ Singazenza iinqhema zezambatho esizembatha lokha nakutjhisako nofana nakumakhaza?

6. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Day 3

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Picture of a taxi and 10 smiling faces
- 5 hats
- Number 1–3 symbol, dot and word cards
- A bag filled with clean recycled objects of different types

1. **Rhyme:** Say *Taxi, taxi*, pointing to the faces in the taxi as you say it.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi picture.
3. **Counting objects 1–5:** Count out five chairs and place them in a row. Count another five chairs and make a second row next to these, as in a taxi. Ask how many learners you will need to fill each of the two rows. Together count five learners for one row. Repeat for the next row. Ask five learners to stand next to the 'taxi'. Together count five hats for each of the learners.



TIP

Use this opportunity to reinforce behind, in front of and next to.

Guiding questions:

- ★ How many learners wearing hats are waiting for the taxi?
 - ★ How many seats are there in this row?
 - ★ Will there be enough seats in this row for the learners wearing hats?
 - ★ Will there be enough seats in this row for those without hats?
 - ★ How do we know if there are enough seats for all these learners who are waiting?
4. **Counting backwards 5–1:** Count as learners from each row go back to their places.
 5. **Practising numbers 1–3:** Sort the clean recycled objects into groups of three with the learners. Learners match number word, symbol and dot cards 1–3 to the groups of recycled objects.
 6. **Collecting and sorting data:** Say, 'I wonder how many learners are wearing socks.' Learners stand in a circle. Call out different attributes, and the learners who match these, step into the centre.

Guiding instructions:

- ★ Learners who are wearing socks stand together.
- ★ Learners who are wearing sandals stand together.
- ★ Learners who are not wearing shoes stand together. (Make sure to say the shoe type to include all learners.)

Guiding questions:

- ★ Is it easy to see how many learners are wearing socks?
 - ★ How can we arrange ourselves so that we can easily see this?
7. **Represent the data:** Learners suggest ways of arranging themselves. Guide them to sit in rows to represent learners wearing socks, sandals, and so on.

Ilanga 3

Okudingako

- Umlolozelo: *Teksi, teksi* (ikhasi 201)
- Iintulo ezilingana abafundi ezi-10
- Isithombe seteksi nobuso obumomothekako obu-10
- Iingwani ezisi-5
- Amakarada wamatshwayo, amaqatjhazi namagama weenomboro 1–3
- Umgodlana ozele izinto ezenziwe kabutjha ezihlanzekileko zemihlobo ehluqileko

1. **Umlolozelo:** Yithi *Teksi, teksi*, ukhombwe ebusweni obungeteksini lokha nawutjhoko.
2. **Ukubala ngomlomo:** Balani ukuya phambili ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1, nikhombe isithombe seteksi.
3. **Ukubala izinto 1–5:** Bala iintulo ezihlanu bese uyazirhemisa. Bala ezinye iintulo ezihlanu bese wenza irhemo lesibili eduze kwalezi, njengeteksini. Babuze bonyana udinga abafundi abangaki ukuzalisa irhemo ngalinye. Balani ndawonye abafundi abahlanu berhemo linye. Buyelela nangerhemo lesibili. Bawa abafundi abahlanu bajame eduze ne'teksi'. Balani ndawonye iingwani ezihlanu zomfundi ngamunye.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abathwele iingwani abalinde iteksi?
 - ✦ Zingaki iintulo eziserhemeni leli?
 - ✦ Ingabe kuzakuba neentulo ezaneleko zabafundi abathwele iingwani ngakileli irhemo?
 - ✦ Ingabe kuzakuba neentulo ezaneleko zabafundi abangakathwali iingwani ngakileli irhemo?
 - ✦ Sazinjani nangabe kuneentulo ezaneleko zabo boke abafundi abalindeleko laba?
4. **Ukubala ukuya emuva 5–1:** Bala ngesikhathi abafundi berhemo ngalinye babuyela eendaweni zabo.
 5. **Ukujayeza iinomboro 1–3:** Hlelani ngamananeke nabafundi izinto ezenziwe kabutjha ngeenqhema ezintathu. Abafundi bakhambelanisa amakarada wenomborogama, itshwayo namaqatjhazi 1–3 neenqhema zezinto ezenziwe kabutjha.
 6. **Ukubuthelela nokuhlela ngamananeke idatha:** Yithi, 'Ngiyazibuza bonyana bangaki abafundi abambethe amakowusu.' Abafundi bajama ngokwendulungu. Biza ama-athribhuthi ahluqileko, bese abafundi abakhambelana nalokhu, batjhidela phakathi.

Iinlayelo ezihlahlako:

- ✦ Abafundi abambethe amakowusu abajame ndawonye.
- ✦ Abafundi abambethe amapatlagwana abajame ndawonye.
- ✦ Abafundi abangakafaki amanyathelo abajame ndawonye. (Yenza isiqiniseko sokutjho umhlobo wamanyathelo ukufaka boke abafundi.)

Imibuzo ehlahlako:

- ✦ Ingabe kulula ukubona bonyana bangaki abafundi abafake amakowusu?
 - ✦ Singazihlela njani thina kobana sikwazi ukubona lula lokhu?
7. **Jamiselela idatha:** Abafundi babeka imibono mayelana neendlela abangazihlela ngayo. Bahlahle bahlale ngokwemijeje ukujamela abafundi abafake amakowusu, amapatlagwana, njalonzalo.

ISIYELELISO

Sebenzisa ithuba leli ukugandelela, ngemva, ngaphambi kwe, neduze kwe-

8. **Analyse and report on the data:** Discuss the groups of learners.

Guiding questions:

- ★ Which group has more/fewer/the same number of learners?
- ★ How many learners are wearing socks?

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

Day 4

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

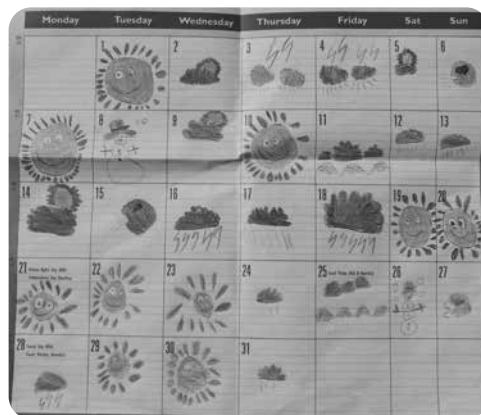
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

Guiding questions:

- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month’s calendar on which learners have recorded the daily weather.



Guiding questions:

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?

8. **Ukhlaziya nokubika ngedatha:** Khulumani ngeenqhema zabafundi.

Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema esinabafundi abanengi/abambadlwana/esinesibalo esifanako?
- ★ Bangaki abafundi abafake amakowusu?

9. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi esentetjhini zokusebenzela nekambiso yokubutha.

Ilanga 4

Okudingako

- Umlolozelo: *Teksi, teksi* (ikhasi 201)
- Iintulo ezilingana abafundi ezi-10
- Iphepha elilungisiweko legrafu yeenthombe
- Amakarada wamatshwayo, amagama namaqatjhazi weenomboro 1–3
- Ikhalenda yenyanga ephezulu lapho bekurekhodwa khona ubujamo bezulu
- Iinthombe zokujamiselela ubujamo bezulu belanga ngalinye lenyanga

1. **Umlolozelo:** Yitjho umlolozele, *Teksi, teksi*. Buyelela umsebenzi weentulo zeteksi ukusukela ngeLanga 3 nesiqhema esitjha sabafundi.
2. **Ukubala ngomlomo:** Khombisa imino lokha nanibala ukuya phambili ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1.
3. **Ukubala izinto 1–5:** Abafundi babala iinthombe ezi-5 zelanga, 5 zezulu, 5 zommoya nezi-5 zamafu. Beka lokhu emadeni ngeenqhema lokha nawubalako.
4. **Ukujayeza iinomboro 1–3:** Sebenzisa imihlobiso yeeNomboro 1–3. Khomba enomborweni ngayinye lokha nawubalako.

Imibuzo ehlahlako:

- ★ Ngiyiphi inomboro yendlu ezangaphambi kuka-2?
- ★ Ngiyiphi inomboro yendlu ephakathi kwaku-1 naku-3?
- ★ Ngiyiphi inomboro yendlu engaphezulu ngakunye kwa-2?
- ★ Ngiyiphi inomboro yendlu engaphasi ngakunye kwa-3?

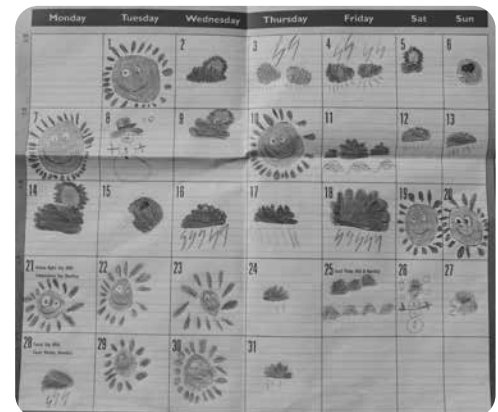
Abafundi abathathu banamathisela iinthombe zamafu, ilanga nofana izulu ngenzasi komhlobiso ofaneleko wenomboro 1, 2, no-3.

5. **Ukubuthelela idatha:**

Qala kukhalenda yenyanga ephezulu lapha abafundi bebarekhoda khona ubujamo bezulu bangamalanga.

Imibuzo ehlahlako:

- ★ Ikhalenda le isikhombisa ini?
- ★ Singathola njani nangabe sibe namalanga abaleleko amanengi kunamanye amalanga kilenyanga?



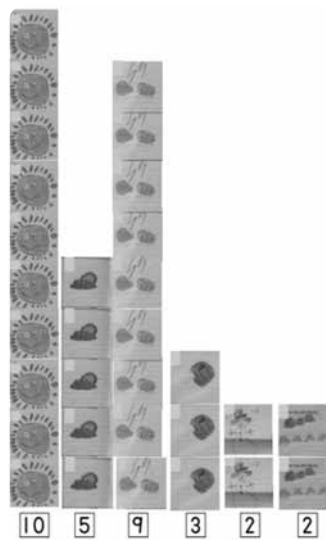
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

Guiding questions:

- ★ Which weather did we have the most/least/same number of? How do you know?
- ★ Did we have more rainy, cloudy, windy or sunny days?

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

Day 5

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.



TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

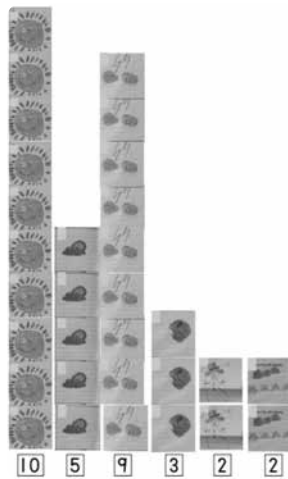
Zama ukubala enye nenye, ukhombise bonyana kunzima kangangani ukulandelela ukubala. Bawa abafundi baveze umbono wesisombululo. Khambelanisa iinthombe zobujamo bezulu nemidwebo yekhalenda lokha abafundi nababalako. Beka iinthombe ngokungakahleleki emadeni.

★ Singazibuthelela njani ngokweenqhema iinthombe lezi?

6. **Ukuhlela idatha ngamananeko:** Buza abafundi bonyana singazihlela njani iinthombe. Beka iinthombe ngeenqhema: amafu, ukubalela, izulu nommoya.

★ Singasibizani isiqhema ngasinye?

7. **Ukujamiselela idatha:** Buza abafundi bonyana kufanele sizihlele njani iinthombe kobana sikwazi ukubona lula bonyana kunamalanga amanengi abaleleko kunamanye amalanga kilenyanga. Hlahla abafundi babeke iinthombe ngokwamakholomu. Beka ikarada nenomboro ukutjengisa ubujamo bezulu ngenzasi kwekholomu ngayinye. Abafundi abambalwa babeka iinthombe ngemakholomini afaneleko.



8. **Ukuhlaziya nokubika idatha:** Qala igrafu yeenthombe zobujamo bezulu.

Imibuzo ehlahlako:

★ Ngibuphi ubujamo bezulu esinabo ngobunengi/ngobuncani khulu/ isibalo esifanako? Wazi njani?

★ Ingabe sibe namalanga amanengi anezulu, anamafu nofana abaleleko?

9. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

ISIYELELISO

linquntu zekhadibhodi ekudwetjwe kizo iinthombe zobujamo bezulu kufanele zibe nobukhulu obufana poro. Beka lokhu ngehla kokhunye ngemakholomini kungabi nesikhala phakathi kwazo kobana abafundi bakwazi ukubona lula bonyana ngiyiphi ikholomu enakunengi, okuncani khulu nofana kuyalingana.

Ilanga 5

Okudingako

- Umlolozelo: *Teksi, teksi* (ikhasi 201)
- Amasede ama-2 wamakarada wamatshwayo, amagama namaqatjhazi weenomboro 1–3
- Iintulo ezili-10 zobukhulu obulingana abafundi
- Igrafu yeenthombe zobujamo bezulu

ISIYELELISO

Beka 'iteksi' endaweni yokudlalisa kobana abafundi bayisebenzise ngesikhathi sokudlala ngokutjhaphulukileko.

1. **Umlolozelo:** Yitjho umlolozelo, *Teksi, teksi*. Buyelela umsebenzi weentulo zeteksi weLanga 3 nesiqhema esitjha sabafundi.
2. **Ukubala ngomlomo:** Balani ukuya phambili ukusuka ku-1 ukuya ku-10 nokuya emuva ukusuka ku-5 ukuya ku-1 ngomlolozelo wokukhambelanisa.

3. **Practising numbers 1–3:** Give nine learners one number symbol, word or dot card each. Rearrange the ‘taxi’ chairs into three rows of three. Place number cards on the back of each chair. Learners sit in the chair that matches their card when you call out their number.
4. **Practising data collection and representation:** Look at the weather pictograph from Day 4.

Guiding questions:

- ★ Which picture can we add for today’s weather? Which column?
- ★ What weather have we had the most/least/same number of days? Is this different from what we said yesterday? How do you know?

Count the weather cards for each type of weather on the pictograph. Change the number below the column that has today’s picture added.

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

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with varying collections of 4, 3 and 2 groups of animal counters (from the *Resource Kit*)
- A page for each learner with 3 columns and 4 rows

1. **Counting 1–10:** Learners sit in pairs and face each other. They slowly clap their hands against each other as they count to 10. Repeat.
2. **Counting objects 1–5:** Place animal counters on the mat. Learners take turns to count from 1 to 5.
3. **Sorting and classifying:** Ask learners to arrange the animal counters in another way and check that there are still five. Ask learners to take the animal counters out of their tubs and sort them.

Guiding questions:

- ★ How did you sort the animals? Tell me why you sorted them like that.
- ★ Can you sort them another way?
- ★ Are any of the groups the same? (colour, animal type)

Place a pile of 3 ducks, 2 chickens and 1 horse in the middle of the circle.

- ★ How can we see if there are more ducks than chickens in the group?
4. **Sorting data:** Organise the animals into groups.

Guiding questions:

- ★ Can we see if there are more ducks than chickens now?
- ★ How can we check?

3. **Ukujayeza iinomboro 1–3:** Nikela abafundi abalithoba ikarada linye letshwayo, inomborogama nofana leqatjhazi ngamunye. Hlela kabutjha iintulo ze'teksi' zibe marhemo amathathu wabantu abathathu. Beka amakarada weenomboro ngemva kwesitulo ngasinye. Abafundi bahlala eentulweni zabo ezikhambelana namakarada wabo lokha nawubiza iinomboro zabo.
4. **Ukujayeza ukubuthelela nokujamiselela idatha:** Qala igrafu yeenthombe zobujamo bezulu yangeLanga 4.
Imibuzo ehlahlako:
 - ★ Ngisiphi isithombe esingasifaka sobujamo bezulu banamhlanje? Kiyiphi ikholomu?
 - ★ Ngibuphi ubujamo bezulu esibenabo ngobunengi/ngobuncani/ amalanga alinganako? Ingabe lokhu kuhlukile kunalokho esikutjho izolo? Wazi njani?

Bala amakarada wobujamo bezulu womhlobo ngamunye wobujamo bezulu kugrafu yeenthombe. Tjhugulula inomboro engenzasi kwekholomu enesithombe sanamhlanje esifakiweko.
5. **Imisebenzi yesiqhema esincani:** Khumbuza abafundi ngemisebenzi eseentetjhini zokusebenzela nekambiso yokubutha.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikhafthini somfundi ngamunye sibe namabuthelelo ahlukileko weenqhema zeembalisi zeenlwana zanga 4, 3, na 2 (*IKhidi yeenSetjenziswa*)
- Ikhasi lomfundi ngamunye elinamakhohomu ama-3 namareyi ama-4

1. **Ukubala 1–10:** Abafundi bahlala ngababili baqalane. Bawahlalisa izandla zabo omunye komunye kabuthaka lokha nababala ukufika ku-10. Buyelela.
2. **Ukubala izinto 1–5:** Beka iimbalisi zeenlwana emadeni. Abafundi bayadlhegana ukubala ukusuka ku-1 ukuya ku-5.
3. **Ukuhlela ngamaneko nokuhlukanisa ngeengaba:** Bawa abafundi bahlele iimbalisi zeenlwana ngenye indlela bese bayahlola bonyana zisese zihlanu. Bawa abafundi bakhuphe iimbalisi zeenlwana ngesikhafthinini bese bazihlela ngamaneko.
Imibuzo ehlahlako:
 - ★ Uzihlele njani iinlwana lezi? Ngitjela bonyana kuba yini uzihlele ngaleyo ndlela.
 - ★ Ungazihlela ngenye indlela?
 - ★ Ingabe kuneenqhema ezifanako? (umbala, umhlobo wesilwana) Beka iwobhu lamadada ama-3, iinkukhu ezi-2, nepara yi-1 phakathi ngendulungwini.
 - ★ Singabona njani nangabe kunamadada amanengi kuneenkukhu esiqhemeni?
4. **Ukuhlela idatha ngamaneko:** Hlela iinlwana ngeenqhema.
Imibuzo ehlahlako:
 - ★ Singakwazi ukubona nangabe kunamadada amanengi kuneenkukhu njenganje?
 - ★ Singahlola njani?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.
6. **Interpreting and reporting on data:** Look at the columns.

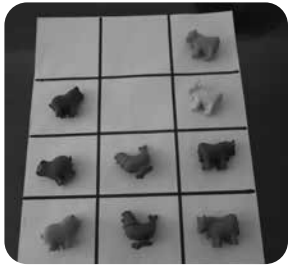
Guiding questions:

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



Check that learners are able to:

- collect, sort and represent collections of objects
- count 1–5 objects

Workstation 1

What you need

- A collection of recycled objects
- 5 boxes for each pair of learners

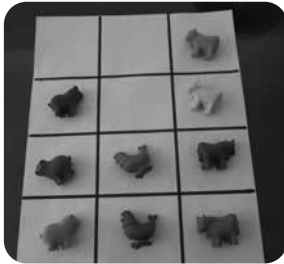
This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



5. **Ukujamiselela idatha:** Beka ikhasi elinamakholomu amathathu namarowu amane emadeni. Beka yinye yeenlwana ngasinye phasi ekholomini ngayinye. Abafundi babeka iinlwana zabo ngemakholomini emakhasini wabo.
6. **Ukurhumutjha nokubika ngedatha:** Qala amakholomu.

Imibuzo ehlahlako:

- ★ Ingabe kunamadada amanengi nofana iinkukhu ezinengi? Sazi njani?
- ★ Ngiyiphi ikholomu eneenlwana ezinengi/eziimbawana?
- ★ Ingabe kunamakholomu afanako?



Nikela umfundi ngamunye iinlwana ezi-4, 3, 2. Hlathulula bonyana ngamunye unebuthelelo leenlwana elihlukileko. Buza umfundi ngamunye umbuzo onqophileko ophathelene nesibalo seenlwana ebuthelweni lakhe, isibonelo:

- ★ Unezimvu ezinengi nofana iimperera ezinengi?
- ★ Uzokuthola njani lokho?
- ★ Uzawahlala njani amabuthelelo lawa ngeenqhema kobana uthole ipendulo?
- ★ Uzakwenzani ngemva kobana uhlele iinlwana zakho ngokweenqhema?

Hlahla abafundi ngokuthoma ngokubeka yinye yeenlwana zabo ezihlukileko phasi ekholomini ngayinye ekhasini labo. Rhumutjhani idatha ninoke nimadanise iinqhema ezihlukileko zomfundi ngamunye. Bawa umfundi ahlathulule bonyana wazi njani kobana ngisiphi isilwana anaso ngobunengi.



Tjheja bonyana abafundi bayakwazi uku:

- buthelela, ukuhlela ngamananeko, nokujamiselela ibuthelelo lezinto
- bala izinto 1–5

Isitetjhi sokusebenzela 1

Okudingako

- Ibuthelelo lezinto ezenziwe kabutjha
- Amabhoksi ama-5 ipara yabafundi ngayinye

Umsebenzi lo kufanele wenzelwe emadeni ngombana abafundi bazakudinga isikhala. Ipara ngayinye yabafundi ihlela izinto ezibuthelelweko ezenziwe kabutjha ngemabhoksini.



Workstation 2

What you need

- Red, blue, green and yellow items for sorting
- Containers for colour sorting with a label indicating the colour

Learners sort the items into the correct colour containers.

Workstation 3

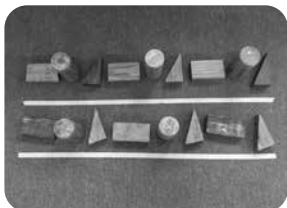
What you need

- Sorting trays or boxes
- Natural items for sorting: leaves, twigs, petals, pebbles, seed pods, shells, feathers

Learners sort the items into boxes or trays.



Workstation 4



What you need

- String or masking tape
- Blocks
- Prepare the block corner – create one pattern per pair of learners

Learners work in pairs to copy patterns in the block area. They move to a different pattern as they complete one. They can create their own patterns once all four patterns have been completed.

Integration

Home Language and Life Skills:

- Using symbols to represent something (emergent literacy).
- Interpreting symbols.
- Play games where the learners are sorted according to certain criteria, for example, those who had juice that morning, those who are going to play sport after school, those who walked to school.

Isitetjhi sokusebenzela 2

Okudingako

- Ama-ayithemu wokuhlelwa ngamananeke abovu, ahlaza samkayi, ahlaza satjani, nasarulani
- Iimphathi zokuhlela ngokombala ezinelebula etjengisa umbala

Abafundi bahlela ama-ayithemu ngokombala ofaneleko weemphathi.

Isitetjhi sokusebenzela 3

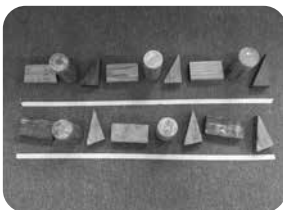
Okudingako

- Amathreyi nanyana amabhoksi wokuhlela ngamananeke
- Izinto zemvelo zokuhlela ngamananeke: amabhlara, iingojuana, amaqembe, amatjana, iimpepha zembewu, amaqephe, iinsiba

Abafundi bahlela ama-ayithemu ngemabhoksini nofana kumathreyi.



Isitetjhi sokusebenzela 4



Okudingako

- Intambo nofana itheyibhu yokusitha
- Amabhlogo
- Lungisa ikhona lamabhlogo – yakha iphetheni yinye ipara yabafundi ngayinye

Abafundi basebenza ngababili ukukopa amaphetheni endaweni yamabhlogo. Bangaqeda iphetheni bayatjhida baye kwenye ehlukeleko. Bangakha amaphetheni wabo lokha amaphetheni womane sele aphelile.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo:

- Ukusebenzisa amatshwayo ukujamiselela into (ilwazi lokuthomba lokufunda nokutlola).
- Ukuhlathulula amatshwayo.
- Dlalani imidlalo lapho abafundi bahleleke ngokuya ngokwendlela ethileko, isibonelo, laba abasele ijuzi ekuseni, labo abayokudlala imidlalo nakuphuma isikolo, labo abakhamba ngeenyawo ukuya esikolweni.

Ukuhlola

Ithemu 1: Isibonelo seRekhodi yokuHlola okuragela phambili

Okuqakathekileko	IINOMBORO, AMA-OPHARETJHINI NOBUDELELWANA	AMAPHETHENI, AMAFANKTJHINI NE-ALJIBHRA	IMIBONO
✓ = unekghono ● = unekghono kancani ✗ = akakabi nekgghono	Ukubala uye phambili ku-10 Ukulinganisa nokubala izinto: 1-5 Ukubala uye emuva: 5-1 Ukulemukela iinomboro ebuyayeleleko Ukuzwisisa iinomboro sikhundla, isibonelo, ukurhema Ukufanisa amakarada wamaqatshazane/wenthombe: 1-3 Ukufanisa amatshwayo wenomboro: 1 Ukufanisa inomborogama: kunye Ukuhlela iinomboro: 1-3 Ukuzwisisa kunye kokunye okukhambelanako Ukuhlukenisa phakathi kokunengqi nokumbalwa Ukurulula imiraro ngezinto eziphathekako Ukurulula imiraro ngokusebenzisa imino nofana iimbalisi	Ukufanisa amaphetheni ebhodulukweni Ukuhumbula 'ukubuyelela' kumaphetheni Ukukopa nokupeda amaphetheni Ukukopa amaphetheni ngokusebenzisa iinyakazisi mzimba Ukukopa, ukugedelela nokwaka amaphetheni angewakhe Ukuhlathulula amaphetheni angewakhe (umthethwana wokubuyelela)	Ukukhowuda kokugcina
Amabizo wabafundi			
Ilanga			

Key	SPACE AND SHAPE (GEOMETRY)												MEASUREMENT				DATA HANDLING				COMMENTS																																																																						
	Describes position, e.g. in front of, behind, on, on top of, under, below, in, out, next to, between												Follows directions, e.g. forwards, backwards, up, down				Follows directions from instructions				Identifies and names 3-D objects: balls and boxes				Sorts, compares and describes 3-D objects that slide or roll				Identifies and names 2-D shapes: circle				Identifies and names 2-D shapes: square				Identifies and names 2-D shapes: triangle				Sorts, compares and describes 2-D shapes according to properties				Recognises line of symmetry in body				Understands morning, afternoon and evening/night				Uses words like day and night, light and dark, morning and afternoon				Sequences recurring events in the daily programme				Identifies activities in a daily programme				Shows an awareness of days of the week, seasons and weather				Distinguishes between tall, taller, tallest and short, shorter, shortest (height chart)				Collects objects according to one attribute				Sorts objects according to one attribute				Represents objects according to one attribute				Answers questions about representation				Final coding		
Learners' names	Date																																																																																										
✓ = competent																																																																																											
● = partially competent																																																																																											
X = not yet competent																																																																																											

Okuqakathekileko	ISIKHALA NEBUMBeko (IJIYOMETHRI)	UKUMEDA	UKUPHATHA IDATHA	IMIBONO					
✓ = unekghono ● = unekghono kancani X = akakabi nekghono	Uhlathulula isikhundla, isib, phambi kwe, ngenwa, phezu, phezu kwe, ngaphasi, ngenzasi, ngaphakathi, ngaphandle, eduze ne-, phakathi Ulandela inkombatjhuba, isib, ukuya phambili, ukuya emva, phezu, phasi Ulandela inkombatjhuba ezivele emlayelweni Ufanisa nokutjho izinto ze-3-D: iimbholo namabhoksi Uhlela ngamaneko, madanisa nokuthadhula izinto ze-3-D ezitjhelelako nofana ezigdekako Ufanisa nokutjho amabumbeko we-2-D: indlungu Ufanisa nokutjho amabumbeko we-2-D: isikwere Ufanisa nokutjho amabumbeko we-2-D: uncantathu Uhlela ngamaneko, madanisa begodu utlhadhula amabumbeko ngokwamatshwayo Ukhumbula umda wesimethri emzimbeni	Uzwisisa ikuseni, ingemva kwamadina nentambama/ebusku Usebenzisa amagama afana nemini nobusuku, umkhanyo nobumnyama, ekuseni, ngenwa kwamadina Ulandelanisa izehlakalo ezizibuyelelako ehlelweni langamalanganga Ufanisa imisebenzi ehlelweni langamalanganga Ukhombisa ukuyelela amalanga weveke, inkhathi zonyaka nobujamo bezulu Uhlukalisa phakathi kobude, ubudanyana ubude khulu nobutjhanani, ubutjhanazana nobutjhanani khulu (itjhad lokuphakama)	Ubuthlela izinto ngokwe-athribhuthi ellidwa Uhlela izinto ngokwe-athribhuthi ellidwa Ujamsela izinto ngokuya ngokwe-athribhuthi ellidwa Uphendula imibuzo mayelana nokujamsela	Ukukhowuda kokugcina	Amabizo wabafundi	Ilanga			

Resources

Songs, rhymes and stories

Week 1

Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sshh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?
Here I am, here I am, we have 1.

Father finger, Father finger, where are you?
Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?
Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?
Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?
Here I am, here I am, now we have 5.

Week 2

Counting song: *Hokey Pokey*

You put your one arm in,
You put your one arm out,
You put your one arm in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around.
That's what it's all about!

(Repeat using the other arm and then different body parts.)

Counting rhyme: *Bananas*

One banana, two bananas,
three bananas and four.
Five bananas in a bunch,
let us eat them all.

Iinsetjenziswa

Iingoma, imilozelo neendatjana

Iveke 1

Indatjana: Ukwethula umndeni we-Grade R Maths ngokuwuhlanganisa nePhosta 4

Lo mndeni weNcwadi yamaPhosta. UGogo nabantwana bangelawini lokuphumula balinde uMma bonyana abuye emsebenzini. UGogo uhlezi esitulweni uyafunda begodu ulalele uThami olele embhedeni wakhe. UBaba akekho ekhaya njenganje, kodwana ungambona anoThami esithombeni somndeni esisebodeni. Ingabe uyababona?

ULaylah banoMalusi bayabhaca. Bafuna ukuphuma beqe bamangaze unina lokha nakangena ngendlini.

'Tjhjh, Malusi, thula, uzakona isimanga lesi,' kutjho uLaylah.

UPepper, ukatsu ulalele abantwana wenza kwangathi ulele noDash udlala ngetonini. Msinyana uDash uthoma ukukhonkotha, agijimagijima begodu ajuguja umsila ngokumangazako.

'Kufane bonyana uMma ufikile,' kuhleba uMalusi. 'Thulani nithi du ningasikinyeki.'

UMma uvula umnyango ubona uGogo yedwa.

'Lotjhani,' uyabiza. UGogo uthi akwande, kodwana ubamba ifihlo yokobana abantwana babhace kuphi.

UMma uthi, 'Kuthule khulu ngendlinapha. Baphi abantwana?'

'Angazi,' kutjho uGogo amomotheka kancani ngamehlo anokuthileko.

'Waaaa! kurhuwelela uMalusi noLaylah lokha nabaphuma endaweni ebebabhace kiyo ngokurhaba. UPepper weqa uphuma ngebhoksini lakhe ngokuthuka noDash weqela phasi naphezulu ngokuthaba. UMma umangele khulu begodu uhleka nabantwana.

'Nghweeee!' kulila uThami.

'Maye thina,' kutjho woke umuntu.

Umlolozelo obalako: Bahlanu emndenini wami

Muno kaMma, muno kaMma, ukuphi na? Ngilapha, ngilapha, sina-1.

Muno kaBaba, muno kaBaba, ukuphi na? Ngilapha, ngilapha, kwanjesi sina-2.

Muno kaLaylah, muno kaLaylah, ukuphi na? Ngilapha, ngilapha, kwanjesi sina-3.

Muno kaMalusi, muno kaMalusi, ukuphi na? Ngilapha, Ngilapha, kwanjesi sina-4.

Muno kaThami, muno kaThami, ukuphi na? Ngilapha, Ngilapha, kwanjesi sina-5.

Iveke 2

Ingoma ebalako: I-Hokhi Phokhi

Ufaka umkhono munye ngaphakathi, Ukhuphela umkhono munye ngaphandle, Ufaka umkhono munye ngaphakathi, Bese uyawukhuhluzisa.

Wenze i-Hokhi Phokhi

Bese ujika mazombe.

Ngilokho nje okwenziwako!

(Buyelela bese usebenzisa omunye umkhono nezinye izitho zomzimba ezihlukileko.)

Umlolozelo obalako: Amabhanana

Ibhanana elilodwa, amabhanana amabili Amabhanana amathathu, namabhanana amane. Amabhanana amahlanu esandleni, Asiwadleni woke.

Story: Number 1 story (with Number 1 frieze template)

Some of the animals wanted to live together. 'Let's build houses next door to each other,' they said. 'That would be fun!'

And so the animals began to build their houses.

The first house belonged to Elephant. He was big and lived all alone in his house. He painted a big number 1 on the roof of his house. His house had one door and one window. In Elephant's garden, there was one flower, one banana tree and one bench. Elephant loved to sit on the bench under the tree every day and smell the flower. He also loved to look up at the sky and look for things that could fly. What do you think he saw?

Week 3

Counting rhyme: One baby fish

One baby fish alone and new,
She finds a friend, and then there are two.
Two baby fish swim in the sea,
They find another one, and then there are three.
Three baby fish swimming near the shore,
They find another one, and then there are four.
Four baby fish go for a dive,
Up swims another one, and then there are five.

Week 4

Story: Number 2 story (with Number 2 frieze template)

Do you remember that some of the animals wanted to live together and have fun building their own houses next door to one another? Who remembers who the first house belonged to? That's right – Elephant!

A family called the Zebras built their house next to Elephant's house. The Zebras painted a big number 2 on the roof of their house because there were two of them.

Elephant was very happy when they built their house because he wasn't alone anymore.

The Zebras' house had two doors and two windows. In the garden they had two flowers, two apple trees and two benches.

After they had eaten grass under the trees, the Zebras liked to play with their two soccer balls and watch Elephant while he looked up at the sky and flapped his two big ears.

Counting rhyme: One, two, three, four, five

One, two, three, four, five
Once I caught a fish alive.
'Why did you let it go?'
Because it bit my finger so.
One, two, three, four, five
Then I caught a frog alive.
'What did you do with that?'
I said hello and put it back.

Song: Circles

Start at the top
Loop around to the floor
Swing back around ...
Let's make more!

Week 5

Counting rhyme: Five happy tortoises

One slow tortoise walks down the road,
Two slow tortoises carry a heavy load.
Three slow tortoises take a rest,
Four slow tortoises do their best.
Five slow tortoises hurry along,
Happy little tortoises sing a song.
(Clap hands on each word.)

Indatjana: Indatjana yenomboro 1: (nomfuziselo womhlobiso Inomboro 1)

Ezinye iinlwana bezifuna ukuhlala ndawonye. 'Asakheni izindlu zibe semaduzana,' kutjho zona. 'Lokho kungaba mnandi!'

Iinlwana zathomake ukwakha izindlu zazo.

Indlu yokuthoma kwaba ngekaNdlovu.

Bekamkhulu begodu ahlala yedwa ngendlinakhe. Wagwala inomboro 1 ekulu phezu kwamafulelo wendlu yakhe. Indlwakhe beyinomnyango munye nefesdere linye. Etonini kaNdlovu, bekunethuthumbo linye, umuthi webhanana munye nebhangana linye. UNdlovu bekathanda ukuhlala ebhangeni ngaphasi komuthi ngamalanga bese unukelela ithuthumbo. Bekathanda nokuqala phezulu emkayini aqale izinto eziphaphako. Ucabanga bonyana wabonani?

Iveke 3

Umlolozelo obalako: Umntwana munye wefesi

Umntwana munye wefesi uyedwa begodu mutjha, Uthola umngani, base babababili.

Abantwana befesi ababili baduda ngelwandle, Bathola omunye, base bababathathu.

Abantwana befesi abathathu baduda elwandle, Bathola omunye godu, sebabane.

Abantwana befesi abane bayaduda, Nango omunye eza aduda, sebabahlanu.

Iveke 4

Indatjana: Indatjana yenomboro 2 (nomfuziselo womhlobiso Inomboro 2)

Uyakhumbula bonyana ezinye iinlwana bezifuna ukuhlala ndawonye zithabile ngokwakha izindlu zazo emaduzana? Ngubani okhumbulako bonyana indlu yokuthoma kwabangekabani? Kuliqiniso – ngekaNdlovu!

Umndeni wakwaDube wakha indlu yawo eduze nendlu yakaNdlovu. BakwaDube bagwala inomboro 2 ekulu phezu kwamafulelo wendlu yabo ngombana bebababili.

UNdlovu wathaba khulu lokha nabakha indlu yabo ngombana wabe angasese yedwa.

Indlu yakwaDube gade ineminyango emibili namfesdere amabili. Etonini yabo gade banamathuthumbo amabili, imithi yamahabhula emibili namabhanga amabili.

Ngemva kobana badle utjani ngaphasi kwemithi, bakwaDube be bathanda ukudlala ngeembhola zabo zokurarhwa ezimbili bese babukela uNdlovu lokha nakaqala phezulu emkayini bese uthintitha iindlebe zakhe ezimbili ezikulu.

Umlolozelo obalako: Kunye, kubili, kuthathu, kune, kuhlanu

Kunye, kubili, kuthathu, kune, kuhlanu Ngakhe ngabamba ifesi ephilako.

'Wayiliselani?'

Ngombana yangiluma umuno.

Kunye, kubili, kuthathu, kune, kuhlanu Ngasengibamba isirhwarhwa esiphilako.

'Wenzani ngaso?'

Ngasilotjhisa ngasibuyisela.

Ingoma: lindulungu

Thoma phezulu

Zombezeza uye phasi

Zombezeza ubuye phezulu ...

Asenzeni ezinengi!

Iveke 5

Umlolozelo obalako: linkguru ezihlanu ezithabileko

Ikguru yinye ebuthaka ikhamba endleleni, linkguru ezimbili ezibuthaka zithwele umthwalo. linkguru ezintathu ezibuthaka ziyaphumula, linkguru ezine ezibuthaka zilinga ngamandla. linkguru ezihlanu ezibuthaka ziyakhambisa, linkguru ezincani ezithabileko zivuma ingoma.

(Wahlani izandla egameni ngalinye.)

Week 6

Story: *Number 3 story (with Number 3 frieze template)*

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,
wheelbarrow
I have a little wheelbarrow, I fill it up with sand.
I fill it up with one spade, one spade, one spade
I fill it up with two spades, I fill it up with sand.
I fill it up with three spades, three spades,
three spades
I fill it up with four spades, I fill it up with sand.
Last I put in five spades, five spades, five spades
Last I put in five spades, and off I go again.

Week 7

Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,
Look and you will see.
With three corners and three sides.
Count them one, two, three!

Counting rhyme: *Hear me count*

I can count, want to see?
Here are my fingers – one, two, three.
Four and five, this hand is done,
Now I'll count the other one.
Six, seven, eight and nine,
Just one more, I'm doing fine.
The last little finger is number ten,
Now I'll count them all again.

Week 8

Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,
Hot and bright it gives us light,
The sun is in the sky.
The moon is in the sky, the moon is in the sky,
It's late and dark, we tuck up tight,
The moon is in the sky.

Iveke 6

Indatjana: *Indatjana yenomboro 3 (nomfuziselo womhlobiso Inomboro 3)*

Uyakhumbula bonyana ezinye iinlwana eNarheni yeeNomboro zazifuna ukuhlala ndawonye zizithabise ngokwakha izindlu zazo emaduzana? UNdlovu unabomakhelwana bakwaZebra ngahlanye. UNdlovu akanabo abomakhelwana ngakelinye ihlangothi.

Imibuzo:

- Kubayini bakwaDube bagwala inomboro 2 ekulu phezu kwamafulelo wendlu yabo?
- Ngubani ongangikhumbuza bonyana khuyini umahluko phakathi kwendlu yakwaNdlovu nendlu yakwaDube?
- Ucabanga bonyana ngubani okufanele akhe indlu yakhe eduze nakwaDube? Begodu zingaki iinlwana ocabanga bonyana zingahlala emzini loyo?

Umndeni wezelamani zamadodana amathathu asele akhulile wakwaBudorwana kwabaziinlwana ezilandelako ezakha eNarheni yeeNomboro. BakwaBudorwana bakha indlu yabo eduze nakwaDube.

Le kwakungasi yindlu yokuthoma eyakhiwa ngebakwaBudorwana. Lokha nabasuka ekhabo ngombana besele babakhulu ngokwaneleko, bakha izindlu ekungezabo. Kodwana ngebhadi, izindlu zabo zokuthoma bezingakaqini ngokwaneleko. Indodana yokuthoma yakwaBudorwana yakha indlu yayo ngotjani, yesibili yakha indlu yayo ngeengojwana. Nanyana indodana yesithathu yakha indlu yayo ngeentina, beyingazi bonyana kufanele isebenzise isamende phakathi kweentina, ngalokho lokha ipungutjha nayifikako, izindlu zabo bobathathu zabhuruzwa kuvuthela kwepungutjha. BakwaBudorwana bathatha isiqu nto sokwakha indlu eqinileko eduze nebakwaDube ngombana naba nabomakhelwana eduze bazazizwa baphephile. Begodu bebahlulukelana lokha nabahlala maqalanga ngalokho bebathabe khulu ukuba nemibhede yabo emithathu emaduzana godu. Bebathabele nokuba nemirhoba emithathu ngaphasi komhlaba, amadwala amathathu namahlatjhana amathathu etonini yabo. Lokhu sebakusebenzisa khulu kwanjesi ngombana bathanda ukudlala umabhacelana. Balala nelangeni phezu kwamadwala lokha nabezwa amakhaza.

Ingoma ebalako: *Nginengolovana*

(Ngokwetjhuni *Sikha ama-orentji*)

Nginengolovana, nginengolovana
Ngiyizalisa ngehlabathi, ngiyizalisa ngehlabathi.
Ngithela irharafu yinye, ngithela iinrharafu ezimbili.

Ngithela iinrharafuni ezintathu, ngithela iinrharafu ezine.

Ngithela iinrharafu ezihlanu, ngiyayisunduzal!

Iveke 7

Ingoma kancantathu: *Nguncantathu lo*

(ngokwetjhuni *Row, row, row your boat*)

Lo nguncantathu,
Qala uzakubona.

Ngamakhona amathathu namahlangothi amathathu.

Abale kunye, kubili kuthathu!

Umlolozelo obalako: *Ngilalela nangibalako*

Ngiyakwazi ukubala, ufuna ukubona?

Nasi iminwami – kunye, kubili, kuthathu.

Kune nakuhanu, lesi isandla ngisiqedile.

Kwanjesi ngizakubala esinye.

Sithandathu, likhomba, bunane nethoba.

Kunye nje kwaphela okuseleko, ngenza kuhle.

Umuno wokugcina omncani uyinomboro yetjhumi,

Kwanjesi ngizayibala yoke godu.

Iveke 8

Ingoma yemini nebusuku: *Ilanga lisemkayini*

(ngokwetjhuni *The farmer's in the den*)

Ilanga lisemkayini, ilanga lisemkayini,
Liyatjhisa beliyakhanyisa linikela umkhanyo,
Ilanga lisemkayini.

Inyanga isemkayini, inyanga isemkayini,

Kuhlwile kusebusuku, singena ngengutjeni silale,

Inyanga isemkayini.

Day and night story: *Malik gets it wrong*

Malik was fast asleep in his bed. He was having such a happy dream, but suddenly he woke up and jumped out of bed.

'I'm going to be late for school,' worried Malik. 'I'd better hurry.'

So he brushed his teeth, put on his clothes and ran to the kitchen to find his breakfast.

But when he got to the kitchen, all was quiet. There was no breakfast and the family wasn't there either.

'What's going on?' wondered Malik. 'Where are Mom and Dad? Where is everyone else? And, where is my breakfast?'

Malik stopped. He looked around. Everything was dark. He reached for the wall to switch the light on.

Malik looked around. What was going on? He opened the curtains and looked outside. He saw a beautiful shiny moon and a sprinkle of stars.

'That's not right,' thought Malik. 'If it is school time, why is it still so dark outside?'

Malik listened to the sounds of the house. It was so quiet. But then he heard something that he knew well – Dad was snoring! He went to the bedroom and saw Dad fast asleep.

Mom woke up. 'What's going on, Malik? Why are you in your school clothes? It's still the middle of the night. Go on, back to bed you go. Sleep tight until morning,' she said and gave him a big hug.

Malik went back to bed. He didn't bother to put his pyjamas back on. Soon he fell fast asleep and when he woke up, it was morning.

Malik hurried to the kitchen and this time everything was normal. He could see the sun just coming up, his breakfast was on the table and his family were already eating.

Soon Dad called out, 'Hurry everyone, the school taxi will leave without us.'

The children hurried to the door with their father. Malik smiled. Everything was back to normal.

Week 9

Counting song: *Five in a bed*

There were five in the bed
and the little one said,
'Roll over. Roll over.'

So they all rolled over and one fell out.
(Repeat for four, three, two)

There was one in the bed
and the little one said,
'Good night. Sleep tight.'

Week 10

Counting rhyme: *Taxi, taxi*

Taxi driver stop for us,
We want to catch your taxi bus.
We get in 1, 2, 3, 4, 5.
Taxi driver now you can drive.
Taxi driver stop for them.
We get in 6, 7, 8, 9 and 10.
Thank you driver, we're all in.

Indatjana yemini nebusuku: *UMalik udurhile*

UMalik bekalele ubuthongo embhedenakhe. Bekabhudanga kamnandi, kodwana msinyana wavuka weqa embhedeni waphaphareka.

'Ngizokuladelwa esikolweni,' kutshwenyeka uMalik. 'Kungcono ngirhabe.'

Wahlamba amazinywakhe wembatha bese wagijimela ngephunyaneni ukuthola isidlo sakhe sekuseni.

Kodwana nakafika ngephunyaneni, uthola kuthulile. Bekunganasidlo sekuseni begodu nomndeni gade ungekho.

'Kwenzekani?' kurareka uMalik. 'Uphi uBaba noMma? Baphi abanye boke? Begodu, siphi isidlo sami sekuseni?'

UMalik wajama. Waqala ngapha nangapha. Gade kumnyama koke. Watjhunga ebodeni wakhanyisa ilerhe.

UMalik waqala ngapha nangapha. Kwenzekani? Wavula ikhethini waqala ngaphandle. Wabona inyanga ehle ekhanyisileko kunye neenkwekwezi ezirhanyazelako.

'Lokhu akukalungi,' kucabanga uMalik. 'Nangabe sikhathi sesikolo, kubayini kusesemnyama ngaphandle?'

UMalik walalela amatjhada wendlu. Kwakuthulile. Kodwana kusesenjalo wezwa into ayazi kuhle – uBaba gade arhona! Waya ngelawini lokulala wabona uBaba alele ubuthongo.

UMma wavuka. 'Kwenzekani, Malik? Kubayini wembethe izambatho zakho zesikolo? Kusese phakathi kobusuku. Khamba, buyela embhedeni. Ulale kamnandi bekube sekuseni,' watjho njalo wabe wamanga.

UMalik wabuyela embhedeni. Akhange azihluphe ngokubuyela ambathe iingubo zokulala. Wabanjwa buthongo msinyazana begodu lokha nakavukako besele kusile.

UMalik warhabela ephunyaneni, kwanjesi yoke into yayingefanelo. Wabona ilanga liphuma, isidlo sakhe sekuseni besiphezu kwetafula nomndenakhe besele udla.

Msinyana uBaba wabiza, 'Woke umuntu akenze msinyana, iteksi yesikolo izasitjhiya.'

Abantwana barhabela emnyango kunye noyise. UMalik wamomotheka. Zoke izinto bezibuyele esiqhelweni.

Iveke 9

Umlolozelo obalako: *Bahlanu embhedeni*

Bebabahlanu embhedeni

Omncani wathi,

'Tjhidela le. Tjhidela le.'

Boke batjhida omunye wawa.

(Buyelela ngabane, bathathu, babili, munye)

Beka munye embhedeni

Omncani wathi,

'Ubusuku obuhle. Nilale kamnandi.'

Iveke 10

Umlolozelo obalako: *Teksi, teksi*

Umtjhayeli weteksi uyasijamela,

Sifuna ukukhwela iteksi yakho.

Siyangena 1, 2, 3, 4, 5.

Mtjhayeli weteksi ungakhamba kwanjesi.

Umtjhayeli weteksi uyabajamela.

Bayangena 6, 7, 8, 9 ne-10.

Siyathokoza mtjhayeli, sesingenile soke.

one

1

•

kubili

2

••

Playdough template: Number 1

one

Templates • Imfuziselo

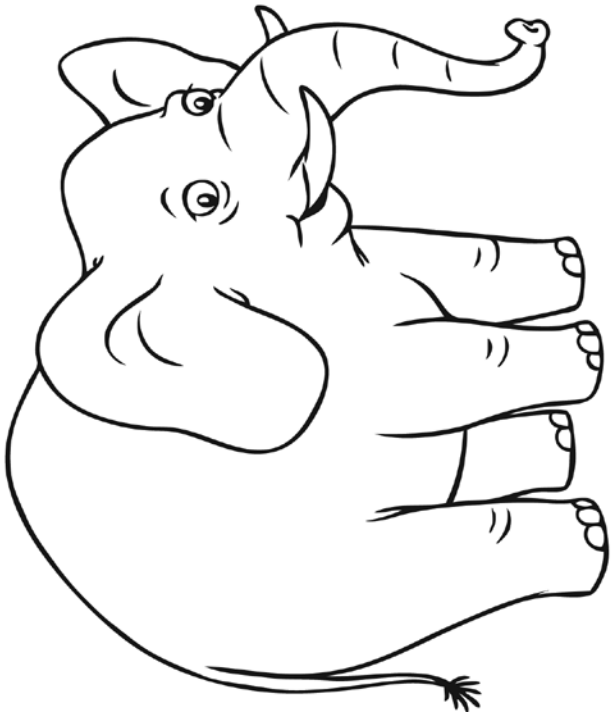
Umfuziselo wehlama yokudlalisa: Inomboro 3

kuthathu

3

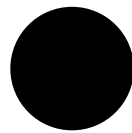
A beetle (Week 4) • Ikubabulongwe (Iveke 4)

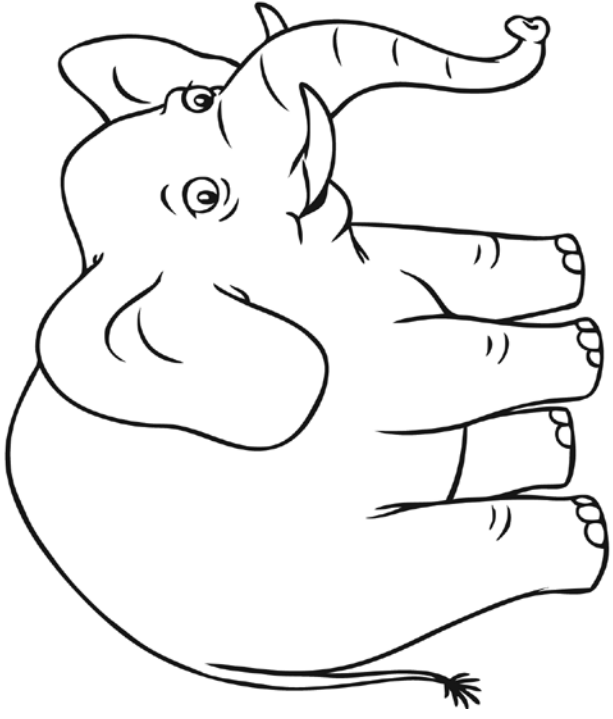
Six-piece puzzle • Iphazili yeenquntu ezisithandathu



one

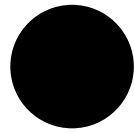
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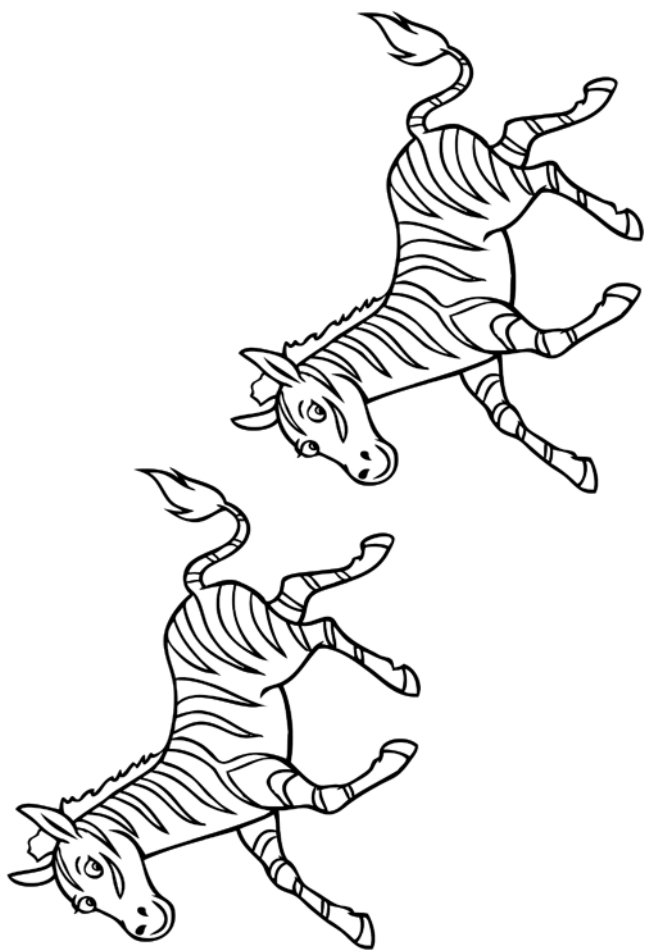




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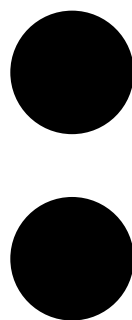
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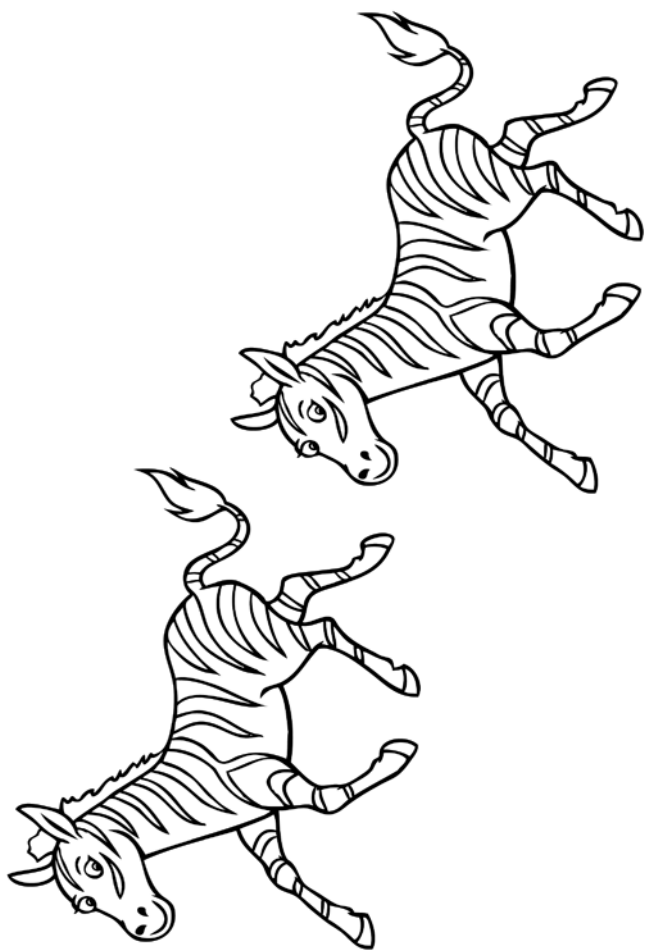




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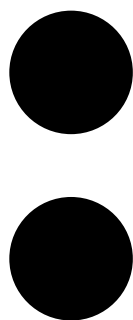
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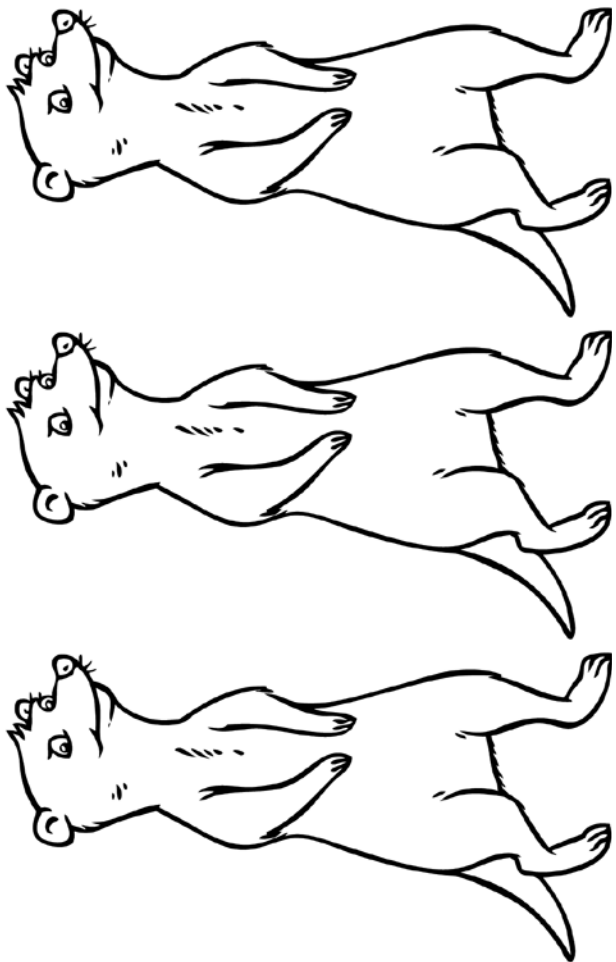




2

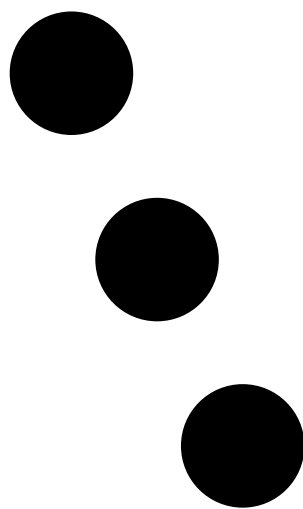
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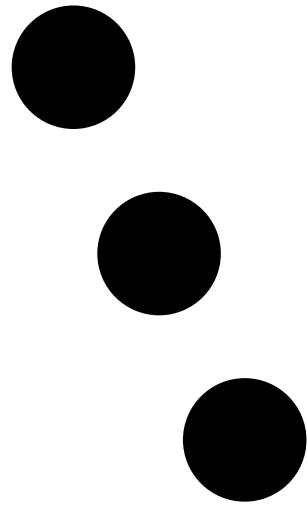
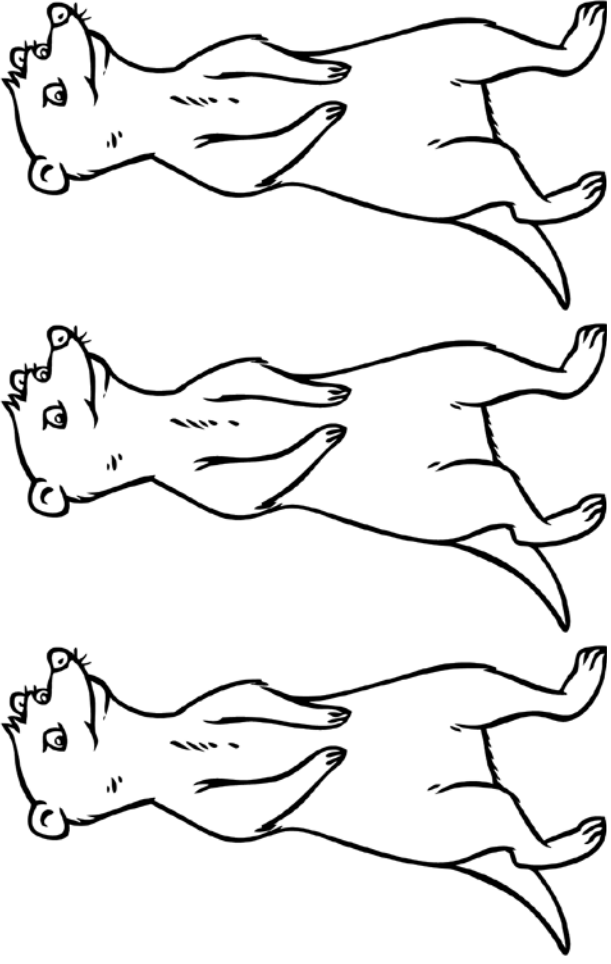


3

three



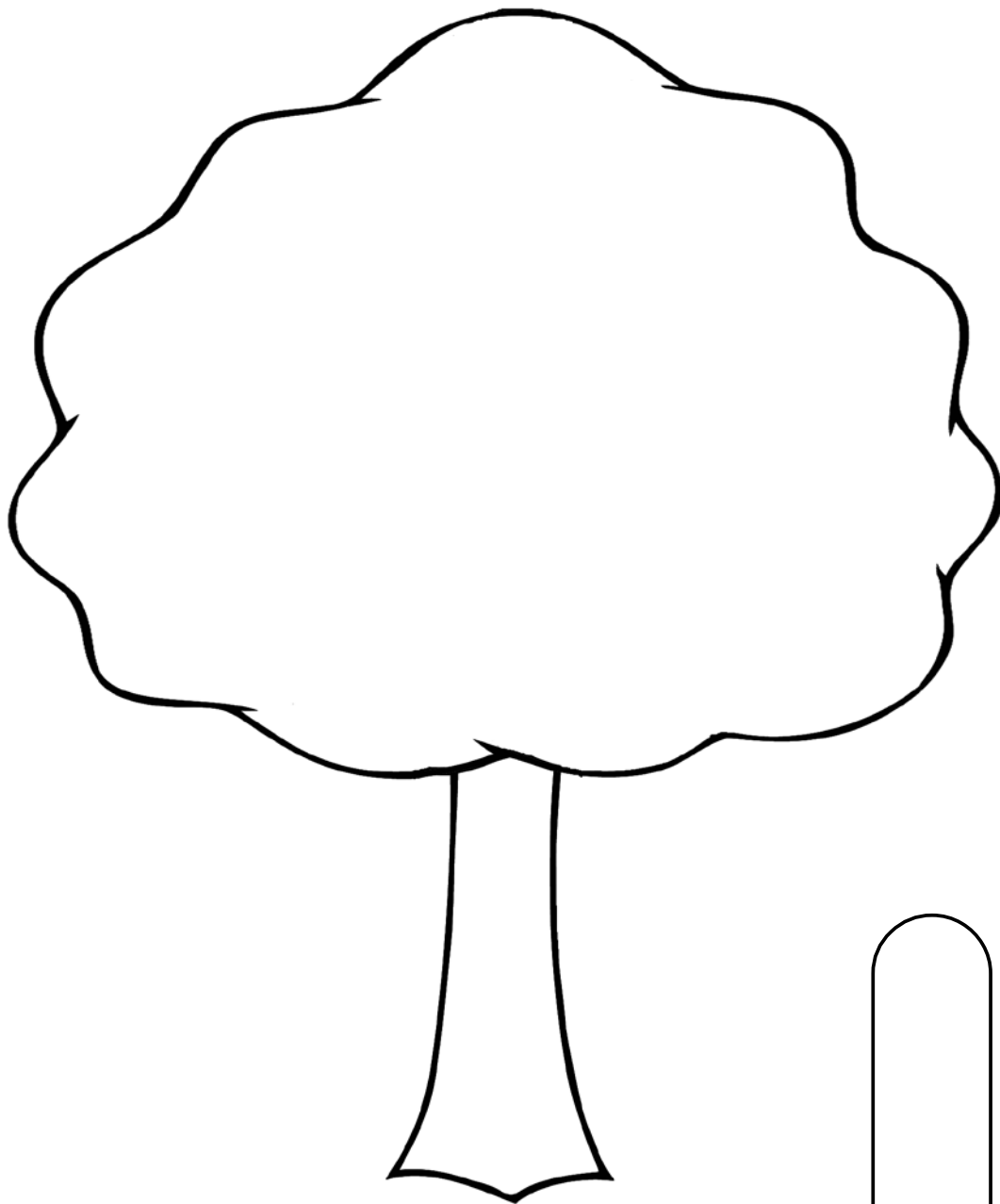
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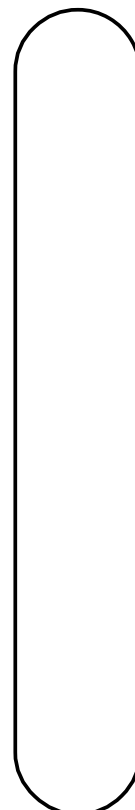
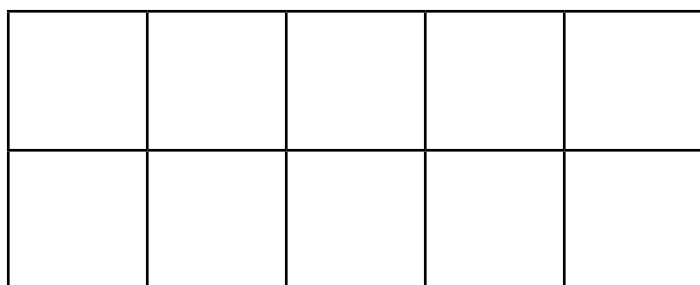
kutthathu



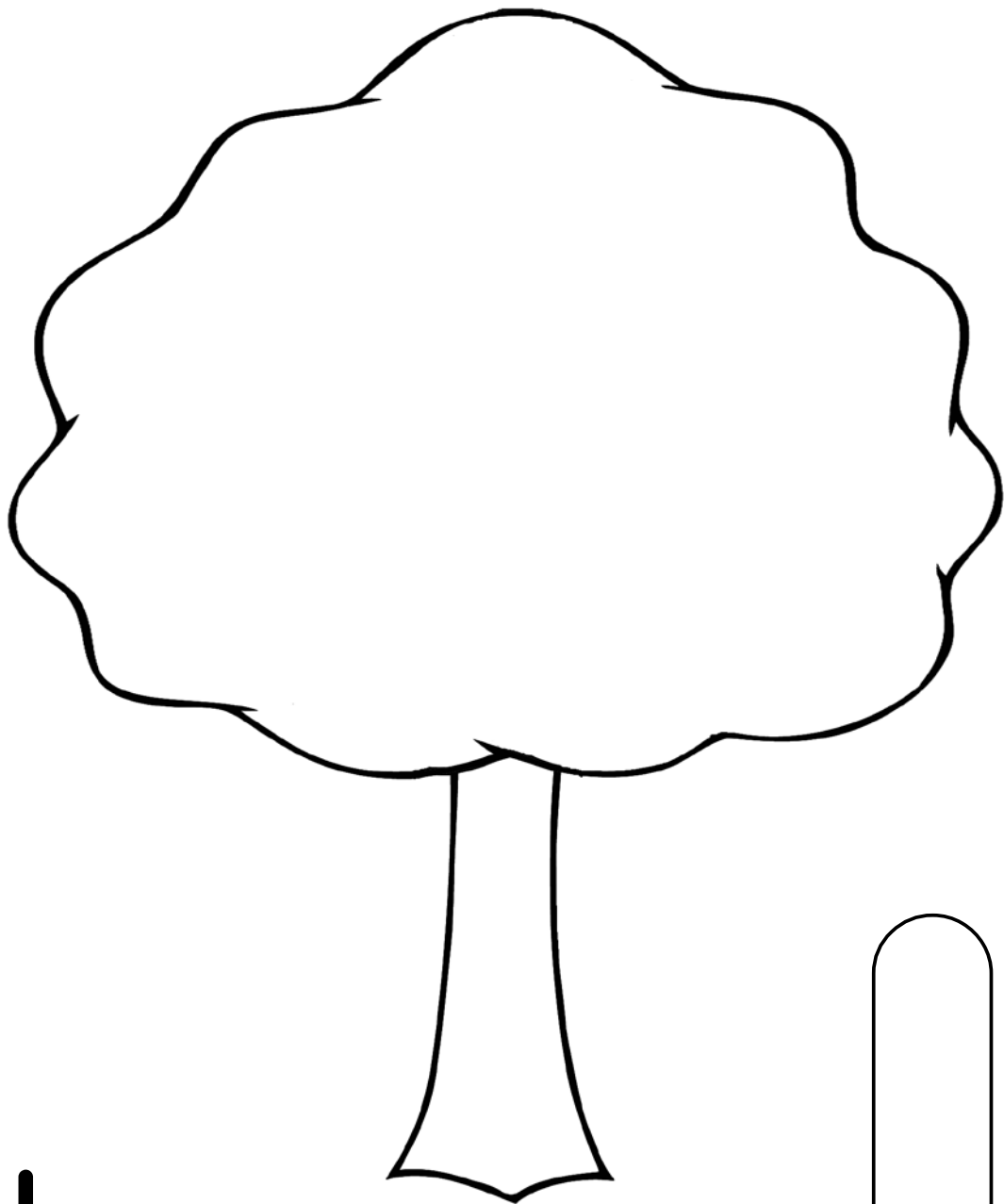
Playdough template: Number 1



one



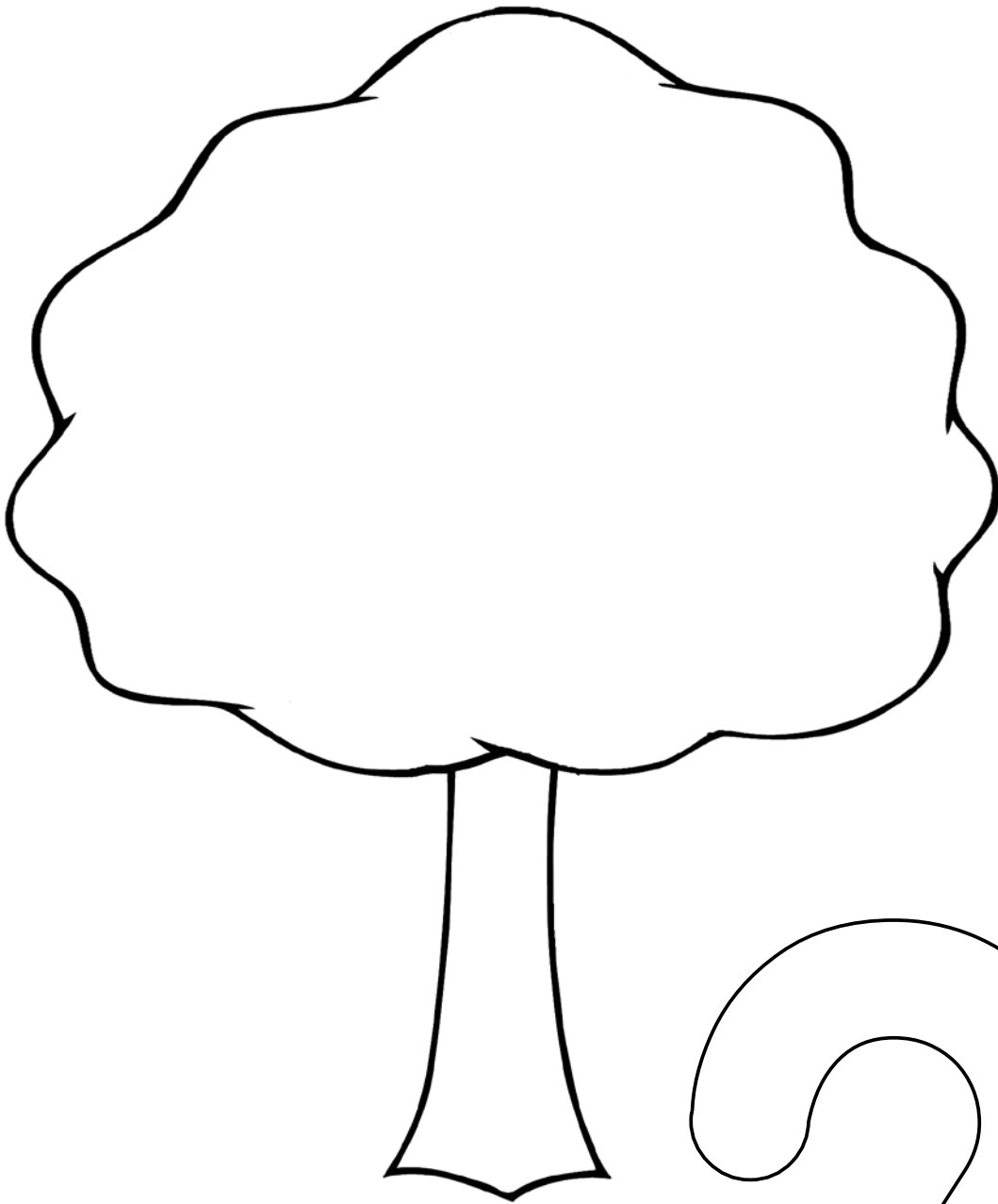
Umfuziselo wehlama yokudlalisa: Inomboro 1



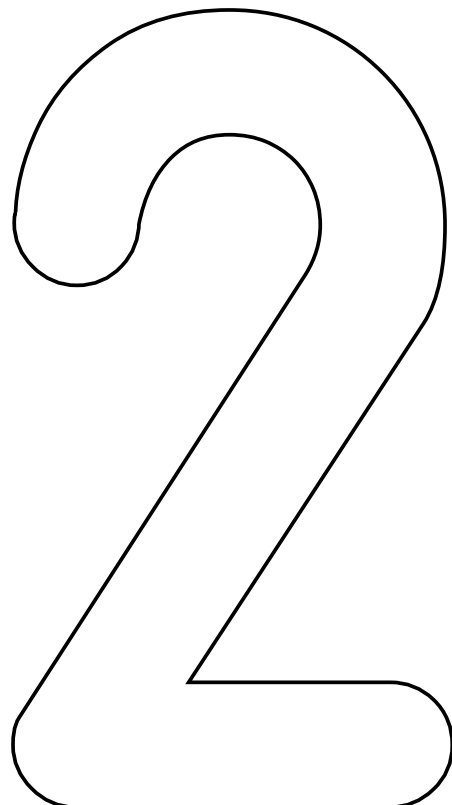
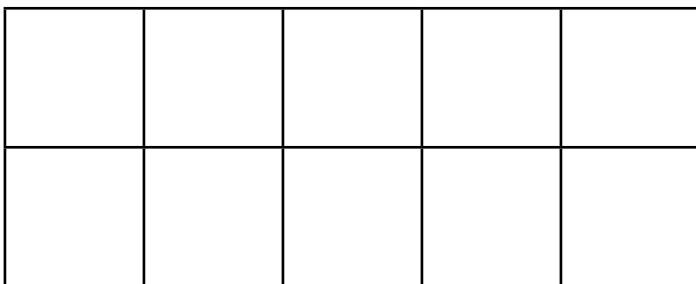
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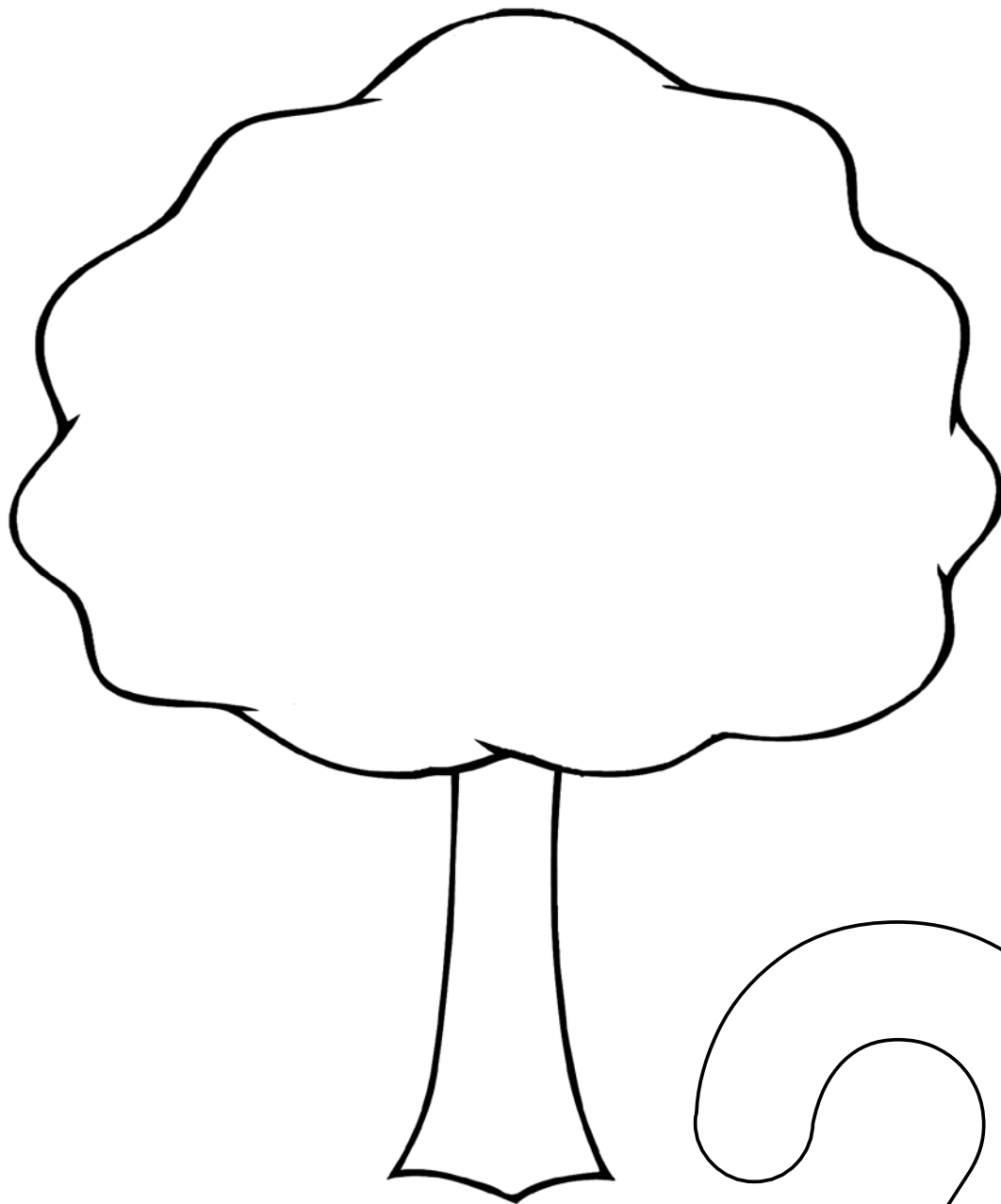
Playdough template: Number 2



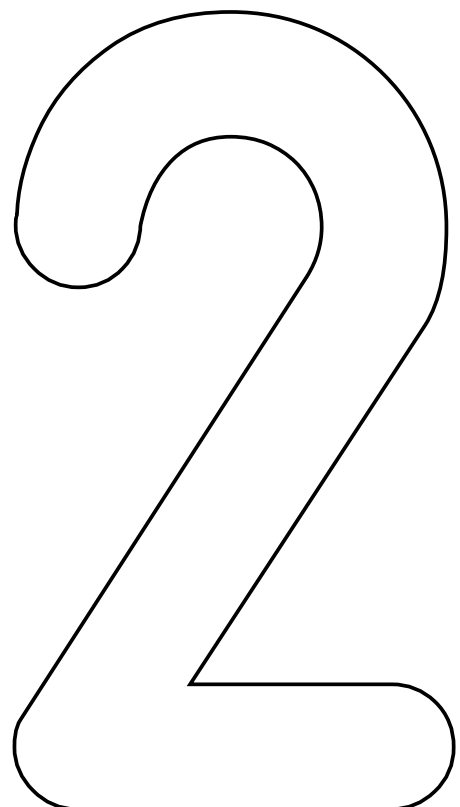
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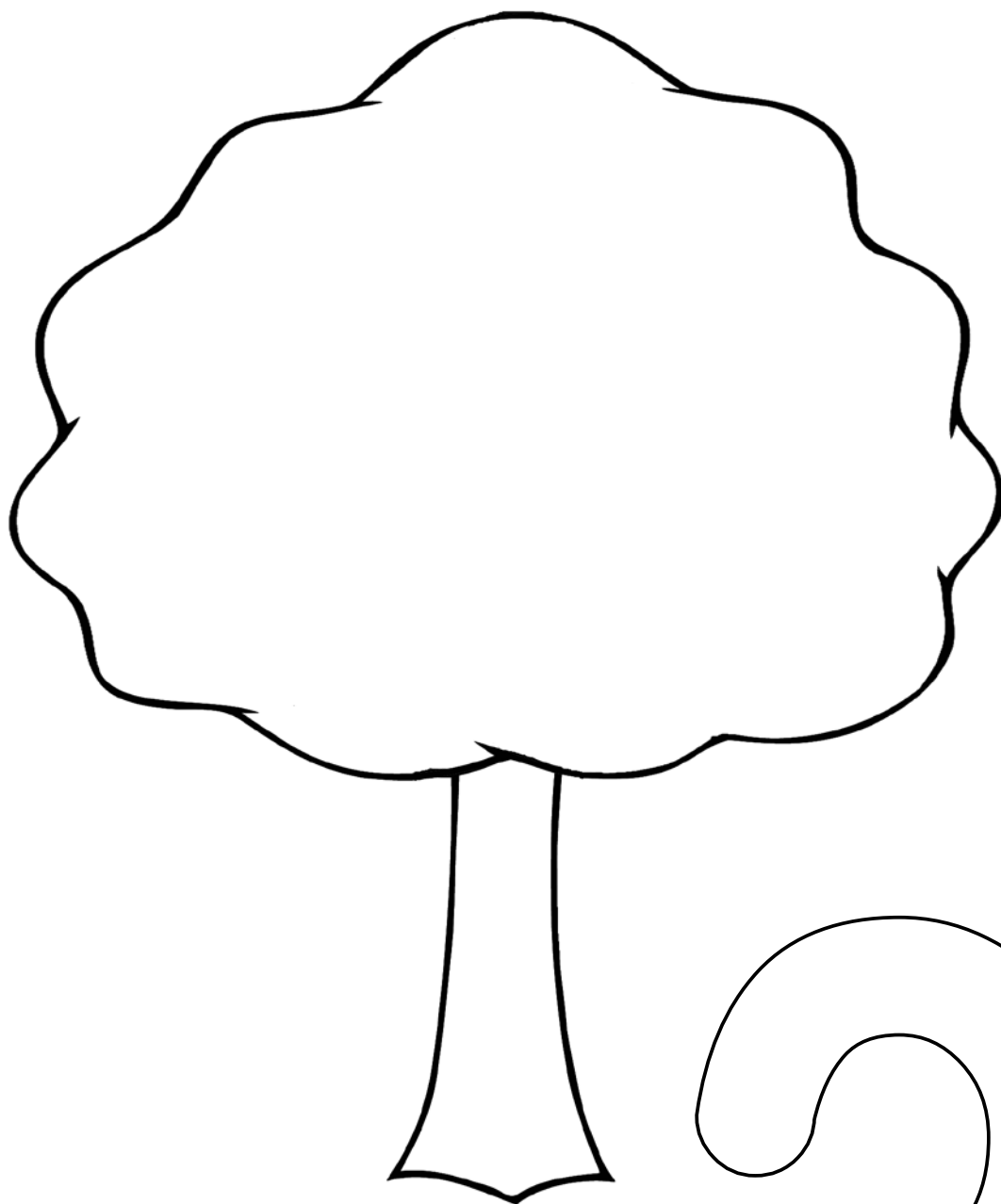
Umfuziselo wehlama yokudlalisa: Inomboro 2



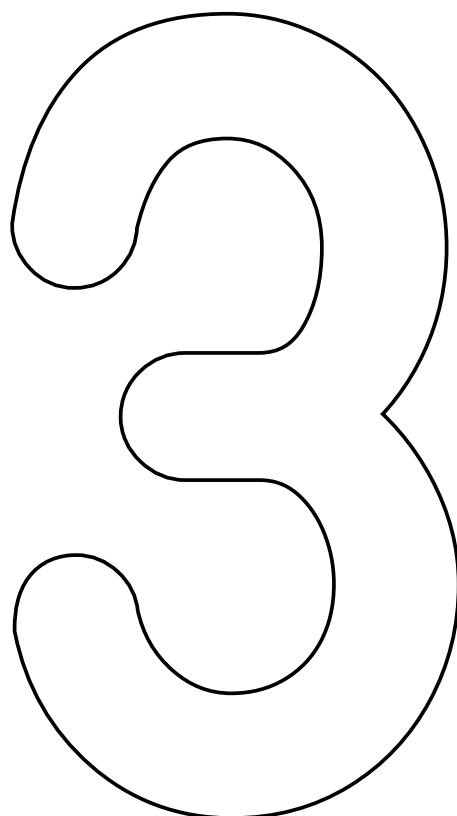
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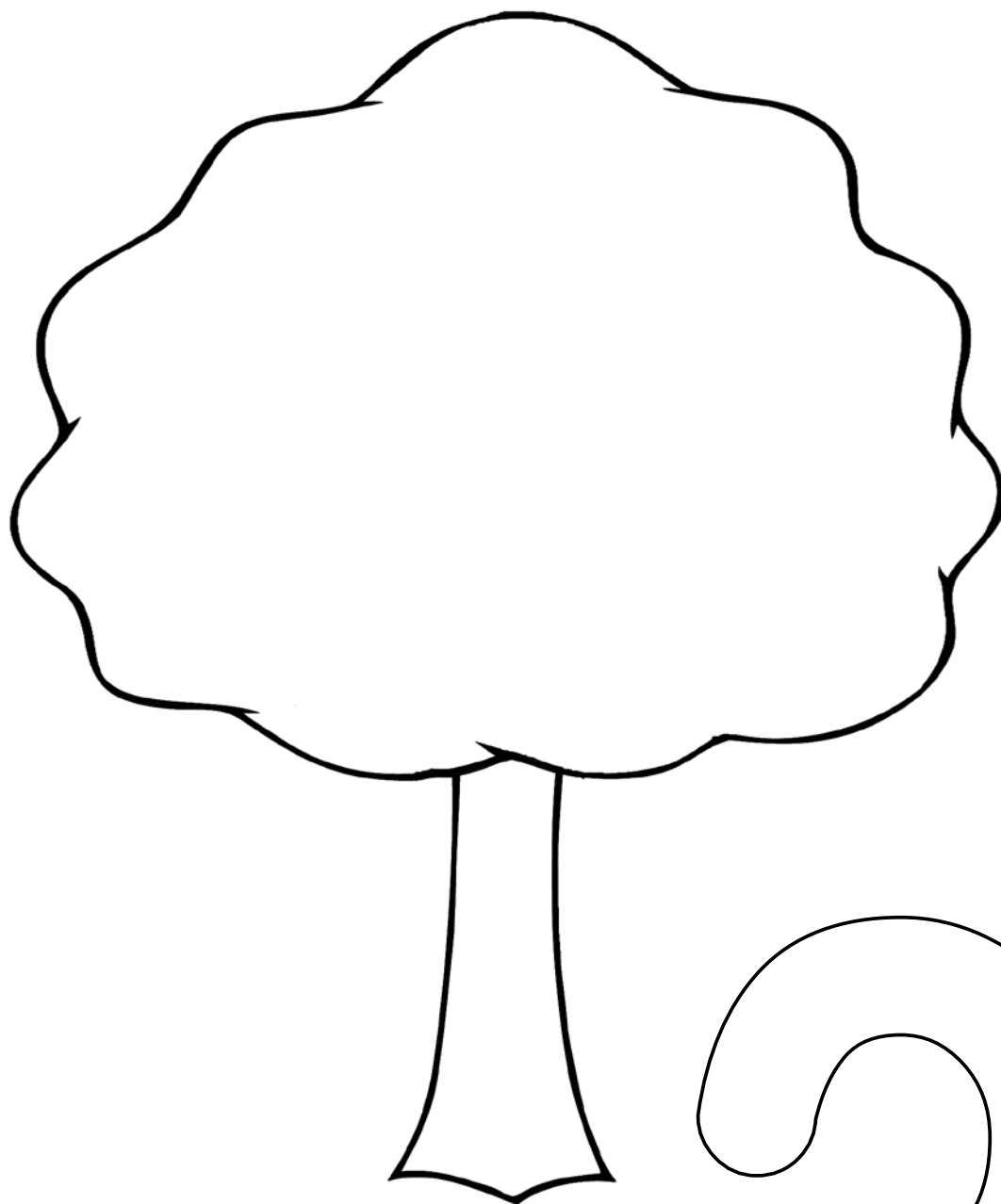
Playdough template: Number 3



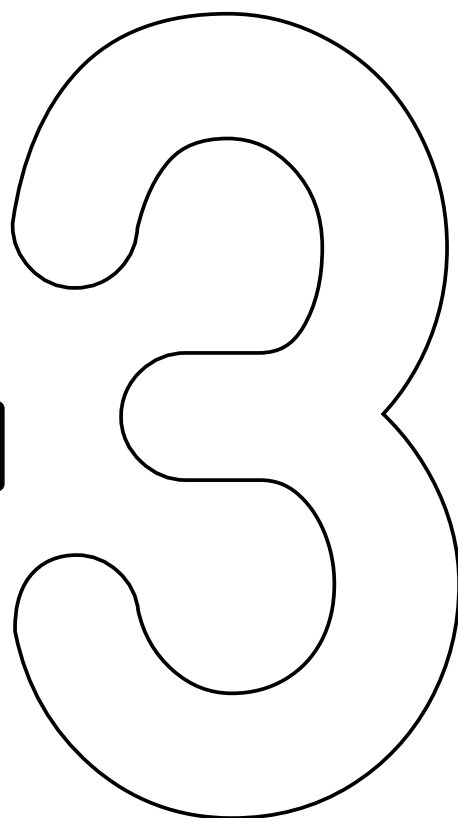
three



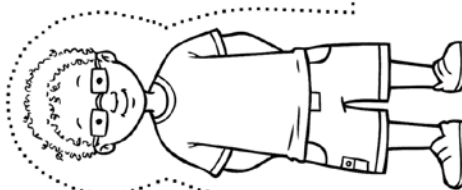
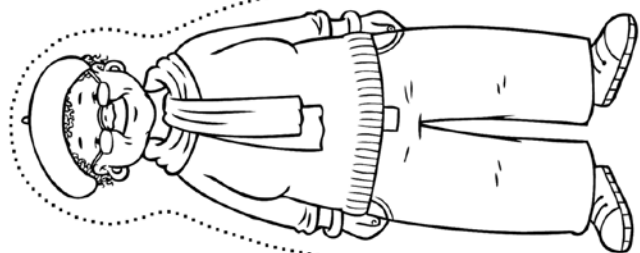
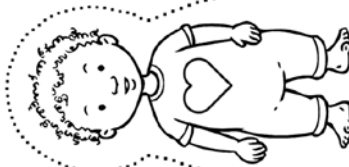
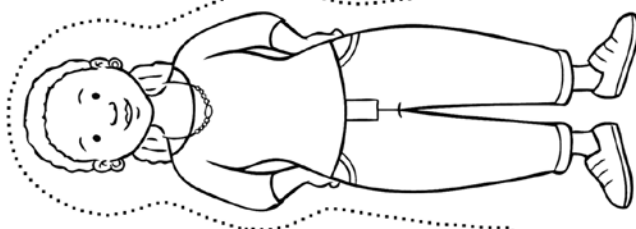
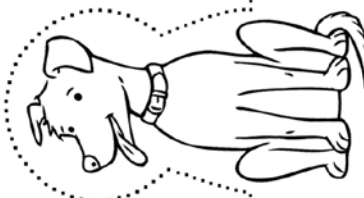
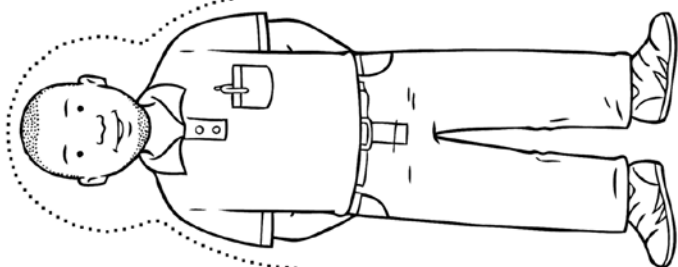
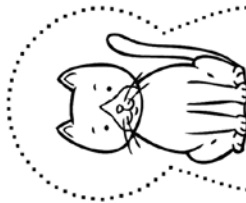
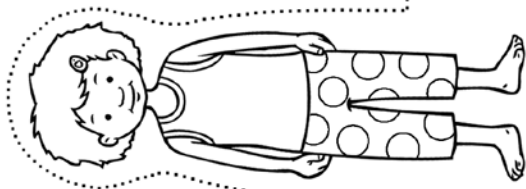
Umfuziselo wehlama yokudlalisa: Inomboro 3



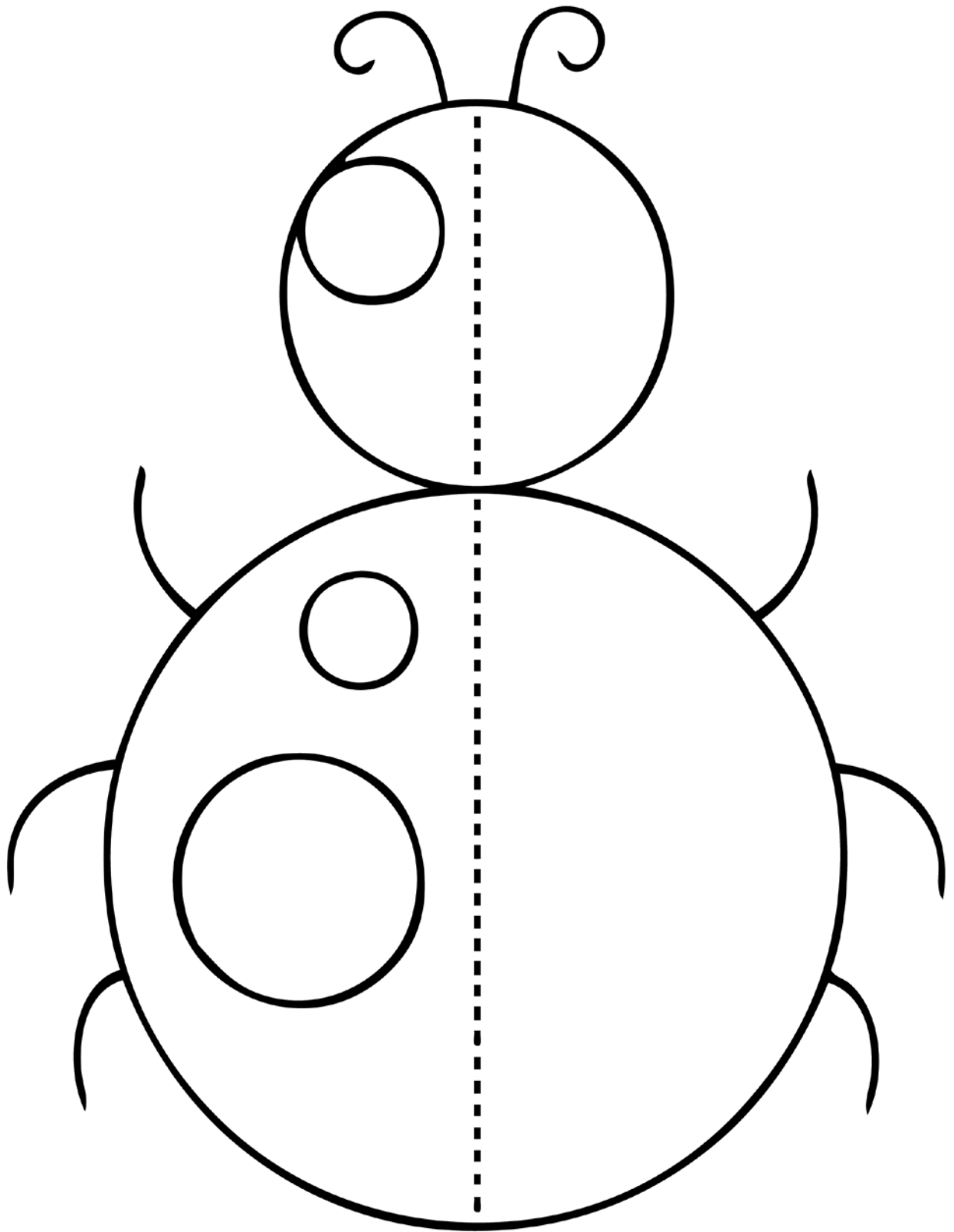
kuthathu



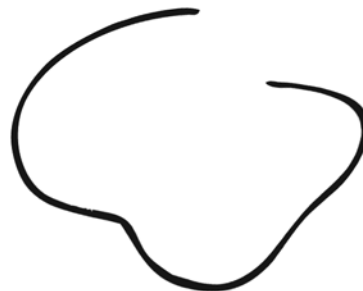
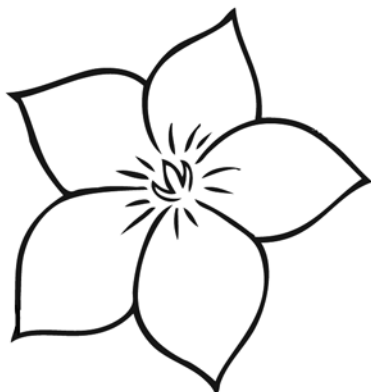
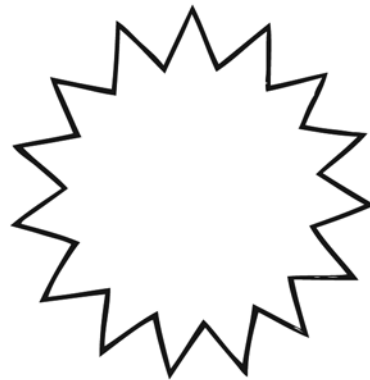
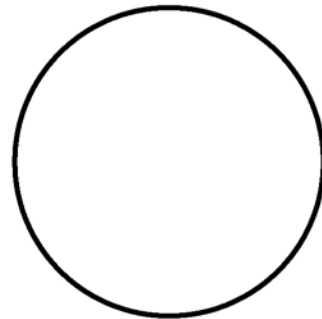
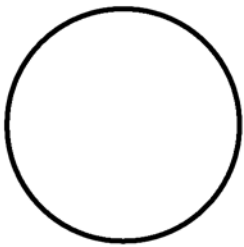
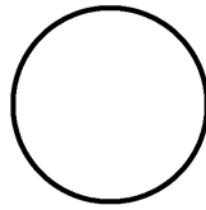
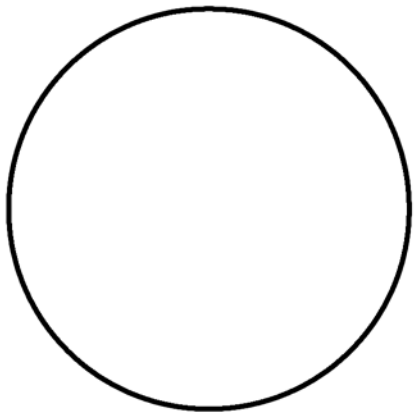
Finger puppets (Week 1) • Amaphaphethi womuno (Iveke 1)



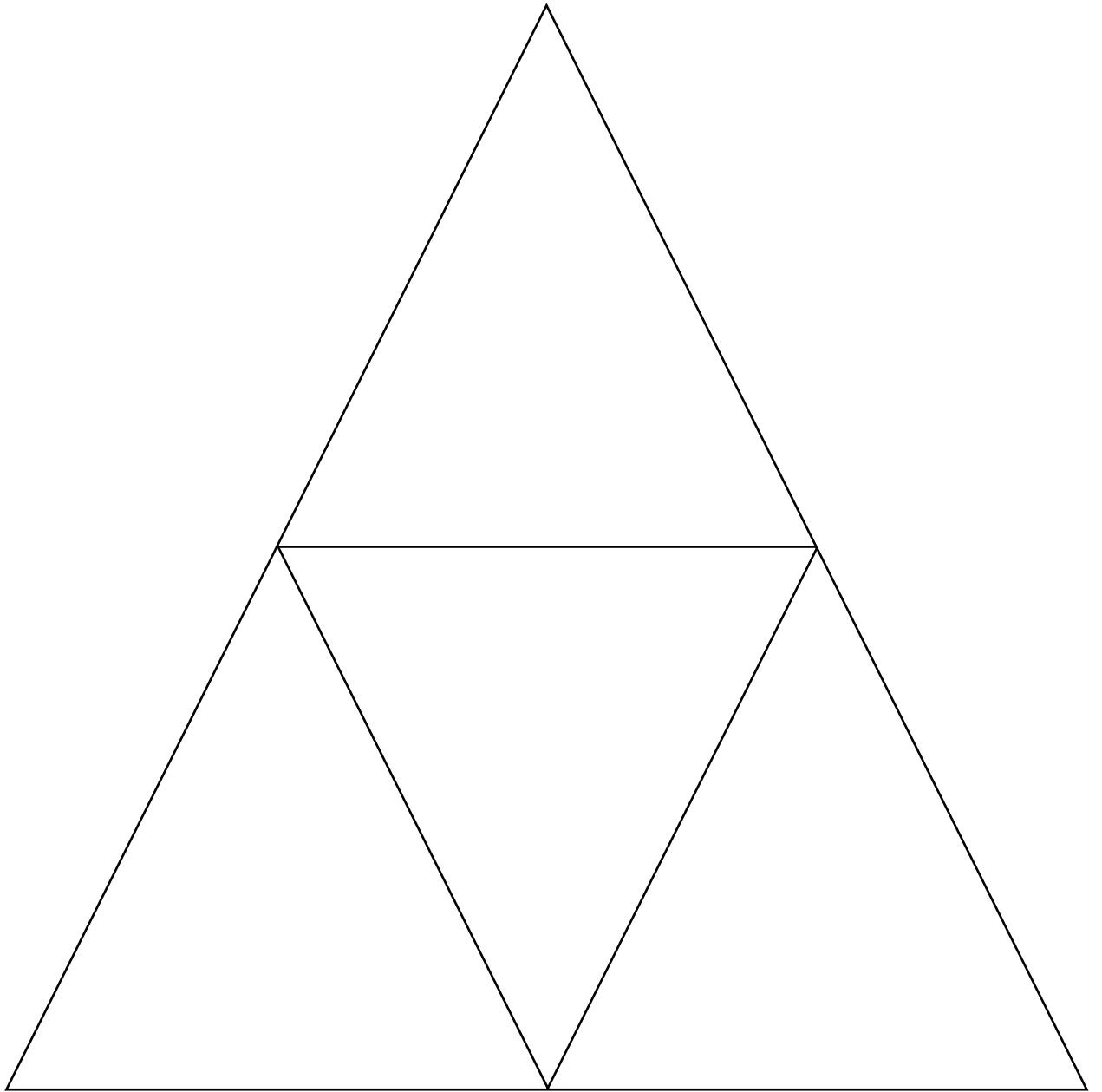
A beetle (Week 4) • Ikubabulongwe (Iveke 4)



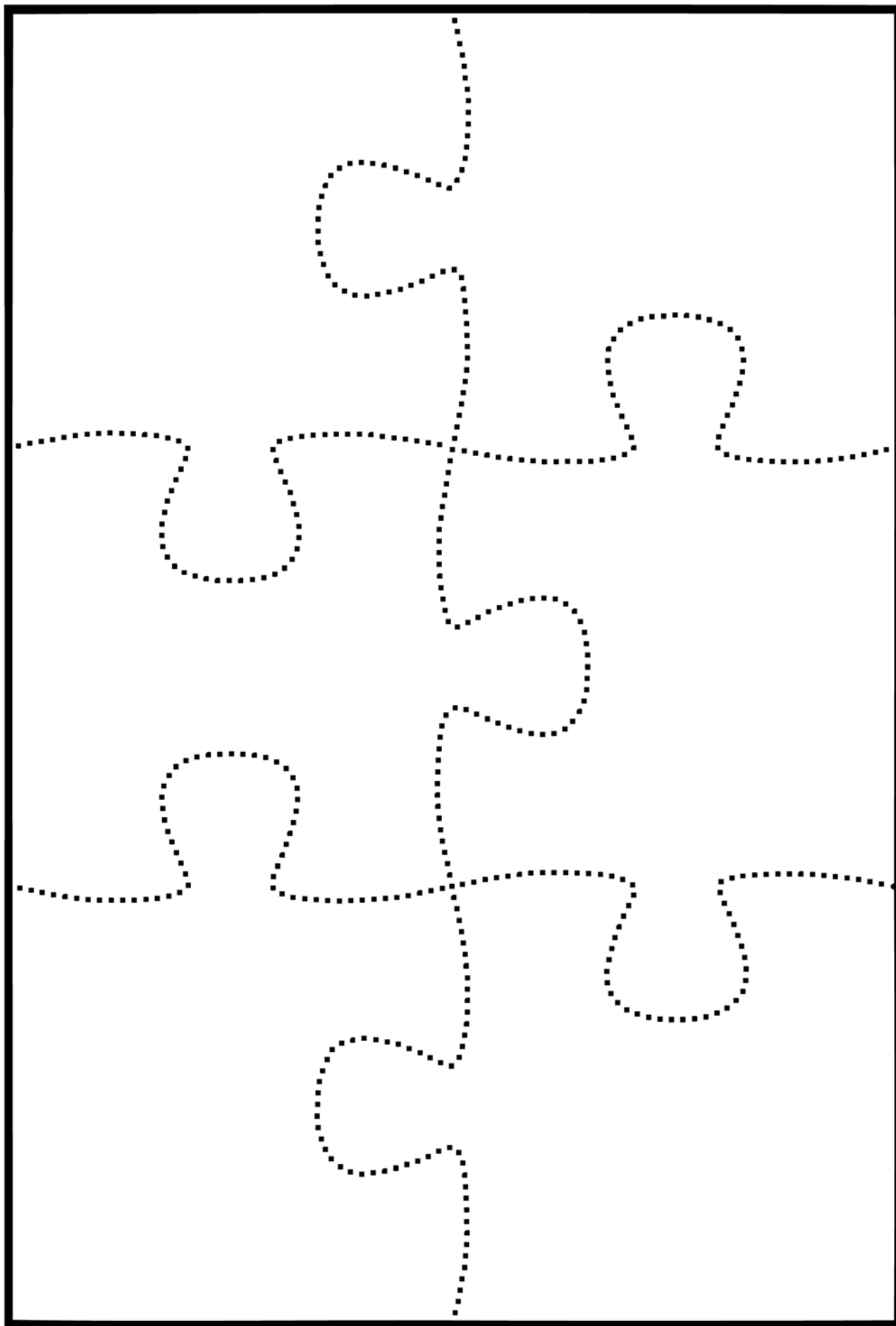
Circles (Week 4) • lindulungu (Iveke 4)



Triangles (Week 7) • Aboncantathu (Iveke 7)



Six-piece puzzle • Iphazili yeenquntu ezisithandathu



Notes • Amanothi

Lined writing area consisting of multiple horizontal dashed lines for notes.



Notes • Amanothi

A series of 20 horizontal dashed lines for writing notes.

